

## **Arts Integration: Understanding Why and How** Lesson Plan Template

**Lesson Name:** Characteristics of Native Americans from Michigan

**Goal (overall):** To create a poem about the culture of the Native Americans that lived in Michigan long ago, modeled after the Native American poem, "I Have Made a Footprint."

**Objective** (measurable - often begins with students *will...*):

- Students will brainstorm characteristics they have learned about the culture of Native Americans who lived in Michigan. They can refer back to their Michigan textbooks to help them, as well as other literature about Native Americans.
- As a class, students will collectively write a poem like the "I Have Made a Footprint" poem, inputting characteristics of Native American tribes from Michigan.
- Students will then interpret their poem through dance in Mrs. Post's room.

**Grade Level:** 4<sup>th</sup> Grade

**Arts Standards addressed:**

- Demonstrating and understanding dance as a way to create and communicate meaning.
- Demonstrating and understanding dance in various cultures in historical periods.
- Making connections between dance and the other disciplines.

**Rationale:**

- Creating a dance/movement interpretation of the poem will reinforce the characteristics of Native American culture.

**Other Subject Areas Standards addressed:**

- Write poetry based on reading a wide variety of grade-level appropriate texts.
- Identify characteristics of the different Native Americans who settled in Michigan.
- Recognize the influences of Native Americans in Michigan.

**Rationale:**

- This poem will become an avenue for the students to create a dance/drama interpretation of Native American culture.

**Instructional Outline:**

## Introduction:

- Read the poem, "I Have Made a Footprint" aloud to the students. Ask them who they think the poem is about.

## Question &amp; Answer (information gathering):

- What do we mean when we talk about culture?
- What is a characteristic?
- What could you say are some characteristics of the culture of our classroom?
- What have we already learned about the culture of the Native American tribes that lived in Michigan?

## Classroom Management Strategy:

- The students will be working in groups of 3-4 to brainstorm the different characteristics of Michigan Native American tribes. They will be expected to stay on task during this time, otherwise they will have to go back to their seat and work on their own.
- I will use the Responsible Thinking Process to help children think about their own actions, and to help minimize disruptions.

## Warm-up Activity:

- In their groups, students will brainstorm things they already know about the Native Americans' culture in their Writers' Notebooks. They can also use their Michigan textbook and other literature I have collected to gather ideas about Native American culture.

## Main Activity:

- Reread "I Have Made a Footprint" to the students and show them how we could write our own lines of the poem by exchanging one of the cultural characteristics the author wrote in the original poem with some of the characteristics they just brainstormed.

- Have the students (individually) write three lines of their own poem, modeled after "I Have a Footprint," using some of the characteristics they brainstormed.
- The students will talk and turn to a partner and share the three lines they wrote.
- As a whole group, we will create a draft of our own "I Have a Footprint" poem about African culture. Each student will get to contribute one of the lines they wrote.

#### Closure:

- Read aloud the poem that we have created.
- Discuss how they feel about the poem they created. Does it feel like it still needs to be revised?
- Explain to the students that I will be giving their poem to Mrs. Post, and they will finalize it with her.
- Explain that with Mrs. Post, they will be arranging the lines in a way that they flow together, and revising lines so that they can be interpreted by movement.

#### Follow-up Assignment:

- Creating the final poem and dramatization with Mrs. Post.
- Perform our finalized poem to the whole school at Explorer's club.
- Use the characteristics we brainstormed to help when we write the compare/contrast paper later on in our unit.

#### **Additional Information:**

##### Materials Needed:

- Pencils
- Writers' Notebooks
- Our Michigan History textbook
- Various non-fiction children's books about Native Americans
- "I Have a Footprint"

##### Outcomes/Assessment:

- Create a whole-group poem about Native American culture, using the same format as "I Have a Footprint."