



How Do Children with Different
Indigenous Roots Live in Utah
Today?

3rd Grade Social Studies Unit by:

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Overview and Rationale

In this unit, we will be focusing on the lives of Latin American and Native American children living in the local area. Because of the diverse demographics in our area, we feel that it would be beneficial to focus on the Utes, Navajos, Brazilians, Peruvians, Guatemalans, and Mexicans. We chose these groups because they represent the highest percentage of Native and Latin Americans living in Utah today.

In the national standards, one of the goals we chose to focus on was culture, along with these specific sub-goals; A, C, and E. In these sub-goals, they talk about exploring and describing the cultural similarities and differences within and across groups. We feel that these goals are important in order to help eliminate any misconceptions students may have about different cultures. We also feel this is appropriate because it connects the lives of the children in our class to the lives of the children from other cultures that live in our local area. It will also help the students to understand and appreciate these other cultures.

We also chose goal number three which is People, Places, and Environments with the sub-goal C. This states that students will be able to use different types of resources to help interpret information. The students will become efficient at this by learning how to research in groups and present the information they compiled to the class. We feel this is important because it allows the students to become familiar with the technologies around them in order to help broaden their understanding of culture.

The last national standard we chose was number four - Individual Development and Identity. The sub-goal we chose was H, which states that the students will be able to

work independently and cooperatively to accomplish goals. This can also tie in to the research project stated above by working cooperatively in their groups. We feel that it is important for the children to learn these skills at a young age in order to help them be successful throughout their lives.

The Utah state core curriculum, standard two, objective two talks about comparing the people of South America with the local indigenous people. We chose this standard because we feel that it is important for the children to learn and understand about the people living around them.

We also chose standard 3, objective 1 of the state core curriculum standards. This standard talks about how the students will be able to describe the various factors that draw communities together. It also states that students will be able to identify the elements of culture such as; clothing, food, language, traditions, art, and music. We feel this is important because we want the students to feel connected to those people with cultural differences living in the community and recognize that understanding differences brings us closer together.

The final state standard we chose was standard 5, objective 1. It focuses a lot on the same goals as the national standard number 4, which are that students will be able to work cooperatively in groups and demonstrate basic citizenship skills. It is important for the students to be exposed to this so that they can establish acceptable behaviors and expectations in order to become active citizens of the community.

Through this unit we hope to instill in the students a better understanding and appreciation of the cultural differences that surround them. We also want the students to

learn how to explore other cultures through research, allowing the information to become a significant part of their cultural knowledge.

Teacher Background Information

We believe the teacher needs to be aware of the different types of cultures in the community. S/he also needs to know the definition of culture to better inform students what culture includes. The teacher needs to know how to incorporate inquiry in the classroom. The dictionary, the internet, and the books in the appendices will help in acquiring this knowledge.

Navajos represent the largest tribe in North America. Their reservation is home to 140,000 people and covers 16 million acres. They enjoy many different crafts including pottery, turquoise jewelry, silver jewelry, and basket weaving. They believe in a formless almighty power. The sun represents this power. They believe that when they die they will simply go to another place and carry on another existence much like this one.

Ute is a word meaning land of the sun. The name Utah was derived from this word. Now there are about 3, 300 members of the Ute tribe living on 1.3 acres of land in North Eastern Utah. They originally lived in wickiups – conical structures framed with poles and covered with bark. Later they started to use tepees. Now Utes survive through farming, cattle grazing, and the income they receive through petroleum pumping on their reservation.

Mexico is home to over 93 million people. Mexico City is the most populous city in the world. Its ancient inhabitants include the Olmecs and the Aztecs. The per capita income is one fourth that of the United States. Industries and agriculture products include food and beverages, tobacco, chemicals, iron and steel, petroleum, mining, textiles, clothing, motor vehicles, consumer durables, tourism, corn, wheat, soybeans, rice, beans, cotton, coffee, fruit, tomatoes, beef, poultry, dairy products, and wood products.

Over half the population of Guatemala is Mayan. The major religion is Roman Catholic. Major exports of Guatemala include corn, beans, and textiles. There is a heavy European and North American influence; however, there are some groups of Mayans living in the highlands who continue to live traditionally.

