



Dream Catchers

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Overview

Topic: Native Americans, First Americans, Tribes, Geography. This lesson is an introduction to a Native Americans unit. Students will examine the environment of three main regions: Southwest, Eastern Woodlands, and Plains. By identifying the natural resources available in each region, the students will infer and learn the homes, occupations, and types of transportation for each tribe and region. The information will be presented and reviewed through the use of an interactive whiteboard, video, the Internet, and a digital camera.

Third grade may use this lesson as a review for Social Studies SOL test.

Time Allotment

Two to three 30-45 minute classes

Learning Objectives

On completion of this lesson students will be able to:

- Match three tribes to their respective region
- Identify environment, homes, transportation, occupation and food of each region
- Illustrate the environment for one region that includes the land and the lifestyle of the people who lived there

(This lesson addresses Va. SOL History/Social Science 2.2, 2.4)

Media Components

- *Native Americans: The First Peoples*. 100% Educational Videos. (1998). Retrieved July 19, 2009, from Discovery Education: www.wvpt.unitedstreaming.com/
 - o Segment 2: Eastern Woodlands (0:10)
 - o Segment 3: Plains (0:11)
 - o Segment 4: Southwest (0:10)

- “First American” Smart Notebook file: Introduction and categorizing activity for the Learning Activity available for download at www.wvpt4learning.org/lessons/pdf10/dream.notebook.
- “First American Assessment” PowerPoint file available for download at www.wvpt4learning.org/lessons/pdf10/dream.ppt.
- Website: Learn about Native Americas www.ahsd25.k12.il.us/curriculum%20info/NativeAmericans/ — This is an interactive site that explores six regions of the Native American. In groups, students will explore the content for one particular region
- Software:
 - o PowerPoint (PowerPoint Viewer can be downloaded if PowerPoint is not available).
 - o SMART Notebook Software
 - o Video Editing Software
- Student Computers with Internet access
- Teacher Computer with Internet access connected to an interactive whiteboard and speakers
- Multimedia Projector
- Interactive Whiteboard
- Digital Video Camera
- Speakers



Materials and Student Handouts

- Video Editing Specifications (for teacher)
- Poster paper, construction paper, glue, and markers/crayons: 1 set per group of 2-3 students
- Clipboards, paper, and pencil: 1 set per student
- Handout A-1: 1 per student
- Handout A-2: 1 per student
- Handout B: 1 per student
- Handout C: 1 per student – Assessment

Teacher Preparations

- Reserve computer lab or laptop carts for the second learning activity
- Download video segments. Preview and edit each video segment – See Handout D for editing specifications
(Note to Teacher: Clips can be used without editing by fast forwarding through the deleted sections.)
- Copy handouts A-1, A-2, B, and C
- Download and save “First American” Smart Notebook file to teacher computer. Preview.
- Download and save “First American Assessment” PowerPoint file to teacher computer. Preview.
- Preview website and bookmark or add link to your PortaPortal so that the students have easy access to the link without having to type it.
- Checkout a digital video camera for culminating activity

Introductory Activity

1. Focus: Distribute Handout A-1 to students. Say: What do you think the United States looked like before all of the busy cities, tall buildings, and paved roads? (Allow for student responses; target responses include open land, no buildings, and no roads.) Say: We are going to watch a few clips that will show us different environments. After you watch the clip, you will have time to draw pictures or write about what you saw in the environment and decide if you would like to live there.

Play: *Native Americans: The First Peoples*, Segment 2: Eastern Woodlands self-edited clip with sound off starting at 0:00 when the camera slowly passes through trees.

Stop: video at the end when viewing fall scenery.

Follow-up: Say: Fill out the chart—what you saw in this setting and give the environment a plus (+) if you would like to live here or a minus (-) if you would not live here. (Give a few minutes for students to complete the chart) Say: Tell me, what kinds of things did you see? (Allow for student responses; target responses include forests, trees) What kinds of living things do you find in the forest? (Allow for student responses; target responses include deer, bears, streams, variety of plant life) Who would want to live in this type of environment? For you who said yes, tell us why. (Allow for student responses) For the rest of you, what are some reasons you would not want to live here? (Allow for student responses)

Videostreaming

In order to use videostreaming interactively with students, teachers should use pre-segmented clips provided by the videostreaming company. If you wish to conduct a discussion before the clip is over and then resume after the discussion, use PAUSE, as this will cause the media player to remain at the current location in the stream. If the remainder of the video clip will not be used and the teacher wants to return to the beginning of the video clip, then use STOP so that the media player will revert to the beginning of the stream.

2. Focus: Say: We are going to see another environment. Again, as you watch, think about what you see and if you would live here.

Play: *Native Americans: The First Peoples*, Segment 3: Plains self-edited clip with sound off starting at 0:00 when you see the camera move slowly over the grasslands.

Stop: video at the end where there is the deer in the grass and trees.

