

Concept/Topic: Hunting and Gathering

Week 9

Essential Question: 4	What natural resources are used by Native Americans in contemporary times?		
Guiding Question: I, J	What are natural resources? How do Native Americans show respect for and use natural resources in our region?		
Social Studies Learning Outcomes:	Students will be able to list different natural resources and become familiar with different ways to manage natural resources.		
Literacy Development Learning Outcomes:	Students will be able to: <ul style="list-style-type: none"> • craft expository writing • build vocabulary through reading • use descriptive words 	Reading Skills: Non-fiction text Record observations	
EALR(s):	Reading: 1.1, 1.2, 1.3, 2.1, 2.2	Writing: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	
	Communication:	Social Studies:	Other:
Suggested Books:	<ul style="list-style-type: none"> • <i>Eyewitness</i> • <i>The Great Fish</i> –Peter Parnall. • <i>In the Forest</i> – Stephan Ray and Kathleen Murdoch. • <i>Our Elders Say</i> -- Sally Brownfield. • <i>A River Lost</i> – Lynn Bragg. • <i>Artifacts of N.W. Coast – Stone, Bone, Antler, Shell</i> –Hillary Stuart. 		
Vocabulary/ Language Development (words, phrases):	bone, fauna, flora, garbage, harmony, healthy environment, hides, human-made objects in environment, management, natural materials in environment, plant, natural, resources, non-fiction, paper, pollution, protect, protection, rubber, wood.		
Resources:	<ul style="list-style-type: none"> • Find items like plants, antlers, pencil, hides, bones, wood, paper, rubber, etc. for table collections and student viewing. • Contact tribe for permission to put garbage can out. Perhaps they'll supply one? 		

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Have articles that are natural or human-made on display. • Define natural. 	<ul style="list-style-type: none"> • Examine and discuss samples from homework assignment. Generate list of attributes. • Display natural and human-made items. 	<ul style="list-style-type: none"> • Define flora & fauna. • Display samples of flora and fauna. 	<ul style="list-style-type: none"> • Invite speaker from Indian fisheries to discuss health of rivers. 	<ul style="list-style-type: none"> • Review natural resources. • Reread <i>Our Elders Say</i>. • Focus and discuss respect for nature.
Shared Reading				
<ul style="list-style-type: none"> • Introduce <i>Eyewitness</i> collection on metal, wood, rock, plants, etc. 	<ul style="list-style-type: none"> • Reread <i>Seya's Song</i>. • Discuss each page and list what is natural. • Ask, "What did they make from nature?" 	<ul style="list-style-type: none"> • Read a local book that uses illustrations of flora and fauna from area or contact Fish & Wildlife for texts, illustrations or coloring books. 	<ul style="list-style-type: none"> • Read <i>A River Lost</i>. • Guiding Question: How could things have been different? 	<ul style="list-style-type: none"> • Ask, "In the forest, what can we do to protect our resources for our families?" • Follow through on decided class project from Thursday's group work.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Use magnifying glass and microscopes to examine objects. • Develop a classification list based on materials. 	<ul style="list-style-type: none"> • Take a natural resource walk and have students record what they observe. • Make a list of "How Our Tribe Uses Natural Resources." 	<ul style="list-style-type: none"> • Create word wall from flora and fauna display. • Have students make pictures to illustrate local flora and fauna. 	<ul style="list-style-type: none"> • Guided writing. Ask, "How can we help our river stay a healthy resource?" • Use expository frame. (See HG 9.4.) • Direct discussion towards class project; e.g., a garbage can beside the local fishing site. Does this help us show respect of nature? 	<ul style="list-style-type: none"> • Paint garbage can. • Ask, "How will our doing this project help?" Have students write about it. • Write letters to tribal officials and local newspapers about your project and what was learned.

Teacher Instruction

- Set up display area.
- Assign homework for Tuesday – bring in 2 items – 1 natural, 1 human-made.
- Contact Natural Resources for display of flora & fauna for Wednesday.
- Contact Indian Fisheries for Thursday.

- Optional activity extension built around Brownfield's "Our Elders Say." Present at tribal gathering for elders.

Expository Texts (K)

Why To explain the what, when, why or how of the facts, ideas, and opinions.	What Explanatory writing, detailing or justifying information, ideas and opinions. In short form: essays, articles. In longer form: travel books, research papers, informational texts. Explains an idea, develops a thought, and proves a point or fact.
Features	
Usually nonfiction. Tells how, where, when, why, which things happen or have happened or are as they are. Tells what things are like--size, color, shape, texture. Tells what things can do--movement, use. Tells how many. Tells where things are found. Usually detailed and descriptive. Information organized logically. Systematic explanations or arguments. Often includes illustrative material, especially diagrams and tables. Longer expository texts usually have a table of contents and index and descriptive headings. Many have a bibliography. Detailed reading is usually required.	

*From *Text Forms and Features: A Resource for Intentional Teaching* by Margaret Mooney for OSPI.