

University of Pittsburgh
School of Education
Lesson Plan

Prekindergarten Practicum / Fall Term
Student Name: Brianna Amoscato
School/District: Carnegie Mellon Children's School

Activity Name: Native Americans Today

Environmental Arrangement: The students will be sitting in a circle on the rainbow rug (22 students)

What is the big idea that includes your lesson?

Native Americans have different traditions, games and customs. However, in addition to the differences there are many similarities between Native American children and other children living in the United States.

Lesson Objective(s)

The student will be able to reflect upon his/her own cultural games, clothing and food and compare it to the games, clothing and food of Native American children.

Standards

Standard 9.4 Aesthetic Response to Art: student will respond to works of art by expressing feelings.

Standard 1 Reading, Writing, Speaking and listening 1.6.K.A: Listen and respond appropriately to others in small and large group situations.

1.6.K.B: Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences and interests, employing gestures where appropriate.

World History: 8.4.K.C: Identify different aspects of different cultures from around the world.

Materials Needed for Lesson

- Paper for culture discussion
- Art easel
- Lyrics to Ya ha ha-way!
- Corn husks
- Berry dye for the corn husk dolls
- Stick for the Native American game
- "Children of the Earth and Sky"
- Photographs of Native American children completing various activities
- Cut outs of the Native American symbols to use as a quiz

Beginning

The teacher will begin the lesson with a repeat after me song by the Plains Indians:

Ya ha ha-way!

Ya ha ha-way!

Ya ha ha-way!

Ya ha ha-way!

Ha ha ho ha ha ha-way

Ha ha ho ha ha ha-way

(Repeat this two or three times until the students are comfortable singing it.)

The teacher will use the microphone device so that Harry will be able to hear during the chant. The interactive chant is a way for the teacher to have all students participate as a group so that the students who are more reserved are able to participate without hesitation.

Middle:

After the Native American morning greeting, the teacher will explain to the students that today they will be talking about Native American children. Specifically, they will be talking about how Native American children are different, but also similar to other children living in the United States. First, the students will brainstorm a class list (on the easel) of games, foods and activities that they like to play. Afterwards, the students will learn about various activities, games and food that Native American children engage in. However, instead of just telling the students what the Native American Children used to do, the students will help the teacher to unlock short sentences that use the Native American pictorial system. The teacher will first show the students large versions of the symbols and will “quiz” them before showing them individual simple sentences. Only a few sample sentences will be given and then they will explore further through the use of pictures.

Using the pictorial system the sentences will be as follows:

Boys and girls lived in villages of teepees

Children liked to go hunt and ride horses

Children liked to go fishing

Children ate meat, corn and other vegetables

Girls liked to weave and play with dolls

After the pictorial sentences, the teacher will read a homemade book (a comparison between Native American Children and Children today) that shows the similarities between the two cultures. It is important to remember that although cultures are different, there are many similarities as well. The teacher will use actual images of Native Americans participating in these activities.

After reading the book, the teacher will ask a couple of reading comprehension questions about the comparison between the two cultures and then the children will play a Native American hand game. The teacher will transition the students from their current sitting positions to sitting in a circle. The students will sing the song. As the students are singing only the teacher is keeping a beat with her hands.

“Ya ha ha-way!

Ya ha ha-way!

Ha ha ho ha ha ha-way

Ha ha ho ha ha ha-way

The students will be passing around a stick and at the end of the last verse the teacher will say STOP. Whoever has the stick will pass it off to the person on their left and is now out of the game. However, that person who is out now helps the teacher keep a steady beat by patting his/her hands.

During the discussing of the games that Native American Children play today, the teacher will make sure that Harry has a chance to share his favorite game. Again, this is another way for the teacher to make sure that Harry is participating and following along with the lesson at hand. The use of the Native American Pictorial system is also a way for the teacher to encourage complete verbal communication by the group!

End

The students will be completing the corn husk dolls during small group time. The teacher will decide whether or not to provide directions during full group circle time or individually during small group circle time.

The corn husk activity is meant to be an activity that focuses on fine motor skills. For students like Harry who have lower fine motor skills, the teacher will assist the student in any way that he or she can.

Adaptations

During the circle time activity, the teacher should make sure that every student who has their hand raised is able contribute to the conversation. The teacher may prompt some students with more complicated questions depending on their listening skills.

During the singing of the song as well as the stick game, the teacher will have the students who have a difficult time focusing sit next to her so that she can guide them through the process. Adaptations will also be made in regards to the making of the corn husk doll.

Extensions

The teacher will provide more complex, open ended questions for students who are in need of enrichment during the reading of the stories or the completion of the activities.

