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ScEd 4760
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Grade Level: 8th Grade

Subject: U.S. History I (writing)

Content Objective:

Students will describe the relation between geography and they type of crops, housing, and lifestyle American Indians developed

Language Objectives:

Students will . . .

- Verbally share their experiences living in different countries
- Listen to others share their experiences living in different countries
- Read and interpret maps, as well as read a summary of Native American groups
- Write “because” statements to explain the relation between geography and the type of crops, housing, and lifestyle American Indians developed

Activities & Procedures:

Anticipatory Set:

1. Students will be put in heterogeneous groups of 3-4 people based on what country they are from. There may be more than one group of the same country based on the students in the class
2. The teacher will ask the students to discuss with their group what the physical geography is like in their home country. They should also discuss the type of crops they grow, the houses they live in, and the various lifestyles
3. The students will be provided with a graphic organizer to write their findings

Guided Practice:

1. The teacher will then display physical geographical maps for the various countries found in the class, and explain how to interpret them
2. The teacher will then use the *Leveled Questions* strategy and their descriptions of their country to help students connect geography with the crops, housing, and lifestyle of the people in that area
3. The teacher will then explain that they are going to look at maps of North America to determine why the different groups of American Indians grew certain crops, lived in certain housing, and had certain lifestyles

Independent Practice:

1. Students will be paired up and given a packet that includes a geographical, Native American culture map of North America, and a graphic organizer. The packet will also include pictures and words of various crops, houses, and lifestyles of American Indians
2. The students will work with their partner to correctly match the pictures and words to the correct groups of American Indians based on their analysis of the geographical and Native American culture map

3. They will write their findings on the modified worksheet provided
4. As a class, the students will then read a short summary of each group of American Indians to check if their findings were correct. They will make corrections to any incorrect statements on their modified worksheet
5. They will then work individually using their modified worksheet to create a “because” statement for each group of American Indians (7 total)

Adaptations:

Stages 1 & 2 Pre-Production/Early Production	Discuss in L1 & L2 Modified worksheet in L1 & L2 to help organize information on American Indian Map Activity, as well as “because” statements Vocabulary List with Text Art Grouping with more proficient students
Stage 3 Speech Emergent	Discuss in L1 & L2 Modified worksheet in L1 & L2 to help organize information on American Indian Map Activity, as well as “because” statements Vocabulary List Grouping for discussion
Stage 3 & 4 Intermediate/Fluent	Variety of Text (Higher Level), including internet Modified worksheet in L2 to help organize information on American Indian Map Activity Vocabulary List Group for discussion

Instructional Strategies:

Metacognitive Strategies:

- Monitoring Comprehension: as students listen to their groups members and/or partner, as a well as when the class reads the summary, they will need to check their comprehension to ensure that they are understanding the content
- Monitoring Production: as students write their sentences, the need to make sure they understand how the geography is related to the way Native America groups lived
- Self-Assessment: after reading the summaries of the Native American groups, students will check over their work to make sure that their analysis of the map is correct

Cognitive Strategies:

- Grouping: students will be classifying words and pictures into various groups
- Use of Prior Knowledge: students will use their prior knowledge of interpreting maps to help them discover the different aspects of Native American cultures
- Summarizing: students will write seven “because” statements which summarize what they have learned
- Making Inferences: by analyzing the maps, the students will be making inferences of what kind of food, shelter, and lifestyles various Native American groups create

Herrell and Jordan Strategies:

- **Leveled Questions:** as the teacher and students engage in the Guided Practice activity, the teacher will use *Leveled Questions* to ensure that all students are getting an opportunity to answer questions that are geared towards their level. These questions will also be designed to help students to begin to draw inferences between what they know of the geography of their own country and how it is portrayed on a map

Grouping:

- **Oral Activity:** Students will be grouped heterogeneously, but by their country of origin, for the activity during the Anticipatory Set. This grouping will allow students of all levels to practice their English, as well as clarify things in their native language
- **Written Activity:** For the independent practice activity, students will be paired heterogeneously. This will allow for less proficient students to receive help from the more proficient partner

Assessment:

Formative

- **Oral:** the teacher can walk around the classroom listening to the students' discussion in order to gauge their oral progression. The teacher can also gauge their oral abilities by how well they answer the questions during the *Leveled Questions* activity
- **Content:** the teacher can gauge how well the students are grasping the concepts when they work in partners to interpret the North American map
- **Reading:** the teacher can walk around the room and listen to students as they read the summaries to determine their reading abilities. Also, the teacher can understand their reading abilities by watching for students who make correction to their worksheet after they complete the reading

Summative

- **Writing:** the seven "because" statements will allow the teacher to determine how well the students understand the content, as well as how to put together "because" statements

American Indian Geographical Chart

American Indian Groupings	Geography/Climate	Food	Housing	Lifestyle(s)
Arctic/Subarctic				
California/Great Basin/Plateau				
Southwest				
Southeast				
Great Plains				
Eastern Woodlands				
Northwest Coast				

Write seven (7) “because” statements that explain how the geography affected the types of food, housing, and lifestyles American Indian cultures created.

1. Arctic/Subarctic cultures could not grow crops, because the climate was _____.
2. California/Great Basin/Plateau cultures could eat fish, because they lived by _____.
3. Southwest cultures used irrigation systems to grow corn and other crops, because _____.
4. Southeast cultures could grow many different kinds of crops, because _____.
5. Great Plains cultures used hunting to gather much of their needs, because _____.
6. Eastern Woodland cultures lived in long wood houses, because _____.
7. Northwest Coast cultures live in villages, because there was plenty of _____.