

5th Grade Lesson Template for *History, Civics, Empathy and EdTech*
By *Lucretia Anton*

Lesson Title	Indigenous People: Connections to the Land
Content Area/Grade Level/Approximate length	<p>5th Grade United States History: The Land and People Before Columbus Lesson Length: About 1 hour*</p> <p><small>*Note time can increase and decrease depending on what resources you use for summative assessment.</small></p>
Objectives with grade level adjustment	<p>Objectives:</p> <ul style="list-style-type: none"> ● HISTORICAL OBJECTIVE: Research the impact geography, climate, and proximity to water had on Native Americans. ● LANGUAGE OBJECTIVES: <ul style="list-style-type: none"> ○ READ multiple prints and media resources ○ WRITE evidence from sources to support what you have learned. ○ DISCUSS the most important information about Pacific Northwest Native Americans and the impact the land, weather, and natural resources had on their lives. ○ SHARE new learnings with the class. ● Collaborate with peers to utilize tools (Google Slides/MS PPT, paper/pencil) that will allow them to effectively communicate their understanding of the topic. <p>Grade Level Adjustment:</p> <ul style="list-style-type: none"> ● Third Grade: Select a local tribe in your community to research more about the geography, climate, and proximity to water. ● Fourth Grade: Focus on building map skills. Have

	<p>students create a geography map of their community, local tribal lands, and state.</p> <ul style="list-style-type: none"> ● Sixth-8th Grade: Analyze the relationship between humans and their impact on their environment. How has climate change affected Native Americans' lives?
<p>Standards Addressed</p>	<p><u>ISTE Student Standards:</u></p> <ul style="list-style-type: none"> ★ 1.6 Creative Communicator: a, c, d ★ 1.7 Global Collaborator: a, b <p><u>Content Area Standards:</u></p> <ul style="list-style-type: none"> ★ CCSS.ELA-LITERACY.RI.5.2 ★ CCSS.ELA-LITERACY.RF.5.4 ★ CCSS.ELA-LITERACY.W.5.9 ★ CCSS.ELA-LITERACY.SL.5.1 ★ CCSS.ELA-LITERACY.SL.5.2
<p>Suggested EdTech Tools for implementation/Materials/Preparation</p>	<ul style="list-style-type: none"> ● Suggested EdTech Tools Materials: <ul style="list-style-type: none"> ○ Teacher Google Slides (Whole Class) ○ Digital Work Slides ○ Digital Exit Ticket ○ Student Devices (Chromebooks, iPads, etc.) ○ Teacher Projector/board for videos and images ● Other Optional Materials for : <ul style="list-style-type: none"> ○ Pencils, chart paper ○ Printable Materials ● Advanced Teacher Preparation: <ul style="list-style-type: none"> ○ Print a few handouts for students who may want to use paper and pencil. ○ If you plan on using the digital resources, make sure students have access to headphones and devices. ○ If you have classroom technology, make sure the board, device, and speakers are working.

	<ul style="list-style-type: none"> ○ Read and review the materials. (See below for links.) <ul style="list-style-type: none"> ■ TeacherLesson Slides ■ Student Digital Work Slides ■ Show What You Know Slides OR Exit Tickets ○ Link and gather relevant articles, videos, etc. to digital work slides based on the Indigenous People you are studying. ○ Prepare Flipgrid Topic for student responses
<p>Lesson Plan Steps (highlighting opportunities for more equitable access)</p>	<p>ENGAGE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 15 minutes <input type="checkbox"/> Teacher displays the Pacific Northwest Lesson Slides on the board <u>in present mode</u>. <input type="checkbox"/> Slide 1: Select a volunteer to read the essential question for the day. <input type="checkbox"/> Slide 2: Teacher activates student prior knowledge and helps facilitate a discussion so that students make connections to their daily lives. <input type="checkbox"/> Teacher says: “Think about where your food comes from.” <input type="checkbox"/> Slide 3- <i>Activity Alert</i>: Teacher says: “We are going to play a game. When I read a statement that is true for you, please stand up.” <input type="checkbox"/> Slide 4: Teacher says: “Stand if your family gets your food from a grocery store.” <input type="checkbox"/> Slide 5: Teacher says: “Stand if your family gets your food from a fast food place. (McDonalds, Taco Bell, Carl’s Jr., Etc.)” <input type="checkbox"/> Slide 6: Teacher says: “Stand if your family gets your food by fishing.” <input type="checkbox"/> Slide 7: Teacher says: “Stand if your family gets your food by growing it.” <input type="checkbox"/> Slide 8: Teacher says: “Now imagine this is your home. Where would you get food? What would you use to make your house or tools? Would you

celebrate your family traditions the same way?
....How would this change the way you live?"

