
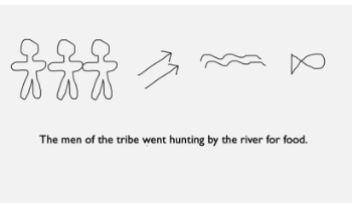


Lesson Plan Template

Grade: Fourth Grade		Subject: Social Studies	
Materials: - PowerPoint with petroglyph examples		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) SST-04.H.03 - Describe the North Dakota Native American Essential Understandings.		Differentiation: Changes made in my reflection Below Proficiency: I will walk around the classroom to monitor the students who are below proficiency in the classroom. I will challenge them to come up with one to two sentences using the petroglyphs. I will also motivate the students to continue to work by helping them get started with a few sentence starters. Above Proficiency: I will challenge the students who are above proficiency to complete a full story. If these students finish early, ask them to translate their stories on the back of the paper. Challenge them to find someone else who has finished and to decipher each other's stories. Approaching/Emerging Proficiency: For the students who are approaching proficiency, they will be asked to complete three sentences using the petroglyphs. I will challenge these students to be creative and come up with an original story to tell through their symbols. Modalities/Learning Preferences:	
Objective(s) By the end of the lesson, students will demonstrate an understanding of petroglyphs by completing their own stories using the Native American symbols. Bloom's Taxonomy Cognitive Level: Apply, analyze, create			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
10 Prior to lesson	Set-up/Prep: 1. Create a PowerPoint using petroglyphs. a. On the first slide of the PowerPoint, show real life examples of the symbols the Native Americans used to tell their stories. b. After showing real life examples, use the petroglyphs that are found on the yellow packet to create a story. Show one sentence of the story at a time. Have one slide be just the petroglyphs and the next show the petroglyphs and the sentence underneath. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Slide One</p>  </div> <div style="text-align: center;"> <p>Slide Two</p>  </div> </div> 2. Gather supplies for the students to use during this lesson. a. White paper and markers or crayons		
8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) 1. Explain to the students: that “Before European settlers arrived, Native Americans often communicated and told stories using the petroglyphs.” a. Show first slide of PowerPoint that shows the real-life examples of Petroglyphs. Continue to explain “Back then, they didn't have an alphabet to write words, so they represented their ideas in different ways. They would use key words to tell their stories”. “Do you remember last week when we created Instaevents to tell a personal narrative? Well back then the Native Americans didn't have Instagram or technology to share their stories, they used these types of images and surfaces to tell their stories.”		

