

Objectives:

- Students will be able to orally describe what Native American means and the term culture.
- Students will listen to Native American stories.

PA Academic Standards:

History – 8.1.3.D Understand historical research *facts, folklore, and fiction

8.3.3.A Identify contributions of individuals and groups to United States history.

Geography – 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics *Components of culture (e.g., language, belief systems and customs, social organizations, foods, ethnicity)

Materials: paper for a KWL chart, stories “The Turtle Story” and “The Raccoon and the Bee-Tree”

Cross-curricular Integration: Language Arts

Vocabulary: Native American, culture

Instructional Procedures:

Anticipatory Set:

- Use a KWL chart to introduce the topic of Native American communities and culture.
- Fill in the K section by asking students what they know about Native Americans, their communities, and culture.
- Ask students what does Native American mean? What does Indian refer to? What is culture?
- Tell them Native Americans were the first people to live on American land. They used the land and resources around them to survive. They were here before any highways, buildings, cities, or stores.
- Tell students that culture is the way of life for a group of people. Culture includes how a group of people dress, what they eat, how they make food, their language, religion, traditions, etc...
- Fill in the W section by asking students what they would like to learn about Native Americans and their culture. May need to guide the students to some questions about their culture.
- Tell students that a part of Native American culture is storytelling.
- Tell students that I am going to read two Native American stories.

Developmental Activities:

- Begin with “The Turtle Story.” Tell students that this story explains how Native Americans thought earthquakes occurred.

- Read the story to the class.
- After reading the story ask the students questions about the story.
 1. What animals did the story mention?
 2. Why do you think the Native Americans included animals in their stories?
 3. How did the earthquake occur?
 4. Do earthquakes still occur in California?
- Next, read “The Raccoon and the Bee-Tree.”
- Before reading ask the students what they think a “bee-tree” is
- After reading the story ask students what happened to the raccoon?
 1. Was he being greedy?
 2. Was he not telling the truth?
 3. What can we learn from this story?
 4. What was the “bee-tree?”

Closure:

- Go back to the KWL chart and fill in the L section.
- Ask students what they learned about Native American culture from the stories.
- Were any of the questions they wanted to know about answered?
- If not how could we answer them?
- Review what Native American means and culture.

Assessment:

- Observe students’ behavior while listening to stories.
- Listen to students’ questions, answers, and explanations of Native American and culture.

Extension/Enrichment:

- Use books and research on the Internet to find answers to the unanswered questions.
- Find more Native American stories.
- Students can write their own story.

Special Needs Adaptations: none for this class