

ARTS INTEGRATION LESSON FRAMEWORK (ARTS/OTHER DISCIPLINE)

Title: Research a Tribe		Grade: K-2
Subject/Content Area & Art Form: Social Studies, ELA, Music		Lesson Duration: 2 hours total
Driving Question: Who are some of the Native American tribes in the US today and what defines their culture?		
Connected Objective: At the end of this lesson, students will know some basic information about a specific Native American tribe, be able to share the information with their class, and create an online presentation with pictures and/or background music that shares the information with their classmates.		
Subject/Content Area Objective Students will know: How to research a subject using the internet. Students will be able to: Write an informative text for presentation using the research they did and writing in their own words what they learned.		Art Form Objective Students will know: How to use online resources to show their class what the artwork from the tribe looks like, and play an example of the music from that tribe. Students will be able to: Explain why they chose the art and music examples and give some basic information about the choice.
Subject Area Standard(s): Social Studies CC.4.R.I.1, CC.5.R.3, CC.5.R.6 ELA CCRA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCRA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCRA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Art Elements: MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. MU:Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	21st Century Skills: (Choose skills that apply to lesson) <input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Critical Thinking & Problem Solving <input type="checkbox"/> Collaboration & Teamwork <input type="checkbox"/> Communication <input type="checkbox"/> Cross-cultural Understanding

Formative Assessment(s): The first edit of the presentation from each student or group should be done by the teacher. Students should answer 5 questions.

Summative Assessment(s): Students will present their research to the class in a slide show format with music and art work included. The presentations can be given live in front of the class, but should also be published for the class to comment on.

Lesson Materials/ Preparation:

- **Chrome books**
- **List of questions to answer (see below)**
- **List of tribes to choose from (see below)**
- **Membership in an online sharing group like google classroom**

Lesson Steps/Strategies for Learning

- **Introduce: To give some historic background, use one or more of these Social Studies lessons and resources:**

When teaching about early Maryland, have students refer to details and examples in a text about ancient North American tribes and explain what the text says explicitly and draw inferences.

Resources:

- <http://www.learner.org/interactives/historymap/indians.html>
- Additional information about Huadenosaunee and the Zuni available at: <http://nmai.si.edu/sites/>

When teaching about early Maryland, read *Who Lived Here Before the English Arrived in 1634*. Have students refer to details in the source to determine what it says explicitly about the native people and their ways of living before European colonization. Have them draw inferences from the text about how life changed for native people after 1634, supported by specific details from the source.

Resources:

- Maryland with Pride lesson - *Who Lived Here Before the English Arrived in 1634?*
- <http://www.pride2.org/NewPrideSite/MD/Lesson14>

When teaching about how native societies were influenced by diverse cultures of the explorers and settlers, have students gather relevant textual evidence for comparing and contrasting two or more accounts of the same event in a source such as *Encounter* (historical fiction) and a letter written by Columbus (primary source).

Resources:

- *Encounter* *
by Jane Yolen (1996)
- Columbus letter- <http://www.ushistory.org/documents/columbus.htm>

- **Engage: (10 min.)** Watch the Melodic Planet interview with Danny and Rich until the first break, at 8:15. Explain that there are over 500 tribes in the US today, each with their own culture and music. Powwow is a way for them to come together as Native people and share their common histories.
- **Build Knowledge: (1 hour)** Kindergarten should do this as a class with the teacher demonstrating. First and second can do either whole class or small group.

Give each small group 5 questions to answer. They should each choose one tribe to research. Using their chromebooks, the students will look at the tribe's website as well as the Wikipedia entry on the tribe. They should then copy and paste artwork from the tribe into their presentation. They should also look for an example of the traditional music of that tribe to add to their presentation. If they can't find any music on the tribe's website or Wikipedia then search on youtube for videos from a powwow given by that tribe.

- When choosing artwork from this tribe, explain what the piece is and why you chose it.
- When looking for music examples, make sure you tell your class if the music you found was traditional (only that tribe makes music like this) or powwow (a "pan-Indian" style, many tribes make music like this). Why did you choose this piece of music? Does it sound like the music in the interview video? If not, how is it different? Is this song used for a specific purpose? (Rain song, honor song, etc.)
- **Deepen/Assess Understanding: (30 min.)** Students will present their research project to the class. Comments can be written on a post-it and put in a parking lot for discussion.
- **Apply: (20 min.)** Class discussion: Was the information published clear and accurate? Choose several comments to discuss with the class. Did the comments show a better understanding, or lack of understanding? What made the presentations easy or difficult to understand?
- **Reflect: (Exit ticket- 10 minutes)** Students should look at the information in other projects, taking note of how the tribes are different or the same. They should also note how tribal histories may be very different depending on the time and place of contact with Europeans immigrants. And finally, the amount of information available about each tribe varies widely. Which tribes had a lot of information? Or very little?

