

Grade 5	Social Studies	Week 4
Lesson Title: Native American Cultures		
Weekly Learning Targets: Students can describe the culture of Native American groups and how it affected their daily lives.		
<p>AERO Social Studies Learning Standards:</p> <p>4.5e – Explain the elements of culture (language, norms, values, beliefs, etc.).</p> <p>4.5f – Define the elements of a belief system (creed, code of behavior, rituals, community).</p> <p>5.5e – Identify and describe ways that ethnicity and cultures influence people’s daily lives.</p> <p>5.5f – Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</p>		
<p style="text-align: center;">MONDAY</p> <p>Daily Learning Target: Students can explain the elements of culture and identify some features of Native American culture and their own culture.</p> <p>Learning Tasks: To begin the class, the teacher can review key concepts from the previous week’s lesson. Then, the teacher can ask students what culture is. After discussing it, the class can watch this video explaining culture. (SM A) The students can then update their list based on the content in the video. After that, the class can read about different aspects of Native American cultures on page 18 and 19 and answer the questions. The students can also make a list of the aspects they read. Then, make a list of aspects of their own culture. Finally, the students can organize the two lists on a Venn diagram,</p> <p>Daily Formative Assessment: The teacher can check the students’ work in the textbook and their Venn diagram.</p> <p style="text-align: center;">TUESDAY</p> <p>Daily Learning Target: Students can describe the daily lives of Native Americans and compare it to their own daily lives or to the daily lives of people from the time period in their home country.</p> <p>Learning Tasks: After reviewing the previous lesson, the class can read page 20 in their textbook about the daily lives of Native Americans, and the students record any key vocabulary. Next, the students can answer the question about the roles men and women played in feeding their families. Then, the class can watch this presentation (SM B) about the day in the life of a Cherokee. The teacher can indicate where the Cherokee live on the map, and the students can take notes during the video. Then, the teacher can do a presentation about the life of the people in their locale. For example if the school is in Korea, the teacher can use this resource (SM C) to present a snapshot of a person living in Korea during the Joseon Era. Then, the students can use this graphic organizer (SM D) to compare the lives of the two places with their own.</p> <p>Daily Formative Assessment: The teacher can check the students’ graphic organizer.</p> <p style="text-align: center;">WEDNESDAY</p> <p>Daily Learning Target: Students can identify the roles of children in Native American culture and identify unique characteristics of different region Native Americans.</p> <p>Learning Tasks: At the start of class, the teacher can read this book (SM E) about the life of a Wampanoag boy in pilgrim times. The class can discuss how his life is similar and different from their own. Next, the class can read page 21 in their textbooks and complete the table with the different roles of family members in Native American tribes. Next, the teacher will hand out this graphic organizer (SM F) for the students to complete. The students can use their textbook, print materials, and online materials to fill out the information about the different cultures.</p> <p>Daily Formative Assessment: The teacher can check the students’ graphic organizers. (SM F)</p> <p style="text-align: center;">THURSDAY</p> <p>Daily Learning Target: Students can describe the governance of Native Americans.</p>		

Learning Tasks: To begin, the teacher can review the government structure of their country and ask the students to guess what they thought the Native American government system was like. After discussing, the class can read page 22 and page 23 to find out. Then, the students can fill out the graphic organizer concerning the structure of the government of the League of the Iroquois on page 23. Then, the class can watch this video (SM G) about the Iroquois Confederacy. After, they can compare the similarities and differences with the local government.

Daily Formative Assessment: The teacher can check page 23 in the book and the students' comparison of the two government systems.

FRIDAY

Daily Learning Target: Students can identify some religious practices of Native American groups.

Learning Tasks: After reviewing the learning from the week, the teacher can tell the students that today they will be learning about different Native American religious practices. To start the class, the students can read page 24 and page 25 about some different religious practices of Native Americans. On page 25, the students will answer the short answer questions about the similarities and differences among Native American governments and compare modern and ancient life. After that, the class can read the story *And Still the Turtle Watched* (SM H) about a turtle statue from the Manitou religion watching over the changes that occur. In addition, the class can listen to a Manitou chant. (SM I)

Daily Formative Assessment: The teacher can give feedback on the students' flipbooks.

Grade 5 – SS – Week 4	MATERIALS / RESOURCES
	<p>Venn diagram, notebook, graphic organizer, resources about</p> <p>A – Overview of Culture - https://www.khanacademy.org/test-prep/mcat/society-and-culture/culture/v/overview-of-culture</p> <p>B – A Day in the Life of a Native American (Cherokee) - https://www.youtube.com/watch?v=ghHusjEoavY</p> <p>C – <i>Everyday Life in Joseon-Era Korea</i> - http://library.klti.or.kr/node/16805</p> <p>D – Graphic Organizer - http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-circles-b-30833.html</p> <p>E - Tapenum's Day - https://www.scholastic.com/teachers/books/tapenum-s-day-a-wampanoag-indian-boy-in-pilgrim-times-by-kate-w/</p> <p>F - Native American Cultural Graphic Organizer - https://www.teacherspayteachers.com/Product/Native-America-Cultural-Groupings-Graphic-Organizer-1411133</p> <p>G – Iroquois Confederacy Video - https://www.brainpop.com/socialstudies/ushistory/iroquoisconfederacy/</p> <p>H – <i>And Still the Turtle Watched</i> - https://www.publishersweekly.com/978-0-8037-0931-7</p> <p>I – Manitou Chant - https://www.youtube.com/watch?v=zv_23AwcLkM</p> <p>Additional Resources</p> <p>Unit Plan - https://users.manchester.edu/student/amgallahan/profweb/GallahanAM327AUnit.pdf</p> <p>Core Knowledge Native Americans Cultures and Conflicts - https://www.coreknowledge.org/free-resource/ckhg-unit-13-native-americans-cultures-conflicts/</p> <p>Native American Heritage Videos - https://www.pbslearningmedia.org/collection/NativeAmericanHeritage/</p> <p>Native American Unit - https://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1007&context=dtah</p> <p>Native American Lesson Plans and Resources - https://nativeamericans.mrdonn.org/lessonplans.html</p>