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| **TGC Fellow Unit Template \*** | | |
| Prepared by: Lisa Toney School/Location: Pinon Elementary School, Pinon AZ | | |
| Subject: Social Studies/Literacy  Grade: Kindergarten  Unit Title: First People  Time Needed: 4 weeks | | |
| Unit Summary:  The unit will explore Native American (First People) through legends and art. The unit itself will also tie in how factors and attributes affect the way the Navajo students identify themselves. | | |
| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS:   * For students to start understanding there identify. * For students to start understanding that there other Native American cultures here in the United States and other cultures around the world. * For students to start understanding that we share one world and one universe therefore we need to get along with one another and help one another.   GLOBAL COMPETENCY:   * Investigate their culture and other cultures in our world. * Recognize their own perspective and respect other culture’s perspectives. * Communicate ideas. * Taking pride in their actions on how they will help other cultures with various things. | ***Transfer*** | |
| *Students will be able to independently use their learning to…(real world purpose)*   * Recognize identity as a social construct. * Describe experiences that have shaped their identity. * Draw conclusion on how their experiences differ and related to their peers and other Native Americans. * Discuss why Native Americans are known as first people. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Native Americans including Navajos were the first people here in the United States. * Native American including Navajos used natural resources found in the local region for various things? * Navajo is how they will identify themselves. * They will have differences and similarities with other Native Americans. * The world has many cultures. | ESSENTIAL QUESTIONS   * Where did they live? * How did they survive? Diet, shelter, clothing. * Who am I? What are my maternal and paternal clans? * *To what extend am I* different from my peers or other Native Americans? * *To what extend am I* the same from my peers or other Native Americans? |
| ***Acquisition*** | |
| *Students will know… (Content)*   * *That we live in one world with 7 continents.* * *Each continent has its own culture(s).* * That Native Americans are known as first people *here in North American, one of the7 continents*. * By using maps/globes, where various tribes live *here in North American or other continents*. * Land and its natural resources were very important to Navajos, other Native Americans*, and other cultures around the world.* * How important animals, constellations, and symbols were to Navajos, other Native Americans, *and other cultures around the world.* * *By using technology such as thinklink, they will find more facts on other international tribes, their homes, their food, their livestocks, etc.* * *By visiting various websites, understand how one culture from each continent live.* | *Students will be able to… (Skills)*   * Use a storyboard to explain the following questions.  1. What is the name of my tribe? 2. Where does my tribe live? 3. What are some of the natural resources they used to survive? 4. Why are animals, constellations or symbols important to them?  * Build background knowledge to learn about their identity and who they are. * *Visit thinglink and explore other cultures to find similarities and differences.* * *Create various projects, using technology, art, poetry, or paper to present to their peers, the school, and the other schools they had the chance to exchange information with.* * *When introducing themselves at the beginning of their projects, yes, they will use their Navajo language and dress in their traditional attire.* * *By using Skype, they can communicate with other kids their age to exchange information.* |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)  *KWL chart, observation chart, pictorial input chart, Think, pair, share, Chants, Sentence patterning, Interviews, Class discussions,* | * *Interactive notebook where they will be able to paste important facts they have learned from their research.* * *Learning journal where they can write what they learned or still need to learn.* * *Create a rubric where they are following the steps needed to finish their projects.* * *Self-evaluation or reflection on the project they are creating.* * *Ask a friend to see if any information is missing, needs to taken out, or make some adjustments.* * *Teacher feedback.* | |
| Assessment **OF** Learning: (ex: performance task, project, final paper)  *3-D projects, PowerPoint, art (creating a poster), timeline* | * *Feedback from their peers, the school and teacher on what each thought of the finalized project.* * *Self – evaluation on the final project.* * *Check list to see if everything was included in the project.* | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  *Week One:* ***Introduce the unit.***   * ***Students will begin their picture web by identifying themselves and discover who they are as a Navajo.*** * ***Students will learn how to introduce themselves in Navajo.*** * ***Students will write down their maternal and paternal clans and ask questions about where they come from.*** * ***Students will research the region he/she is from and identify it on a map.***   *Week Two:*   * ***Students will build background knowledge and interest of all students in the area of Native American legends. This will be done primarily through read aloud and discussions.*** * ***Students will focus on the importance of animals, shelter, diet, constellations and symbols as told in legends.***   *Week Three:*   * ***Students will continue to build comprehension skills through reader’s response questions as they continue to be exposed to a variety of Navajos and other Native American legends.*** * ***Students will start to look at similarities and differences between cultures.***   *Week Four:*   * ***Students will start their final project to present.***   *\*Adapted from Understanding by Design Model* | | |

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| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: **First People** Subject: S**ocial Studies** Prepared by: **Lisa Toney**  Materials Needed:   * Maps (World, United States, Navajo Nation) and Globes * Pictures of Navajo (Past and Present) * Navajo Nation Clan Chart * Pictures of some natural resources, animals that are important to Navajos, constellations and various symbols. * Poster boards * Magazines, Books, Photos * Pencils, Markers * Mac Computers and ipads * Watercolor, paint, colored pencils   Global Competency:   * Investigate Navajo culture and other Native American cultures. * Recognize one’s perspective and respecting other cultures as well. | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | I can introduce myself in Navajo.  I can inform other individuals who I am.  I can locate on a Navajo Nation map the community I come from. | |
| **H**ook: | | **T**ailored Differentiation: |
| Students will begin to identify who their maternal and paternal clans are. Students will locate on a Navajo Nation map where they reside. | | * Students will collaborate with one another when put into groups to work on their introductions. * Each group will visit the table of the Navajo Culture teacher to edit their final presentation. * Students that are not familiar with the Navajo clan chart will sit with me and I will be able to assist them where it is needed. * Students will view videos on how one introduces themselves in Navajo. * <https://www.youtube.com/watch?v=cCAcutL3A5c> |
| **E**quip: | |
| * Using the Navajo clan chart, students will identify their maternal (mother) and paternal (father) clans. * They will make an attempt to write their introduction in the Navajo language with the help of our Navajo Culture teacher but the final draft will be written in English. * They will use the Navajo Nation map or google maps and locate the community they live in and start to research the area. * [**https://www.google.com/maps**](https://www.google.com/maps) | |
| **Rethink and revise:** | |
| * Using a chart, all students will write down their maternal and paternal clans. * Students will then group themselves in groups according to the 4 major clans and write down how they are related to each other. * Each group will then help one another with their introductions and how they will identify themselves in Navajo to other nationalities. * Each group will also locate on the map or google maps where his/her community is located. | |
| **Evaluate:** | |
| * Using ipads, individuals will record a video of another peer while they introduce themselves in Navajo. * Using thinglink, students will locate the community they live in by pointing in the location and I will type it in. | |
| Notes:  **Attached is the Navajo Clan Chart** | |
| **O**rganization: |
| * Navajo Culture teacher to present her knowledge on Navajo clan and how to introduce one’s self. * Visual aids on Navajo culture (past and present.) * Various types of maps will be available, hardcopies or on the computer. * Slide presentation on the importance of Navajo culture and why we should respect others and ourselves too. |