Peru is South America's third largest country. The Andes Mountains are located there. Almost half of the population is American Indians. Spanish is the official language, however there are many different indigenous dialects spoken in Peru.

Unlike the rest of the countries in South and Central America, Brazilians speak Portuguese because the Portuguese first arrived in the area. When they arrived there were already around 7 million natives inhabiting the area. Brazil now has the sixth largest population in the world and is the fifth largest country in the world. The Amazon Rainforest covers most of the country. Coffee is a major export as well as soybeans, iron ore, orange juice, and steel.

Unit Planning Chart

Teachers: Aimee Steffen, Melanie Weston, Casey Painter, Teisha Langford, and Natalie Leishman

Grade: 3

Unit of Study: How do Children with Different Indigenous Roots Live in Utah Today?

Time Frame: 4-6 weeks

Unit Issue

How do Children with Different Indigenous Roots Live in Utah Today?

Social Skills

- Listening
- Cooperative Learning
- Speaking

Social Studies

1. What is family life like in the different cultures?
2. What games are played?
3. What is school like?
4. How do they keep history?
5. What is their living environment like?

Art

1. Make a collage of past and present clothing grouped into the different cultures we are studying
2. Make models from clay
3. Art from the cultures we are studying
4. Make instruments

Science

1. Cooking cultural food
2. Different plants and animals in the area
3. Study climates

Math

1. Make food from each culture using measuring, etc.
2. Look at graphs - demographics
3. Patterns - cultural art

Technology

1. Researching on the Internet
2. Watching movies
3. Listening to music

Field Trips/Guests

1. Guest speakers about culture
2. Museum of Native American History
3. Field trip to restaurant

Teacher Resources

1. Internet
2. Books on culture
3. Books on children
4. People from the community
5. Children from the classroom

Read Alouds

The Gift of the Sacred Dog
by Paul Goble

The Turquoise Boy: A Navajo Legend
by Terri Cohlene

Family Pictures
by Carmen Lomas Garza

The Most Beautiful Place in the World
by Ann Cameron

Discovering South America: Peru
by Charles J. Shields

Student Reading/Literature

1. Books about culture
2. *The Magic Bean Tree: A Legend from Argentina* by Beatrice Vidal
3. *Feathers Like a Rainbow: An Amazon Indian Tale* by Flora
4. *How the Birds Changed Their Feathers: A South American Folk Tale* by Joanna Troughton
5. *Esperanza Rising* by Pam Munoz Ryan

Oral Language

1. Presentations
2. Asking questions
3. Storytelling/Oral histories

Written Language

1. Letters to people in the community
2. Thank You notes
3. Journals
4. Learning Logs

Outcomes/Unit Goals

- National Goal - Culture
- D. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions
 - E. Give examples and describe the importance of cultural unity and diversity within and across groups

Music

1. Listen to cultural music
2. Make their own song
3. Dance to cultural music

Physical Education/Movement/Health

1. Learn dances from the cultures
2. Learn games
3. Learn about hospitals/health care used by the cultures

Accommodations for Learners

1. Instead of writing, draw pictures
2. Have a partner help write
3. Cut out letters from magazines

Assessment

1. Rubrics for projects
2. Anecdotal notes
3. Writing piece

Culminating Activity/Unit Projects

Research Project and Presentation

Organization and Subject Matter Overview

To introduce the unit we will read aloud some of the children's books to spark their interest. We will introduce our unit theme and have a discussion about what aspects of culture could be included. Students will begin doing research and formulating questions. They will form small groups based on common questions. Some of the questions will be answered by guest speakers representing the cultures (parents and other community members). Students will also do more research to finish answering the questions they have formulated. There will be different whole class activities to teach about different aspects of the culture (art, music, etc.). All the learning and research will culminate into projects the groups will share with the rest of the class.

