

Native American Arts Lesson Plan

Overall Goals:

Florida Standards/ NGSSS:

DA.2.H.1- Through study in the arts, we learn about and honor others and the worlds in which they live(d).

DA.2.H.1.1- Perform a variety of dances to explore their origins, cultures, and themes.

S.S.2.A.2.2- Compare the cultures of Native American tribes from various geographic regions of the United States.

SS.2.A.2.Su.b: Recognize a practice associated with Native American tribes

TESOL/ESL Standards:

1.1 Domain 1: Culture (Cross-Cultural Communications), Standard 1: Culture as a factor in ELLs' Learning- Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

3.2 Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL), Standard 2: Standards-Based ESL and Content Instruction- Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

4.1 Domain 4: ESOL Curriculum and Materials Development, Standard 1: Planning for Standards-Based Instruction of ELLs - Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Instructional Objectives/Learner Goals:

- Students will be able to demonstrate proper steps in a sequence to a Native American friendship dance
- Students will be able to understand aspects of Native American culture

Assessment:

Evaluation will include teacher watching individuals and group performance in researching. Did they follow instructions and understand left from right while keeping rhythm? Students will also be graded on completion of their Venn diagrams. (See attached worksheet)

Criteria	2 points	1 point	0 points
Discussion	Participates in discussion without shouting, listens to others speak, pays attention to teacher/presenter	Sometimes participates in discussion or shouts during discussion, sometimes listens and pays attention	Does not participate in discussion, does not listen to others or pay attention to teacher/presenter
Contribution	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Number of quality statements	Student is able to make 5 or more comparison statements in each circle.	Student is able to make 3-4 comparison statements in each circle.	Student makes 2 or fewer comparison statements in each circle.
Text support of comparison statements	All statements are supported by the text.	Most statements are supported by the text.	Few or none of the statements are supported by the text.
Placement of statements within the Venn diagram	All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle.	Most statements are placed in the correct circle, but student mixed up a few statements.	Few statements are placed in the correct circle.
Dance participation	Student listens to instructions and participates willingly and successfully in dances from another time/culture.	Student listens to instructions and participates in dances from another time/culture.	Does not listen to instructions AND/OR does not participate.

Materials/Equipment:

- Computer
- Video
- Venn Diagram Worksheet
- Native American Music
- Music Player

Learning Environment:

Setting

- Push desks to the side of the room
- Large open space

Rules

- Follow directions
- Keep hands to yourself unless otherwise directed
- Try your best and stay positive!

Management

- All students will be participating to keep kids on task

Instructional Procedures:

Introduction

1. Teacher will give background information on the Native American Round/ Friendship dance explaining that we will be looking into the arts aspect of Native American culture, focusing on dance
2. Teacher will start the lesson by showing a video example of the Native American Round/ Friendship dance (**Use of visuals**)
3. Then teacher will lead students into participating in the dance by first modeling what it looks like
4. Class will do the dance demonstrated as a whole with the teacher leading. (**Discovery learning**)

Dance Activity Sequence:

1. Move the desks to the side of the room for adequate space.
2. Set tape to the Round Dance song.
3. Teacher models dance by herself and then has two or three students come up. (**Scaffolding**)
4. Everyone hold hands side by side. Teacher is leader in demonstration.
5. Teacher steps sideways with left foot on stressed beat.

6. Right foot slides to meet left foot on unstressed beat. Students must understand body awareness and that the left foot is the dominant foot, also recognize the dominant tempo in the song.
7. Everyone is moving to the left, which is clockwise. Everyone must do this to be successful as a unit and learn to work as a cohesive unit.
8. After demonstration, all students are invited to join hands and form one large circle. (Concentric circle can be made if there are too many students to fit into one circle.) This rhythm sequence is repeated in a circular pattern with dancers facing into the center of the circle. These movements are repeated until the song is over. (**Repetition**)

Research:

1. Talk about some observations with student volunteers and as a whole class complete a class Venn diagram on the board using student suggestions to fill in “Friendship Dance” section.
2. Students will copy what is written on the board on their own worksheets using examples given based on video and group dance experienced (**activate prior knowledge**)
3. Then the teacher will tell students about how they will complete a Venn Diagram of their own in small groups comparing the Friendship dance to another Native American dance that the children will research and observe on the computer. (The buffalo, butterfly, corn, deer, and eagle dances are all on <http://chickamaugacherokee.org/dance/>) (**collaborative learning**)

Extension:

Students can demonstrate their groups’ dances with the class

Closure:

After students have looked into their own dances, they will share one or two differences in their findings with the whole class

Perhaps expand on this lesson in the future by diving into other aspects of Native American arts, instruments, traditions, etc. This can also be used as an introduction to a yearlong cultural appreciation curriculum or as an introduction to: Native American studies, dance, and multiculturalism in the classroom, a unit on music or history.

Home Learning/Family Involvement:

Ask students to express how they felt about sharing a dance that is part of another culture. How do they feel about demonstrating this dance for their family and friends outside of school? Can you think of any other cultures who dance like this? Or have friendship dances? (Example: friendship dances from your families’ background.) Students can go home and show their

families the new dances they learned and ask their families if there are any types of dances they can bring back to the classroom to share based on their own cultural backgrounds.

Reference Information:

Adapted from a lesson plan by Amy Truex

(<http://www.csuchico.edu/~cguenter/FourArts/DA/DAfrnd.html>)