|  |  |  |  |
| --- | --- | --- | --- |
| Summary | | | |
| \*Lesson Title (create a title for your lesson):  Seminole Indians and other North American Tribes: Pottery (Lesson 4 of 5) | | | |
| \*Lesson Summary (1-3 sentence summary):  The fourth of five lesson plans examining the Seminole Indians and other Native American tribes in North America. In this lesson, students will learn how early Native Americans designed pottery and containment vessels for their possessions. Students will create their own pottery piece based on the techniques and style of the Native Americans of their region. | | | |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):  Social Studies/History, Art | | | |
| \*Intended Audience/Grade Level:  2nd, 4th, and/or 5th | | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):  Lesson 4 of 5, each lesson is approx.. 75min | |
| Standards and Purpose | | | |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):   |  |  | | --- | --- | | SS.2.A.2.1 | Recognize that Native Americans were the first inhabitants in North America. |  |  |  | | --- | --- | | SS.2.A.2.2 | Compare the cultures of Native American tribes from various geographic regions of the United States. |  |  |  | | --- | --- | | SS.2.A.2.3 | Describe the impact of immigrants on the Native Americans. |  |  |  | | --- | --- | | SS.4.A.2.1 | Compare Native American tribes in Florida. | | SS.4.A.3.2 | Describe causes and effects of European colonization on the Native American tribes of Florida. |  |  |  | | --- | --- | | SS.5.A.2.1 | Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). |  |  |  | | --- | --- | | SS.5.A.2.2 | Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). |  |  |  | | --- | --- | | SS.5.A.2.3 | Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. | | SS.5.A.3.3 | Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. | | | | |
| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):  <http://ufdc.ufl.edu/UF00000023/00001-> Book from 1896 All about Seminole Indians from Florida: Overview of the history and customs of the Seminole Indian tribe of Florida as seen through the eyes of the author and her husband. Includes vocabulary of Seminole language.  <http://ufdc.ufl.edu/FS00000026/00001-> Book by the Smithsonian Institute (year unknown) documenting the Seminole Tribes including dress, food, housing, etc.  <http://ufdc.ufl.edu/UF00055646/00001-> Document from 1921 commissioned by the US Congress, briefly describing the Seminole Tribe population.  <http://ufdc.ufl.edu/UF00002622/00001-> Report compiled in 1941 by Federal Agriculture workers about the Seminole tribes and their practices.  Postcards depicting Seminole Indian Life:  <http://ufdc.ufl.edu/FI05111737/00001>  <http://ufdc.ufl.edu/FI05111729/00001>  <http://ufdc.ufl.edu/FI05040121/00001>  <http://ufdc.ufl.edu/FI05111742/00001>  <http://ufdc.ufl.edu/FI05111722/00001>  <http://ufdc.ufl.edu/FI05111726/00001>  <http://ufdc.ufl.edu/FI05111724/00001>  <http://ufdc.ufl.edu/FI05111725/00001>  <http://ufdc.ufl.edu/FI05111739/00001>  <http://ufdc.ufl.edu/FI05111720/00001>  <http://ufdc.ufl.edu/FI05111741/00001>  <http://ufdc.ufl.edu/FI07050867/00001>  <http://ufdc.ufl.edu/FI07033005/00001>  <http://ufdc.ufl.edu/FI05111727/00001>  <http://ufdc.ufl.edu/FI05111730/00001>  <http://ufdc.ufl.edu/FI05111505/00001>  <http://ufdc.ufl.edu/FI05111721/00001> | | | |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):   1. How did the Native Americans create pottery pieces? 2. How did the styles and design of the pottery pieces differ among the different Native American Regions? 3. What were some of the main functions of the pottery created by the Native Americans? | | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):  Students will be able to:   1. Identify the emergence of pottery by early Native American tribes. 2. List the various functions of the pottery and how it led to eventual cultural advancements within Native American society 3. Describe how Native Americans created pottery and identify the natural resources used in the process 4. Apply their knowledge of Native American pottery and construct an authentic replica. | |
| Assessment (how will data be collected on student performance?) | | | |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):   1. The individual project will serve as part of the evaluation 2. The mid-unit assessment will serve as an evaluation of knowledge.   **Homework** - 1.) Students will be instructed to ask their grandparents or older citizens how food was stored a long time ago. Their findings will be presented in class the next day.  \*\*They will construct a paragraph on their findings to be presented in class the next day. | | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):  A pre-test can also be administered to the students: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tMzVIVVJ3YmVtOEE/edit?usp=sharing)  A final assessment will be given at the end of the 5 lesson unit.  Final Test: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27td0lZZmwtczZHSG8/edit?usp=sharing)  Test Answer Key: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27ta2dKNkU2eTYtTGc/edit?usp=sharing) | |
| Teaching Phase (step by step narrative guide to instruction) | | | |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):  \*\*\*At the beginning of the unit, every student should be given a packet that contains each region, and places where students could fill in descriptions of dwellings, food, tools, and European interaction specific for each region. At the end of every day, the students will fill out the appropriate section of this packet corresponding to the daily lesson. The students will use this to study from for the final assessment\*\*\* [Document LINK](https://docs.google.com/file/d/0B4VdiwLUA27tVU12dDdaSHhLN3c/edit?usp=sharing)  Procedure 1: The teacher will give the students a regional/identification map which the students should complete as a mid-unit summative assessment. Document [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tV1ljWV9sTklITm8/edit?usp=sharing)  When the students finish the quiz, they are to answer the Question of the day:  ?? Question of the Day ??: After a big Thanksgiving dinner, what would you do with the leftovers? What would Native Americans do?   * Show and Tell: The teacher will ask some students to tell the rest of the class what foods they discovered at their homes that may have been eaten or grown by Native Americans (5 min).   