Follow-up: Say: Fill out the chart with what you saw in this setting and whether or not you would live here. (Give a few minutes for students to complete the chart) Say: Tell me, what kinds of things did you see? (Allow for student responses; target responses include plains, grasses, animals, few trees) What kinds of living things do you find in the plains? (Allow for student responses; target responses include rabbits, prairie dogs, buffalo, ponds, streams) Who would want to live in this type

of environment? (Allow for student responses) For you who said yes, tell us why. (Allow for student responses) For the rest of you, what are some reasons you would not want to live here? (Allow for student responses). How is this similar or different from the first?

3. Focus: Say: We are going to see one more environment. Think about what you see here and if you would live at this location.

Play: *Native Americans: The First Peoples*, Segment 4: Southwest self-edited clip with sound off starting at 0:00 when see three large rocks on the flatlands.

Stop: video at the end where you look down the canyon at a river.

Follow-up: Say: Fill out the chart—what you saw in this setting and whether or not you would live here. (Give a few minutes for students to complete the chart) Say: Tell me, what kinds of things did you see? (Allow for student responses; target responses include desert, cactus, river, dry land) What kinds of living things do you find in the desert? (Allow for student responses; target responses include little water, lizards, snakes) Who would want to live in this type of environment? (Allow for student responses) For you who said yes, tell us why. (Allow for student responses) For the rest of you, what are some reasons you would not want to live here? (Allow for student responses) How is this similar or different from the others?

Learning Activities

1. Focus: Pass out Handout A-2. Open up First American Smart Notebook File and cue to first page. Say: We are going to be looking at the first people who came and settled in the United States long ago when the land looked like this (refer to pictures of Southwest, Eastern Woodlands, Plains on the first page of the Notebook file). The Native Americans came and settled or made their homes in these areas before there was ever any road, city, train, or building here. In the same way that there are many different kinds of Americans today (Asian Americans, African Americans, Mexican Americans), there were and still are many different kinds

of Native Americans. We are going to focus on three: Lakota (Sioux), Powhatan, and Pueblo.

Activity: Lead students through the Smart Notebook activity that goes through each region and where that region is located on a map of North America. First have students analyze the resources available in each area and then infer which home, transportation, occupation, and food goes with the different regions. They can then check their inferences by dragging pictures of the home/transportation/occupation/food onto the picture of the environment. They are correct if the picture is visible in the environment; they need to try again if the picture disappears behind the environment. Have the students record the information onto Handout A-2. **Follow-up:** Review the home, transportation, occupation, and food of each region. Refer back to the environments that you looked at during the introductory activity to reinforce that the environment determines these.

2. Focus: Either go to computer lab or bring laptop carts to the classroom. Divide students into groups (2-3 students per group). Have each group pick one of the three regions. Say: We are going to use this website to learn more about the Lakota, the Powhatan, and the Pueblo.

Activity: Give each student a clipboard and Handout B. Students will use the “Learn About Native Americans” website to locate information about the home, transportation, occupation, and food of their region. Allot 15 minutes or so for the students to complete the activity, being sure to give 5- and 2-minute warnings for the end of the activity.

Follow-up: Review each category with the class and have students share new pieces of information that they learned about the Native Americans in the different regions.

Culminating Activities

1. Focus: Provide each group of students (same group that they were in for the second learning activity) with poster paper, construction paper, glue and crayons/markers. Students will create a poster including the key components: land, plant life, homes, transportation, food, and occupations. Say:

Each group learned some great information about the different Native Americans. We want to be able to share that information with each other and with other classes. So, with your same group, you are going to work together to create a poster for your region. You may use poster paper, construction paper, glue and crayons/markers to create your region. You need to be sure to include the homes, transportation, occupations, and food goes with your regions.

Activity: Have each group of student gather their materials and find a place in the room to begin to work on their projects. Check the rough drafts, making sure that they have included the appropriate home, transportation, occupation, and food. Allot 30 minutes or so for the students to complete the activity, being sure to give 5- and 2-minute warnings for the end of the activity.

Follow-up: Review posters with each group discussing the key elements for each region.

2. Focus: Students will plan a presentation and create a script that will review the pertinent facts included on their poster. Say: Now that you all have these great visuals, we now need to work on how to present this information to the class. You will have 10 minutes (adjust time as needed for your students) to work with your group on how you to present your poster to the class. Be sure that everyone shares during the presentation. We will be taping the presentations so we can share them with other classes.

Activity: Have students practice their presentations. Set up a video camera so that each presentation can be recorded. Then have students present their posters to the class.

Follow-up: Allow time to review each tribe with the class and have student share new pieces of information they learned about the Native Americans in the different regions.

Assessment

- Open 'First American Assessment' PowerPoint on the teacher computer. Pass out Handout C to students. Have students record their answers on the handout as the teacher presents the question items on the board.

Community Connections

- Visit museum that has Native American artifacts display.
- If there is a local tribe in your region, invite a representative from that tribe to come and talk with the class.

Cross-Curricular Extensions

- **English:** Creative writing prompt — Have the students write a story or a letter as though they were a member of one of the tribes; 'Day in the life...'
- **Science:** Soil and plant life investigation — Students investigate the prominent soil types in each region as well as how the different tribes adapted to making the best of their surroundings (i.e., irrigation, farming).
- **Reading:** Read Seya's Song (either checked out of the library or accessed from www.childrenslibrary.org). Have students compare and contrast the Northwest tribe in Seya's Song to the other tribes.

