

Concept/Topic: Hunting and Gathering		Week 1
Essential Question: 1	What significance does hunting and gathering have on Native American culture?	
Guiding Question: A	How does hunting and gathering support basic needs and family relationships and roles?	
Social Studies Learning Outcomes:	Students will describe how hunting and gathering practices build relationships within families and how people within the family unit know what their roles are.	
Literacy Development Learning Outcomes:	<p>Students will:</p> <ul style="list-style-type: none"> • recognize and categorize words • learn sequencing • practice re-telling • develop phonemic awareness 	<p>Reading Skills:</p> <p>Introduce "B" and "F"</p> <p>Introduce characterization</p> <p>Introduce genre of "legend"</p>
EALR(s):	Reading: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Writing: 1.2
	Communication:	Social Studies:
Other:		
Vocabulary/ Language Development (words, phrases):	bark, basket, berries, clams, clothes, dad, deer, elk, family, fish, fur, grandma, granddaughter, helpful, legend, meat, mom, mountains, salmon, swamp, tree, wood.	
Suggested Books:	<p><i>Northwest ABC Coloring Book</i> – Cindy Gilman.</p> <p><i>How to Be a Friend/Story of an Indian Boy</i> – Indian Reading Series, level III, book 6.</p> <p><i>American Indian Foods</i> –Children’s Press.</p> <p><i>Stories of an Indian Boy</i> –Indian Reading Series, level 5, book 18.</p> <p>“Story of Mother Bear” in <i>The Old Ones Told Me</i> –Berry Keeper.</p>	
Resources:	<p>Storytellers, stick puppets, crayons, pictures of local and current cultural uses and natural resources in everyday life.</p> <p>Large chart paper.</p> <p>Magazines.</p> <p>Definition of a legend.</p> <p>Play dough or clay.</p> <p>Map of Washington.</p> <p><i>Northwest ABC Coloring Book</i> for pictures and discussion.</p>	
Culminating Activity:	Paint picture of a hunting & gathering scene.	

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> Ask "What do you know about hunting & gathering?" Begin a KWL chart (see HG 1.3). 	<ul style="list-style-type: none"> Revisit the KWL chart (the "What We Know" part.) Place vocabulary words on the word wall according to category. 	<ul style="list-style-type: none"> Revisit word wall. Have students use pointer to locate "B" and "F" words. Students give appropriate picture cues for remembering a word; e.g. fish. 	<ul style="list-style-type: none"> Ask "What is a legend?" (see HG 1.9). Say "Predict a "B" word that is an animal story character." Say "In today's story, these people live by the ocean." 	<ul style="list-style-type: none"> Revisit "Story of Mother Bear." Ask "Who was the most important character in the story?" Introduce concept: main character.
Shared Reading				
<ul style="list-style-type: none"> Read or tell a story about a family member who hunts and/or gathers. Read <i>How to Be a Friend & Stories of an Indian Boy</i>. Focus students on listening for beginning sound "F." Ask "Who in your family goes hunting? Does anyone gather?" 	<ul style="list-style-type: none"> Retell <i>How to be a Friend & Stories of an Indian Boy</i>. Record on a chart. Retell stories and listen for story structure (see HG 1.8). Focus on "B" words. 	<ul style="list-style-type: none"> Refer to KWL chart. Retell <i>Stories of an Indian Boy</i> using picture cues (hold book for students to orally retell). Discuss how family met basic needs and how each family member helped. 	<ul style="list-style-type: none"> Read "Story of Mother Bear." Have students recall 6 words from stories. Underline "B" words. Ask "Who went to gather?" 	<ul style="list-style-type: none"> Read and display students' dictations and pictures from the "Story of Mother Bear."
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> Have students color teacher-made vocabulary cards. (See HG 1.4). Have students recognize and recite the letter "F." 	<ul style="list-style-type: none"> Divide class into 2 groups to hunt for pictures of "B" or "F" words in magazines. Make collages of the pictures. 	<ul style="list-style-type: none"> Have students make stick puppets for story. Practice and take home to tell story. Ask students to say a complete sentence about their puppet character. 	<ul style="list-style-type: none"> Have students draw a favorite part of the legend and dictate their explanations. Post dictations in story order. 	<ul style="list-style-type: none"> Have students make a clay/ play-dough basket and put something hunted or gathered in it. Label & display, OR draw their idea of the bear's underground home.
Teacher Instruction				
<ul style="list-style-type: none"> Focus on letter "F" in "friend," "fish," "first," etc. Create a word wall and post vocabulary in categories: Places We Go, Tools We Use, People Who Come Along. 	<ul style="list-style-type: none"> Reinforce letter/sound for "F" and "B." Practice writing letters "F" and "B" (could use sand over white glue). 		<ul style="list-style-type: none"> Show map of Washington state and the Pacific Ocean. Emphasize that language must match picture. 	<ul style="list-style-type: none"> Bind pages for class book from "Story of Mother Bear." Label their display: B-basket, F-Fish, B-boy. Create a bear.

