



Montana
Office of Public Instruction
 Denise Juneau, State Superintendent

Social Studies Model Lesson Plan

I Know Who I Am: My Ethnic Heritage

Grade 1

Stage 1 Desired Results

Established Goals:

Students will identify and learn about their individual ethnic heritage.

Social Studies Standard 6, Benchmark 4.1-7 Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning Processes (K/1). Identify a student's own membership in a family, group, team and an organization. Identify how families are different.

Social Studies Standard 4, Benchmark 4.7 Identify his/her tribal membership, or identify a tribe nearby (Grade1).

IEFA 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.

IEFA Essential Understanding 2 There is great diversity among the individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

IEFA 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 predate the "discovery" of America.

Understandings:

- The people of the 12 Tribal Nations of Montana have different languages and traditions.
- Everyone looks different from each other.
- Each tribe has their own oral stories about their own ancestors.

Essential Questions:

- How are our looks all different from each other?
- What is your ethnic heritage?
- Why should you know who your ancestors are?
- What do you know about the first people who lived in Montana?



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Students will be able to...

- write and learn new vocabulary words and meanings: tribe (tribal membership), clan, heritage, ancestor, empathy (or draw pictures to illustrate some of the vocabulary).
- name their clan, tribal affiliation, and/or country of national origin.
- demonstrate an understanding of a student's yearly sequential timeline with a family member, giving an oral presentation about their own unique ethnic heritage.
- name a family ancestor.
- identify and share information about fun facts that help support what each student learned about their own ethnic heritage, and each other.
- locate general geographic locations of student heritage ties (Montana, United States, Mexico, Europe, etc.) to begin the introduction of maps.

Students will know...

- they have an individual ethnic heritage.
- there are differences between all the students in the class, but each is a member of a community.
- they may share a clan or tribal membership *or similar ethnic background* with other students in the class.
- they may not share the same ethnic background, but they will respect and listen to each other's story.
- it is important to learn about their individual family ancestors and tell others about it.
- many of the 12 tribes of Indian people in Montana have ancestors who lived here before anyone else.
- empathy is an understanding by someone of another person's feelings and beliefs about their life story (it is not just knowledge, it is an experience).

Stage 2 Assessment Evidence

Performance Tasks:

1. Create an individual student timeline with parents at home for classroom use beginning with a grandparent or great-grandparent photo (or drawing), of a student's birth through the student's current age (birth date, one year old, two years old, etc.) using photos, drawings, and a short list of important events. If a student is able to use a copy of a great-grandparent family member photo, this will help support the understanding about ancestors (students may express empathy for other students whose grandparents have died and are now their "ancestors").
2. Give an oral presentation (with a parent, family member, or with the teacher if a family member is not available) of an individual student timeline (above), recounting important people and family events from birth to first grade with the support of a family member.
Note: Expectations and directions for the timeline and timeline presentation will be sent home or picked up in class by a parent before the lesson begins (including paper supplies). Parents may be invited in to photocopy several pictures to support the creation of the timeline.

Other Evidence:

Teacher and students may create a collective display together of photocopied pictures of their ancestors to be used in further discussions of similar clan members and/or reminders of vocabulary words such as ancestor. A video could also be made of the display with student comments and presented for the parents and family members. A time capsule could be made to save for the students upon graduation.

Stage 3 Learning Plan

Learning Activities:

What learning experiences and instructions will enable students to achieve the desired results: Students and teacher will explore the diversity among classmates to discover and/or support ethnic heritage. This lesson supports **all** students in gaining a positive image of themselves and their heritage (culture), as well as learning about each other's unique heritage and/or the Indian cultural heritage of classroom students. This process will be supported through timelines developed by students and parents/caregivers and then presented with a parent/caregiver to the whole class. This presentation will be a foundation to infuse and support Essential Understandings 1, 2, and 3: oral language; acceptance/tolerance of others; and a foundation in developing an awareness of one's ethnic heritage, as well as American Indians' ancestors who predate the statehood of Montana.

