

NTTI Media-Rich Lesson

Planning Guide

Title: Colonial Clues

Time Allotment: 1 hour

Grade Level(s): Grade 4

Overview:

Subject Matter:

Learning Objectives: As a result of this activity, the student will correctly name and function of various colonial artifacts.

Standards: Describe the cultural practices and products of various groups who have settled in Ohio over time.

Media Components - Video:

TAH DVD

Media Components - Web:

www.criticalthinking.com

Smithsonian websites

(others will follow).

<http://americanhistory.si.edu/hohr/springer/00qprint.htm>

Prep for Teachers:

Get photos ready, be able to ID all artifacts

Introductory Activity: (remember to number each step)

1. Read chapter on Colonial culture
2. Give groups of students photos of colonial artifacts (introduce as mystery)

Materials: Photos of Colonial artifacts

Learning Activities: (remember to number each step)

1. Groups will make presentations identifying artifacts and their use
(the teacher can guide and redirect modeling prior knowledge)
2. Use DVD/internet to validate answers

Materials: TV, DVD, computer

Culminating Activity: (remember to number each step)

1. Group will pantomime their object
2. The teacher will list on the blackboard

Materials: Blackboard

Cross-Curricular Extensions:

Science: Relate to simple machines

Community Connections:

(Maybe) Connect to common tools

Student Material:

Photos, their bodies

Assessment:

Teacher based observations

Native American Speech- Grade 4

Ohio Standards Connects:

People in Societies:

Indicator 1

Describe the cultural practices and products of various groups who have settled in Ohio over time.

- B. Historic Native Americans of Ohio
- C. European Immigrants

Indicator 2

Describe the impact of the expansions of European settlements on Native Americans in Ohio.

Lesson Summary: Students will listen to a Native American speech to gain a better understanding of the impact of expansion of European settlements on native Americans. This lesson encourages good listening and comparison skills.

As a result of this lesson the student will:

- A. Be able to state that Native Americans left Ohio due in large part to European immigration
- B. Be able to list and compare European Immigrant and Native American cultural aspects including language (written and oral), hunting, sexism, accommodations, and environmental philosophy.

Estimated Duration: 5 Hours

Pre-Assessment:

- * Using large world map, ask students to correctly identify Europe and North America
- * Post two large pictures; Native American and European immigrants and ask students to correctly name each.
- * Teacher based lecture introducing relevant and distinguishing facts of Native American and European Immigrants

Day One

1. Conduct pre-assessment
2. Introduce book *Sign of the Beaver*
3. Read for 15 minutes
4. List cultural knowledge learned about European Immigrants? Identify characters as European Immigrants

Day Two

1. Read for 15 minutes
2. List cultural knowledge learned about European Immigrants/identify characters as European Immigrants
3. Put students into groups of 3-5
4. Give groups collection of photos/pictures including: wooden hooks, metal hooks, gun, bow, arrow, shell hoe, metal hoe, log cabin, wigwam (items that are derived from the book)
5. Ask students to organize the items into 2 groups based upon Native American or European Immigrant use
6. Share and discuss results as a whole class