**INQUIRY BASED LESSON PLANS**

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| **Teacher:**  **Melissa Fogarty and Beth Jackson** | **Expected length of lesson:**  **3 days (60 minute periods)** | **Lesson Topic:**  **American Indians** | **Unit:**  **Prehistoric** |

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|  | **Standards-Based Instructional Focus** | **Targeted Content Standards/**  **Element:**  (Include the entire standard) | SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.   1. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter. | | |
|  | **Targeted Literacy Skills or Standards:** (include as many as your lesson incorporates) | L8RH7 Integrate visual information (charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  L8WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  L8WHST9 Draw evidence from informational texts to support analysis reflection, and research. | | |
|  | **Targeted SS Matrices:** (include as many as your lesson incorporates) | Map Skills – 12  Information Processing Skills – 6, 8, 10, 11 | | |
|  | **Inquiry Question (or what you would like the students answer)?**  (\*Teachers may present the question or require students to develop questions and narrow down to this one). | How did the American Indians live at the time of European settlement? | | |
|  | **Key Vocabulary:**  Words important for understanding content and skills (ex: Tier 2 and 3 words) | **Tier 3** | **Tier 2**  **Mississippian Indians**  **Okefenokee Swamp** | **Tier 1**  **Chert**  **Commoners**  **Elite**  **Horticulture**  **Maize**  **Wattle and Daub** |
|  | **Learning Targets**  (I-Can Statements)  \*\*\*At the end of the week, what will students know and what will students be able to do? | | Describe the characteristics of the American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.  **Directions for the 5E Portion:** Attach all 5E resources to the back of this plan in order of use. Please indicate how long you plan for each session to take. Include in your description a notation of the literacy standards or Social Studies Matrices for the activity which they align with. | | |
|  |  | | Students will view various photos of daily life of the Mississippian Indians using the “I See, I Think, I Wonder” thinking routine to engage the students and formulate the supporting questions.    Students will be placed in groups and each group will have a different photo to analyze using the strategy listed above.  Whole group activity – after each group is given time to analyze their photo, each group will share with the whole class for a group discussion.  This portion should only take 10-15 minutes as an introduction.  *(Information Processing Skills – 6, 11)* | | |
|  | **EXPLORE**  Describe what hands-on/minds-on activities students will be doing.  List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration | | Student groups will research the characteristics of the Mississippian Indians using a gallery walk while filling in a chart covering culture, food, weapons/tools, shelter, and location to be included in their interactive notebooks. Using QR Codes students will visit primary and secondary resources to gather the information.  Gallery Walk Stations used: Brain Wrinkles – Native American Cultures (can be purchased at Teacher Pay Teachers), Placard QR Code, New Georgia Encyclopedia QR Code, Mound Builders QR Code, classroom textbook, and artifacts of your choice.  This portion should take the remainder of the class period for day 1.  *(Information Processing Skills – 6, 8, 11; Map Skills - 12)* | | |
|  | **EXPLAIN**  Student explanations should precede introduction of terms or explanations by the teacher. What questions, resources, or strategies will the teacher use to help students connect their exploration to the concept under examination?  List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.  Describe how the teacher will clarify the content or skill. | | Using the information from the research students will create an artifact using clay to represent a characteristic of the Mississippian Indians (each group will be assigned one of the following: culture, food, weapons/tools, and shelter). They will do a quick write on an index card explaining the artifact.  This portion will be day 2.  The artifact will be placed in a paper bag and then broken by the student group. The groups will exchange bags and then become archaeologists and reconstruct the artifact pieces to better understand how the Mississippian Indians lived. The students will answer some questions on their discovery.  This portion will be 30-40 minutes of day 3. | | |
|  | **ELABORATE**  Describe how students will develop a more sophisticated understanding of the concept.  What vocabulary will be introduced and how will it connect to students’ observations?  How will students make real-life connections? | | Groups will present their findings to the class as a way to describe the characteristics of the American Indians. | | |
|  | **EVALUATE**  How will students be evaluated THROUGHOUT the lesson?  How will students demonstrate that they have mastered the learning target(s)? | | Formative assessments during the 3 day period with a summative assessment to follow at the end of the unit. | | |