

Unit : American Indian

Grade Level: 2nd

Group Members: Alexis, Cristen, Darian

Topic: History

Grade level: 2nd grade

Alexis: Powhattan of the Eastern Woodland.

Darian: Pueblo

Cristen: Lakota

Enduring Idea (Big Idea, Theme): Understanding American Indian Culture

Student Prior Knowledge:

Student will be learning about Indians in their regular classroom. They might have prior knowledge to clay making. Will know how to use scissors and glue and how to hold and use a paint brush.

Teaching Methods: demonstration, lecture, critique

SOL# + OBJECTIVES	CONCEPTS	EVALUATION
<p><u>Art:</u></p> <p>2.10 The student will create three-dimensional works of art, using a variety of materials to include clay.</p> <p>2.13 The student will compare works of art, elements of architecture, and artifacts of other cultures with those of their culture.</p>	<p>Pueblo Indians lived in Houses called Pueblos that were made of stone, adobe, and wood with flat roofs/stacked on one another. Students will recreate these houses out of clay. Wire and clay can create a stable structure for three-dimensional projects.</p> <p>Powhatan Indians lived in either small Wigwams or larger longhouses. Pueblo Indians lived in houses made of stone, adobe, and wood with flat roofs. Lakota Indians lived in</p>	<p>Do the students know the difference between the structures in which the Powhatan, Lakota, and the Pueblo Indians live in?</p> <p>Do the Students understand how to create a solid three-dimensional structure?</p> <p>Do the students understand how to express their</p>

<p>2.4 The student will identify and use 3D forms- cone, Cubes</p> <p>2.11 The student will create a work of art by manipulating clay</p> <p>2.16 The student will express opinions with supporting statements regarding works of art.</p> <p><u>History:</u></p> <p>2.2 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.</p>	<p>teepees.</p> <p>Teepees are built in the shape of cones. Pueblo houses are in the shape of cubes.</p> <p>Creating square slabs and scoring and slipping them together can create a cube shape structure.</p> <p>.</p> <p>A piece was interesting because the student incorporated natural resources their final project. The way the brush strokes were created makes the piece more interesting to look at.</p> <p>Each tribe lives in a different area with different natural resources. Their environments affect the ways they live.</p>	<p>opinions of others art works?</p>
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Cultural exemplar: posters

Safety Issues: scissors

SCOPE AND SEQUENCE OF EXPERIENCES: LESSON 1, LESSON 2, AND SO FORTH

LESSON	TEACHER PROCEDURES	STUDENT PROCEDURES	EVALUATION
1. Powhatan Indian Longhouse	<p><u>Motivation:</u> Excite the students to want to participate by showing them the many creations of the Powhatan Indians. Also taking them outside to collect materials to build their Longhouses.</p> <p><u>Procedural Activities:</u> Introducing the supplies to the students. Showing them what they can use and how to use it. Cutting the sticks and gluing the leaves everywhere. Teach them how to twist paper to look like sticks.</p> <p><u>Instructional strategy:</u> <u>Guided discovery:</u> Begin with a demonstration, but then allow them to get creative with their piece. <u>Demonstration:</u> Supplies:</p> <ul style="list-style-type: none"> ● Brown paper ● Cardboard ● Leaves ● Glue ● Scissors ● Wire ● Clay <p>Sequence:</p> <ul style="list-style-type: none"> ● Cut out the frames of the longhouse. ● Put them together ● Cut and twist the brown paper. ● Show how to glue 	<p>Students will watch and create the items I am demonstrating while I demonstrate them.</p> <p>They will watch the demonstration and create the individual items that I create. Then they will create a longhouse of their own based off of the materials given to them.</p>	<p>Does the Structure Stand?</p> <p>Does it resemble a longhouse?</p> <p>Did they include some of the materials they collected outside.</p>

	onto the frame.		
2. Lakota Indian Teepees	<p>Motivation: Show the students pictures of teepees the lakota indians lived in.</p> <p>Procedural Activities: Cutting construction paper with teepee template, Showing different colors of construction paper the kids can choose from, showing them how to roll the paper into a cone shape and marking it with tape</p> <p><u>Instructional strategy:</u> <u>Guided discovery:</u> Begin with a demonstration, but then allow them to get creative with their piece. Supplies (Lakota)</p> <ul style="list-style-type: none"> • Construction paper • Scissors • Tape • markers <p>Steps:</p> <ul style="list-style-type: none"> • Cut out triangle shape on paper • Roll it into cone shape • Mark where you would tape it • Unfold, and decorate with markers • Fold again, and tape it to hold shape 	<p>Students will learn about and see images of the teepees</p> <p>They will pick what color paper they want</p> <p>They will watch my demonstration as I show them how to make the teepee shape. Once they make their shape, they will be able to draw any designs they want on their piece.</p>	<p>Does the Structure Stand?</p> <p>Did the Child understand the meaning of the symbols they used to decorate their Teepee?</p>