Adaptations

- Compile videos of presentations and upload onto media players for students to review as needed. (This may be used for third grade students as well as second grade students.)
- Use clickers during assessment instead of paper and pencil.
- Partner strong readers with struggling readers for the internet research portion of the lesson.

About the Author

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Amber Handon is a school-based speech-language pathologist currently serving Burnley-Moran Elementary and Ivy Creek School in Charlottesville. She graduated in 2004 from the College of William and Mary with a B.A. in Linguistics and Kinesiology. Amber continued her studies at the University of

Virginia where she received her M.Ed. in Communication Disorders. She has a strong passion for incorporating classroom curriculum and technology into her speech-language therapy sessions. This passion has opened opportunities for Amber to be involved in the speech-language profession at the local, regional and state level sharing and collaborating with other educational professionals.

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Video Editing Specifications

You will need to import segments into preferred movie editing software (i.e. iMovie).

Segment 2: Eastern Woodlands

- Edit segment to isolate 0:14 (start) to 0:25 (end)
 - o 0:14 when you camera slowly passing through trees and hear 'The area was rich in food and natural resources' to 0:25 when viewing fall scenery and hear 'trees provided wood and tools for their home.'
- If you choose to not edit video, play video from 0:14 to 0:25

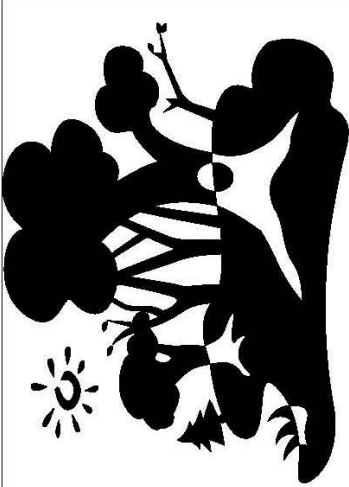


Segment 3: Plains

- Edit segment to isolate 0:06 (start) to 0:12 (end) and 0:18 (start) to 0:23 (end)
 - o 0:06 where the camera pans over the grasslands saying 'the grasslands...' to 0:12 where the camera has zoomed out from the grasslands saying 'from the north to the south'
 - o 0:18 (start) where you see buffalo and hear 'buffalo hunting skills' to 0:23 (end) where you see deer in the trees and hear 'but the most important.'
- If you choose to not edit video, play video from 0:06 to 0:12 and then jump to 0:18 to 0:23.

Segment 4: Southwest




- Edit segment to isolate 0:14 (start) to 0:33 (end)
 - o 0:14 when you see three large rocks and hear 'includes what is known as Arizona...' to 0:33 where you look down the canyon at a river and hear '...Arizona and California, is a desert.'
- If you choose to not edit video, play video from 0:14 to 0:33

Once videos are cued using time, visual, and audio cues identified in the Introductory Activity, be sure to turn sound OFF.

			
Region	Eastern Woodlands	Plains	Southwest
What you see?			
Would you live here?	+	+	+
	--	--	--

Name: _____

Date: _____

			
	Southwest	Eastern Woodlands	Plains
Homes			
Transportation			
Food			

Handout A-2: All pictures retrieved from Microsoft Office Free Clip Art

Fact Sheet

Names: _____

Native American Group: _____

Region: _____

HOME	
TRANSPORTATION	
OCCUPATION	
OTHER INTERESTING FACTS	

Name: _____

First American Assessment

1. The Lakota lived in this region:

2. The Pueblo used this type(s) of transportation:

3. The Powhatan had these occupations:

4. The Lakota used this type(s) of transportation:

5. The Powhatan lived in this region:

6. The Lakota lived with these types of landforms:

7. The Pueblo lived in this region:

8. The Lakota built this type of home:

9. The Pueblo built this type of home:

10. The Powhatan used this type(s) of transportation:

11. The Pueblo had these occupations:

12. The Powhatan built this type of home:

13. The Pueblo lived with these types of landforms:

14. The Lakota had these occupations:

15. The Powhatan lived with these types of landforms:

Answer Key:

1. The Lakota lived in this region: Plains
2. The Pueblo used this type(s) of transportation: Walked
3. The Powhatan had these occupations: Fisherman, Hunters, Farmers
4. The Lakota used this type(s) of transportation: Walked, Horses
5. The Powhatan lived in this region: Eastern Woodlands
6. The Lakota lived with these type of landforms: Plains, Prairies, Rolling Hills
7. The Pueblo lived in this region: Southwest
8. The Lakota built this type of home: Teepees
9. The Pueblo built this type of home: Pueblo/Multi-story terraced buildings
10. The Powhatan used this type(s) of transportation: Walked, Canoes
11. The Pueblo had these occupations: Farmers, Hunters
12. The Powhatan built this type of home: Wigwam/Wood frame houses with bark/reed covering
13. The Pueblo lived with these type of landforms: High flatlands
14. The Lakota had these occupations: Hunters, Horsemen, Warriors