<u>Unit Essential Question:</u>	<u>Week # 1</u>	<u>Week # 2</u>	<u>Week # 3</u>	<u>Week # 4</u>	<u>Week # 5</u>	<u>Week # 6</u>
How do children with different indigenous roots live in Utah today?						
Week's focus/ topic/ content	Building interest and background knowledge.	Building interest and background knowledge.	Building interest and background knowledge	Interviewing and guest speakers.	Research and group work.	Presentations, closure, and celebrations.
National Standards Met	I. Culture – A, C, E	I. Culture – A, C, E	I. Culture – A, C, E	IV. Individual development and identity - H	III. People, Places, and Environments - C IV. Individual development and identity - H	IV. Individual development and identity - H
State Standards Met	S2 - O2; S3 – O1; S5 – O1	S2 - O2; S3 – O1; S5 – O1	S2 - O2; S3 – O1; S5 – O1	S2 - O2; S3 – O1; S5 – O1	S2 - O2; S3 – O1; S5 – O1	S2 - O2; S3 – O1; S5 – O1
Monday's Learning Activity Title & Short description	Pre-assessment of Native and Latin Americans. Ask questions and record on chart paper. Lesson 1: Introduction	Continuation of introduction lesson with Latin American. Read <i>Family Pictures</i> by Carmen Lomas Garza Students respond in cultural	Overview of Peruvian culture. Read <i>Discovering South America: Peru</i> by Charles J. Shields Students respond in cultural	Lesson 4: How to formulate effective interview questions.	Lesson 5: Field trip to the library with lesson on doing research.	Groups will finish compiling information and preparing presentation.

	<p>lesson with Native American read aloud. Read <i>The Gift of the Sacred Dog</i> by Paul Goble</p> <p>Students respond in cultural learning log.</p>	learning log.	learning log.			
Tuesday's Learning Activity Title & Short description	<p>Overview of Navajo culture. Read <i>The Turquoise Boy: A Navajo Legend</i> by Terri Cohlene</p> <p>Students respond in cultural learning log.</p>	<p>Overview of Mexican culture. Watch video <i>Mexican People and Culture</i>.</p> <p>Students respond in cultural learning log.</p>	<p>Activity from Peruvian culture. Lesson 3: Writing lesson on Native and Latin American myths. Use the book <i>The Emerald Lizard</i> by Pleasant DeSpain.</p> <p>Students respond in cultural learning log.</p>	Continuation of editing interview questions.	Students research in groups at the library.	Navajo and Ute groups present. Students respond in cultural learning log.
Wednesday's Learning Activity Title & Short description	Lesson 2: Activity from Navajo culture – Sand Art lesson.	Activity from Mexican culture. Learn Mexican dances like the Cha-Cha.	Overview of Brazilian culture. Read <i>The Sea Serpent's Daughter</i> by	Latin American guest speaker – local expert will answer the students'	Students research in groups at the library.	Mexico and Guatemala groups present. Students write in

	Students respond in cultural learning log.	Students respond in cultural learning log.	Margaret H. Lippert and <i>The Dancing Turtle</i> by Pleasant DeSpain. Students respond in cultural learning log.	questions about how Latin Americans live in Utah today. Students will interview the guest speaker using the questions they have written and respond in cultural learning logs.		cultural learning log.
Thursday's Learning Activity Title & Short description	Overview of Ute culture. Read legends from www.utemountaine.com/story.htm Students respond in cultural learning log.	Overview of Guatemalan culture. Read <i>The Most Beautiful Place in the World</i> by Ann Cameron Students respond in cultural learning log.	Activity from Brazilian culture. Make musical instrument. Students respond in cultural learning log.	Write "Thank You" letters to guest speaker.	Groups will begin compiling information and preparing presentation.	Peru and Brazil groups present. Students write in cultural learning log.
Friday's Learning Activity Title & Short description	Activity from Ute culture. Learn Ute children's games.	Activity from Guatemalan culture. Cook traditional food. Students respond	Students divide themselves into culture groups and compare notes from cultural learning	Native American guest speaker (parent of student in our class) will answer the	Groups will continue compiling information and preparing presentation.	Post-assessment and closure. Ask questions and write answers on chart paper. Discuss how



	Students respond in cultural learning log.	in cultural learning log.	logs.	students' questions about how Native Americans live in Utah today. Students will interview the guest speaker using the questions they have written and respond in cultural learning logs.		perceptions have changed. Celebration – food, music, dancing, and costumes from the different cultures we studied.
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Goals and Objectives

Goals (National Standards)

I. Culture

- A. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- C. Describe ways in which language, stories, folktales, music, and artistic creation serve as expressions of culture and influence behavior of people living in a particular culture.
- E. Give examples and describe the importance of cultural unity and diversity within and across groups.

