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# Native Americans

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*Kingsley Elementary, Waterloo*

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# Native Americans

Created by: Leah Allen  
Kingsley Elementary, Waterloo

Grade Level (Req.): 5th	Content Area (Req.): Social Studies	Unit (Opt.): Native Americans
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>• Language Arts/ Writing</li> <li>• Math</li> <li>• General Map Skills</li> </ul>		
Time Frame (Req.): Approximately 10-12 days	Goal (Req.): Students will be able to locate and label on a U.S. map various Native Americans groups and understand the relationship/effects of geography and climate on people.	
	Objective (Req.): Students will locate past homelands of Native American groups using latitude and longitude. Students will explain how the location (geography and climate) affected how these groups lived.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Promethean Board</li> <li>• Individual U.S. Maps for each student</li> <li>• Colored pencils</li> <li>• Social Studies Textbook</li> <li>•</li> <li>•</li> </ul>	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): I will start the class by asking the students how the geography and climate of Iowa affect them. This will lead to a review/discussion on the students' prior knowledge about what geography means, land features, climate, and also latitude and longitude. We will compare how Iowa's geography and climate is different from other areas of the U.S. and discuss some of the differences in other states. I will then ask and we will discuss what they think/know about any Native Americans – where they lived, how they lived, and how they think this location affected the Native American groups.</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Day 1: Review and discuss how Iowa's geography and climate affect us. Locate Iowa on a physical map and name its latitude and longitude. Locate other states using latitude and longitude and discuss the land features and climate there. Figure out the differences in latitude and longitude using math skills. Discuss and locate places the students think or know where Native Americans lived.</li> <li>2. Day 2: Quick review of previous day's discussion and learning. Use the Native American map worksheets from Kathy Sundstedt for partner work. We will do a couple together as a class, then each set of partners will be assigned a few Native American groups to do. Partners will share their results in a end of class discussion/review.</li> <li>3. Day 3: Each student will be given a U.S. map. The teacher will have various Native American</li> </ol>		

<p>maps.</p> <p>4. Days 5-8/10 approximately: Read and discuss the chapter/lessons on Native Americans in our Social Studies Text. As we read, we will continue to talk about how the land and climate affected these groups of Native Americans way of life.</p> <p>5. Day 11: Review of chapter content and mapskills through a Jeopardy gamen on the Promethean Board as a test prep.</p> <p>6. Day 12: Students will take the Chapter Test from Curriculum/Text and also a teacher created map and essay test.</p> <p>7. .</p> <p>8.</p> <p>9.</p> <p>10.</p> <p>11.</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p>	
<p>Formative Evaluation (Req.): Teacher observation through discussion, partner work, map work, and Jeopardy review of students learning and understanding.</p>	<p>Assessment (Req.): Chapter Test and teacher created map and essay test. Correctness of answers and ability to locate and label groups on a map. Correctly explain how the geography and climate of a region affected the lives of a group of Native Americans.</p>
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• Behavioral Science 4., Grades 3-5: Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.</li> <li>• Geograpy 1., Grades 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environment.</li> <li>• Geography 2., Grades 3-5: Understand how geographic and human characteristics create culture and define regions.</li> <li>• Geography 3., Grades 3-5: Understand how human factors and the distribution of resources affect the development society and the movement of populations.</li> <li>• Geography 4., Grades 3-5: Understand how physical processes and human actions modify the environment and how the environment affects humans.</li> <li>• 21st Century Skill – Technology Literacy: Use technological resources to develop and refine questions for investigation.</li> <li>• .</li> <li>• .</li> <li>• .</li> <li>• .</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>• .</li> <li>• .</li> <li>• .</li> <li>• .</li> <li>• .</li> </ul>	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</li> </ul>	

- 3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
- 9. The characteristics, distribution, and migration of human populations on Earth's surface.
- 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
- 17. How to apply geography to interpret the past.
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Five Themes of Geography Used (Req.):

- Location
- Place
- Human/Environment Interaction
- Movement
- Region

School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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