

Respect the Past Create the Future Lesson Plan Template

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Grade Level/Age: Kindergarten

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Subject: Social Studies: Culture, Time Continuity and Change

Overall Lesson Goals: The goal of this lesson is for Kindergarten students to recognize and describe how Native Americans in the past first communicated and how it is different to how we communicate today.

<p>Standards:</p>	<p>Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.</p>
<p>Lesson Objectives:</p>	<ol style="list-style-type: none"> 1. Students will be able to identify and explain two forms of communication the Native Americans used. 2. Students will be able to draw and explain one way they would communicate if they were a Native American living in the past.
<p>Material Needed: (e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)</p>	<ul style="list-style-type: none"> -2 hula hoops -Index cards with picture cut outs taped to them (attachment A) -Labels with the word “Us” and “Native Americans in the past” on index cards -Story strips with symbols for each table (attachment B) -projector -Writing prompt sheet (Attachment C)
<p>Procedures: (Include procedures for differentiating instruction)</p>	<p>Exploration/Introduction: Teacher will introduce the lesson by asking student what “communication” means.</p> <ol style="list-style-type: none"> 3. Teacher will tell students to turn and talk to their shoulder partner about what they think communication means or to communicate 4. Teacher will walk around listening to group discussions 5. Teacher will call on students to share their thoughts and will probe them to the correct understanding of what communication means (also leading into the discussion that there are different ways to communicate i.e. talking to each other, writing, emailing, cell phones etc) 6. Teacher will tell students they are each going to get an index card with a picture of a form of communication on it. 7. Teacher will place 2 hula hoops on the floor next to each other 8. Teacher will place a label that says “Us” on one hula hoop and “Native Americans” on the other hula hoop 9. Teacher will tell students to look at their index card and think about who might have used that type of communication. Once they have decided, they will stand up and place their index card in whichever hula hoop they decided. 10. Teacher will tell students they are going to come back to the hula hoops after we do some research and learn more about Native American forms of communication <p>Lesson Development:</p> <ol style="list-style-type: none"> 1. Teacher will introduce the first form of communication: symbols 2. Teacher will have students go to their table groups with 4 print outs of a story told in symbols per each group (Attachment B).

	<p>3. Teacher will tell students to read the story just like they read their book box book that morning (creating confusion because it is pictures/symbols not letters)</p> <p>4. Teacher will give students a few minutes to “read” the story (or until someone brings up they cannot read it)</p> <p>5. Teacher will ask students what was different about reading that story, vs stories we read</p> <p>6. Teacher will emphasize the absence of letters and instead they used symbols. Teacher will now tell students to work with their group and try and read their symbol story using the pictures to decide what the story says.</p> <p>7. Teacher will call on each group to present their story while putting it on the projector so all students can see the symbols and ask what was hard, easy about using symbols.</p> <p>8. Teacher will then call students to the rug and have them sit in a circle.</p> <p>9. Teacher will tell students they are going to play a new game called “telephone”</p> <p>Directions: Students will sit in a circle</p> <p>1 student will think of a phrase or sentence to whisper to the person beside. Each student will repeat whatever they hear until the phrase goes around each student. The student who is last and sitting next to the student who started the telephone will say out loud what was passed around.</p> <p>The 1st student will tell the class what he/she really said if not correct</p> <p>10. Teacher will play, and be the first person to start the game.</p> <p>11. After the phrase is passed around, the student beside the teacher will say aloud what has been passed around (most likely will be wrong)</p> <p>12. Teacher will ask students what was hard about this game and how they think the phrase got so jumbled up?</p> <p>Closure: After listening to students explain, teacher will intervene and tell students that Native Americans used this type of “pass down” communication between so many people because there weren’t phones, computers, ways of writing long stories that stories got lost and jumbled up as the years went on</p> <p>Expansion:</p> <ol style="list-style-type: none"> 1. Students will reevaluate the sort on the rug. 2. Teacher will ask and question why they move certain pictures to different categories (probe if they have sorted one wrong after hearing their explanation) 3. Teacher will direct students to their tables where a writing/drawing prompt sheet is waiting for them. 4. Students will use their sheet to answer the prompt “If I was a Native American, I would communicate by_____”
<p>Assessment:</p>	<ul style="list-style-type: none"> • Exploration/Introduction: Teacher will assess student discourse why they discuss with their groups. • Lesson Development: Teacher will assess student discourse why they discuss with their groups. • Expansion: Teacher will conference with each student to assess their understanding after their explanation of their drawing/dictating.

Attachment C:

**If I was a Native American in the past, I would communicate
by _____.**


