



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Social Studies Model Lesson Plan

Fact or Fiction

Grade 1

Stage 1 Desired Results

Established Goals:

Social Studies Standard 1 Benchmark 4.2 Students will access, synthesize and evaluate information to communicate and apply social studies knowledge to real world situations. Students will evaluate information quality (e.g., accuracy, relevance, fact or fiction).

IEFA Essential Understanding 2 There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

Understandings:

- There are misunderstandings about American Indians.

Essential Questions:

- What are some misunderstandings about American Indians?

Students will be able to...

- identify a few misconceptions about American Indians living today.

Students will know...

- great diversity exists between individual American Indians.
- contemporary American Indians differ somewhat from historical American Indians.

Stage 2 Assessment Evidence

Performance Tasks:

Written Activity – Students will write a paragraph answering the following question. What would you add or take away from your picture to make people look more like American Indians living today?

Other Evidence:

Journal Entries

Stage 3 Learning Plan

Learning Activities:

Vocabulary – misunderstanding, celebrate, traditions



Fact or Fiction (continued)

How will the design ...

W= help students know where the unit is going and what is expected?

KWL on American Indians. As a class complete a KWL chart. Begin KWL chart with what the students **know** about American Indians, continue with what the students **want** to know, and at the completion of the unit finish with what the students **learned**.

H= hook all students and hold their interest?

Have students close their eyes and picture what they think an Indian may look like then have them create a drawing of the image they saw in their mind. Please remind students there is not a right or wrong answer/picture. All pictures are acceptable. The pictures will be used to identify the level of background knowledge students have in terms of American Indians.

E= Equip students, help them experience the key ideas and explore the issues?

Hang the student drawn pictures up in the front of the room (only those who want to share). As a class, create a list of the characteristics seen in the pictures.

View the "Think Indian" campaign on the American Indian College Fund Web site (http://www.collegefund.org/content/think_indian).

On the website there is a short description that relates to the respective individual. Teacher should read the description to students so students have a better understanding about the people in the posters. Discuss – professions, places they live, the clothes they wear.

Create a list of the individual characteristics seen in the poster.

Compare and contrast the posters and the student drawn pictures as well as the lists. Discuss with students if the pictures they had in their minds about Indians were accurate.

Questions to consider:

- Do the individuals in the posters look like the drawing you made? Why or why not?
- Were any of the student drawings showing Indians that lived in the past? If yes, how do you know?
- How are the individuals in the posters different from one another? What types of jobs do you suppose they have?

Read Aloud – "Jingle Dress Dancer" by Cynthia Leitich Smith and/or "The War Shirt" by Bently Spang

Fact or Fiction (continued)

Questions to consider:

- Did you know that some American Indians celebrate traditions from the past?
- How are the children in the book dressed?
- Where do the main characters live?
- What do you have in common with the child in the book?
- What is a powwow?

Make connection between the characters in the books and the individuals in the poster series as well as the drawings.

R=Provide opportunities to rethink and revise their understandings and work?

Possible journal questions may include:

- What were the differences between the student drawn pictures and the posters?
- How are Indians today different than Indians in the past?
- What do you have in common with the children in "Jingle Dress Dancer" and "The War Shirt"?

E= Allow students to evaluate their work and its implications?

Writing Activity – What would you add or take away from your picture to make people look more like American Indians living today?

T= Be tailored (personalized) to the different needs, interests, and abilities of learners?

Allow students to test orally rather than in writing. You may choose to replace the writing activity with an oral presentation depending on the time of year you choose to teach this lesson.

O= Be organized to maximize initial and sustained engagement as well as effective learning?

Note: WHERETO can be reorganized to accomplish the instructional plan.

Materials/Resources Needed:

"A Guide to Understanding and Enjoying Pow Wows"

http://www.opi.mt.gov/Programs/IndianEd/IEFAResources.html#gpm1_2

"Think Indian" Advertising campaign http://www.collegefund.org/content/think_indian

Smith, Cynthia Leitich Smith (**Muscogee Creek**). *Jingle Dancer*. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. New York: Morrow Junior Books, 2000. ISBN 0-688-16241-X

Spang, Bentley (**Northern Cheyenne**). *The War Shirt*. Illustrated by Troy Anderson (**Northern Cheyenne**). Barrington, Ill.: Rigby Publishing, 1999. ISBN 0-7635-5697-1

Fact or Fiction (continued)

Other Recommended Resources:

Bruchac, Joseph (Abenaki/Slavic). *Jim Thorpe's Bright Path*. Illustrated by S.D. Nelson. New York: Lee & Low Books, 2004. 38 pages. ISBN 1-58430-166-X

Tallchief, Maria with Rosemary Wells (Osage). *Tallchief, America's Prima Ballerina*. Illustrated by Gary Kelley. New York: Puffin/Penguin Books, 1999. 28 pages. ISBN 0-670-88756-0