

# MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

**Title:** Native American Legends

**Subject(s)** English Language Arts, Social Studies, Technology

**Intended Grade Level(s)** Second grade

## **Description:**

Students will engage in an in-depth study of Michigan Native American culture comparing and contrasting the culture of today with that of the past. Students will also read a variety of Native American literature focusing on the story elements - setting, main characters, problem, and solution. During this study, each student will be identified by a Native American name. As a culminating activity, students will write a legend describing how their main character earned his/her name while incorporating Michigan Native American culture in their setting, characters, problem, and solution.

## **Curriculum Benchmarks:**

[MI.ELA.1.EE.1](#). Use reading for multiple purposes, such as enjoyment and gathering information.

[MI.ELA.1.EE.5](#). Respond to the ideas and feelings generated by written texts and share with peers.

[MI.ELA.2.EE.1](#). Write with developing fluency for multiple purposes to produce a story.

[MI.ELA.2.EE.2](#). Recognize that authors make choices as they write to convey meaning. Examples include word selection, sentence variety, genre.

[MI.ELA.2.EE.3](#). Begin to plan and draft texts, and revise and edit in response to ideas expressed by others.

**MI.ELA.2.EE.4.** Begin to edit text and discuss language conventions using appropriate terms such as action words, naming words, capital letters, and periods.

**MI.ELA.3.EE.3.** Read and write with developing fluency, speak confidently, and listen and interact appropriately while sharing texts in groups.

**MI.ELA.3.EE.7.** Recognize that creators of texts make choices including word selection, sentence length, and use of illustrations when constructing text to convey meaning, express feelings, and influence an audience.

**MI.ELA.4.EE.4.** Become aware of and begin to experiment with different ways to express the same idea.

**MI.ELA.4.EE.5.** Begin to use language appropriate for different contexts and purposes.

**MI.ELA.5.EE.2.** Describe and discuss the similarities of plot and character in literature and other texts from around the world.

**MI.ELA.5.EE.4.** Recognize the representation of various cultures in literature and other texts.

**MI.ELA.7.EE.4.** Begin to develop and use strategies for planning, drafting, revising, and editing, a variety of text forms.

**MI.ELA.8.EE.1.** Identify and use mechanics that enhance and clarify understanding.

**MI.ELA.8.EE.2.** Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives.

**MI.ELA.10.EE.1.** Identify the qualities of their own written texts that help them communicate effectively including story sequence.

**MI.SOC.I.1.EE.3.** Distinguish among the past and the present.

**MI.SOC.II.2.EE.1** Describe how people use the environment to meet human needs and wants.

**Materials/Hardware/Software:**

Storybook Weaver Delux - MECC  
Claris Works 4.0 - Claris Corporation  
Learning About Michigan Indians - by Jean S. McCabe, Published by River Road Publications, Inc.  
The Chippewa - by Alice Osinski, Published by Childrens Press  
The Legend of the Indian Paintbrush - by Tomie DePaola, Published by G. P. Putnam's Sons  
The Legend of the Bluebonnet - by Tomie DePaola, Published by G.P. Putnam's Sons

**Activities/Procedures:**

Introduction:

The study of Michigan Native Americans usually takes about four weeks. Each student is randomly given a Native American name during the introduction of the unit and assumes that identity throughout the unit.

Social Studies:

Students read and discuss two informational texts during the first few weeks of study. First, a student book has been made for each child using the information given in Learning About Michigan Indians by Jean S. McCabe. The students also group read The Chippewa. Informational reading strategies including Q.A.R., K.W.L., D.R.T.A., and Skim and Scan are used with these texts. Students are also engaged in a variety of multi-sensory activities that reinforce cultural distinctions during this study. (Examples: basket weaving, pottery, corn husk dolls, etc.)