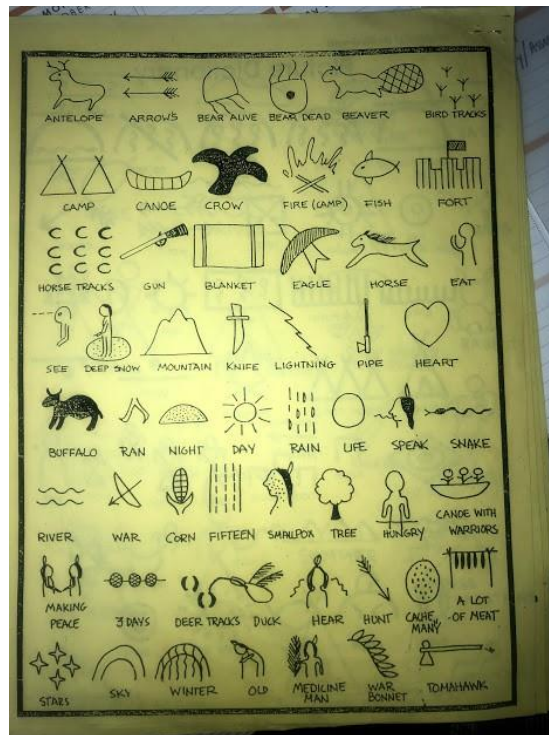
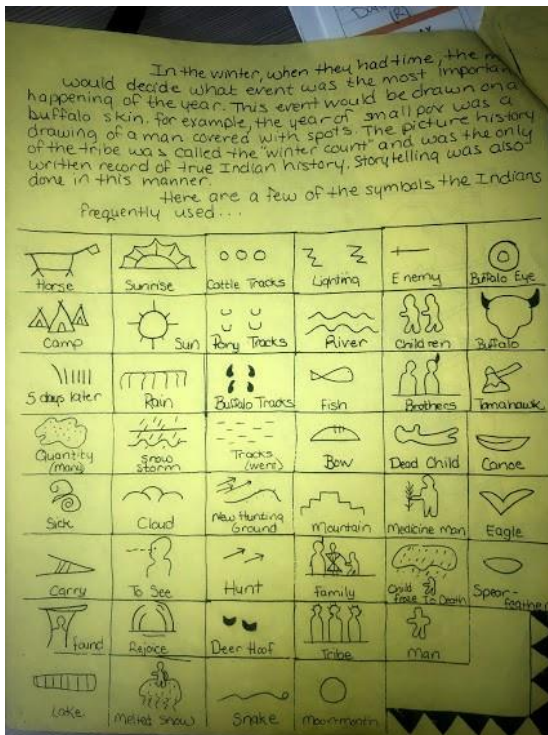
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	<ol style="list-style-type: none"> 2. "Native Americans would pass on their knowledge and wisdom through storytelling, songs, and ceremonies. Petroglyphs are another form of storytelling." "Today, we are going to try to look deeper into Petroglyphs and see if we can decipher any stories before creating our own" 3. Show the second slide of PowerPoint (four symbols). "If I were to show you these symbols, would you have any idea what they might mean?" <ol style="list-style-type: none"> a. Pause and allow time for students to think, "By looking at these, does anyone have any guesses what they might mean?" "Let's open our yellow packets to see if we can match any of the petroglyphs" b. Have students raise their hands if they had a guess as to what the symbols might be telling them. " ____ what do you think they mean?" c. (Because it is the student's interpretation, all appropriate answers are acceptable.) 4. Turn PowerPoint to next slide (slide with the sentence underneath). As you read the sentence to the students, point at the symbols you are referring to, "using our yellow packets, we were able to recognize some of these symbols to help us interpret what they might be telling us, remember that we are just searching for the key words of their story". 5. Repeat with the next few slides, after deciphering the sentences, discuss why someone might have made a petroglyph out of this event. "Why do you think that someone would make a petroglyph out of this story?" <ol style="list-style-type: none"> a. Have students raise their hands, call on one student. Possible answer: "They wanted to remember this event and tell their story"
4	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. "Now that we have some experience using the Petroglyphs, it's your turn to create your own stories" 2. Pass out white piece of paper "while you wait to get your paper, take out your markers" 3. "When you have your paper and your markers, I want you to write your name in the top right corner" Point to top right corner of paper to show students. "When you have your name on the top of the paper, hold it in the air for me to see" Check to make sure that students are on track, once you have students' attention, move on to next part of lesson. "Ok friends, those look awesome, put your papers down now" 4. "Using the yellow packets, we are going to create three sentences using these symbols. Remember we are trying to tell a story" "Look over your packets to see all the different symbols you can use"
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. "You will have about 15 minutes now to come up with your sentences. Ms. Meier/ Ms. Latham and I will walk around the classroom to check your progress and help if you have any questions. 2. Walk around the room monitoring student progress. 3. Tell students that they shouldn't try to rush through their story, just to create a few sentences using the petroglyphs. "We have about ten minutes left, there is no need to rush, just see what you can get done in the time that you have" 4. If students are finishing their work quickly, ask them to translate their Petroglyphs on the back of their paper. 5. Keep reminding students about how much time they have left, wrap up activity by drawing student's attention back to the front of the room.
3	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. "Ok friends I need all eyes on me, *Wait to have everyone's attention, do not start wrap up until students are focused* "if you have not finished that is ok! You may have time to finish your stories later." 2. Ask students if anyone would be willing to share what they came up with "Would anyone be willing to share their story?" Call on one student to share 3. "Great job today fourth graders, remember that these petroglyphs were used to tell stories"
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - Ask students to use the yellow packets to decipher the petroglyphs from the slideshow to see how easily they are able to translate and to show them what my expectations are for them. - Students will create their own petroglyph stories using the yellow packets. Students will be asked to translate their stories to show their understanding. <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - Students will create their own stories using the petroglyphs and put them onto a buffalo hide template in a winter count format. <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This was by far one of my favorite lessons I have ever taught. This lesson was very engaging for the students and they really liked the slideshow where they were able to practice figuring out what the petroglyphs said. Because there are two fourth grade classes at Pioneer, I taught this</p>	