III. People, Places, and Environments

- C. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

IV. Individual Development and Identity

- H. Work independently and cooperatively to accomplish goals.

Objectives (State Standards)

Standard 2 -Students compare the indigenous people of the local area with the Inca of South America.

Objective 2 –Compare the Inca of South America to the indigenous people of the local area.

Standard 3 –Students trace the development and emergence of culture in indigenous communities.

Objective 1 –Describe the various factors that draw communities together.

Standard 5 –Students participate in activities that promote good citizenship.

Objectives 1 –Demonstrate basic citizenship skills.

Lesson Plans

Lesson 1

Title of Lesson: Developing an understanding of culture

Teacher: Melanie Weston

Date: Week 1, Day 1 of unit after Pre-assessment

Time Allotted: 45 minutes

Grade Level: 3

Number of Learners: 25-30 students

Unit Theme: How children with different indigenous roots live in Utah today

Standards met: See below

Goal: The learners will be able to understand that we will be studying about a few different cultures for the next 6 weeks. They will understand what culture consists of and why culture is important. They will also be able to compare and contrast how indigenous children live in Utah today and how they use to live. (NCSS I. Culture; A, C, E)

Objectives: Given a cultural learning log, the learners will be able to take notes describing the culture of Native Americans, in order to understand what culture consists of. (State Standard 2 -Students will compare the indigenous people of the local area.)

Materials needed: Cultural Learning logs (each child brings their own), pencils, picture of a Native American child and a Latin American child, the book The Gift of the Sacred Dog by Paul Goble.

Motivation: I will show a picture of a Native American and also a picture of a Latin American. We will talk about what we think that person' life might be like and write the ideas on the board. I will then explain that we will be learning about these 2 groups of people over the next 6 weeks.

Procedures:

- 1) After we have talked briefly about what we will be studying for the next 6 weeks, I will then explain that we will use their cultural learning logs to write the new information we will be learning. This will help us to see and remember what we are learning. I will explain that during the first part of this unit we will be

talking about groups of Native Americans named the Utes and Navajos. I will explain that the reason we are only focusing on those 2 groups (there are many groups of Native Americans) is because these 2 groups live close to us in Utah. I will also explain that we will be talking about Latin America and only focusing on 6 different countries because they have the most people living in Utah from those countries.

2) I will then go on to explain more about the cultural learning logs. We will be talking about culture and the different aspects of culture I would like them to focus on. We will be focusing on children's lives and what language they speak, the clothing they wear, the music they listen to, the traditions they have, and the food they eat. I will tell them that those are things we need to be looking for and writing down in our cultural learning logs. These are all things that help us to know what culture is. Also, they may write anything else that seems interesting to them, perhaps things that are the same as us and perhaps things that are different.

3) I will then tell the students that we will be focusing on Native Americans first and I will read the book, The Gift of the Sacred Dog by Paul Goble. I will encourage them to write in their cultural learning logs as I read to them.

4) Then, I will ask for comments on the story and ask if anyone would like to share something they wrote in their cultural learning log.

Accommodations: For students who may have disabilities, I will allow them to draw pictures instead of write in their learning logs and perhaps have them orally describe those pictures to me. I feel that most students will be able to do these activities because they are for the whole class and can be easily adjusted according to individual needs.

Closure: In closing, I will have the children share some of the ideas they listed in their cultural learning logs. I will also express my excitement about doing an activity on Native Americans tomorrow.

Assessment/Evaluation: I will ask the students to turn in their learning logs so that I can see if they are documenting as I would like them to be. If they aren't quite focusing in on the cultural aspects of the Native American people, I will talk about the cultural learning logs again.

