

Artifact One-Lesson plan

Grade: 3-8th		Subject: Native American Culture	
Materials: pencils, scavenger hunt worksheet		Technology Needed: NA	
Instructional Strategies: *Direct instruction *Peer teaching/collaboration/ *Guided practice cooperative learning *Learning Centers *Visuals/Graphic organizers *PBL *Discussion/Debate		Guided Practices and Concrete Application: *Large group activity *Hands-on *Independent activity *Technology integration *Pairing/collaboration *Simulations/Scenarios Explain: Students will use the museum for guided practice.	
Standard(s) Standard 6: Students understand the importance of culture, individual identity, and group identity.		Differentiation Below Proficiency: If a student is struggling I would ask them where they do not understand and redirect them. Above Proficiency: If a student identifies as above proficiency I would have them look further into the topic by researching on the computer when they get back to their classroom. Approaching/Emerging Proficiency: If students are emerging proficiency they should be able to complete and understand the scavenger hunt. Modalities/Learning Preferences: I encourage students to move around the gallery, interact with students, and ask questions.	
Objective(s) 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) Bloom’s Taxonomy Cognitive Level: Application, Analysis			
Classroom Management- (grouping(s), movement/transitions, etc.) As a group we will walk around the gallery and stop at specific locations to talk about the Native American culture. Students will move with the group and maintain inside voices always.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to listen during group presentations and be respectful to everyone around them. They are also expected to engage in the scavenger hunt and are free to ask questions.	
Minutes	Procedures		
120	Set-up/Prep: Toured heritage center, created assessment/scavenger hunt worksheet, research topics within the gallery		
5	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Ice breaker game to get to know names and group members. Ask the students if any of them have toured the gallery of the heritage center before?		
20	Explain: (concepts, procedures, vocabulary, etc.) The three main topics of language, animals/hunting, and clothing/tools will be explained. Our group will divide into three pairs of two and present the content information and describe important artifacts from the gallery. We will present the information in a fun interactive way to engage the students and promote positive learning. After each topic is discussed the students will take a few minutes to assess the group on the information presented.		
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will be able to explore the gallery by looking for items and answers on the scavenger hunt. Group members will break off and help the students if they have questions.		

10

Review (wrap up and transition to next activity):

Students will be brought back together after the scavenger hunt and as a group we will give them time to finish their assessments and ask any remaining questions they may have. If time remains as a group we could go around and ask each students their favorite part about the gallery.

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

An assessment document has been created to assess the content and presentations throughout the gallery.

Consideration for Back-up Plan:

If students get out of control we will gather them into a group and tell them if they misbehave again they will sit on the bus until it's time to leave.

Summative Assessment (linked back to objectives)

End of lesson:

As you all can see the Native Americans did a very good job on preserving their resources and using everything they possibly could. They have a beautiful culture and take pride in their heritage.

If applicable- overall unit, chapter, concept, etc.:

Heritage Center- Native American Culture

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

Marketplace

for



Igniting the Spirit of Innovation!

REPORT CARD

Education Day

Location: _____

Date: _____

—
Name: _____

School: _____

—

Animals and Tools	Culture
What I Learned: 1 _____ _____ _____ 2 _____ _____ _____	What I Learned: 1 _____ _____ _____ 2 _____ _____ _____
How Did You Like The Class?	How Did You Like The Class?
Circle One: GREAT GOOD OK	Circle One: GREAT GOOD OK

<p>Language</p> <p>What I Learned:</p> <p>1 _____ _____ _____</p> <p>2 _____ _____ _____</p> <p>How Did You Like The Class?</p> <p>Circle One: GREAT GOOD OK</p>	<p><u>General Question 1:</u></p> <p>How would you rate your time with us in this gallery?</p> <p><u>Circle One:</u></p> <p>Great Good</p> <p>Ok</p>
<p><u>General Question 2:</u></p> <p>What did you like <u>BEST</u> about the Early Peoples Gallery?</p>	<p><u>General Question 3:</u></p> <p>What did you like <u>LEAST</u> about the Early Peoples Gallery?</p>
<p><u>General Question 4:</u></p> <p>What is one new thing that you learned from your time in the Early Peoples Gallery?</p>	<p><u>General Question 5:</u></p> <p>What did you like <u>MOST</u> about the tour and the scavenger hunt?</p>

