Title: Learning about the first Americans

Subject Matter Emphasis and Level: Social Studies (grade 5)

Author: Lesley Bartscher

School District: Ethan

Email: Lesley.Bartscher@k12.sd.us

Brief Description of the Lesson/Unit:

Students will read about the first Americans (Native Americans) in leveled readers, make a graphic organizer of the important accomplishments and ways of life of the different Native American Groups, and make a banner showing what they’ve learned.

SD Content Standards:

5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

Students should understand differences between the various Native American tribes – In what regions each group lived, how they got food, types of houses, weapons, artifacts that have been found from this time.
2. **What essential questions will guide this unit and focus teaching/learning?**

   What Native American groups lived in the different regions of the US? What type of houses did each group live in? How did they get food and make a living? What evidence have archeologists found to help us learn about these early Americans?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   Students will acquire information about Native Americans by reading leveled readers. With others in a group, students will pick out important points from their reading that will answer the essential questions.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

   Prior learning includes information the fifth graders learned as fourth graders in SD History about Native Americans who lived in South Dakota. Misconceptions that the students may have might include ideas about relationships between early Native Americans and white settlers.

---

**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**

   Students will read and write down important information. Students will display information learned on a large graphic organizer (banner) to present to the class.

   **Other Evidence:**

   Students will complete a study guide answering questions over the reading material and class presentations. Students will take a final test over material.
Unprompted Evidence: (observations, dialogues, etc.)

Observations of students working in groups. Information that students put on graphic organizer

Student Self-Assessment

Student Rubric over information and presentation.

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

Reading to find information about the early Americans
Writing down main ideas (Headings) and details
Taking information and organizing it under headings on large graphic organizer
Presenting information to the class

Materials & Resources (technology & print):

Social Studies Leveled Readers: Learning About the First Americans
Uncovering the Past
Archeologists Explore America

Graphic Organizers
Large Paper & Markers
Management:

Students will be in 3 groups. I will read and find information with the lower leveled reader group. The other 2 groups will each have a group leader.

Support Services and Special Teacher Notes:

Teacher will work with lower readers.

Extensions and Adaptation:

Students will do a powerpoint giving information about a Native American Group.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:

Students will be in 3 groups – each group reading a different leveled reader about the same topic. Teacher will go over vocabulary words with the class before reading. Teacher will work closely with the group reading the lower leveled reader.

Differentiated Content:

Each group has a different level of reader. The content and ideas are very similar. The lower and average leveled readers give information about the 3 areas that Native Americans settled, the different groups, how they got food, and the types of houses they lived in. The above-average reader gives this information too along with more
information about things that archeologists have dug up about the Native American people.

**Differentiated Product:**

Students will make large graphic organizers displaying the information they learned from the leveled readers about the early Native Americans. Each banner will present information contained in their books. Students will learn more about Native Americans from the group presentations.