Extension: I will encourage the students to look around their neighborhood for people who may be Native Americans. I will also encourage them to look for books about Native Americans.

Teacher Reflection:

Lesson 2

Title: Sand Art

Teacher: Teisha Langford

Date: TBA

Time Allotted: 1 hour and thirty Minutes

Grade Level: 3rd grade

Number of Learners: 25-30

Unit Theme: “How do children with different indigenous roots live in Utah today?”

Standards Met: See below.

Goal: The learners will be able to describe and understand how communicating stories through sand art influenced the behavior and expressions of the culture of the Navajo people. (See National Standards)

Objectives:

Given the materials, the learners will be able to tell a story using sand art in order for them to understand and describe the various factors that draw communities together. (See State Objectives)

Materials: Plastic cups or jars, variety of powdered tempera paints, sand, paper, pencils, glue, popsicle sticks, plastic spoons, plastic trays.

Motivation: The teacher will ask the children what are the types of ways that they tell stories to their friends and family. The teacher will talk about and show pictures of how the Navajo tribes tell their stories through pictures. After this the teacher will describe and demonstrate the different symbols that are used by the Navajo people.

Procedures:

1. The students will draw out a picture on your paper with pencil and remember to keep it simple.
2. Once the pencil sketch is complete, the students will pour some sand into an empty container, and choose a color of powdered tempera and add just a little to the dry sand. (You will have to experiment when mixing the sand and the tempera to see how little or how much tempera you need.) For more vibrant colors add more tempera.
3. Once there are a few colors of sand mixed up, the "painting" can begin. Work at one small section at a time. First decide where the color is going, then trace your symbol with an even layer of glue on the paper and pour some colored sand onto the glue using a plastic spoon.
4. Repeat until the entire picture has been covered.

5. Let the sand painting dry and seal it using either artist's fixative, hair spray, or spray it with a mixture of glue and water (80% glue, 20% water).
6. After the picture is dried, the students will be able to write down their story and share them with the class, if they would like to.

Accommodations: The colors can be premixed and if needed the teacher can have parent help come in and assist those who need help.

Closure: The teacher will re-emphasize the fact that everyone tells stories in different ways all over the world. The teacher will then challenge the students that the next time they see a Navajo sand painting or any other type of picture, to try to figure out what the story is that the painter is trying to tell.

Assessment: The teacher will look at the written version of the stories and the painting to see if the children understood the concept. The teacher can also walk around and observe and take notes of what the students are doing.

Extension: If some students get done fast, the teacher can have the students expand their thinking by trying to brainstorm other ways that people around the world tell their stories and what would it look like?

Teacher Reflection:

Lesson 3

Title of Lesson: Writing Myths

Teacher: Casey Painter

Date: Week 3, Day 2 of unit

Time Allotted: 45 minutes

Grade Level: 3

Number of Learners: Whole class

Unit Theme: How children with indigenous roots live in Utah today.

Standards Met: Standard 3, Objective 1 of 3rd grade social studies core - identify the aesthetic expressions of the community; e.g., art, music, dance, drama.

Goal: The learners will be able to recognize that myths are an important part of the culture and oral history of both Native and Latin Americans.

Objectives: Given cultural learning logs, pencils, crayons, and markers the students will write and illustrate their own myth explaining something in the world around them.

Materials Needed: Myths from Native and Latin Americans written for children - The Emerald Lizard – Fifteen Latin American Tales to Tell in English and Spanish by Pleasant DeSpain and The Gift of the Sacred Dog by Paul Goble, paper, pencils, crayons, and markers.

Motivation: The teacher will read several examples of myths from Native and Latin Americans. S/he will also ask them to think of any myths they are already familiar with or that may have come from their own culture.

Procedures:

- Read myths from the books listed above.
- Ask students to think of any other myths they may have heard. Write them on the board as the students mention them.
- Tell children that myths are stories made up by people to explain something in the world around them. Explain that these stories are a rich part of both the Native and Latin American cultures and that they are passed on from generation to generation through oral storytelling.
- Brainstorm with the children some ideas of things to write myths about (i.e. how the ladybug got its spots, why birds sing, etc.)
- Now ask the class to take out their cultural learning logs and choose an idea to write a myth with. They will also illustrate their myth.

