

## Lesson Plan Template

**\*this is a group lesson plan\***

<p>Grade: 3<sup>rd</sup> – 8<sup>th</sup> Grade</p>	<p>Subject: Innovation Gallery</p>				
<p><b>Materials:</b>          “Star” manipulative, Medium sized white board, Hand Drum, Bingo Cards, Bingo Markers, Poster, <i>Buffalo Wild!</i> By Deidre Havrelock, Popsicle sticks, Rocks</p>	<p><b>Technology Needed:</b>          Smartboard</p>				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling                 </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                  Explain:             </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic             </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b>          MU:Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent. (Jane)          MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.          MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.          INDIG &amp; WRLD LANG: 2.1 Learners investigate, explain, and reflect on the relationship of practices to the customs, traditions, and perspectives of the cultures studied.          SOC. STUD: H.3_5.1 Compare and contrast multiples perspectives during the same time, event, or historical period.          H.3_5.3 Describe the North Dakota Native American Essential Understandings          Ess3.A: Natural Resources- Energy and fuels that humans use are derived from natural resources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.          2.1.1.b Produce language and behaviors that are appropriate to the target culture.          2.2.1.b Analyze the relationship among cultural perspectives, customs, and traditions as represented in expressive forms of the cultures studied.          2.1.1.c Discuss issues and challenges that affect practices in the cultures studied.          2.1.1.b Produce language and behaviors that are appropriate to the target culture.          2.2.1.b Analyze the relationship among cultural perspectives, customs, and traditions as represented in expressive forms of the cultures studied.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b>          Students who are below proficiency will be placed within a small group setting for this lesson. This will provide extra support for the students who need it and create a sense of community. Along with this, students will remain at one station during the explore portion of this lesson. This will prevent confusion and ensure the students below proficiency have enough time to collect and process the information being taught.</p> <p><b>Above Proficiency:</b>          Students who are above proficiency will be provided with multiple opportunities for peer teaching. These students will support their peers with the content being taught, allowing them to still engage and find interest in the activity. Along with this, students who are above proficiency will have the opportunity to choose which learning station they would like to explore. This promotes student independence and engagement.</p> <p><b>Approaching/Emerging Proficiency:</b>          This lesson is designed specifically for approaching/emerging proficiency students. These students will be able to explore at their level while still having the opportunity to receive peer support and teach their peers.</p> <p><b>Modalities/Learning Preferences:</b>  <b>Visual Learners</b> – An example of a winter count will be shown to the students. For students who are visual learners, they will be able to see and process what they will be creating.</p> <p><b>Kinesthetic Learners</b> – This lesson will incorporate movement both in transitions and the song. This will provide kinesthetic learners with the best opportunity to learn as well as provide movement breaks for the students who need it.</p> <p><b>Auditory Learners</b> – This lesson will greatly support auditory learners as it incorporates both a short lecture and a song.  <b>Social Learners</b> – Students will be given many opportunities to support and discuss with peers. This allows social learners to receive the learning community they desire.</p> <p><b>Verbal Learners</b> – These students will be given the opportunity to write/draw about their experience during their individual learning station.</p>				
<p><b>Objective(s)</b>          At the end of a lesson on the Chippewa Morning Star Song, students will create and present a unique arrangement of the song to their peers at the winter count, explaining connection to expressive intent by describing to them the purpose of the song.          During a lesson on the Chippewa Morning Star Song, students will demonstrate understanding of the elements of beat and rhythm by passing an object around the room to the beat or tapping the rhythm on the floor in front of them; they will demonstrate an understanding of form by creating their own arrangement of the song. (Jane)          At the end of a lesson on the Chippewa Morning Star Song, students will perform their final arrangement for their peers at the winter count with technical accuracy and appropriate interpretation.</p>					

