

General Information

Lesson Parts & Duration

Total Duration: 45 minutes to 1 hour

- Native Americans: Compare & Contrast

Subject(s)

- ELA; Informational Text: Native Americans
- Synthesizing of Text, Compare and Contrast (RI.4.5 & RI.5.5)

Objective

- Students will complete a graphic organizer to compare and contrast the lives of Native Americans from the past with Native Americans of present day.

Materials

- **Required:** copies of Informational Text (page 4) (1 copy per student)
- blank paper
- pencil
- crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Comparing Design” graphic organizer (pages 5-6) or project using document camera for students to copy
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 8)

Protocols (page 7)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Distribute 1 copy of the Informational Text to students.

- T** As soon as you have your copy of the text on Native Americans, please write your name in the top right corner.
- T** First, I would like you to please read the text independently.
- T** While you are reading, I want you to try to circle at least one unfamiliar word in each paragraph.
- T** Then you also need to underline what you believe are the most important details in the text.

Remember to walk around, amongst students, to make sure they are on task and reading.

Introduction

- T** Today we will be comparing and contrasting Native Americans from the past with Native Americans of present day.
- T** Who can tell me what either compare or contrast means? **Call on several students to share definitions. Answer: compare means to find similarities & contrast means to find differences.**
- T** Now we are going to read the text together.
- T** As I read to you I want you to follow along thinking specifically about similarities and differences.

Read Informational Text aloud to students.

- T** We will be completing a “thinking design” to collect our information. **Show “thinking design” to students.**
- T** On your paper, please title it with: “Native Americans – Compare and Contrast” and put your name and date in the top right corner. **Model this so students can copy your example.**
- T** Then we are going to make 2 squares in the center.
- T** Each square will represent a different topic.

Provide time and ensure that students have correctly replicated the graphic organizer.

Compare and Contrast Graphic Organizer

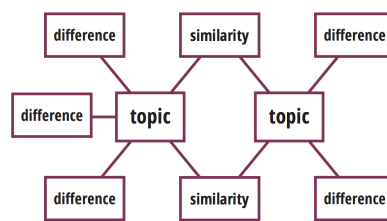
- T** You will start by coming up with your own ideas.
- T** I would like you to fill in at least 1 similarity and 2 differences.
- T** You will need two colored pencils for this activity.
- T** Please use one color for your similarities and one for your differences.
- T** For example, if I wanted to compare a dog and a cat, I may say that the similarity is they are both animals, and I would write that in red.
- T** The difference is that cats are members of the feline family and dogs are members of the canine family, and I would write that in blue.
- T** Please raise your hand if you need any help.

Provide time for students to complete their graphic organizer.

Differentiation ideas in box on the right.

- T** Now that you have come up with a few differences and at least one similarity, you are going to share your ideas with a partner.
- T** Then we will use the **Give one & Get one** protocol to get new ideas from a partner and write down that information.
- T** With your partner one of you will be a 1 and the other will be a 2.
- T** 1's will share first and 2's will copy their idea onto their own chart.
- T** Then 2's will share their ideas and 1's will copy those ideas onto their own chart.

Comparing Design



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Differentiation:

Struggling Students:
Provide lines in the text they can reference to find examples.

Challenge: See if students can create even more similarities and differences.



Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Give one & Get one

Provide time for students to work in partners to complete their graphic organizer and walk around to make sure they stay on task.

***T** Eyes on me in 5...4...3...2...1...0. Thank you!*

***T** Please take a moment to wrap up your work together and finish writing your last few words.*

***T** Hopefully you had the chance to complete your “thinking design” and got some good ideas.*

***T** Let’s take a few minutes to review as a class.*

***T** If you hear any new ideas being shared, please add them to your graphic organizer.*

Call on 3-5 students to share their examples, using equity sticks if available. Encourage students to explain their ideas using complete sentences.

***T** Before I collect your papers, can anyone think of any other topics (besides food, clothing, and homes) not covered in this article that relate to the lives of Native Americans in the past versus the present?*

Possible answers: technology, instruments, entertainment (sports, games, music), art

Collect their compare and contrast graphic organizer as an assessment piece for the teacher.



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

Native Americans

Heading: _____



(1) The first people to discover and live on American soil are known as American Indians or Native Americans. Thousands of years ago, they traveled from Asia to America and began to settle within their tribes. Native Americans continue to be studied today because of their rich history and their commitment to respecting nature and the natural resources surrounding them.