Accommodations: If students are not able to write, they can dictate their story to the teacher or another student. If students finish quickly, they will write another myth. Students who need more time can work on their myths at home.

Closure: The next day, after all the children have had sufficient time to finish their myths, those students who wish may share their myths with the class. After the myths have been read, open the class up for discussion about their feelings about this activity and ask them why they think people have use myths to explain things. Ask the class if they think this practice is an important part of these cultures.

Assessment/Evaluation: The teacher will collect the cultural learning logs and read each myth. Using a rubric, s/he will evaluate whether or not the student has understood what a myth is. Using anecdotal notes during the closure discussion, the teacher will evaluate whether or not the students understand the purpose and importance of myths in the cultures we are studying.

Extension: The teacher asked the class to think of other myths they may have heard after s/he read the myths from the books. By doing this, the teacher helped students see that even their own culture uses some forms of myths (i.e. Johnny Appleseed, etc.) This will help children better understand the purpose of myths and the motivation of the people who made them.

Teacher Reflection:

Lesson 4

Title: Developing Culturally Appropriate and Effective Interview Questions

Teacher: Aimee Steffen

Date: Week 4, Day 1 of unit

Time Allotted: 1 hour

Grade Level: 3

Number of Learners: Full class (25-30 students). Students will be in groups based on specific cultures they want to research.

Unit Theme: How children with indigenous roots live in Utah today.

Standards: See below

Goal: The Learners will be able to “work independently and cooperatively to accomplish goals,” (NCSS IV. H.)

Objective: Given the guideline sheet, the learners will critically evaluate their questions in order to make effective interview questions that address the different aspects of culture such as religion, food, clothing, traditions, art, and music. (Standard 3, Objective 1)

Materials: Guidelines sheet for each group of students, (ideas for guidelines taken from *Doing History*). Students will bring their list of questions they made the previous days.

Motivation: The students will be using these questions to interview our guest speakers and they can help in the other research later on. It will be important for them to have good questions so they can get valuable information and make their presentations as good as possible. Being able to choose which culture they want to research will help them be more interested in it.

Procedures:

1. I will explain what we will be doing, and why we are doing it to the students (see motivation).
2. I will give each group of students a guideline sheet. I will explain each item; I will talk about why they would be important to consider in developing good interview questions.
3. Using a couple of the questions students have written already, I will model how I would use the guidelines to revise a question.
4. I will answer any questions, and then give them the remainder of the time to work on their own questions as a group.
5. I will walk around and talk to the groups giving guidance and asking them questions (see assessment).

Accommodations: The students will be working in groups and there will be different abilities levels in each group so the higher ability students will be able to support the lower ability students. If some students cannot write very well they can use pictures to help explain their thoughts.

Closure: I will close the day by having some volunteers read aloud to the class examples of their edited interview questions. I will also tell them that we will spend some more time tomorrow editing the questions, because I believe it will take more than one day.

Assessment/Evaluation: As the students are using the guidelines sheet to critically evaluate and edit their questions as a group, I will walk around and talk to each group personally about how they are thinking about their questions. I will take notes that record if the students are working respectfully, and if they are all participating. I will also record what they tell me about how they have edited their questions and why they think, they are better now.

Extension: We can extend these skills by conducting other interviews with family members or community members throughout the year in order to research other topics.

Teacher Reflection:

Guidelines for Writing Interview Questions

*It may help if you start your questions with Who, What, Where, Why, or How.

1. Will this question give me more information than just a yes or no answer?
2. Is it asking for information I can use?
3. Do I ask questions about many parts of culture like food, clothes, traditions, and art?
4. Could this question hurt anyone's feelings?
5. Will this question help me understand another culture better?

Lesson 5

Title: Research Resources
Teacher: Natalie Leishman
Date: Week 5 of Unit on Monday
Time Allotted: An hour to an hour and a half
Grade Level: 3rd Grade
Number of Learners: 25-30 students

Unit Theme: How Children with Indigenous Roots Live in Utah

Standard(s) Met: See below.