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<p>At the end of the lesson, students will be able to explain the relationship of the practice of singing the Morning Star Song to the customs, traditions, and perspectives of the Chippewa culture to their peers. (Jane)</p> <p>At the end of the lesson on the Chippewa Morning Star Song, students will be able to compare and contrast multiple perspectives during the same historical period by_____.</p> <p>At the end of the lesson, students will understand the Native American's use of the buffalo and how they use all different parts of them. The students will listen to a book that pertains to the topic being discussed and be able to understand more about the Native American's and their relationship with the buffalo. Students will also participate in bingo with the bingo cards relating to the different uses of the buffalo.</p> <p>At the end of the lesson, students will be able to bring what they learn about the parts of the buffalo and how the Native Americans used them to make themselves a living back to add to the Winter Count.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b>          Role-play of trading back and forth using nonverbal communication and hand signals only.  <b>Application</b>  <b>Applying and Understanding</b></p>	
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Students will be moved to the next station after a 30-minute lesson</li> <li>- They will have 2 minutes to get settled in at the next station</li> <li>- Teacher will raise hand for attention and until it is quiet</li> </ul> <ul style="list-style-type: none"> <li>• Students will meet together near the winter count as they first enter the gallery. Once it is time to break into groups, students will transition one group at a time into the designated area.</li> <li>• Will need to be decided – Will bathroom breaks be asked to us or the students' teacher? Are bathroom breaks allowed?</li> <li>• Groups will be divided evenly and based on student interest.</li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>- Students will listen quietly and have small discussions</li> <li>- They will not speak when the teacher is speaking</li> <li>- They will raise their hand if they have a question</li> <li>- Make it fun!</li> </ul> <ul style="list-style-type: none"> <li>• Students will be expected to engage in the activity with a positive attitude. Remind the students they do not have to be perfect to have fun!</li> <li>• Remind students that this is a positive encouraging space. It is okay if we mess up and we will mess up!</li> <li>• Students will be respectful of others. If disruptions occur students may be asked to sit to the side and listen rather than directly participate in the activity. This will also depend on classroom teacher participation.</li> </ul>
<p><b>Minutes</b></p>	<p style="text-align: center;"><b>Procedures</b></p> <p>1) 5 mins Opening Remarks/Introduction to Winter Count                  2) Groups sessions – three group stations, 30 mins.                  3) Final Winter Count project – 15mins</p>
	<p><b>Set-up/Prep:</b>                  Before students arrive, set up winter count materials (smartboards) and make sure they are working.                  Have numbers to give to students as they arrive                  Make sure the exhibit is in clean shape for guests                  Have all students in the right places/stations</p>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  <b>Arts and Music Station - (30 mins) -</b></p> <ul style="list-style-type: none"> <li>- Ask "How many of you have been to this museum before"/"what can you share that you learned from earlier today"</li> <li>- Summarize what we are going to be doing in this music lesson</li> <li>- Ask "How many of you like to play instruments" -or- tell a fable/story about the drum</li> <li>- Transition by introducing the next leader</li> <li>- Ask the students "What is your favorite Spring activity?" Repeat the students answers back to them using the rhythm of the song. (Jane)</li> </ul>

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- Ask the students "What Native American tribes names can you think of?"
- Common uses of the Buffalo - (30 mins)**
- Ask if any of the students have seen a buffalo before
  - Ask the students what they know about buffaloes
  - Share with the students how we are going to read a book about buffaloes and their importance in Native American culture
  - Read *Buffalo Wild!* By Deidre Havrelock to the students
    - While reading, ask questions to keep the students engaged
  - Ask the students what they learn about buffaloes after reading the book
- Housing/Trading station- (30 min)**
- Ask kids to share their previous knowledge about teepees
- Hand Signals/Trading Station (30 min)**
- Ask the question "Have any of you had a time in your life where you couldn't understand someone?"
  - Summarize how we are going to learn a new language that everyone can communicate with

- Explain: (concepts, procedures, vocabulary, etc.)**
- Arts and Music Station - (30 mins)**
- Describe how different parts of the world have various tribes. Common in North Dakota are the Mandan, Hidatsa, Arikara, Dakota, and Lakota. Mention, however, there are many more.
  - The Chippewa tribe is also found in North Dakota as well as Canada and Minnesota. Mention how tribes are found across the US as throughout history much movement has occurred.
  - The song we are going to learn today is a Chippewa song which was sung in the spring as a prayer to the Morning Star for healthy crops. As we learned about the Winter Count, these were often made in the spring as well (when a new season began).
- Common uses of the Buffalo - (30 mins)**
- Introduce the buffalo and explain how the buffalo is important in Native American culture
    - Help the students identify all the parts of the buffalo
  - Explain how Native Americans use various parts of the buffalo for different purposes
    - Ask the students what they think certain parts of the buffalo are used for
    - Share with the students the different ways Native Americans used the buffalo
- Housing/Trading station- (30 min)**
- Introduce stationary teepees. Who lived there? What do their lives look like? What did they do?
  - Introduce nonstationary teepees. Who lived there? What did they do? What do their lives look like?
  - Introducing trading. What did men and women do? Who traded with what?
- Hand Signals/ Trading Station**
- Introduce the language of signs used and help the children learn simple signs that would be necessary for trading between tribes
  - Move into activity of trading rocks with popsicle sticks and vice versa.

**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

**Arts and Music Station - (30 mins)**

Chippewa  
CHI-peh-wah

### THE MORNING STAR

Many American Indian ceremonies concern the four seasons in relation to food supply: spring planting, summer gathering, fall hunting and winter food storage. This song is part of a special ceremony which took place in early spring, at dawn. Its purpose was to pray to the power of the far-off Morning Star to ensure that new plantings would grow into a good crop.

English text by Ruth De Cesare

Quietly, with dignity

(Drum) When it is dawn, the sky is a light. And  
Kezh e - g u k - in way - ash - kun ah kee ah,

when it is day, the land be - comes bright.  
kezh e - g u k - in way - ash - kun ah kee.