List of Tribes for Research

Haliwa-Saponi

<http://haliwa-saponi.com/>

<https://en.wikipedia.org/wiki/Haliwa-Saponi>

Skokomish

<http://www.skokomish.org/>

[https://en.wikipedia.org/wiki/Skokomish Indian Tribe](https://en.wikipedia.org/wiki/Skokomish_Indian_Tribe)

Navajo

<http://www.navajo-nsn.gov/index.htm>

<https://en.wikipedia.org/wiki/Navajo>

[https://en.wikipedia.org/wiki/Navajo music](https://en.wikipedia.org/wiki/Navajo_music)

Lakota Sioux

<https://en.wikipedia.org/wiki/Sioux>

<https://www.yanktonsiouxtribe.net/>

<https://oglalalakotanation.info/>

<https://www.rosebudsiouxtribe-nsn.gov/>

<http://www.sioux.org/>

<https://www.standingrock.org/>

<http://www.crowcreekconnections.org/>

Cherokee

<http://www.cherokee.org/>

<https://en.wikipedia.org/wiki/Cherokee>

<http://visitcherokeenc.com/cherokee-music/>

Iroquois

<https://en.wikipedia.org/wiki/Iroquois>

<https://oneida-nsn.gov/>

<http://cayuganation-nsn.gov/index.html>

<https://www.srmt-nsn.gov/government>

<http://www.onondaganation.org/>

<https://sni.org/>

Salish and Kootenai

<http://www.csktribes.org/>

[https://en.wikipedia.org/wiki/Confederated Salish and Kootenai Tribes](https://en.wikipedia.org/wiki/Confederated_Salish_and_Kootenai_Tribes)

Chemehuevi

<http://www.chemehuevi.net/>

<https://en.wikipedia.org/wiki/Chemehuevi>

Cahuilla

<https://www.cahuilla.net/>

<https://en.wikipedia.org/wiki/Cahuilla>

Quinault

<http://www.quinaultindiannation.com/>

[https://en.wikipedia.org/wiki/Quinault Indian Nation](https://en.wikipedia.org/wiki/Quinault_Indian_Nation)

Choctaw Nation

<https://www.choctawnation.com/>

[https://en.wikipedia.org/wiki/Choctaw Nation of Oklahoma](https://en.wikipedia.org/wiki/Choctaw_Nation_of_Oklahoma)

Crow

<http://www.crow-nsn.gov/>

[https://en.wikipedia.org/wiki/Crow Nation](https://en.wikipedia.org/wiki/Crow_Nation)

Pueblo

<https://en.wikipedia.org/wiki/Puebloans>

[https://en.wikipedia.org/wiki/Zuni Pueblo, New Mexico](https://en.wikipedia.org/wiki/Zuni_Pueblo,_New_Mexico)

<http://www.ashiwi.org/>

[https://en.wikipedia.org/wiki/San Ildefonso Pueblo, New Mexico](https://en.wikipedia.org/wiki/San_Ildefonso_Pueblo,_New_Mexico)

<http://www.sanipueblo.org/>

Seminole

<http://www.stofthpo.com/Home-Seminole-Tribe-FL-Tribal-Historic-Preservation-Office.html>

<https://en.wikipedia.org/wiki/Seminole>

Pawnee

<http://www.pawneenation.org/>

https://en.wikipedia.org/wiki/Pawnee_people

Piscataway

<http://www.piscatawayconoytribe.com/>

https://en.wikipedia.org/wiki/Piscataway_people

Chippewa

<https://www.mnchippewatribe.org/>

<https://en.wikipedia.org/wiki/Ojibwe>

List of Questions

1. Where is the tribe located?
2. Is this their original (ancestral) location or did they move there? When did they move and why?
3. What is their tribal name for themselves? (Is it the same as the name you looked up or different?)
4. How many members are there in the tribe?
5. What language do they speak?
6. What services or help do they provide for the people in the tribe?
7. What hardships have they faced?
8. What natural resources does the tribe have?
9. Who are some famous leaders from the tribe?
10. What are some challenges facing the tribe today?