

Date:	6/14/15
Grade/Class/Subject:	4 th Grade SS/ELA
Unit Topic or Theme:	Native Americans: Inuit Indians; Summarization
Content Standards:	<p>SS4H1 The student will describe how early Native Americans cultures developed in North America.</p> <p>SS4H1a Locate where Native Americans settled with emphasis in the Arctic (Inuit.)</p> <p>ELACC4R12 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Tech Standards:</p> <p>1a-b Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes. b. Create original works as a means of personal or group expression.</p> <p>3b-c Students apply digital tools to gather, evaluate, and use information. b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>
Key Vocabulary:	Arctic, igloo, region, temperature, resourceful
Technology Materials:	Ipads, Chromebooks, or laptops
Strategies:	<p>High-Order Questions: How did the Inuit way of life differ from life today? Using their resources and drastically different environment, how was their way of life different from other Native American groups? Was it alike in any way? How did the Inuit way of life compare to the Penobscot Indians in <i>The Sign of the Beaver</i>?</p> <p>Key Vocabulary: While reading the designated SS text with the focus on the Inuit tribe, students will be placed in small groups or partnered pairs. They will be in mixed levels. Using the key vocabulary words from the lesson, students will be able to discuss & define the terms. Using an index card and colored pencils/crayons, students define and illustrate terms. Teacher provides assistance as needed. When finished, vocabulary cards are to be placed on word wall in classroom for reference.</p> <p>Partnered Pairs: Students will watch Inuit Youtube video in pairs. http://www.youtube.com/watch?v=zaVwTNBGrG4 TSW listen for key points about clothing. shelter. location.</p>

	<p>Whole group: Read SS text aloud, students will recall information from the video and from the text to add to a graphic organizer on the Inuit tribe. Information will include facts about the tribe's location, shelter, clothing, and sources of food. Completed graphic organizers will be placed in student binders as a resource for end of Native American Unit. Once graphic organizer is completed, students will create a PowerPoint in Google Slides. TSW include facts about a food, shelter, location, and clothing. Students will imbed images within PPT. Shared PPTs will be placed in Google Classroom where students are able to comment on individual slides or PPTs. Student PPTs and interactive conversation will be evaluated by teacher.</p>
SAMR Features:	Redefinition
Opening Activity:	<p>Building Background: Students will be placed in small groups with mixed levels and given a map of the US. Point to where you live in GA. What is the weather like here in August? What is the weather like in December? Teacher will walk throughout the classroom listening to discussions, intervening when necessary. Point to Maine. Based on location, what do you predict the weather is like there in August? Discuss in small groups.</p> <p>Links to Experience: How would the clothing differ in both locations? Discussions will take place within the small groups first, then whole group.</p> <p>Links to Learning: Ask students to think about past unit on landforms and physical features. Using the map, have the students point out major landforms. Ex: oceans, mountains, Death Valley, etc. Ask the students if they can find Alaska on the map. The Inuit tribe settled in Alaska. What is the weather like there? How would the climate in Alaska differ from that in Georgia? Small groups will present findings whole group.</p>
Additional Instructional Activities:	<p>WIDA Standards Lesson Focus:</p> <p>Listening: Identify the important facts about the Inuit tribe from the Youtube video to your paired partner.</p> <p>Speaking: Describe the location of the Inuit tribe and how it influenced their food, clothing, or shelter to your partner.</p> <p>Reading: Using a map and information from the SS text, compare the environment of the Inuit tribe to the previous tribe that was taught (Hopi).</p> <p>Writing: Write a complete paragraph that summarizes the Inuit tribe's location, food, and shelter.</p>
Formative Assessment:	<p>TSW type a complete paragraph that summarizes the Inuit tribe's location, food, clothing, and shelter. These paragraphs can be shared in Google Docs or Google Classroom. This will serve as an evaluative tool for knowledge gained.</p>
Summative Assessment:	<p>Summative Assessment will be given after all 6 tribes are taught.</p>

Please include all necessary attachments.