(2) These ancient tribes have viewed nature as something to be respected and celebrated. Even though Native Americans relied on natural resources for their homes, food, and clothing, they never exploited the land and its resources. They only hunted and gathered what they needed to survive. They also believed that there was a mysterious force in nature and in spirits that were given higher powers than humans, greatly influencing their lives. Depending on their climate and surroundings, Indians lived in different ways and had different types of cultures.

Heading: _____

(3) Indians hunted and gathered whatever food they could find near their land. Those who lived on the plains of the Central United States ate the meat of buffalo. Other tribes, near the south-western part lived on corn, beans and squash. Indians in Alaska and Canada were fishers and hunted deer and other wild animals in the forests. Most Indians ate berries and collected nuts. They cooked their meat by creating a fire or drying strips of meat on rocks.

Heading: _____

(4) Many Indians made clothes from animal skins and furs. Buffalo skin and rabbit fur were especially popular amongst the tribes. They also used bird feathers to decorate their heads. Depending on the weather and the amount of resources, some tribes wore no clothes at all.

Heading: _____

(5) Indians built many different types of homes because they lived in different climates and didn't have the same building materials. Some groups built large houses with many rooms where many families could stay together, others had small homes in which only very few people lived. In some parts of America, some tribes built houses into the earth that they covered with leaves and grass. Indians of the Great Plains built tepees made of buffalo skin. The Pueblo Indians of the south-western part of America used sun-dried bricks to make houses.



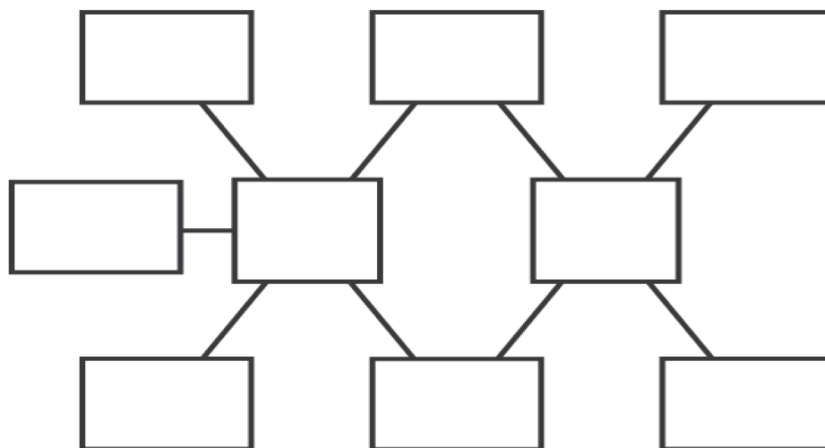
(6) Native Americans from all over America used nature in their everyday lives. Without the abundance of natural resources, tribes were forced to move on to other pieces of land with more resources. As a result, the Indians demonstrated great respect for the nature around them.

<http://www.english-online.at/people/native-americans/native-americans-introduction.htm>