Concept/Topic: Hunting and Gathering	Week 1
	Day 1
	Morning Circle
	Activity: KWL Chart

Objective: Survey background knowledge of the whole group using the KWL chart, (for sample chart, see C1.5).

Record what students already know about going hunting or gathering, and help them form questions they are interested in answering about this topic.

This activity gives all the students the chance to gain knowledge from peers, and assists the teacher in assessing student prior knowledge of unit information.

Set Up & Materials

A. 3 ft to 5 ft. long piece of butcher paper to record knowledge and on questions, wonderings . . .

This piece of paper should be visible throughout the course of study to guide inquiry and finally to frame understanding and new learning.

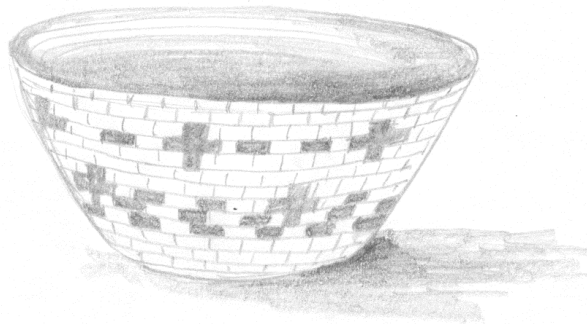
Procedure:

Hang the chart and meet with the whole group.

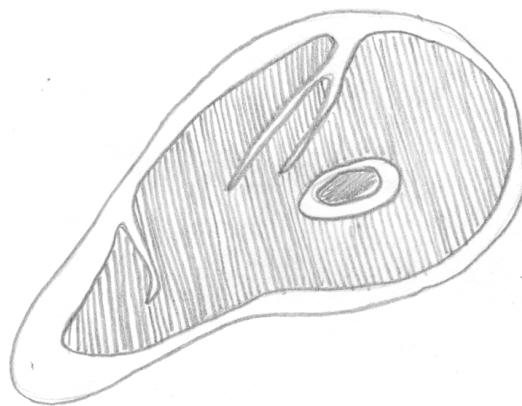
Discuss with them how knowledge is acquired through many modes; listening, observing, conversing, reading.

Foreshadow that we will be using all these ways of learning to acquire knowledge about hunting and gathering.

Record student knowledge about the topic, as well as questions they want to learn about.



