



Geography Integrated Lesson Plan

Title: Geographical Impact on Native Americans Cultural Identity

Subjects: history, geography, language arts

Duration of lesson: 5 periods with 50 minute duration

Teacher: Brenda K. Moore

PURPOSE/OVERVIEW

The purpose of this lesson is to identify how geography has impacted the cultural identity of Native Americans. Students will identify these elements by reading mythology/folklore from tribes from different regions of North America. Students will then create their own folklore while incorporating technology through power point presentations.

ESSENTIAL OR GUIDING QUESTION:

How does the physical geography of a region impact the cultural development of Native Americans?

VOCABULARY:

- ♦ **Potlatch** ó a ceremonial feast of the American Indians of the northwest coast marked by the host's lavish distribution of gifts
- ♦ **Kiva** ó a Pueblo Indian ceremonial structure that is usually round and partly underground
- ♦ **Culture area** ó a region where people share a similar way of life.
- ♦ **Kayak** ó an Eskimo canoe made of a frame covered with skins except for a small opening in the center and propelled by a double-bladed paddle
- ♦ **Hogan** ó a Navajo Indian dwelling usually made of logs and mud with a door traditionally facing east
- ♦ **3 sisters** - corn and beans and squash
- ♦ **Longhouse** - a long communal dwelling of some North American Indians (as the Iroquois)
- ♦ **Teppee** - a conical tent usually consisting of skins and used especially by American Indians of the Plains
- ♦ **Myth** ó a traditional story accepted as history; serves to explain the world view of people
- ♦ **Folklore** ó the unwritten lore (stories and proverbs and riddles and songs) of a culture

WEST VIRGINIA CONTENT STANDARDS

10.4.2:

analyze the role of mental maps in the movement of people across the United States.

S.O.10.4.5:

interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films, traditional musical compositions such as %God Bless America+and %America the Beautiful+).

SS.O.10.4.7:

analyze the characteristics, traits, religions, traditions and contributions of Native Americans, African Americans, Hispanics and all immigrants such as Germans, Italians, and Irish to the new American culture.

SS.O.10.4.9:

analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns.

GEOGRAPHY STANDARDS

How to Use Mental Maps to Organize Information About People, Places, and Environments in a Spatial Context	<u>2</u>	1: The World in Spatial Terms
The Physical and Human Characteristics of Places	<u>4</u>	2: Places and Regions
How Culture and Experience Influence Peoples Perceptions of Places and Regions	<u>6</u>	2: Places and Regions
How Human Actions Modify the Physical Environment	<u>14</u>	5: Environment and Society
How Physical Systems Affect Human Systems	<u>15</u>	5: Environment and Society

21ST CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS

**21C.S.9-12.1
Standard 1:
Information and
Communication Skills**

The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

**21C.S.9-12.2
Standard 2:
Thinking and
Reasoning Skills**

The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

MATERIALS: (include resources)

Myths/Legends from Native Americans from different regions of North America. These can be located at the following URL <http://www.indigenouspeople.net/stories.htm>

North America outline maps

Colored pencils

Graphic organizer on Native Americans groups of North America (Holt Call To Freedom)

Power point on Native American Culture URL <http://www.americanhistory.mrdonn.org/>

Computer Lab

Assessment rubric for their power point and presentation

MAP INTEGRATION:

Students will be given outline maps of North America. They will identify and shade in the regions occupied by the Native American groups being discussed. By using Goode's World Atlas they will identify and label major physical characteristics of the region that may have impacted the development of the group's cultural identity.

PROCEDURE: (include activity sheets)

- **Day 1:** I will give a brief overview of Native American people of North America titled "Culture and Life". I will present this overview with a power point presentation. The power point can be found at <http://.nativeamericans.pppst.com/index.html>
- I will focus on where each of these groups is spatially distributed throughout North America.
- My focus will be on how the geography of each of these regions impacted the cultural identity of each group. Students will be given a blank outline map of North America. As each group is discussed students will use colored pencils to shade in each of the regions. Students will develop a map key to accompany their map.
- Following the introduction, students will participate in a graphic organizer activity "Native American Groups". They will identify the area, peoples, environment, food and additional facts of different Native American groups.
- **Day 2:** Today we will examine mythological tales from each of the regions we discussed in our Day 1 lesson. I will present to the students background information on mythology and the purpose it played in Native American life.
- Using the laptop and LCD project I will present the interactive myth "The Big Myth of Inuit-Raven". This can be found at this site http://www.mythicjourneys.org/bigmyth/myths/english/2_inuit_full.htm
- I will divide the class into pairs. Each pair will be given a Native American myth each from a different region. (I always give students the option of working individually if that is more comfortable for them) They are to read the myth orally together. As they read the myth they are to pick out the geographical reference found within it. They are to chart these references and explain their geographical significance. They are to identify how geography impacted the cultural identity of the Native Americans.
- Each pair will be given a blank map of North America and they are to shade in the hearth of where their myth originated. On the map they will identify major geographical features on that region.
- **Day 3:** Today the pair will work together to create their own myth. They will work on their rough draft today. Tomorrow we will be going to the computer lab and they will put their myth into a power point format adding graphics to enhance it.
- **Day 4:** Students will go to the computer lab and transfer their myth into power point format.
- **Day 5:** Students will present their power point myth to the rest of the class.

CONCLUSION/SUMMARY

By completing this lesson students will have an understanding of various Native American groups who occupied North America. They will learn about their different cultural identities and

how the physical geography of that region impacted their developments. Students will also be introduced to Native American myths that reflect this cultural identity. Students will use the information they have gathered to create their own myths. They will incorporate technology and presentation skills in activity.

ASSESSMENT (include assessment)

Students will complete and present a power point myth created by them.