Name: _____ Date: _____

Native Americans – Compare and Contrast

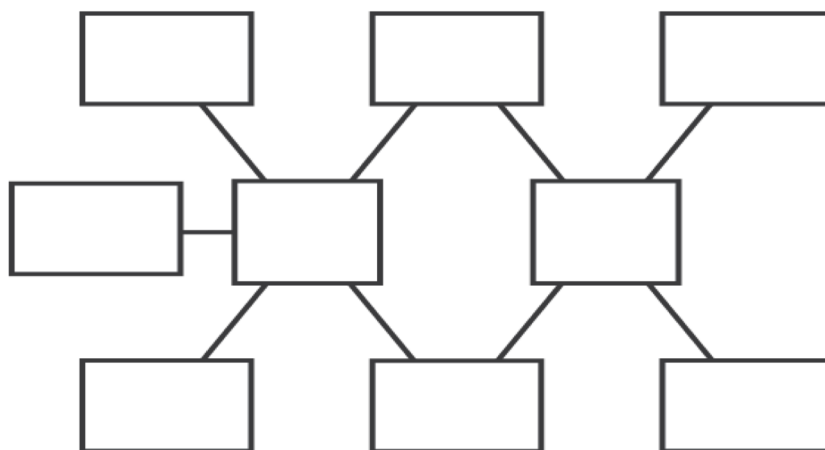
Comparing Design



Name: _____ Date: _____

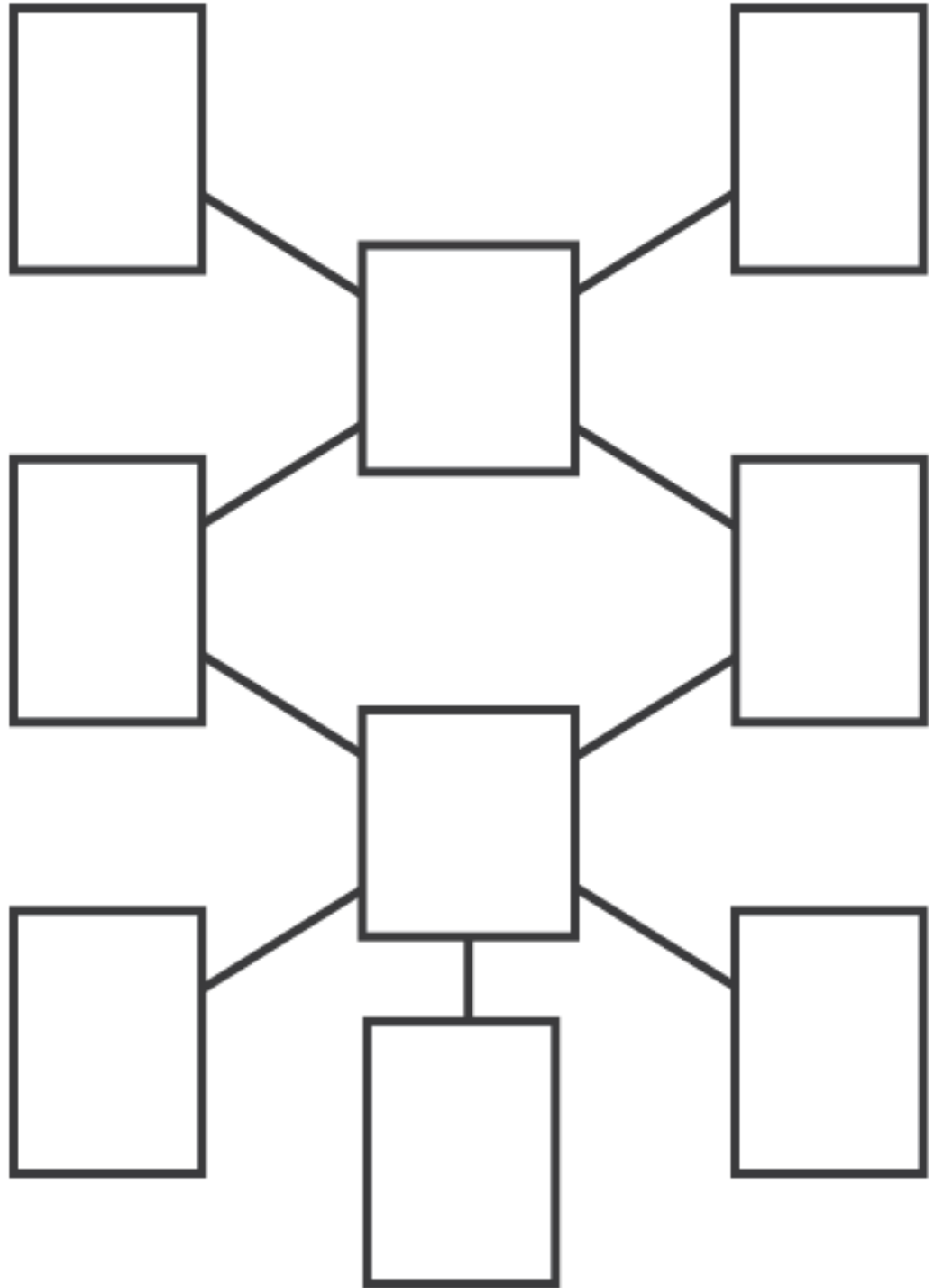
Native Americans – Compare and Contrast

Comparing Design





Comparing Design



Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: Comparisons Outside!



- Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)



Break Up Your Day: Common Classroom!



- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.



Break Up Your Day: Be a Scientist!



- A scientist separates fact from fiction or fact from opinion.
- Listen to these 3 statements: #1Today is a school day. #2 It is a good day to be a scientist. #3 We live on the planet Earth.
- Students show teacher which statement is an opinion (answer: #2).
- Now, turn to your buddy and create 3 facts or opinions. See if your buddy can be a scientist!
- Monitor student statements.
- Round 2 of “Be a Scientist” can include facts or opinions from the texts.