English Language Arts:

Students will study the genre of Native American legends by listening to a variety of legends including The Legend of the Indian Paintbrush

and The Legend of the Bluebonnet. They will story map these legends by listing the setting, main characters, problem, and solution. With each story map, they will discuss how the maps would change if the Native Americans in the stories lived in Michigan. Students will also story map the legends in regard to their beginnings, middles, and ends.

After the study of legends, students will be required to write a legend with a clear beginning, middle, and end. They must use the Native American name they were given at the beginning or the unit in their legends, explaining how their main character earned that name by the end of the story. In addition to explaining their name, students must include examples of Michigan Native American cultural distinctions in both their storyline and illustrations.

The writing process for this activity includes:

1. Brainstorming - Students will meet in small groups to brainstorm ways all of the characters in the group could earn their names. They will discuss each name and various events that could have happened in that character's life.
2. Pre-writing - Students will be required to do two story maps. One will include the story elements, and one will record the main ideas of the beginning, middle, and end of their legend. The teacher will briefly conference with each student about their maps before they begin writing their legends.
3. First draft - Students will write their first drafts from their story maps.
4. Revising and Proofreading - Students will meet with the teacher first to revise the story content paying close attention to the beginning, middle, and end. They will then meet with their peers for grammar and punctuation proofreading.
5. Publishing - The legends will be published on Storybook Weaver Deluxe.
  - a. The text of the stories will be typed by older students, parent volunteers, or the teacher. They may be typed directly into Storybook Weaver or typed into Claris Works 4.0 and imported into Storybook Weaver.

b. Students are responsible for typing their own covers and title pages. The title pages are typed in Storybook Weaver. The students are given a template of the title page and they write the information needed on the page. They take the template to the computer lab to use for their typing. They also write down the information needed for their book covers and type that into Claris Works 4.0. It is typed first, and then the students are taught how to highlight their text to change fonts and sizes. They are also shown how to center the information on the page.

c. The students illustrate their legends using Storybook Weaver. They have spent several weeks prior to this familiarizing themselves with the program both by illustrating sentences and finding those items unique to the Native American culture.

d. After all of the pictures are completed, the students meet in pairs to proofread their legends making sure that their illustrations are detailed and match the text.

e. The books are printed in the computer lab and spiral bound.

**Assessment/Evaluation:**

Assessment of the Native American legend will be done by the attached rubric.

**Follow-up Activities:**

A celebration of the Native American culture is scheduled at the end of the unit. The students play Native American games, participate in dances, sample food, and share their legends together.

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### Evaluation

Excellent

Good

Fair

Unsatisfactory

Writing focuses on telling a story creatively in third person. Writing focuses on telling a story with some creativity in third person. Has some awareness of telling a story. Writing lacks some details and creativity. Is confused in purpose of writing task. Writing shows few or no details and lacks creativity.

Writing presents a story line with a clear beginning and an ending with events in sequential order. Writing is organized with a good beginning and ending. Events are shown in sequential order but transitions may not be fluent. Attempts to organize content, but is not particularly sequential or fluent. Does not present content in an organized or sequential way.

Contains descriptive words clearly presenting details. Has appropriate descriptions and details Includes limited description and details. Lacks description and details.

Includes more than three references to Michigan Native American culture. Includes 3 references to Michigan Native American culture. Includes 1 to 2 references to Michigan Native American culture. Does not include references to the Michigan Native American Culture.

Consistently writes complete sentences with naming and telling parts. Usually uses well-formed sentences to present a thought. Uses groups of words to represent incomplete sentences and thoughts. Writes words or parts of words with little order

or meaning.

Punctuation, capitalization & proper spelling are evident & are usually used correctly. Uses some punctuation, correct spelling, and capitalization within sentences. Punctuation, capitalization and spelling errors may interfere with understanding. Omits punctuation and capitalization. Writing shows many spelling errors.

Most illustrations are detailed and correspond with text. Illustrations show some detail and usually correspond with text. Illustrations lack details and seldom correspond with text. Illustrations do not correspond with text.