- _____

- _____

- _____

18. As the season changed small family groups or bands of how many lived in camps and moved around North Dakota? _____

19. Choose an arrowhead and write what benefits it has and draw a picture of it.

20. Now choose which type of fletching you would have on your arrow. _____

21. Now draw a picture of your arrow.

22. What are the 3 steps on how pots are made. Then draw and decorate a pot you think you would have made.

- _____
- _____
- _____
- _____
- _____

23. A new and exciting innovation transformed hunting practices, what was it? _____

24. How do you say “Friend My horse flies like a bird as it runs,” in Yanktonai?

25. Find the things in the mireal of Double Ditch and have your leaders sign it off

- One earth lodge being built _____
- Two midden mounds (trash piles) _____
- Three balls _____
- Four hides being worked (stretched, scraped, ect.) _____
- Five dogs _____
- Seven drying racks for food (corn, squash, meat) _____
- Eight people on one roof _____
- Nine people carrying burden baskets _____
- Ten people building a palisade (wooden fence) and digging a ditch _____

26. What was the purpose of The Ghost Dance?

27. Look at the signs for the following words and do them with your group:

- Buffalo
- Chief
- Exchange or Trade
- Corn
- Friend
- Tell me
- Dog
- Horse
- Thank you

28. Look at the fur pelts and touch them, which one do you like the most?_____

Answers:

1. Scott Davis
2. Robert L. Fox
3. Ina Beauchamp Hall
4. 14
5. Bark covered lodges
6. Stone People
7. Mississippi
8. Hidatsa
9. Fort Berthold
10. Sàhniš
11. 13,000
12. Lone man was walking along and became aware of himself. The land was new where he was going.
13. Are the stone points that people attached to spear, dart, or arrow shafts.
14. Cutting tools
15. This is there drawings
16. Hammerstones
17. First, the quality is tested by removing a flake or two with a hammerstone.
 - a. A small stone hammer is used to shape and thin piece into spear or dart points
 - b. For final shaping, an antler tine or spatula tool is used to press off tiny flakes
18. 15
19. The three arrowhead options are a triangular point, a notched arrowhead, or a blunt-headed arrow.
20. Striped feathers or whole feathers
21. They will draw their arrow
22. Gathering
 - a. Preparing
 - b. Forming

c. Decorating

d. Firing

23. Bow and arrow

24. kolá mitá sun ke knyán' yan in'yanke lo

25. Signatures

26. Participants could bring back a better work in which their ancestors returned the bison were restored and the Euro-Americans were gone

27. Group activity

28. Their favorite fur pelt

Individual Roles:

Tia/Kristen-Will present on Mural/Tipis/Home Living. We will conduct the introduction name game.

Rachel/Emily-Animals/Tool/Hunting. Will be in charge of tour assessments.

Ian/Doug-Language/Culture. Scavenger hunt directions.

Tia/Kristen- My job is to start off the tour by playing an introduction name game with Kristen. The icebreaker game will have students state their names, a fun fact about themselves, and their favorite food. Mine and Kristen's task is to present the information to the students about home living, murals, and the tipis. We will discuss what the Native Americans lived in, what they used to cook food, and how their camps were set up. By presenting this information we are contributing to the groups overall presentation. This content will be on the scavenger hunt that is available to the students.

Rachel/Emily- My job was to revise and recreate the student report card into a self-assessment tool that the students will use throughout the tour and scavenger hunt. Emily and I will be incharge of having the kids fill out each section of the card after each of the three stations and the scavenger hunt. We will give 1 to 2 minutes during the tour after each of three stations for the students to fill out the self-assessment and then after the scavenger hunt they will have more time to finish the rest of it. Emily and I also have the task of presenting the information during the tour on tools, hunting, and animals. We will discuss the tools that Native Americans used to hunt, the different animals that they hunted, and the techniques they used to hunt. Emily is responsible for making the questions for the scavenger hunt that will include this content along with the home living section and language section.

