

# BEST PRACTICES OF TECHNOLOGY INTEGRATION

**Title:** *The Native American Indian Women Quest*

**Subject Area:** Social Studies/Language/Math/Library Skills/Technology

**Intended Grade Level(s):** Grades 5 - 8

## **Description:**

This unit is to enhance the study of Native Americans, particularly that of the role women played in the culture. The unit is in the format of an enrichment center, allowing groups of students to experience each of the activities in smaller groupings.

After having completed a basic informational study (using textbook reading information given), students will go beyond this general information to explore the role Native American women held in their culture using this enrichment center. The Center will help students examine and define their attitude(s) towards Native American women and, most importantly, gain a greater understanding of women in our daily life. An opening activity of viewing the filmstrip "Unlearning Indian Stereotypes" will shown. The students will then proceed into using the center, which will consist of four stations . The stations will include the following: 1) Students examine numerous pictures that show Indian women/families in their various roles and gather information which they will include in a short story: 2) Students will expand their vocabulary from a list of new terms, alphabetize this list and then use a variety of resources to gather data to complete a crossword puzzle: 3) Students will answer pre/post questions using real life accounts of Indian women to gather their information: and 4) Students will adapt Native American recipes to feed their class (of #20) using recipes gathered from the Internet site selected.

## **Narrative:**

In today's society many stereotypes exist that students will be called upon to face and deal with. In examining the way these stereotypes have already existed in our historical information/view, students will be presented with what some of the existing stereotypes are, how people contribute to their existence, and allow students to come to their own conclusions about stereotypes--exposing them (the student) to the "existence" of stereotypes and what their (the student's) reactions are. By presenting the information in a variety of formats and allowing students to gather their information through a variety of different resource formats the student will not only be gaining information of the chosen topic (Native American Women), but also expanding their knowledge of what the different avenues to locate information are and how to access this information--by using books, pamphlets, CD-Rom programs, Internet resources, etc.

## **Curriculum Benchmarks:**

[MI.SOC.1.2.MS.4](#)

By using the historical biographies of Native American Women to examine the effects they had on their history and how events effected their lives.

[MI.ELA.5.MS.5](#)

*The Native American Indian Women Quest*

By examining the accounts of Native American Women, through the filmstrip and literature, the stereotypes that were present in their culture and also the ways that our historical views have also created stereotypes within themselves.

#### MI.T.APPLYING APPROPRIATE TECHNOLOGY.3.MS.3

By using a variety of resource formats , students will not only gather the necessary information needed to complete the activities, but will also be expanding their awareness of and skills for obtaining this information before using the information they have gathered to come to their conclusions.

#### MI.MAT.IV.3.MS.5

By having students, already having been exposed to the necessary Mathematical skills required to adapt measurements to fit their requirements--adapt their chosen Internet Native American Recipe to feed their class: if time and resources allow, allow the class to make and sample their recipes.

#### **Detailed Timeline:**

The (4) Activities will require approximately 5 - 6 class periods of 50 minutes in length.

#### **Materials:**

Framed/Mounted Pictures of Native American Women/Families

The collection: A Pictorial History Of Indian Culture

Drawings by Amos Bad Heart Bull; Text by Helen H. Blish; published by University of Nebraska Press

Native American Biography Dictionaries/Encyclopedias

Indian Readings Pamphlets

Social Studies Textbooks

The collection of real life stories of Native American Women (listed below):

--Wolf, Beverly Hungry. The Ways Of My Grandmothers.

--Niethammer, Carolyn. Daughters Of The Earth.

--Batatille, Gretchen M. and Katheleen Mullen Sands. American Indian men.

--Tax, Sol. The Social Organization Of The Fox Indians.

--Greene, H. Native American Women.

--Porter, Frank W.Indians Of North America: The Cheyenne.

CD-Rom: North American Indians #QNA14 Vol. 1, No. 1: by Quanta Press, (612) 379-3956

Available Computer(s) including/with Internet connection.

Writing Instrument (Pen/Pencil)

Enrichment Center Handouts--Directions/Questionnaires (handouts for each of (4) part(s)

Additional paper for to write out required written answers/stories

#### **Teacher Preparation:**

After the class has completed the textbook unit covering Native American Indians, students, (with assistance as needed from the teacher and librarian (activities take place in the computer lab/classroom library annex)--some initial instructions for each activity and how to progress through that activity--along with what to do when completed), will focus on their assigned group center activity for the class period. Therefore classroom scheduled time for the use of the library lab/classroom annex is necessary, along with reserving a cart of the (listed--others may be found/added to this listing) required books/pamphlets/loaded CD-Rom will also be necessary.

Setting up the Internet location(s) to be used can also be utilized--or students may be allowed to access the addresses of the sites to be used, as the level of computer knowledge of the classroom students dictates. Materials (pencil, writing paper, handouts) are located in the area of each of the activity center locations as needed. Materials are kept there (at each location) until the completion of this unit of study.

**Prerequisite Student Skills:**

Students must have completed the classroom unit of study of Native American Indians before beginning the activity center lessons. Students should also have a basic knowledge of (correct!) computer usage--it is a good idea to review procedures for both how to use the needed materials and good etiquette to use the computer/Internet--making sure that all students are allowed (acceptable use policy signed) to access/use the required computer/Internet materials. Individual/group instruction/assistance may be needed as the students strive to complete the center activities.

**Student Activities/Procedures:**

Students will rotate from one activity center area to another as scheduled. Directions for each of the individual activity areas are to be read and followed by the group assigned to that area as listed on their handouts (see attached activity center lesson plans). Suggestions are included within the lesson plans (included) to help in implementing the enrichment center activities.

Since the length of time will vary per activity area (and per student in some of the areas), students should have brought available/additional reading materials--Accelerated Reader books for students to read during any down time will allow some time flexibility and keep students active--either reading or taking Accelerated Reader Tests available on the networked lab computers.

**Assessment/Evaluation:**

Each enrichment center activity will have its own point system (see handout/lesson plan instructions included) and the requirements needed to be met to complete each of the activities. A total of (70) points will be possible if using the activity center with just the completed lessons--an additional (30) points may be assessed to this unit if the making of the Indian Recipe(s) are to be included in this unit; bringing the total points possible to 100 for this adapted unit.

**Follow Up Activities:**

Other activities may be added to this activity center to help enrich the students' understanding of Native Americans: Cultures, stereotypes and women's roles in this area. Such additional enrichment center activities could include: crafts, artwork, music/songs, and food (making/sampling) as a few other ideas that could be included/substituted.

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