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**Date:** July 16, 2013

**Title of Lesson:** *The influence of place upon the daily lives of indigenous peoples and early settlers (a culminating activity)*

**Subject Areas:** ELA / Science / History / Culture

**Grade Level:** Secondary (but could be modified your younger students)

**Content Standards:**

***Performance Standard 4.2.1 (but modified for other states and grade levels):***

Discuss the major nations of [California] Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

**What understandings are desired:** Students will know that the daily life of the indigenous people was richly varied and dictated by the geology and ecology of their environment.

**Prior Knowledge:** ability to identify a primary source / regional history and ecology

**Objectives:**

***Students will know*** that the daily life of the indigenous people and early settlers was varied and dictated by the geology and ecology of their environment.

***Students will be able to*** utilize primary and secondary sources (including journals, prose, diagrams, artwork) to collect evidence of the daily lives of historic peoples in geographically diverse settings and recognize the influence of the local geology and ecology.

**Materials:** [Depending on grade level and choice of indigenous groups]

- temporally analogous primary and secondary sources for two Indian populations from different areas of a single state or the whole country will be provided to each group of 3-4 students.
- Variety of art materials and/or technology access for presentation purposes
- Guiding questions from worksheets designed and developed by the education staff of the National Archives and Records Administration, Washington, D.C. [www.archives.gov/education/](http://www.archives.gov/education/))
- Rubric
- Graphic organizer for the purpose of collecting one another's information during group presentations

**Sequence of teaching and learning experiences that will equip students to develop and demonstrate desired understandings (this lesson is intended to cover two 50-minute class periods.**

**Time: Anticipatory Set**

*10 - 15 mins.* Project primary source material for one aspect of daily living and have students individually choose a method of comparing and contrasting the objects. (i.e. Venn diagram, simple writing, etc.) Use this opportunity to discuss their findings as a class to get them started.

**Time: Instruction/Activities**

*30-35 mins.* **Day 1:** Each group will analyze, compare, and contrast a different aspect of daily living (food, shelter, arts, tools, etc.) based on their analysis of primary source diagrams, maps, and artwork. They will create a visual based on their analysis, and use it as part of an oral presentation of their findings to the class.

**Day 2:**

*5 mins.* Groups will re-convene to organize their materials.

*30 mins.* Groups present their findings to the class, while audience members complete their graphic organizers.

*5 mins.* Closing: Tomorrow we are going to be exploring this question: Obviously these people had similar needs: food, water, shelter, recreation, as well as the desire for spiritual and artistic expression. Why then do their approaches to each facet of their daily lives differ?

**Day 3:**

*10 mins.* Students will individually contemplate the essential question from ~~day~~ *day 2* express their ideas through writing or another format.

*10 mins.* Class engages in a guided discussion about the essential question using their pre-writing, graphic organizers and prior knowledge.

**Time: Closure/Assessment**

*30 mins.* Break back into original groups and apply their understanding to summarize their findings.