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The Many and the One:
Religion, Pluralism, and American History
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Ideas for the Fifth Grade Classroom

Institutional context:

Orangewood Elementary is a K- 8 school located on 19th Avenue and Orangewood, close to central Phoenix area. It is part of the Washington Elementary School District, which is made up of 32 schools in north central Phoenix and east Glendale, Arizona. Orangewood is a Title I school and has approximately 70% of the students on free or reduced lunch. The Arizona Department of Education website lists Orangewood as having 1,002 students in October of 2008. The most recent data available from the Department of Education in regards to ethnicity within the school, dates to the 2004-2005 school year. It is important to note that since then Orangewood went from being a K– 6 school to being a K – 8 school, so the number of students increased since then, and the demographics may be slightly different. However, in the 2004-2005 school year, Orangewood had a total of 752 students of which 10 were Asian, 80 were African American, 271 were Hispanic, 57 Native American, and 334 were Caucasian.

Classroom situation:

There are currently three fifth-grade teachers at my school. We teach all of the core subjects which include math, reading, writing, science, and social studies. Because we are responsible for covering the standards in all those subjects, I have found that most teachers focus on the subjects that are tested using AIMS (Arizona's Instrument to Measure Standards). Since science and social studies are not tested on the fifth grade assessment, teachers often push aside these subjects. Because I see value in exploring these subjects, I am determined to spend more time teaching history this school year. As a result of attending the summer institute, I have designed two projects that I plan to incorporate during our studies of Native Americans. These projects support the social studies state standards. The Arizona state standards can be found at the following website: <http://www.ade.state.az.us/standards/contentstandards.asp>.

Ideas for implementing new learning into the classroom:

Activity One: Jigsaw

This activity is inspired by our fieldtrip to the Eiteljorg museum. The Eiteljorg museum had artifacts from Native American groups based on regions. This was a clear way of showing how Native American tribes were different and similar in their clothing, shelter, art and values. As a result, I thought that a jigsaw activity would be a great tool to use in the classroom to teach about the different Native American tribes.

In this activity, students will be placed in one of five groups to study a given group of American Indians. They will read about that group and become experts on issues relating to that group of native people. One group will learn about the Inuit, another about Kwakiutl, the third group will learn about the Sioux, and the final two groups will learn either about the Pueblo or the Iroquois people. After the groups learn about their tribe, they will be responsible for presenting that information to the rest of the class. Each group will receive a folder that contains information on the specific tribe, a checklist for completing the project (Attachment A), and a rubric for evaluating the final presentation (Attachment B).

In addition to the previously mentioned resources, students will start off this activity by looking at a picture or artifact that comes from the native group they will be studying. Students will be asked to make inferences about their tribe based on the artifact. The following questions may be asked to guide their discussions:

1. Can you make an inference about where your group's native tribe was located?
2. Can you make an inference about the religion that was practiced by your group's tribe?
3. Can you make an inference about the kind of foods that your group's native tribe used to eat?
4. What else can you tell about your group's native tribe from looking at the picture/artifact?

On the day of the presentations, the groups will present the information using a variety of teaching tools. They will be encouraged to use visuals, show samples of shelters, and even dress up like someone from their tribe. After each presentation, we will read and discuss a story that comes from that tribe. Finally, students will compare and contrast the five Native American tribes and they will be asked to write their own stories or myths.

Activity two: Interdisciplinary Mini-Unit

This mini-unit is inspired by the lecture given by Douglas Winiarski on the topic of the Pueblo Indian revolt of 1680. This mini-unit will be taught after the previously described activity. Students will explore what happened after the Europeans arrived using a grade appropriate article on the revolt found at the following web address:

<http://www.historyforkids.org/learn/northamerica/after1500/history/pueblo.htm>. Many students don't think that Native Americans are part of American history, and most don't realize that Europeans played a role in the elimination of native tribes using harsh methods. Furthermore, our curriculum adoption does not mention the Pueblo revolt and is very limited in information about Native Americans in general. As a result, I think this article, will change the way students think of history, even though it is not an extensive unit. The class will read the article and we will discuss the article using the following possible discussion questions:

1. How did the Spanish and the Pueblo people justify their actions?
2. Why did the Spanish and the Pueblo act the way they did?
3. Do you think their problems could have been solved a different way? How?

During this unit, I will also talk with the students about respect. At our school we implement the *Character Counts* program. As part of this program students learn and are praised for trustworthiness, respect, responsibility, fairness, caring, and citizenship. As we discuss the Pueblo revolt, I can discuss the importance of respect and explain what it looks like.

A final part of this mini-unit integrates technology or the use of reference sources. Students will be asked to research current or past events in history in which respect/disrespect played a role. Their articles can be shared with the whole group or in small groups and discussed.

Attachment A

Project Checklist

- We discussed our inferences after looking at our pictures/artifact.
- We read the entire packet together to understand our Native tribe.
- We completed our interview with the teacher.
- We signed up for jobs.
- Each group member transferred his or her section onto the group poster.
- We made a sample of the shelter found in our native tribe.
- We found/made at least two other realia pieces to help the class understand our native tribe.
- We practiced our presentation twice.
- We are ready to present!!!



Attachment B

Grading Rubric for Oral Presentations

Student Name: _____

Category	4	3	2	1
Content	All required parts of the chosen activity are present Shows full understanding of the topic	The important parts of the chosen activity are present Shows a good understanding of the topic	Some of the required parts are present Shows a good understanding of parts of the topic	Few of the required parts are present Does not seem to understand the topic very well
Neatness/ Effort	Project is neat and organized It is evident that the group has used their time appropriately	Project is neat and organized There is some need for editing Student might need to do minimal work	Project is not neat, organized, and may look unfinished It is clear that time was not used appropriately	Project looks as if it was put together at the last minute Group was not using time appropriately
Preparedness/ Oral Presentation	Students are completely prepared and has obviously rehearsed	Students seem prepared but might have needed a couple more rehearsals	The students are somewhat prepared, but it is clear that rehearsal was lacking	Students do not seem at all prepared to present
Language Proficiency	Speaks slowly and clearly at a volume that is easy to understand Few grammatical errors	Speaks at a rate and volume that is understandable More than occasional grammatical errors	Speaks quietly and quickly Frequent grammatical errors	The report is incomprehensible to the listeners due to grammatical errors and/or public speaking issues

Comments: