

A Native American Folktale - Grade 7

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Lesson Overview: Students will express concepts about geography, environment, animals, and Native American culture through a series of creative writing exercises.

Objectives:

Describe and identify the most notable features of the regions of Texas.

Describe how the environment influenced the way in which the Native Americans of Texas lived.

Brainstorm and generate ideas and a writing plan.

Write to express and develop creative ideas.

Write in an identifiable voice which narrates a solution to a problem.

TEKS 113.23

7.2 History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. The student is expected to : (A) compare the culture of Native Americans in Texas prior to European colonization to the culture of Native Americans in Texas after.

7.9 Geography. The student understands the location and characteristics of the places and regions of Texas. The student is expected to: (B) compare different places and regions of Texas in terms of physical and human characteristics; and (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas; (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.

7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to : (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, and punctuation; (D) create written, oral, and visual presentations of social studies information.

7.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

110.23 (7.16) English Language Arts and Reading, compose original texts

117.35 Art (7.1A), illustrate ideas from imagination

117.35 Art (7.2C), produce drawings using a variety of art materials

Teaching Activity:

This lesson should be taught as an extension of lessons about the Regions of Texas and the Native Americans of Texas.

Engage/ Activating Prior Knowledge:

Ask students to identify the regions of Texas. The teacher will write the names of the four regions of Texas on the whiteboard - Coastal Plains, North Central Plains, Great Plains, and Mountains and Basins. The teacher or a volunteer will record student responses.

Ask students to compare and contrast the individual regions of Texas. Ask students why each region is distinctively different from the other regions.

Explore: The Teacher will use an LCD Projector to project: Map of Native American Tribes, Texas <http://tides.sfasu.edu:2006/u/?EastTexRC,65>

Ask students to identify in which region each Native American Tribe lived; write students' responses on the whiteboard. Ask how regional differences may have influenced the inhabitants' culture and lifestyle.

The Teacher will project the following –

Drawing of Caddo pot - <http://tides.sfasu.edu:2006/u/?EastTexRC,5789>

Caddo Indian Tomahawk - <http://tides.sfasu.edu:2006/u/?SamHouston,37>

Pot- <http://tides.sfasu.edu:2006/u/?StoneFort,411>

Ask students to identify each object. Have them discuss why and how the Caddo used these objects.

Divide students into 4 groups – The Southeastern People, The Plains People, The Puebloan People, and The Western Gulf People. The teacher will provide reference material for each group, including textbooks, *The Handbook of Texas*, and/or computers if available.

Students will use the reference materials provided to identify additional Native American cultures, explaining how and why their lifestyles were unique, alike, or dissimilar.

The teacher will monitor the students' progress as the students work together to complete the Native American chart. Each group will orally present their findings to the class and write their contribution on the overhead transparency. Students will complete the chart as the groups present their assigned Native American group. End activity with a discussion

The teacher will log on to UnitedStreaming.com and select the short movie clip *Native American Tales*. This movie will be projected using an LCD. Students will watch examples of Native American folktales. If United Streaming is not available, the teacher may share examples of Native American Stories with their students using books found in the library.

Activity

Students will write a Native American Folktale using their resources to brainstorm and write down ideas. Students must include evidence of cultural and geographical influence in their story and write in a voice appropriate to the activity. Students will share their stories with the class.

Assessment

Project the map of Native American Tribes while students read their stories. In order to keep all students on task while the stories are being read, students will be engaged in the evaluation process. Students will complete the evaluation form.

Extensions

Students may publish and illustrate their stories in book form.
Students may read their story to elementary students.

Materials:

Texas Map of Native American Tribes, <http://tides.sfasu.edu:2006/u?/EastTexRC,65>

Drawing of Caddo pot - <http://tides.sfasu.edu:2006/u?/EastTexRC,5789>

Caddo Indian Tomahawk - <http://tides.sfasu.edu:2006/u?/SamHouston,37>

Pot- <http://tides.sfasu.edu:2006/u?/StoneFort,411>

Native American Chart for each student and Overhead transparency of the chart.

Reference books: Textbooks, The Handbook of Texas, Computers

UnitedStreaming.com, or library books

Evaluation Chart

Created August, 2007

Native American Chart

Native Texans	Region	Dwelling	Foods	Interesting Facts
Caddoes				
Atakapans				
Wichitas				
Tonkawas				
Apaches				
Comanches				
Kiowas				
Jumano				
Concho				
Tiguas				
Coahuiltecans				
Karankawas				

Native American Tales Evaluation Form

Writer's Name _____

Did the writer include characteristics of the region? Yes No

Explain: _____

Did the writer include evidence of culture of a Native American tribe? Yes No

Explain: _____

Did you find the story interesting? Why, or why not?

Explain: _____

Overall, did you think the story was (circle one please)

SUPER

GOOD

OK
