

Alabama Courses of Study and Correlations to World Song Missions Place Native Americans Class

Kindergarten:

Social Studies:

Students will hear Native American folk lore, make Native American crafts, play Native American musical instruments, dance Native American dances, play Native American games and visit a Native American tipi for storytelling.

9.) Describe ways people celebrate their diverse cultural heritages.

Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits.

10.) Discuss rights and responsibilities of individuals in relation to different social groups, including family, peer group, and classmates.

- Explaining the importance of manners and social etiquette
- Explaining the necessity for rules and laws and consequences of failing to obey them

English Language Arts:

Students will listen to Native American storytelling in the tipi. Students will discuss the tale and respond to questions.

5.) Demonstrate listening comprehension of passages, including retelling stories and answering questions.

- Recalling information
- Making predictions to determine main idea or anticipate an ending
- Responding to stories, asking questions, discussing ideas, and relating events to daily life
- Identifying correct sequence of events after listening to a story

Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will listen and follow directions at each station in the Native American venue. Students will listen to Native American storytelling in the tipi. Students will discuss the tale and respond to questions.

11.) Follow one- and two-part oral directions.

- Responding to various types of literature read aloud
- Looking at the speaker without interrupting
- Listening for meaning in oral communication

Kindergarten continued:

English Language Arts:

Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will speak in an appropriate tone when taking turns in discussions within their group.

12.) Select appropriate voice level when interacting with others.

- Using appropriate grammar and word choice for a specific audience
- Reciting short poems, rhymes, songs, and stories with repeated patterns
- Demonstrating the ability to take turns in a conversation
- Making connections to stories read aloud

First Grade:

Social Studies:

Students will make a skin story and compare this to a modern day letter. Students will play Native American games and compare them to modern day games.

1.) Identify past and present modes of air, land, and water transportation.

- Identifying past and present forms of communication
- Identifying past and present types of apparel
- Identifying past and present types of technology
- Identifying past and present types of recreation
- Identifying primary documents of the past and present

Students will listen to storytelling and discuss how storytelling passed Native American beliefs from one generation to another.

2.) Describe how primary sources serve as historical records of families and communities.

Students will hear Native American folk lore, make Native American crafts, play Native American musical instruments, dance Native American dances, play Native American games and visit a Native American tipi. Students will discuss Native American traditions in Alabama, such as, Pow Wow.

9.) Identify traditions of a variety of cultures in Alabama and local communities.

- Identifying common and unique characteristics of individuals in societal groups, including age, religious beliefs, ethnicity, disability, and gender

First Grade continued:

English Language Arts:

Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will listen and follow directions at each station in the Native American venue. Students will listen to Native American storytelling in the tipi. Students will discuss the tale and respond to questions.

13.) Listen for meaning in conversations and discussions, including looking at the speaker without interrupting.

- Following two- and three-part oral directions
- Making connections to literature read aloud

Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will speak in an appropriate tone when taking turns in discussions within their group.

14.) Use appropriate intonation when speaking and interacting with others.

- Using grammar and word choice appropriate for a specific audience
- Reciting poems, rhymes, songs, and stories
- Demonstrating the ability to take turns in a conversation
- Expanding vocabulary reflective of a growing range of interests and knowledge
- Using pictures, objects, music, and computer resources to present information
- Using the writing process to prepare oral presentations

Second Grade:

Social Studies:

Students will visit a Native American tipi for storytelling. Students will compare life in a tipi with their own home.

1.) Compare features of modern-day living to those of the past.

- Using vocabulary to describe segments of time

Students will hear Native American folk lore, make Native American crafts, play Native American musical instruments, dance Native American dances, play Native American games and visit a Native American tipi for storytelling. Students will discuss the customs of Native Americans and how some of their beliefs and customs have been integrated into modern-American life.

11.) Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.

- Discussing how and why people from various cultures immigrated to the United States

Second Grade continued:

English Language Arts:

Students will visit a Native American tipi for storytelling. Students will discuss the purpose of Native American storytelling.

6.) Differentiate among folktales, tall tales, fables, realistic fiction, and other narrative texts.

- Recognizing the author's purpose or intent in a variety of texts
- Inferring the main idea and supporting details in narrative texts
- Summarizing the plot and characters' actions and motivations in narrative texts
- Recognizing morals and lessons in narrative texts

Students will visit a Native American tipi for storytelling. Students will discuss the purpose of Native American storytelling. Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will speak in an appropriate tone when taking turns in discussions within their group.

14.) Respond to various types of literature read aloud.

- Focusing attention on a speaker without interrupting
- Following multistep oral directions
- Interpreting presented information

Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will speak in an appropriate tone when taking turns in discussions within their group.

15.) Select appropriate voice tone, gestures, and facial expression to enhance meaning.

- Using active listening skills
- Retelling stories and events in logical order
- Remaining on topic when speaking
- Using visual aids, props, and technology in oral presentations
- Using appropriate grammar and word choice in oral presentations and in conversations

Third Grade:

Social Studies:

Students will hear Native American folk lore, make Native American crafts, play Native American musical instruments, dance Native American dances, play Native American games and visit a Native American tipi for storytelling. Students will discuss the customs of Native Americans and how some of their beliefs and customs have been integrated into modern-American life.

8.) Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.

- Locating the five geographic regions of Alabama
- Comparing laws that pertain to citizens of the United States, including pollution laws, highway speed limit laws, seat belt laws, and interstate trade laws
- Describing cultural, political, and economic characteristics of people in the Western Hemisphere

English Language Arts:

Students will visit a Native American tipi for storytelling. Students will discuss the purpose of Native American storytelling.

5.) Compare poetry, folktales, and fables in respect to their genre characteristics.

Students will visit a Native American tipi for storytelling. Students will discuss the purpose of Native American storytelling. Students will relate similarities and differences in their beliefs to the beliefs of the Native Americans in the story.

6.) Recognize linguistic and cultural similarities and differences in multicultural literature.

Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will speak in an appropriate tone when taking turns in discussions within their group.

13.) Demonstrate the ability to follow multistep oral directions.

Fourth:

Social Studies:

Students will hear Native American folk lore, make Native American crafts, play Native American musical instruments, dance Native American dances, play Native American games and visit a Native American tipi for storytelling. Students will participate in an archaeological dig by digging in a prepared midden. Students will describe the items found in the midden and what culture would have lived with the items found.

2.) Describe cultures, governments, and economies of prehistoric and historic Native Americans in Alabama.

Examples:

- Identifying locations of prehistoric and historic Native Americans in Alabama
- Describing types of prehistoric life in Alabama
- Identifying roles of archaeologists and paleontologists

Students will hear Native American folk lore, make Native American crafts, play Native American musical instruments, dance Native American dances, play Native American games and visit a Native American tipi for storytelling. Students will participate in an archaeological dig by digging in a prepared midden. Students will describe the items found in the midden and what culture would have lived with the items found. Students will discuss Native Americans that once lived in Alabama and how events affected their life.

3.) List reasons for European exploration and settlement in Alabama and the impact of Europeans on trade, health, land expansion, and tribal reorganization of Native American populations in Alabama.

- Locating European settlements in early Alabama
- Explaining reasons for conflicts between Europeans and Native Americans in Alabama from 1519 to 1840
- Identifying main causes, key people, and historical documents of the American Revolution and the new nation
- Naming social, political, and economic outcomes of the Creek Civil War and the Creek War in Alabama
- Identifying the impact of the Trail of Tears on Alabama's Native Americans

Fourth continued:

English Language Arts:

Students will visit a Native American tipi for storytelling. Students will discuss the purpose of Native American storytelling.

6.) Compare the genre characteristics of tall tales, fantasy, myths, and legends, including multicultural literature.

Students will visit a Native American tipi for storytelling. Students will discuss the purpose of Native American storytelling. Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will speak in an appropriate tone when taking turns in discussions within their group.

14.) Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.

Fifth:

Social Studies:

Students will hear Native American folk lore, make Native American crafts, play Native American musical instruments, dance Native American dances, play Native American games and visit a Native American tipi for storytelling. Students will discuss the tipi used mainly by the Plains Native Americans.

3.) Compare major Native American cultures in respect to geographic region, natural resources, government, economy, and religion.

- Locating Native American groups by geographic region

English Language Arts:

Students will visit a Native American tipi for storytelling. Students will discuss the purpose of Native American storytelling. Students will learn how Native Americans respect each other when each wants to speak. Students will practice these habits. Students will speak in an appropriate tone when taking turns in discussions within their group.

13.) Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.