Procedure 2: The teacher will select some students to present their menu from yesterday to the class. Students will discuss in front of class what led them in choosing the items on their menus. (15 min)   * 1. The teacher will then ask if any students considered pottery in the preparation and storage of excess food.   2. Students will then be asked to list other possible functions of pottery on their own piece of paper (5 min) | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):  (Teacher Content Notes for Lesson 4: ) [LINK](http://www.coyotesgame.com/napotinfo.html)  (Overhead Pictures for all 5 lessons: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27taFJWb1dvNnd5em8/edit?usp=sharing) ) \*\*\*\* DISCLAIMER: All pictures are NOT the original property of the University of Florida. They were obtained through free-access search forums. They are not to be reused for any purpose that will earn any profit \*\*\*\*  Procedure 3: Students will be shown overhead pictures and actual fragments of pottery from Native Americans along the Southeast (25 min). The teacher will give a brief description about each overhead picture.   1. The teacher will lecture students on the functions of pottery while receiving feedback from the class on what items in their lives serve the same purpose of Native American pottery (7 min). 2. The teacher will lecture on how agriculture, recreation, social practices, and traditions progressed as pottery became more widely used (7 min). 3. The teacher will show the class examples of sand, moss, seashells, and charcoal, and describe the specific function of each in pottery (6 min). | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):  Procedure 4: Students will get into groups based on the designated regions from their nametags. As a group, students will brainstorm what natural materials the Native Americans in their region would use to make and create their pottery. They will also create a list of what Native Americans in their region would use to store in the pottery. (10 min) | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):  Procedure 5: The students will each be given a slab of clay, and will create a pinch pot. They will use tools and techniques similar to that of the Native Americans that inhabited their region (20 min)   1. Students will be given a handout that describes the process for creating the various forms of pottery. [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tb3pYcmsybDVnWTg/edit?usp=sharing)   \*\* If students complete their project early, the teacher will begin group presentations to provide more time for presentations/lectures the following day. If the students need more time, the project will be homework. | | | |
| \*Closure (How will the learning from the lesson be reinforced over time?):  Procedure 6: The students will return to their seats, and the teacher will review what was taught during the class period, and students will write this information in their Review Packets. (3 min) | | | |
| Reading strategies (describe strategies in detail): | Writing strategies (describe strategies in detail):  Graphic Organizers are provided | | Speaking and listening strategies (describe strategies in detail: |
| \*Accommodations  (Describe how to accommodate students with special needs and how to differentiate instruction.) | | | |
| Students are given graphic organizers  Students are shown pictures and replica examples  Students are given hands-on activities to participate in | | | |
| \*Extensions  (Describe possible extensions of this lesson.) | | | |
| Re-Teaching:  As this is a 5-lesson unit, each new day the teacher can briefly review the previous day material. Also, as history is chronological, as the curriculum progresses to colonialism, the colonists interaction with the natives will be covered | | Enrichment:  Students are encouraged to bring this lesson home each day and investigate more. As the Seminole Indians originally settled in this area, there are numerous opportunities to go on field trips or bring in guest speakers. | |
| \*Materials | | | |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):   * Review Packet * Overhead pictures * Actual replica of pots (possibly pottery shards) * Air-dry Pottery Clay (25-50lbs) * Moss, charcoal, shells, pebbles * Pottery decorating tools * Project Example | | Suggested technology (What are the suggested technology requirements to use this lesson?):  The pictures can be transferred into a PowerPoint but some sort of overhead projectors is needed for this lesson. | |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):  As the culminating experience for each lesson is typically the creation of something, it is a good idea for the teacher to create examples of these assessments prior to class.  The teacher is also encouraged to add more to the local Native American information provided in the content notes.  For pottery, consult with a local museum or antiques shop for examples. Also be sure to review the natural items that you need in depicting the ingredients to make pottery. Also, check with your school’s art department for pottery decorating tools; but feel free to make up and bring your own too. | | | |
| Reflection  (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) | | | |
| Teacher learning:   * How did my students respond? * What would I do differently next time? * What would I keep the same? * How will I use primary sources in the future? | | | |
| Attachments  (Attach or imbed worksheets and additional documents below) | | | |
| * UFDC Materials should be primary content guide * A pre-test can also be administered to the students: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tMzVIVVJ3YmVtOEE/edit?usp=sharing) * Final Test: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27td0lZZmwtczZHSG8/edit?usp=sharing) * Test Answer Key: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27ta2dKNkU2eTYtTGc/edit?usp=sharing) * At the end of every day, the students will fill out the appropriate section of this packet corresponding to the daily lesson. The students will use this to study from for the final assessment [Document LINK](https://docs.google.com/file/d/0B4VdiwLUA27tVU12dDdaSHhLN3c/edit?usp=sharing) * Teacher Content Notes for Lesson 4: [LINK](http://www.coyotesgame.com/napotinfo.html) * Mid-unit Assessment Quiz: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tV1ljWV9sTklITm8/edit?usp=sharing) * Pottery-making instructions for students: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tb3pYcmsybDVnWTg/edit?usp=sharing) * Overhead Pictures for all 5 lessons: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27taFJWb1dvNnd5em8/edit?usp=sharing) \*\*\*\* DISCLAIMER: All pictures in this document are NOT the original property of the University of Florida. They were obtained through free-access search forums. They are not to be reused for any purpose that will earn any profit \*\*\*\*   **EXAMPLE of student projects and pottery replicas** | | | |