basket



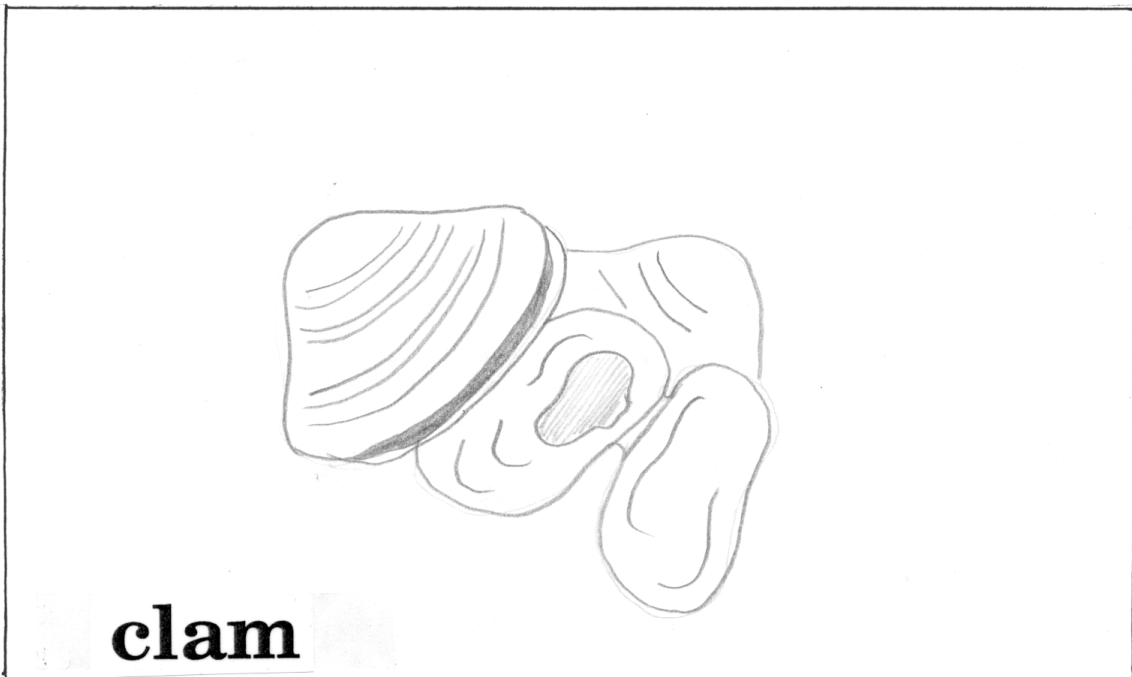
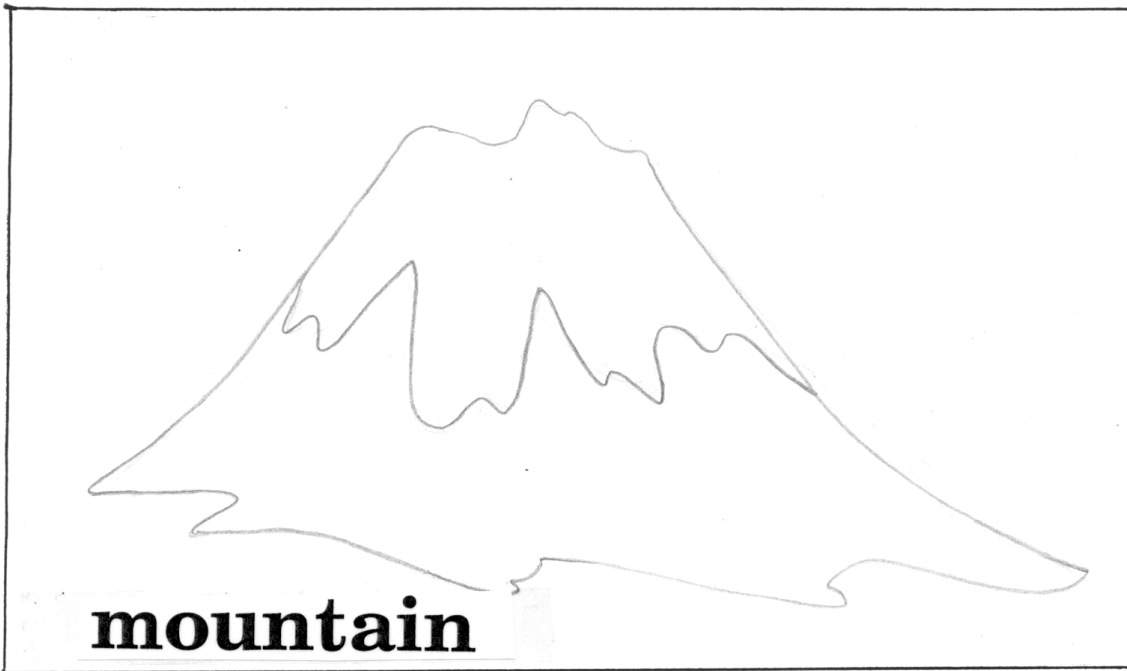
meat