- Listen to song:
  - Teacher sings entire song with English and Chippewa texts while tapping the rhythm on a hand drum
  - The teacher instructs students to tap the first beat of each measure softly on the floor in front of them while she sings/plays entire song again

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	<ul style="list-style-type: none"> <li>○ Pull out “star” manipulative and instruct students to pass the star the beat of the song. Sing the entire song enough times until the star comes back to the leader.</li> <li>○ Teacher asks, “What is a melodic rhythm?” (Answer: the rhythm of the melody). Then ask, “What do you notice about the melodic rhythm?” (Formative Assessment) Then as help say, “Listen this time while I just tap the melodic rhythm.” Say “What do you notice now?” The students should notice that it is a repeating rhythm repeatedly.</li> <li>● Sing English Text             <ul style="list-style-type: none"> <li>○ Echo-sing each of the two phrases -- still reinforcing melodic rhythm with soft drum</li> <li>○ Visually split the circle in half. Say, “This half will sing the first phrase, this half will sing the second phrase.” Then switch.</li> </ul> </li> <li>● Sing Chippewa Text             <ul style="list-style-type: none"> <li>○ With no rhythm, slowly speak the word “kezhegukin” and have the children repeat. Do this 5-6 times</li> <li>○ With no rhythm, slowly speak the word group “wayashkun ah kee” and have the children repeat. Do this 5-6 times.</li> <li>○ In rhythm, speak both word groups and have the students echo. Do this 5-6 times. Tap the beat on the drum.</li> <li>○ Pull out “star” manipulative again. Have students pass it to each other to the beat while you sing the Chippewa text. Teacher sings song twice, then says, “When you are comfortable, sing along with me.” Then sing through it 3 more times.</li> </ul> </li> <li>● Add Drum Accompaniment             <ul style="list-style-type: none"> <li>○ Have students sing English text while teacher plays melodic rhythm on the drum. Then students sing Chippewa text while the teacher plays the beat on the drum.</li> </ul> </li> <li>● Final Arrangement             <ul style="list-style-type: none"> <li>○ Ask students, “How would you like to arrange our final performance?” Options: Sing English text. Speak Chippewa text in rhythm. Sing Chippewa text. Accompanied by melodic rhythm on the drum. Accompanied by beat on the drum.</li> <li>○ Teacher details the form of the song on a white board, then asks, “So if we give each of these a letter, what would the form of our song be?”</li> </ul> </li> </ul> <p><b>Common uses of the Buffalo</b></p> <ul style="list-style-type: none"> <li>● The students will play bingo. Each bingo square represents a use of the buffalo</li> <li>● Call out various parts of the buffalo. The students will need to figure out what part of the buffalo is used for, such as buffalo skins for teepees. If the student has the use for the buffalo, the student will mark their bingo square</li> <li>● Play the game until a student wins a bingo. If time allows, play additional rounds of bingo</li> </ul> <p><b>Hand signals/ trading activity</b></p> <ul style="list-style-type: none"> <li>● Have children split into two groups. The first group gets popsicle sticks, the second group gets rocks.</li> <li>● Children will apply the sign language that they learned to trade with the other group with no talking to demonstrate the language barrier between tribes.</li> </ul> <p><b>Housing/Trading station</b></p> <ul style="list-style-type: none"> <li>● The students will be role playing trading</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b>          Students gather around Smartboard and representatives from each station share their experience. Other students take turns being the “count keeper,” drawing a picture on the winter count to represent the experience.</p>
<p><b>Formative Assessment: (linked to objectives)</b>          Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.          Asking the students questions during the lesson, such as “What is a melodic rhythm,” “What do you notice about the melodic rhythm,” and “What would the form of our song be? Also, asking the students at the end, “What do you remember from our explanation of the purpose of this song that you can explain to your peers at the winter count?”          In order to check in and make sure that the kids understand what we are teaching them, we will check in with them consistently throughout the lesson to verify that they understand by asking them for a thumbs up, down, or side.          To make sure everything is running accordingly, we will check in with the students frequently throughout the lesson. We can ask questions like, “What do you notice at first about the buffalo?” We will ask the students first what they think the uses of the buffalo are so they will use their critical thinking skills. We can ask students</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson:          The students will explain the purpose of the song in the Chippewa tribe and present their final arrangement to their peers at the winter count.          By the end of the lesson, students should be able to understand the common uses of the buffalo and how the Native Americans made purpose of them. They should also be able to identify parts of the buffalo.          By the end of the hand signals/trading lesson, students should be able to successfully use some simple traditional Native American hand signals to trade back and forth with their peers. They should also have a baseline understanding of the purpose of the hand signals as it pertains to the importance of trade in the culture of Native Americans of hundreds of years ago.          If applicable- overall unit, chapter, concept, etc.:</p>

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towards the end of the lesson to explain what the uses of the buffalo are and what they learned.

### Consideration for Back-up Plan:

If the students do not respond well to asking questions, we will simplify the question until we get to their basic understanding. We will build on their understanding from there.

If for some reason the students do not understand the content, we will redirect and simplify the lesson to better meet the students' needs and clarify any questions they might have.

If for some reason the kids are giving consistent thumbs down when we ask them if they understand, we will further simplify the lesson by slowing it down and taking more time for teaching and less for the activity. If for some reason we end up without rocks and popsicle sticks for the activity, we will use imaginary trading materials.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):