Goal: After taking a trip to the library, the learners will be able to know how to find resources and how to interpret information.

III. People, Places, and Environments

D. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

Objectives: Given some class time and discussion about what to research, the learners will take a trip to the library and work in groups in order to discover information that may be useful for the students' presentations on their chosen cultures.

Standard 5 –Students participate in activities that promote good citizenship.

Objectives 1 –Demonstrate basic citizenship skills.

Materials Needed: Butcher paper, writing utensils, and children's cultural learning logs

Motivation: The unit so far has consisted of children learning about and gaining a background of knowledge about the different cultures. The children have been keeping notes to refer back to, inventing effective interview questions and listening to guest speakers from different cultures, and exploring the cultures in more depth by doing art, music, cooking, and other activities. The students will then be informed they will be gathering information from a number of different resources to create an intriguing presentation of their culture at the end of the unit. To gain a better understanding of where to get the information they need to know where the best places are to get it.

Procedures:

1. I will explain to the students that this lesson is on research. In order to get all sides of the cultures they will be presenting, they need to be able to find the most reliable and helpful resources they can.
2. The first thing I will do after the short introduction of the lesson, is have the students help me come up with some things they would like to find about their cultures on our trip to the library. I will write these things down on butcher paper so we can see them and discuss them as a class before leaving.
3. In order to help them gain a better understanding of research, we will take a trip to the

library to learn how to look up resources about the cultures they are assigned.

4. While at the library, I will demonstrate how to find books and look things up on the Internet by looking up a resource with the class as a whole. After the demonstration, the students will get in their groups, and I will let them conduct their own research. I will remind the students to be taking notes on the research they find in their cultural learning logs.

5. Later, I will mingle with the groups and observe.

6. When we get back to class, I will ask each group to share a resource, where they found it, and what they learned from research.

Accommodations: In the groups, there are going to be different ability levels. Have the students that need some extra help work more closely with those in the group who may have more of the abilities needed for that particular task.

Closure: When we get back to class, I will ask each group to share a resource, where they found it, and what they learned from research. After the sharing, I will remind them about research and what we learned from going to the library and to refer back to their Cultural Learning Logs.

Assessment/Evaluation: While we are at the library, I will be moving from group to group with my own notebook taking notes on things, such as if the students are understanding where to find resources, if everyone in the group is participating in some way. When we get back to class, each group will be sharing what they found and what they learned.

Extension: I will encourage the students to consider research when they get home. Look for other things they can add to their presentations on their own. Also, I will tell the students they can expand their research by asking or interviewing people from the culture they are presenting.

Teacher Reflection:

Assessment

At the beginning of our unit, we will pre-assess the students' knowledge about the different cultures we will be studying. On the first day of the unit we will pose the questions, "What do you know about Latin American cultures?" and "What do you know

about Native American cultures?” After they have given us some ideas we will ask, “Is this how they are today?” We will record their answers for each of these on separate chart paper. Whether or not what they say is right, we will record it. We will keep these and bring them back out for the post-assessment at the end of the unit. This will be a valuable assessment tool because it will help us see if the students have any misconceptions to begin with, and we can address these throughout the unit in order to make sure that these misconceptions do not continue.

Throughout the unit, we will have several ways of conducting ongoing assessment. This will include the assessment we will be doing for each individual lesson as well as the cultural learning logs. The assessments for each individual lesson will vary depending on what was taught. This will allow the students to show what they know in many different ways. However, most of our information will come from the cultural learning logs.

Each day the students will be writing in their cultural learning logs. The logs will be notebooks the students will bring in themselves that they have decorated. They will be writing their insights and questions on each culture we discuss and any other ideas they may have. Periodically we will collect the learning logs, so we can get a sense of what they are learning. We can compare these to the thoughts on the pre-assessment charts to see if their misconceptions and ideas are changing.

Another very important assessment tool will be the presentations that the students prepare and share at the end of the unit. They will be able to creatively present the information they gather from research. During the presentations, they will explain how children from the culture they studied live in Utah today and how that is different or the

same from the past. All the students will be able to hear about the different cultures through the presentations. We feel this assessment tool is important because it allows the students to be creative in how they will present the information they found. It will also help the students develop their oral language skills. As the students are presenting, we will use a rubric to grade the presentations. Some of the things we will take into consideration are clarity and creativity of the presentation, but their knowledge of the culture will be the most important thing.