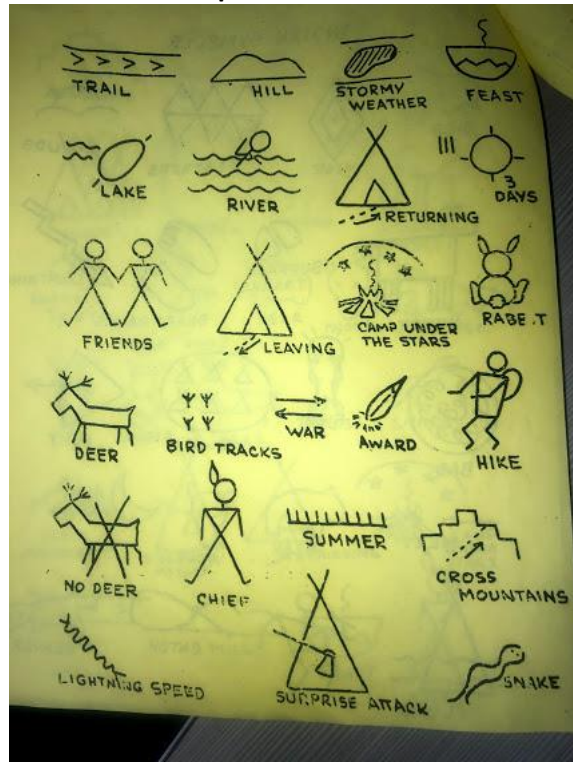
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lesson twice. After teaching it the first time, there were a few things I changed and added. The first thing that I did differently, was give the students time right when I handed out the yellow packets to look through and examine them. This helped to get them interested in the lesson. We also had a discussion about some of the sad petroglyphs that contained death. We talked about how deaths were a part of their story and petroglyphs were a way of remembering their loved ones. This helped students to be a little more mindful while writing their stories. Another thing that I did differently, was have the students create their stories in three rows. I still handed out a plain piece of white paper and then I had the students create their three rows on their own. I drew the rows on the whiteboard so students would know exactly what I meant. Afterwards, I had them create their three sentences, specifically using four to five of the petroglyphs for one sentence. Underneath their petroglyphs, they translated what they were trying to say. This really encouraged deeper thinking than what I had original lesson plan that I used with the other class. In fact, I got the idea to use the three rows from one of the students in the first lesson I taught. She did this on her own as a way to organize her petroglyphs and I really appreciated it because I could clearly see what she was trying to say through her story. Without having the students use the rows, it was hard to decipher what order their petroglyphs were in as well as translate what they were trying to say. Throughout the second lesson, it was much easier to monitor student's work because I could see clearly read their stories. In addition to this, I could easily make sure that the students were creating school appropriate stories. If I were to reteach this lesson or further extend student learning, I would have them recreate their petroglyph story in the form of a winter count on a buffalo hide template. We talked briefly about what winter counts were and how they were important to the Native Americans. This would bring the whole lesson together and truly create a deeper learning experience for the students. Creating them on a buffalo hide template would also be a way for the students to share their work on display in the classroom or the hallway.

Attached Below are the pages we used from the yellow packet:



Lesson Plan Template



Example of a buffalo hide template I could add into the lesson:

