



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent  
In-state toll free 1-888-231-9393

# Science Model Teaching Unit

## There is a Season

Created by Roni Hawkins  
Modified by Suzette Archibald-Wilson

**Grade 2 - Approximate Duration: 120 minutes**

### Stage 1 Desired Results

#### Established Goals

**Science Content Standard 4:** Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth’s systems and other objects in space.

**Benchmark 4.5** Identify seasons and explain the difference between weather and climate.

**Science Content Standard 5:** Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.

**Benchmark 4.5** Identify how the knowledge of science and technology influences the development of Montana American Indian cultures.

**Essential Understanding 1:** There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

**Essential Understanding 3:** The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

**Essential Understanding 6:** History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

#### Understandings

*Students will understand...*

- the differences in weather of the four seasons.
- in what month each season begins.
- Seasonal Rounds of the Salish of Montana.

#### Essential Questions

- What are the four seasons?
- What are different ways that we determine when each season starts and ends?
- How do some Salish people determine when each season starts?
- What activities take place during the Salish seasonal round



*Science Grade 2 There is a Season (continued)*

*Students will be able to...*

- name the four seasons.
- name the months on the European calendar that is used in most schools, and which month each season begins.
- the seasonal rounds of the Salish and the activities that take place during each Round.

*Students will know...*

- the seasons of spring, summer, winter, and fall.
- the months on the European calendar when each season is noted as starting.
- how some Salish understand what signals the change of seasons.
- the activities that occur during each season for some Salish people.

**Stage 2 Assessment Evidence**

**Performance Tasks**

Students will be working in cooperative groups to create posters or collages. Groups will create posters to depict activities that take place during the different times of the year. These activities will come from their own experiences and from the seasonal rounds of the Salish. Each group will present their posters to the class to share the information they learned.

**Stage 3 Learning Plan**

**Activity 1**

Introduce students to the concept that our year is broken into four distinct periods, referred to as seasons, which mark different weather patterns as well as different activities. Students will be learning about these seasons from western European perspective, as well as the perspective of the Salish Tribes of Montana.

On the board or chart paper, make four columns. Ask if students can name any of the seasons before you write the names to pre-assess student background knowledge. Note the names on the side of the chart. Add any missing seasons to the side notes. Students will help you decide the column headings for Spring, Summer, Winter, and Fall in the order that they occur. Explain to students that the seasons are the periods/patterns of weather that make up our year. To further assess student background knowledge, ask for information that students know about the weather during each season. Record all answers on chart paper. As a class make adjustments or add further information generated by class discussion.

Ask students how a calendar can give us information about the seasons. Have students explore a western European calendar. In pairs have students look at each month. Students will record what they notice, especially if they find information about the seasons. Share out and chart their collected observations and information. Ask if there might be other kinds of calendars or ways of keeping track of the seasons.

Explain that many cultures in the world traditionally did not use a written calendar to identify each season. In Montana, the Salish tribes looked at a year in terms of what is known as a seasonal round. Explain to the students they will be looking at the seasonal rounds of the Salish Tribes of Montana.

## Activity 2

Read the following to the students:

*The Salish practiced a seasonal round of hunting and gathering. The tribes annually harvested hundreds of plants for food, medicines, personal hygiene, household goods, and tools. Tribal knowledge of the land and its resources informed the seasonal activities and elders say that the earth provided everything that they needed. The modern Salish calendar is a reflection of the seasonal round that the people practiced for generations.*

(Excerpt taken from “Challenge to Survive: History of the Salish Tribes of the Flathead Indian Reservation,” Unit 1, page 1.)

This introduces how the Salish used the environment to determine their yearly activities. Refer to the above-mentioned book to read about specific activities during each season. (This book was provided to all school libraries in Montana from the OPI.) Read the story of the bitterroot on pages two and three. It tells the story of how the bitterroot came to the Salish people and why it is so important.

(For more background knowledge, it is suggested that the teacher read pages 1-17 prior to the lesson to get a better understanding of the background of the Salish Seasonal Rounds.)

Explain to the students they are going to look at the Salish Calendar and the names they gave to months. Hand out copies of the **Salish Calendar**, found on page 18 of *Challenge to Survive: History of the Salish Tribes of the Flathead Indian Reservation*. If you have copies of the actual Salish Calendar use those with or instead of the list. Ask students what they notice about the Salish calendar names.

Students will view the DVD **Seasons of the Salish**. As students view the DVD stop periodically to chart what activities students notice that happen at each time of the year. When the DVD is done have students use their **Salish Calendar** lists to compare to their charted responses. Discuss what the list and DVD show us about how the Salish people developed a calendar and why it is called a seasonal round. How does the seasonal round reflect what the Salish understood about the world in which they live?

As a class, have students make a list of activities they know for each season of the year. Prompt them to include Salish activities. Students will work in groups of 2-4 to create posters from the class list of activities for each season of the year. The posters should include those that come from their personal experiences as well as those they’ve learned about from the **Salish Calendar** and **Seasons of the Salish**. After the posters have been made, each group will present to the class.

## The Poster

Here are some guidelines to share with the students for what is required on their poster. You may also refer to the rubric included for grading purposes.

- Pictures need to be drawn, cut out of magazines, and printed off the computer. To encourage the use of different mediums, require the use of all of these. (If students do not have access to printing from a computer, this may be omitted.)

### *Science Grade 2 There is a Season (continued)*

- Each season needs to be clearly labeled. You may want to show students an example of how to divide their paper so they have four distinct sections.
- Each person needs to contribute at least one picture to receive credit for the project.
- Each season needs to have at least four activities.

#### **The Presentation**

- Each student in the group will need to take a turn to present.
- Presentations are to be short and simple, just share what pictures/activities were included in the poster.

#### **Assessment**

Use rubrics to assess posters and presentations.

#### **Materials for Poster Activity**

- Large pieces of construction paper or easel paper
- Magazines for clipping pictures
- Markers and/or crayons
- Glue
- Scissors
- Drawing materials

#### **Resources**

##### Books

- “Challenge to Survive: History of the Salish Tribes of the Flathead Indian Reservation: Unit 1.” Pablo, MT: Salish Kootenai College Press, 2008, distributed by OPI to all Montana schools.
- “Seasons of the Salish” DVD. Produced by Confederated Salish and Kootenai Tribes' Tribal Preservation Office and distributed by OPI to every elementary school libraries. It is also included in the *PlaceNames: Building Worldviews Using Traditional Cultures and Google Earth*, distributed by OPI to every middle and high school library.

Science Grade 2 There is a Season (continued)

**Seasons Poster and Presentation Rubric**

						<b>Score</b>
<b>Seasons</b>						
	All four seasons are included	4	3	2	1	
	Each season clearly labeled	4	3	2	1	
<b>Pictures</b>						
	Different mediums included(drawn, cut, computer)	4	3	2	1	
	At least four pictures per season	4	3	2	1	
<b>Participation</b>						
	Each student has contributed to poster	4	3	2	1	
	Each student presents during presentation	4	3	2	1	
<b>Total</b>						

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