<p>3. Pueblo Indian Pueblo Houses</p>	<p>Motivation: Give the class a short lecture of Pueblo Indians and their lifestyle. Emphasize the fact that they live in clay pueblos because of the area they are from.</p> <p>Procedural Activities: Roll and cut clay slabs for the students. The students will be given 5 4x4" clay slabs to build with. Extra clay will be given to students to build accessories with. Once it dries, it will be put in the kiln to fire.</p> <p>Instructional Strategy: Guided Discovery: Begin with a demonstration. The students will have to make a pueblo, but the accessories and the colors they use is up to them. Supplies: <ul style="list-style-type: none"> • Clay slabs • Water • Clay tools • Glazes • Kiln Steps: <ul style="list-style-type: none"> • Score and slip clay slabs • Put the slabs </p>	<p>Students will learn about the Pueblo Indians by listening to the lecture and looking at images</p> <p>They will score and slip the slabs with clay tools and water to construct the pueblo. Then the students will carve out little holes in the pueblo for the door and windows as seen in the lecture. The students will also make little accessories to go along with their pueblo like clay pots and vases and other Pueblo objects. Once the clay dries, the student will use glazes to paint the pueblo whatever color they want and paint the accessories they created.</p> <p>Students will watch the demonstration and answer when questions are asked ensuring they understand. They will also be given opportunities to ask their own questions.</p> <p>*when all clay pieces are finished firing, the teacher will stack the entire classes pueblos up on each other like the pueblo indians did and the students will look at all of them together and critique them. A</p>	<p>Participation- were the kids paying attention during the lecture, participating by asking questions, not talking to other students while the teacher is talking.</p> <p>Craft- Did the student assemble a pueblo that they put time into, or did they just rush to get it done? Did they make accessories that had to do with the pueblo indians/ were shown/talked about in the lecture? Is the structure solid or did they not score & slip properly? Is the glaze on evenly and thoughtfully?</p>
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	<p>together to make cube shape</p> <ul style="list-style-type: none"> ● Cut holes into pueblo ● Make accessories for pueblo ● Let all clay dry ● Paint pueblo and accessories with glazes ● Fire in kiln 	<p>photograph will be taken of this display and given to each student to take home, along with their pueblo house and accessories.</p>	
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Final Product or Products Rubrics:

Clay Pueblos:

	1	2	3	Total:
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Participation	Talked during lecture. Was not paying attention to teacher. Called out to answer questions instead of raising hand. Didn't spend time wisely while working on Pueblo.	The student was paying attention at points. The student was semi-focused on project. The student got out of seat or interrupted class once.	The student payed attention the entire time during lecture/demo. The student was focused on the project. The student followed directions and used time wisely.	
Craft	The slabs are falling apart. The student did not score and slip properly. The glaze was placed sloppily and without thought.	The construction of the Pueblo was somewhat thought through. The score and slip was better in some parts than others.	The student thought through their craft and put a lot of effort into their pueblo. All sides of pueblo are in tact.	
Critique	The student did not make any comments during critique/The student talked and disrupted the class during critique multiple times.	The student made one comment during critique/ interrupted once/ talked to a friend and disrupted class once.	The student commented on multiple works during critique, raised hand to talk, used positive criticism.	

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Wigwam:

	1	2	3	Total
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Craftsmanship	The student's final product did not resemble a wigwam or longhouse in any way. The students project does not stand on its own and is very messy.	The students project is stable but does is put together in an unorganized way. It does slightly resemble a wigwam or longhouse.	The student created a sturdy well put together piece. The piece isn't falling apart and it very well resembles a wigwam or longhouse.	
Completion	The student did not complete the project. The student did not use the materials given.	The student partially completed the project with the provided materials.	The student fully completed the project to the best of their abilities with the materials provided	
Listening	The student did not listen to the lecture. The student was a distraction to the class and did not follow the directions of the project.	The student listened during lecture but did not follow the directions for completing the project.	The student listened to the lecture and was followed all directions to completing the project.	

Lakota:

	1	2	3	Total
Completion	The student did not complete the project and did not use the materials given	The student worked on the project, but did not finish it completely.	The student used materials to complete the project	
Participation	The student was not paying attention to my demonstration, and did not show any interest.	The student was not giving me their attention at all times. Sometimes looked interested, sometimes was bored.	The student was giving me their undivided attention the whole demonstration.	
Craftsmanship	The students final project did not resemble a proper teepee. The designs drawn were not well thought out and the student did not take their time	The students final project slightly resembles a teepee. The designs drawn on their teepee is not well thought out.	The students final project represents a correctly structured teepee. Their designs were well thought out and they took their time.	