After the presentations, we will bring out the pre-assessment chart papers. We will look at what the students said. We will ask the same questions we asked at the beginning of the unit and on new chart paper record their thoughts. As a class, we will discuss how their knowledge has grown and changed through their experiences throughout the unit.

Appendices

Teacher Level Books:

Doing History by Levstik and Barton

Expectations of Excellence Curriculum Standards for Social Studies developed by NCSS

Seeing the Whole Through Social Studies by Tarry Lindquist

Contemporary Cultures and Societies of Latin America: A Reader in the Social

Anthropology of Middle and South America by Dwight B. Heath

Perspectives on Las Americas: A Reader in Culture, History, and Representation by

Matthew C. Gutmann

A Taste of Latin America: Recipes and Stories by Elisabeth Lambert Ortiz

The Native American Almanac: A Portrait of Native America Today by Hirschfelder, Arlene, and Martha Kreipe de Montañó. 1993, Prentice Hall General Reference.

Through Indian Eyes: The Native Experience in Books for Children 1992, New Society Publishers.

Children Level Books:

Where the Buffaloes Begin by Olaf Baker (Penguin ISBN 0140505601)

Buffalo Woman by Paul Goble (Bradbury ISBN 0027377202)

The Gift of the Sacred Dog by Paul Goble (Macmillan ISBN 0020432801)

Girl Who Loved Wild Horses by Paul Goble (Bradbury ISBN 0027365700)

Spotted Bear: A Rocky Mountain Folktale by Hanneke Ippisch (Mountain Press ISBN 0878423877)

The Turquoise Boy: A Navajo Legend by Terri Cohlene

Un lazo a la luna/Moon Rope by Lois Ehlert (Harcourt Brace Jovanovich ISBN 0152553436)

The Invisible Hunters/Los cazadores invisibles by Harriet Rohmer, Octavio Chow, Morris Vidaure (Children's Book Press ISBN 089239031x)

Isla by Arthur Dorros (Dutton Children's Books ISBN 0525451498)

Too Many Tamales by Gary Soto (G. P. Putnam's Sons ISBN 0399221468)

Coyote and the Firestick by Barbara Diamond Goldin (Gulliver Books and Harcourt Brace and Company ISBN 0152004386)

The Skirt by Gary Soto (Dell Publishing ISBN 0787213195)

Esperanza Rising by Pam Munoz Ryan (Scholastic Inc ISBN 043912042x)

Stories from Mexico by Edward W. Dolch and Marguerite P. Dolch (Garrard Publishing Company Library of Congress Catalog Number: 60-9706)

Abuela by Arthur Dorros

A Birthday Basket for Tia by Pat Mora

Family Pictures by Carmen Lomas Garza

Discovering South America: Peru by Charles J. Shields

The Emerald Lizard – Fifteen Latin American Tales to Tell in English and Spanish by Pleasant DeSpain

The Dancing Turtle by Pleasant DeSpain

The Sea Serpent's Daughter by Margaret H. Lippert

How the Birds Changed Their Feathers: A South American Folk Tale by Joanna Troughton

The Magic Bean Tree: A Legend from Argentina by Beatrice Vidal

Feathers Like a Rainbow: An Amazon Indian Tale by Flora

Websites:

www.brag.dst.ut.us/Demographic/CacheCounty.pdf

www.uen.org

<http://www.nationmaster.com/encyclopedia/brazil>

www.interknowledge.com/brazil

www.utemountainute.com/story.htm

www.utah.com/tribes/

http://mt.essortment.com/uteutahindian_riik.htm



www.kinderart.com/painting/sand.shtml

<http://inkido.indiana.edu/w310work/romac/navajo.htm>

<http://www.ijexplore.com/dmap/Guatemala/History>

<http://www.mapsofworld.com/country-profile/guatemala1.html>

www.kinderart.com/multic.sand.shtml

<http://www.geographia.com>