Doug/Ian - Our section will cover the language and culture portions of the Early People exhibits where we will both help the kids to be actively engaged in teaching them some words from the Native Americans languages. We will then give them a few words to let them try to speak some of the language as well as explaining to them the importance of language among early people. After finishing language our next exhibit is the culture section. In this section We will explain how their culture impacted the lives of the Early People and why it was a main and at the center of their values. We will also show the students how their culture was part of the daily lives and some of their cultural practices while at that exhibit. After allowing the students a couple of minutes to understand the information we have shared with them, we will regroup at the learning labs to then give the instructions for the scavenger hunt before sending out our teams to start the scavenger hunt.

Presenter Evaluation Form

1. Please check the location where you presented your class in 2018:

- Williston Minot Bottineau Devils Lake
 Northwood Jamestown Bismarck Dickinson
 Grafton/Cavalier Wahpeton Fargo - Tech Conference

2. Your Class Letter/Title: _____

3. Name of Presenter completing the form: _____

4. What observations or suggestions do you have about the process and procedure leading up to Marketplace for Kids? _____

5. Was the information you received prior to the day of Marketplace for Kids informative and complete?

- Yes No

6. Do you feel you received adequate guidance regarding the content of your presentation? Did the class title and description convey the essence of your subject?

7. Do you have new ideas, new topics, or new information that might make an interesting class at a future Marketplace for Kids? Describe briefly.

8. Do you have any comments on seating capacity, room temperature, sound, equipment that could make the future classes better for the speaker and audience?

9. What do you think of the Marketplace for Kids program?

11. Other Comments:

12. Were the students who attended your class at Marketplace for Kids:

- Very interested in the information Somewhat interested in the information
 Neutral Disinterested in the information
 Very disinterested in the information

13. Does your organization have a website? Yes No

Website Address: _____

14. Would you like us to provide a hotlink to your website from the Marketplace for Kids website?

Yes No

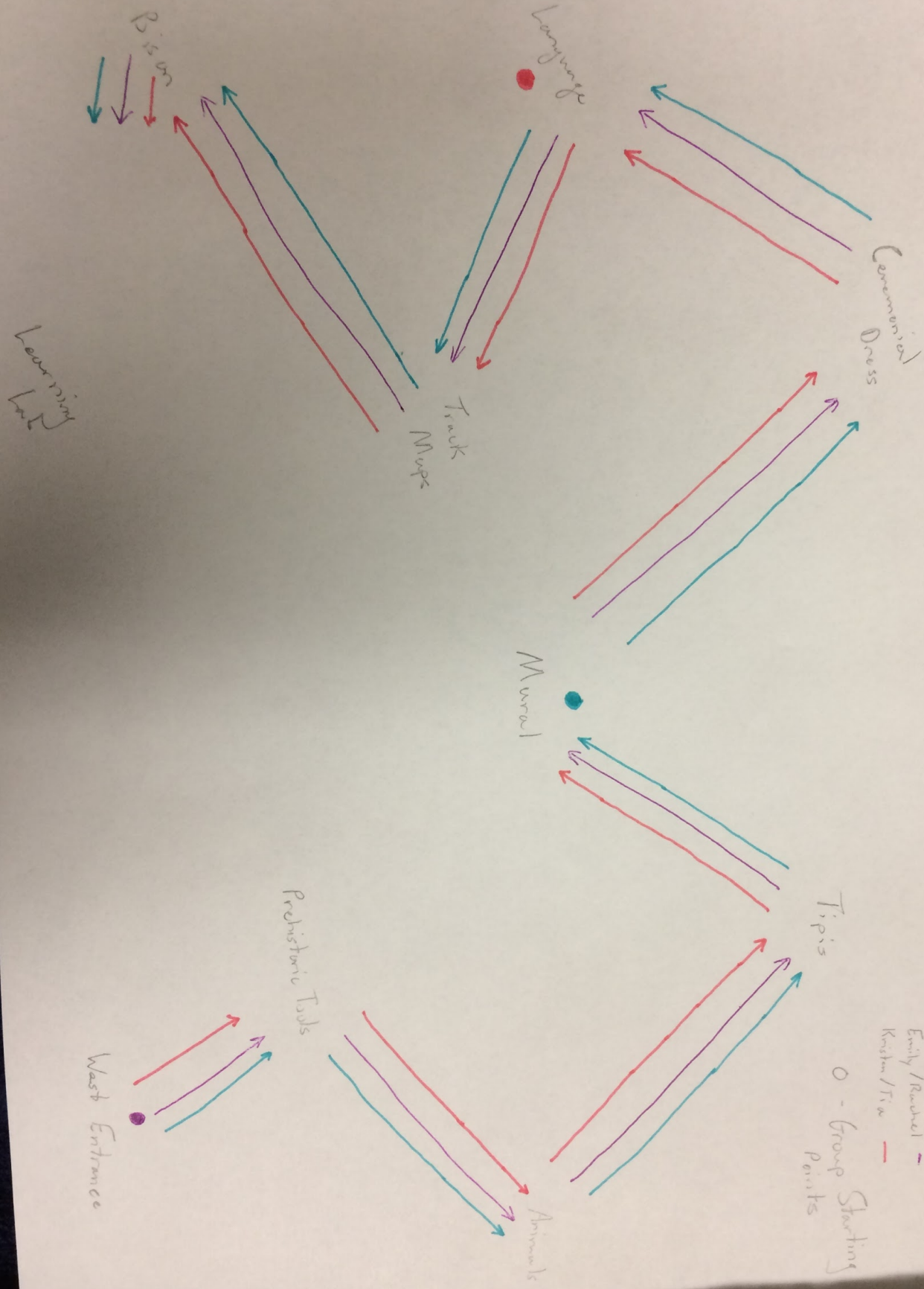
- Have you visited the Marketplace for Kids website at MarketplaceForKids.org? Yes No
- If you are invited to participate in next year's Marketplace for Kids, would you be interested in receiving an invitation and other pertinent information electronically? Yes No

If yes, please provide us with your email address: _____

- Marketplace for Kids is located in 11 cities. Please indicate the locations you may be interested in presenting a class in the future.

Williston Minot Bottineau Devils Lake
 Northwood Jamestown Bismarck Dickinson
 Grafton/Cavalier Wahpeton Fargo - Tech Conference

Flow For Saverager Hunt



Group Take Away

As a group we chose these quotes that we feel truly supports the Marketplace for kids project. This quote really connects to the Marketplace project for kids and helps to develop a greater understanding of Native American culture. “As our world becomes more diverse and interconnected we become more disconnected” (Treuer, 2016). If we do not educate students on diverse populations our society will soon become more distant from each other. Therefore, by exposing students to local Native American culture they will leave with a greater understanding and respect for them. Another quote we thought was important was “Communication requires a safe space for discourse, an opportunity for genuine connection, and authentic, reliable information” (Treuer, 2012, p. 5). We felt that this is something that the students should be able to learn and better understand by the end of their time with us in the Early Peoples exhibit. This is important for Native American language but also for everyday life and conversation. “They are so often imagined, but so infrequently well understood.” (Treuer, 2014, p. 1). This quote feels like it will be a major takeaway for students because it will allow them to understand Native American a little more, providing them with accurate images to use in their minds. This is increasingly important in today's society because of the greater mixture we see every year, and the environment these students live in is heavily impacted by Native American culture. “There may have been as many as five hundred distinct tribal languages in North America prior to sustained contact with Europeans. There are now around 180, but the number is shrinking quickly,” (Treuer, 2012, p. 79). This quote talks about how there were so many different tribal languages and every day they are shrinking and are not getting passed on from generation to generation. It is important to discuss this during the Marketplace for kids event so they get a glimpse of what is being lost more and more everyday. Looking at all of these quotes as a whole “Despite our difference, we have more similarities than differences,” (Nieto, 2013, p. 65). We hope students can make connections to the local Native American tribes as we did researching them.