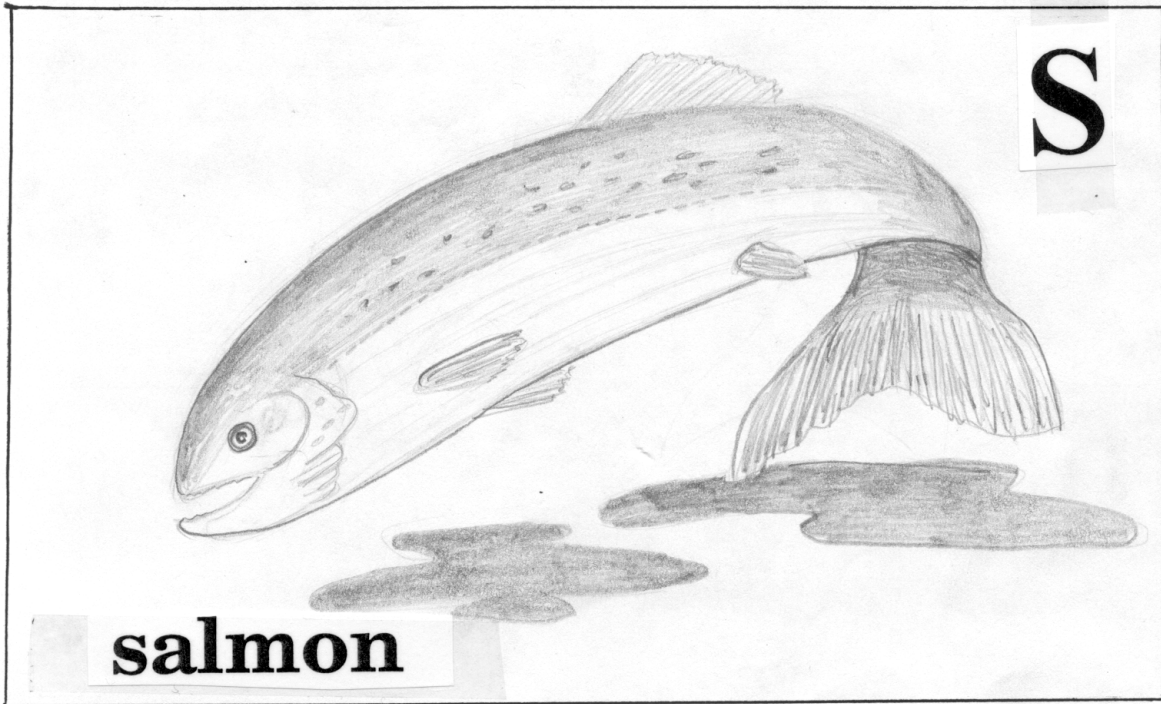


tree



berries





Concept/Topic: Hunting and Gathering	Week 1
	Day 2
	Morning Circle
	Activity: Frame for Vocabulary and Stories Retelling Chart for Shared Reading

Objective: Help students categorize vocabulary and details from the stories they listen to both at home and at school. Record what students remember from each legend or family story and draw attention to how words fit together to create a story line.

Set up & Materials: On poster board create a four-part poster with labels:
Family members (Who),
Places they went (Where),
Tools they used,
What they were hunting or gathering

Procedure: Hang the chart where the entire group can see it.
 Discuss with them how every story we tell to each about hunting and gathering can be put on the story frame.
 We can use this frame when we draw pictures and write our own stories (retelling) about hunting and gathering.

Family Member	Places
Tools	What We Hunted/Gathered

Concept/Topic: Hunting and Gathering	Week 1
Day 4	
Morning Circle/Teacher Resource	
Activity: Legend	

Why	What
To tell an entertaining story. To reveal human nature. To instill cultural beliefs, values, and practices. To explain natural and social phenomena. To kindle imagination. To discover universal qualities of humankind.	Forms of narrative that have been handed down. Epics, fairy tales, ballads, myths, legends, fables, folk songs.

Features

May not have been intended for children, but strong plot, quick action, and identifiable structure have attracted children through ages and cultures.

Usually reasonably short.

Always end happily.

The "underdog" usually triumphs or good overcomes evil.

Wishes come true as a result of a test or struggle.

Contain an element of magic.

Every culture has its own folklore reflecting its history and values

Identifiable structure.

Action quickly reflects direct plot.

Characters, setting, and problem revealed early.

Characters often opposite in personality and appearance-usually several adjectives to describe each character.

Quick ending contains resolution-instant, painless death; lavish wedding without apparent preparation.

Repetition a basic element-repetition often related to number of characters.

Three is a common element-characters, main episodes, and attempts to solve problems.

Chants or repeated verses are common.

Always set in yesteryear.

Many versions of same tale-often adapted to a culture but also many versions within a culture. The same theme is reflected in different tales in different cultures.