

Shelter(s)

Addendum to existing unit on Native Shelters

The following will be added to a thematic unit at Dilcon. It is used in the 5th grade(s) there.

Subject areas: Social studies, math, science, language arts, writing process, literature

Goal(s):

To help students recognize that local area weather dictates types of structures built

Outcomes:

The learner will:

- compare and contrast how climate and weather are different in different parts of the world and how people built their houses.
- describe the physical feature of various shelters.
- use a map and globe to locate geographical areas of studied shelter's origins.
- recognize basic human universal needs (food, clothing, shelter, and sense of belonging). Require students to predict how the people of the areas studied meet these needs.

Search internet for the following

- long house
- igloo
- wickiup
- hogan
- grass lodge

Search for books about: (internet)

- poem about long house
- info on Geronimo
- Island of the Blue Dolphin

- hogans (Navajo house) and house songs
- long walk
- bidarka

Activities:

- divide students into small groups.
- use Four Directions bulletin board system to talk with other students in Four Directions schools about their type of homes.
- set up classroom for other classes to view dioramas, and be prepared to discuss their findings.

Evaluation Activities :

- Construct a diorama and enter in the Navajo County School Fair.
- Ask questions when they are creating their dioramas to check for understanding.
- Require students to use hyperstudio to develop a multimedia report on food, clothing, shelter, and sense of belonging.
- progress checks for formative evaluation
conduct individual and group conferences (3-5 minutes/once a week).
have students keep thematic logs, such as the following:

Progress form: (self evaluation)

Name of group or student:

We(I) used the following sources this week:

_____almanac	_____magazines
_____atlas	_____newspaper articles
_____computer networking	_____reference books
_____government documents	_____cd-rom
_____interviews (elders)	_____other

Three things I learned that I did not know before this week are:

- 1.
- 2.
- 3.

I am having trouble finding information about_____

Scoring rubrics:

for purposes of this rubric students did not help define the scoring rubric(s). Only the collaborative learning scoring rubric is listed. Others you can use portfolio, performance assesment. Give each student a copy of rubric before start of unit:

4 Thorough Understanding

- Consistently and actively works toward group goals.
- Is sensitive to the feelings and learning needs of all group members.
- Willingly accepts and fulfills individual role within the group.
- Consistently and actively contributes knowledge, opinions, and skills.
- Values the knowledge, opinion, and skills of all group members and encourages their contribution.
- Helps group identify necessary changes and encourages group action for change.

3 Good Understanding

- Works toward group goals without prompting.
- Accepts and fulfills individual role within the group.
- Contributes knowledge, opinions, and skills without prompting.
- Shows sensitivity to the feelings of others.
- Willingly participates in needed changes.

2. Satisfactory Understanding

- Works toward group goals with occasional prompting.
- Contributes to the group with occasional prompting.
- Shows sensitivity to the feelings of others.
- Willingly participates in needed changes.

1. Needs Improvement

- Works toward group goals only prompted.
- Contributes to the group only when propted.
- Needs occasional reminders to be sensistive to the feelings of others.
- Participates in needed changes when prompted and encouraged.

Resorces:

web sites were not listed as they change frequently. The students should be able to find the above information with very little difficulty using as search engine i.e. yahoo at:

<http://home.netscape.com/escapes/search/search5.html>

try <http://www./serv.net/~educate/Native American.html>

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