

**ED 101 Educational Technology Lab – Fall 2012
Boston University – School of Education**

LESSON PLAN	
Grade(s)	5
Content Area(s)	Social Studies
Topic of Lesson	An Overview of the Wampanoag and Sioux Native American Tribes
Three Objectives	<ol style="list-style-type: none"> 1.) Students will be able to correctly construct a Venn diagram, and use it effectively to show the differences and similarities of the two Native American tribes by applying five facts to each section of the Venn diagram. Students are successful when all fifteen facts are placed in the correct areas of the Venn diagram and the facts are correct. 2.) Students will be able to label the areas in which these two Native American tribes lived when given a blank map of the United States of America. Students will be successful when they can label the correct states of inhabitation by putting a label in a central location of the blank United States map. 3.) When given a table that states the two tribes and the criteria of food, water, and shelter, students will be able to state one fact pertaining to each criterion. Students are successful when they can fill each box of the table with a fact that is correct and pertains to the subject matter labeled on the table.
Technology standard	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>G3-5: 1.17 Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).</p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts History and Social Science Standards ➤ Learning Standards for History, Grades Pre-K-12 ➤ Concepts and Skills <p><i>1. Demonstrates understanding of how climate and geography influenced and shaped the lives of at least two different groups of indigenous peoples who lived in different regions of North America</i></p>
Materials needed	<ul style="list-style-type: none"> • Smartboard, or LCD projector and board to show the site itself • Internet Access

- Paper and pencils to draw and fill in the Venn diagram
- Map of the United States with colored pencils to fill in each tribe's territory
- A laptop for each student
- A pre-made table on a piece of paper that looks like this

	Wampanoag	Sioux
Food		
Water		
Shelter		

Lesson Introduction

The teacher will ask if the students have heard of the Wampanoag and Sioux Indians. By referring to cowboys and Indians it could provide an example that the students could relate to regarding the Sioux tribe, for the Sioux tribe is often shown in Hollywood western movies. Plymouth plantation is an attraction relatively close to these students that shows the Wampanoag tribe. If students have been there, they could relate the Wampanoag to their own personal lives. Make sure to quickly bring these examples up, stating something like “so who has ever played Cowboys and Indians” or “Has anyone been to Plymouth Plantation?” Such examples, when quickly stated, can help the students relate to the topic.

Lesson Procedure, Web Site Use, and Technology Standard Instruction

The students will be sitting at their desks facing the front of the classroom. On their desks should be paper and pencils, a map of the United States with colored pencils, and the pre-made table above. I will begin by asking the students about the prior lesson plan they had with me earlier this year. This lesson plan involved me teaching the students the plants the Native Americans used for food, water, and shelter. I will ask if anyone remembers the plants I spoke of. Allowing each student to take out his or her notes out to help with discussion, each table of students will turn and talk within their table. They will discuss the plants they recorded in their notes and their application to food water and shelter. After a few minutes of walking around the room, making sure students are on task, I will call on three tables to each briefly explain a plant for food, water, and shelter. After food, water, and shelter are each discussed, I will turn to the smart board and pull up my website.

Showing my website to the class, I will begin to talk of the vocabulary used with the website. I will ask if anyone knows what a URL is, and show the students that by typing in the URL the students can access the site at any time they wish. I will then ask the class if anyone knows what a keyword is, and show them (by opening a new tab and using keywords in Google) that by using certain key words in a search engine, they can find the site even when they cannot remember the URL. Next, take a minute or two to explain how to use the website, and point out that the home page has instructions if they are confused. I will ask if there are any questions before moving on.

Next, the teacher will open the content page that contains the map of the Sioux and Wampanoag territories. By opening a content page of my

	<p>website, the teacher will show them that the Wampanoag Indians lived in the Massachusetts area, and that the Sioux lived in the western part of the United States. This will be done by showing them a map of the United States that is very similar to the map on their desk, but with the territories already colored in.</p> <p>Next, the teacher will give a quick review of a Venn diagram. The students should know what one is, but by drawing a Venn diagram and speaking about its function, it will help the students with their later assessment. After this, ask if the students have any questions.</p> <p>Next, the teacher will go through each of the content pages which are designed to show the different plants, animals, and tools the Native Americans used to acquire food, and water, and make shelter. Using the pictures, YouTube videos and external links, the teacher will provide a basis of information for the student’s notes. Begin with the food section, then proceed to water, and finally shelter. Rather than completing each section of food, water and shelter for each tribe, go back and forth between the food section for the Sioux and the food section for the Wampanoag. It is important to compare and contrast the information given between the two tribes to help the students construct their Venn diagrams later. After each content page, make sure to ask if there are any questions before proceeding.</p> <p>A major part of Mr. Gregor’s fifth grade class is teaching each student how to take notes. Before stating the facts of my website, it is important to say things such as “this is important” or “make sure you take notes on this.” In this way, the students learn how to take effective notes as well as learn the subject matter.</p>
<p>Wrap-Up of Lesson</p>	<p>Despite the fact that the Wampanoag and Sioux Native Americans lived in this way thousands of years ago, it is still important to relate the lesson back to each one of the students’ lives to create a sense of importance, connection and relevance in the students. To begin a discussion, ask the students how their lives are similar to a Native Americans. Have each student turn to his or her group and quickly discuss this topic for a minute or two. Then ask the questions, how do we get our food, our water, and our shelter? Talk of how we all obtain our resources from nature just as the Native Americans did.</p>

How will students be assessed to make sure they are able to perform the objectives?

Objective 1: Students will be able to correctly construct a Venn diagram, and use it effectively to show the differences and similarities of the two Native American tribes by applying five facts to each section of the Venn diagram. Students are successful when they can write all fifteen facts, placing them in the correct areas.

Assessment 1: Using the website, each student will work individually using their laptop to create a Venn diagram with the paper and pencil that was on their desk to begin with. Students are successful when they can write all fifteen facts, placing them in the correct areas of the Venn diagram.

Objective 2: Students will be able to label the areas these two Native American tribes lived when given a blank map of the United States of America. Students will be successful when they can label the correct states of inhabitation without straying outside of the tribe's territory.

Assessment 2: Allow students five to ten minutes to work individually, coloring in the territory of the Wampanoag and Sioux Indians on their map of the United States. They can use the blank maps of the United States the colored pencils to color in the maps, and the website on their personal laptop for this activity. Students will be successful when they can label the correct states of inhabitation without straying outside of the tribe's territory.

Objective 3: When given a table that states the two tribes and the criteria of food, water, and shelter, students will be able to state one fact pertaining to each criterion. Students are successful when they can fill each box of the table with a fact that is correct and pertains to the subject matter labeled on the table.

Assessment 3: Using the tables supplied to them, students will work in groups to fill in the table. Using their notes, they can fill in each section of the table. Students are successful when they can fill each box of the table with a fact that is correct and pertains to the subject matter labeled on the table.