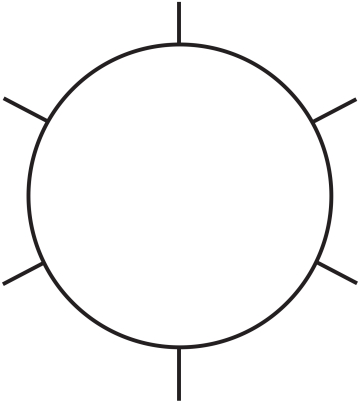


Meghan Rudquist
Social Studies Lesson (Early People of North Dakota)
February 4, 2019

Grade: 4 th		Subject: Social Studies	
Materials: <ul style="list-style-type: none"> • Construction paper • Coloring materials • String • American Indians of North Dakota book • Chrome books • Concept Web 		Technology Needed: <ul style="list-style-type: none"> • Chrome books 	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		<ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 	
Standard(s) <p>4.2.6 Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota</p> <p>4.6.2 Explain the contributions of various ethnic groups (e.g., Native Americans, immigrants) to the history of North Dakota (e.g., food, traditions, languages, celebrations)</p>		Differentiation <p>Below Proficiency: can ask for teacher’s guidance and will be grouped with a mixture of above proficiency students and approaching proficiency.</p> <p>Above Proficiency: can be the leader of a group and help organize the group and will be grouped with a mixture of below proficiency and approaching proficiency students.</p> <p>Approaching/Emerging Proficiency: will be grouped with a mixture of above proficiency and below proficiency students.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students can use the chrome books to look up images or look through their book and find information and images from there. • Auditory: An explanation will be given at the beginning of the lesson and students can ask questions or listen to appropriate videos/recordings online about their group. • Kinesthetic: Students will move around when practicing Native American games and while creating a Big Book with the information of their group. • Tactile: Students will be creating a Big Book by writing and gluing information to a large piece of paper. 	
Objective(s) <p>By the end of the lesson, students will be able to identify different Native American tribes by researching a specific group of early people and describing their daily lives and contributions.</p> <p>By the end of the lesson, students will create a big book that explains all of the early people in North Dakota by researching and creating one page as a group about a specific Native American group they have chosen.</p> <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Identify • Create 			
Classroom Management- (grouping(s), movement/transitions, etc.) <p>-Students will be grouped into a group of four people and will find a spot in the classroom to do their work together.</p> <p>-Each group will have one or two chrome books (depending on what is available) and must share with all their partners on what they find.</p>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>-Student must raise their hand when they have a question or a comment to share with the class.</p> <p>-Students must work quietly with their group and work together to find information.</p> <p>-Students must first try and find information from their book and then use the chrome book to look at pictures and other information.</p> <p>-Students are expected to have at least four facts on the page that they are creating.</p>	
Minutes	Procedures		
15min	Set-up/Prep: <ul style="list-style-type: none"> • Have small groups of students research a section of Early People (i.e., Paleo-Indians, Archaic People, Woodland People, Plains Nomadic People, Plains Village People) and present their findings to the class in a Big Book. • Print out Concept Web for students and have it label with clothing, food, resources, homes, time period, other. 		

