

Social Studies Lesson Plans 4th Grade Unit 3 Native Americans and Texas Regions

Date: _____

Time Allotted: 5 Days

<p>Desired Results: (Unit Understanding) Native Americans in Texas developed different ways of life based upon the geographic region in which they lived.</p>	<p>Assessment: Create a rubric for grading the post card. Include critical attributes you want students to include such as facts about the region, facts about the Native Americans who lived in the region, picture that accurately represents the region, writing in complete sentences, etc.</p>	<p>Objective/TEKS: I can describe the regions of Texas including landforms, climate, vegetation, and physical characteristics. (4.7B) I can identify the Native-American groups in Texas and describe the regions in which they lived. (4.1A)</p>
<p>Anticipatory Set: (Universal Generalization) (Hook) <i>Geography affects how people live.</i> Introduce yourself as Texas Tonya or Texas Tom and let the students know you will be going on a bus tour of the Texas regions. In your best Texas accent, take the students on a simulated tour of the Texas regions using power point slides and a mock bus. Have students sit in rows of 4 with an aisle in the middle to simulate the bus they would ride on. This is best done in the Kiva with the light pro. Try to get this set up and make a rotation schedule so everyone can go with their class. Direct the students to enter the bus (through the front door and walk down the aisle to their seat. Ask them to fasten their seatbelts and feel free to take pictures along the way. This is the introduction to an experiential exercise.</p>		<p>Topics / Concepts:</p>
<p>Instructional Input: (Line) Present the tour by showing the slide show and reading the script on the note pages that go along with it. Each day you will cover a different region. There are four regions: Mountains and Basins, Coastal Plains, Great Plains, and Central Plains. When you get to the "bus" slide that summarizes the notes for that region, stop the bus and ask students to take notes on what they learned about that region. Note pages are attached. You will have students return to the classroom for the next part of the lesson. Hold a discussion in which the teacher asks a few key questions to help students make connections between the experience and the key concepts you want them to remember. Some example questions for this Texas Regions Virtual Tour experiential exercise could be:</p> <ul style="list-style-type: none"> ◆ How did you feel during this activity? ◆ What did you notice about the Texas region we visited today? What landforms did you see? What resources were evident? ◆ What kinds of jobs would be important in this region? ◆ Is this a region you would like to live in? Why or why not? ◆ After the first day's regional tour you could ask: How does this region compare to the region we toured yesterday? 		<p>Materials: Note: A great companion book for these lessons is called <i>Tumbleweed Tom on the Texas Trail</i>, and a great resource for the Native Americans is called <i>Indians who Lived in Texas</i>.</p> <p>Here are the Regions corresponding with the tribes what lived in them: Gulf Coast Plains: Karankawa and Coahuiltecan Central Plains: Caddo and Wichita Great Plains: Tonkawa and Apache Mountain and Basin Region: Jumano</p>
<p>Guided Practice: (Line) Once in the classroom, you will have students get into groups of about 3 to read information about the Native American tribes that lived in the region you toured today. They will read and take notes about the tribe on the graphic organizer provided. If there were two tribes, they will read and take notes on both tribes from that region. So the end result each day is that the students have notes about the region and notes about the tribes from that region completed.</p>		
<p>Independent Practice: (Ultimate Sinker) Students will create a post card about one of the regions of Texas. Each student will select a region that they enjoyed learning about the most and create a post card complete with a picture representing the things they saw in the region. The letter itself should be written as if they really visited the regions and tell about the things the learned and saw. The letter should include at least two facts about the region and at least one fact about the Native American tribe that they learned about in that region. A sheet is attached with the parts of a post card that can be used, but a 5x8 white index card works well also. It is also helpful to bring in some sample postcards to show students how they are done, so their pictures and letters turn out better.</p>		<p>How will you check for understanding?</p> <p>Monitor students while they take notes about the regions and read about Native American tribes. Assist with reading and note taking as needed. Listen as students discuss the closure questions to see if they understand the Universal Generalization and Unit Generalization.</p>
<p>Modifications/Extensions: Circulate around to the groups helping with thinking and notes and reading if necessary.</p>		
<p>Closure: Pose the question each day: "Why do you think the _____ tribe lived in the region that it did?" You want the kids to realize that the lifestyle of the tribe dictated the region due to the landforms, climate, food availability, farming, etc. Their answers can be written in the "Conclusions" box of their notes on the tribe graphic organizer.</p>		