- Slide 9: Review the objectives as a class. You can select a student to read them aloud.
- Slide 10: Review the vocabulary words and answer any questions.
- Slide 11-12:
 - MATERIAL OPTIONS:** Assign the digital slides to all students in your LMS and provide a **paper pencil** version for those who need/want it.
 - Read each bulleted direction as it appears via the animated slides
 - Share the model with students on slide 12.

EXPLORE: Slides 13-14: Independent Work

- 10 minutes to read or watch the research resources
- Walk around and use formative questions to assess if support is needed.
- When the timer goes off the teacher says: "Stop what you are working on and eyes on me."

EXPLAIN: Slides 15-19 Partner Share

- 2 minutes for each person to share their notes with their partner.
- 5-6 minutes to add to their notes. (Total 10 minutes)

ELABORATE:

- 10 minutes
- Have groups share out with the class.
- Optional: Take class notes on the board or a poster

EVALUATE:

- 10 minutes
- OPTIONS:**
 - [Show What You Know Slides](#) (Will need more time to complete.)
 - [Printable Exit Ticket](#)
 - [Google Form Exit Ticket](#)

- Equity and Access Connections:
 - Executive Functioning task lists
 - Sentence Starters
 - [UDL Checkpoints](#)
 - Engagement
 - Optimize individual choice and autonomy (7.1)
 - Optimize relevance, value, and authenticity (7.2)
 - Representation
 - Offer ways of customizing the display of information (1.1)
 - Offer alternatives for visual information (1.3)
 - Clarify vocabulary and symbols (2.1)
 - Illustrate through multiple media (2.5)
 - Action and Expression
 - Use multiple media for communication (5.1)
 - Use multiple tools for construction and composition (5.2)
 - Civic Action Connections:
 - Have students consider raising money and donating [towards scholarships](#) for indigenous college students.
 - Students research the Indigenous land their school is located on. ([Native Land Map](#)) and research the history of the local indigenous people where your school was located.
-
- Discuss why the relationship the Pacific Northwest Native Americans and all Native Americas have with nature is also very

	<p>relevant to all peoples of the world today.</p>
<p>Learning Assessments (Formative/Summative)</p>	<ul style="list-style-type: none"> ● Formative Assessments/Feedback Loops: <ul style="list-style-type: none"> ○ Teacher Observations ○ Conversational responses ○ Peer Feedback ○ Check-in with student groups ● Summative Assessment Options: <ul style="list-style-type: none"> ○ Show What You Know Slides ○ Printable Exit Ticket ○ Google Form Exit Ticket ○ Flipgrid Response <ul style="list-style-type: none"> ■ To use this template, sign into your Flipgrid account or sign up for a free account.
<p>Extensions for further learning</p>	<ul style="list-style-type: none"> ● Connect with museums for virtual tours or virtual speaker opportunities. ● Attend a virtual or in-person Indigenous Day celebration. For example, Indigenous People Sunrise Gathering in San Francisco. Do a quick search to find one in your area. ● Connect with a Tribe for More Resources ● The Relationship Between Humans and Nature: Native American: Nature and Nations ● https://www.britannica.com/topic/Northwest-Coast-Indian
<p>Credits</p>	<ul style="list-style-type: none"> ● Icons from Vectors Market, Freepik on Flaticon.com ● Images from Unsplash.com and Wikimedia Commons, Wikipedia, & Pxfuel.com ● Videos from: <ul style="list-style-type: none"> ○ 10 Minutes Timer Countdown by

	<ul style="list-style-type: none">ANFX//Free Media on Youtube○ 2 Minute Timer Countdown by ANFX//Free Media on Youtube● Gifs from GIPHY● Articles from:<ul style="list-style-type: none">○ Readworks.org
--	---