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<p>8-10min.</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> Play this game with the students and explain how children had to use the resources they had around them to entertain themselves and create their own games. Stick Passing Game (https://www.ndstudies.gov/sites/default/files/PDF/American%20Indian%20Games.pdf) (Powwow Celebration Box) <ol style="list-style-type: none"> Arrange the children in a circle. Give one child a bone, and give each of the other children a stick (e.g., popsicle stick, twig, etc.) Keep a beat with a drum. Players pass the sticks and bone in time with the beat in the following fashion: Tap the stick (or bone) on the ground (first beat), tap it again (second beat), pass it to the player on your right while receiving from the player on the left (third beat), change the new stick (or bone) from the left hand to the right hand (fourth beat). When the music stops, the player holding the bone gives the bone to the player on his right, then leaves the circle, joining the rhythm makers and keeping beat with drums, bells, or hand clapping. The winner of the game is the last child to remain in the circle.
<p>5-8min.</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p style="text-align: center;">Concept Web</p>  <ul style="list-style-type: none"> Use this concept web to find details about your section of Early People. Explain to them who are the Early People and what tribes are. Have a short introduction on where they came from and how Columbus came over and called them Indians right away. Ask the students, “Do you know of any tribes in North Dakota? Have you met a Native American before?” “Today we are learning about the Early People of North Dakota. I am going to split you up into groups of 4 and each group will be in charge of researching their section of Early People. You can use different resources, such as your book, the chrome book, or books in this classroom.” “You will write the section of Early People in the center of the circle and I want you to research when (time period), where, clothing, homes, food, and resources. You can write a sentence, a few words, or anything that will help you describe that section of the people. You can draw a picture to help explain or if you find pictures that you want to be printed let us know and save them to the google docs.” “You are the researcher now. What can you tell us about your time period and the people that lived then.” Have students in groups and make sure they understand that they must inform us through words, pictures, or drawings about their section of Early People in North Dakota.
<p>30-45min.</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Students will explore by researching their section of Early People from North Dakota and write this down on the concept web. Eventually this information will be put into a Big Book for the students to have in their classroom so they can refer back to this when learning more about North Dakota history. “When you feel like you have enough information on your Concept Web, you can come and get a piece of large paper and start creating your page for the Big Book that we will create as a class. We want to inform others about the American Indians and the Early People of North Dakota which is why we are creating a Big Book. If there is enough time have students create the Big Book with the information they have found.
<p>5-8min.</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Have students come up with their group and share with the class what they found about their section of Early People. Students will also have the Big Book to keep in their classroom and look at throughout the rest of the school year.

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- Have students clear their own desk and assign one person to put the materials away and another to pick up anything around the desk and another to help organize all that is left out.
- Transition into the next activity after the students have cleaned up their area.

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**
- Observe students as they research their section of Early People and take note to what they are using to research and how they are taking notes.
- Each student should have their own color marker or pen or some sort of writing utensil to show that they wrote on the page they created for the book and to make sure that each student participated in the activity.
- Each student will have their own concept web and will keep it until the project is finished and must write their name on the front. At the end of the lesson students will turn these in for the teacher to look over and observe how they took their notes and if they had the correct information. The teacher can then give these back to the students after looking them over.

Summative Assessment (linked back to objectives, END of learning)

- Students will create a Big Book together as a class and will be assessed on their participation and content they added to the book. Each student will have their own color writing utensil so the teacher knows that every student participated.
- Students will turn in their concept webs when they are completely filled in at the end of the lesson.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

For this lesson, I had the students create a Big Book and they seemed to enjoy this very much. The lesson took a little longer than I expected by the students having to create the pages all week and then present on Friday. I also told them that I would be taking this Big Book back to my class to show them what they created and then I can bring it back to them when I come back so they can use it for their learning.

What went well was that the students were able to work together and were excited about researching the information on their group of people. They went to work right away and their pages were very creative and I was pleasantly surprised with how they organized the information. They used their concept webs to collect information and everyone in the group worked together to find all they needed. I made sure to put the lower students with the higher and create a mixture for the groups so that progress would be made. The students learned about their group of Indians and then were able to hear from other students about what they researched. I know they were able to learn this because of the conversations I had with each group and had them explain to me what they found and why they put it on their page. The students seemed to enjoy this project and were able to use technology, work as a group, practice writing and drawing, and be creative with it.

What I would do differently is make the groups smaller, if possible, and give them a time limit for research. The groups did a great job working together, but I noticed the one group of five students seemed crowded and had a hard time having everyone contribute to the page. I would also give the students more guidelines on how long they can research and when they should be done. I thought it would be a simple research project that would maybe take two days, but the students were very focused on finding all of the information and lots of it. Instead, I want to give them the expectation that they can find what they think is most important and do their best because these people lived a long time ago and there may not be a lot of information on them. I would also like to bring in more books for them to use and see more pictures.

All in all, I really enjoyed teaching this lesson and I could tell the students were enjoying it as well and they are very excited for me to present the Big Book to my class.