Suggested Literature:

Manthey, Cynthia M. *With Respect for Others: Activities for a Global Neighborhood*. Atlanta, Ga.: Humanics Learning, 1998 ISBN-0-89334-241-6

Nelson, S. D. (Dakota/Lakota Sioux). *Gift Horse: A Lakota Story*. New York: Abrams Books for Young Readers, 1999. 30 pp. ISBN: 0-8109-4127-9

Say, Allen. *Grandfather's Journey*. New York: Houghton Mifflin, 1993. ISBN: 9780395570357
ISBN10: 0395570352

Smith, Cynthia Leitich Smith. (Muscogee Creek) *Jingle Dancer*. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. New York: Morrow Junior Books, 2000. ISBN 0-688-16241-X

Spang, Bentley (Northern Cheyenne). *The War Shirt*. Illustrated by Troy Anderson (Northern Cheyenne). Barrington, Ill.: Rigby Publishing, 1999. ISBN 0-7635-5697-1 (Out of print)

Spier, Peter. *People*. New York: Doubleday Books for Young Readers, 1980. ISBN: 0-385-13181-X

How will the design ...

W= help students know where the unit is going and what is expected?

Use a KWLH chart: A class discussion between the students and teacher will take place about what we (class) know about our ethnic heritage (What do you know about where your family comes from? What do you want to learn more about? What did you learn? How can we extend this lesson with more information or activities?). This chart will be added to throughout the lesson in an ongoing and student engaged manner as students identify more facts and information they have learned about their own family, as well as what they learn about each

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other's families.

If the classroom has American Indian students, in addition to learning about a classroom student's tribe(s), the teacher will incorporate and extend the lesson to include and support the teaching and relevant understandings about "ancestors" to encompass the Essential Understandings 1, 2, and 3 regarding ancestors and family histories which predate the statehood of Montana.

Teacher will review the rubric for student oral language and model expectations several times before using it for the assessment during the timeline presentation. This rubric should be shared with parents before the assessment, as well, to support parent/student practice of timeline at home (complete sentences, clear voice, vocabulary, etc.)

H= hook all students and hold their interest?

Read and discuss relevant literature which supports classroom individual student identity within the classroom.

Let parents know (through newsletters or classroom notes) that your classroom students will be learning about each other's ethnic heritage and encourage family discussions in order for students to bring family information to school (parents may allow students to share heirloom objects or photos which the teacher may want to take photos of or photocopy for classroom discussion and then safely return the objects to parents).

View DVD *Tribes of Montana and How They Got Their Names*.

E= equip students, help them experience the key ideas and explore the issues?

Class discussion about where each student was born; where were their parents born?

Students can bring things from their individual culture to share with the rest of the class (special object, photograph clan chart, etc.). Reviewing and adding to the KWLH chart will help students retain information and ask new questions.

Practice oral presentations in other content areas to lead to the timeline presentation.

Model oral presentation expectations (Language Arts Standards for oral language) and how you will use a rubric to grade them individually.

The emphasis should be on sharing individual student cultural awareness, as opposed to an emphasis on food only or objects in isolation.

Parents can begin making timeline at home with student, after receiving written guidelines and paper strip.

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R= provide opportunities to rethink and revise their understandings and work?

Discussion will be an introduction to family ethnic heritage locating state, region or country of family origin with map, world globe, and information from student timelines, etc. Discussions and questioning will be ongoing in regard to 'I Know How Families Are Different' and "I Know Who I Am: My Ethnic Heritage."

E= allow students to evaluate their work and its implications?

After students have gained a foundation and understanding of cultural differences through the KWLH chart, discussions, background information and student questions, and preparing the timeline at home, students will proceed with Assessment (1) of returning with individual timelines (if possible, made at home). Assessment (2), individually, students will present timeline (with family member, if possible), sharing events and cultural information about their family (students may want help with a map or globe). If students have a picture of themselves with a grandparent who has passed away, they may then be able to use the word "ancestor" to describe them; this encourages empathy from other students for a student who may have a grandparent or other family member who has passed away. The teacher may have to allow presentations to occur at various times throughout the week when parents or other family members can get to the classroom to support student learning.

T= Be tailored (personalized) to the different needs, interests and abilities of learners?

Preview DVD and select portion which applies to lesson.

Teacher creates and presents individual student timeline with student if family member is not available.

O= Be organized to maximize initial and sustained engagement as well as effective learning?

Review literature resources and DVDs with librarian ahead of time.

Prepare paper strips for timelines (8" H x 36" L folded every 4" for nine sections) for number of students in class along with timeline directions and classroom model for parents.

Take individual student photos of students who will not be able to complete the timeline at home (they will have to draw baby pictures on their timeline, but will have a picture of themselves at the age of 6 from the teacher). Always check school policy on use of student photos and videos.

Prepare a rubric for the oral presentation of the timeline (use Language Arts Standards, or curriculum).

Plan several different times for presentations in order to best facilitate parent class time. Invite parents and, if possible, elders of Indian communities to the classroom for any presentations.

Note: WHERETO can be reorganized to accomplish the instructional plan.