University of Mary Division of Education Instructional Sequence

Grade Level: 5th Grade

Subject(s) Area: Art and Social Studies

Materials Needed:

* Social Studies Work Notebook
* Pencil
* Colored pencils/crayons
* Paper bag or white piece of paper

**S**tandards:

* SST 0.5.2.05 Describe the migration patterns of people from Asia to the Americas during the Ice Age.
* SST 0.5.2.03 Explain the impact of climate, geography, and available resources on the daily lives of Native Americans.
* Standard 2: 8.2.2 Understand visual art organizational structures\* and analyze what makes them effective or ineffective in the communication of ideas.
* Standard 6: 8.6.2 Understand the relationship between the visual arts\* and other disciplines in the curriculum.

**O**bjectives:

* Students will be able to come up with events in their lives that help describe or define who they are.
* Students will draw pictographs or pictures to represent these events.
* Students will be able to identify similarities, differences, and what it shows about events that occurred.

**L**earning Activities:

* As a class we will have written the definition of words and review these words (pictographs which pertains to this activity).
* We will review the concepts and main points of chapter 2 from the previous day.
* We will discuss some examples of events in people’s lives; maybe introduce idea of Native Americans, and how the events were influenced by natural surroundings.
* Model what the project should look like by showing my version of the assignment and explaining it to the students.
* I started with a rough draft of my own winter count and then have the class help me with completing it. We will work through it together and come up with ideas.
* Students will be given directions about the activity explained to them clearly and given work time.
  + Students will need to identify 5 key events in their lives that influence or describe them.
  + They will draw a pictograph to represent each of the events that occurred.
  + The pictographs will be arranged into a circle.
  + Explain the purpose of the circle: Native American used the different natural resources until they ran out. It was a circle to show the change and then coming back to what they had in the beginning.
  + The students will cut the paper bag and crinkle it to make it look authentic like the hide of an animal.
  + The students will draw their 5 pictographs they came up with onto the paper bag.
  + The students will need to be able to explain their image and how it connects and represents them.
* We will gather together as a class to share our winter counts or pictographs.
* Students will share their pictographs with one to two classmates around them. After seeing if their classmates are able to understand what the pictograph represents they will explain the significance and meaning of their drawing.
* Then the students will have an opportunity to share with the entire class. We can connect similarities and identify differences of events in different students’ pictographs. Share ideas and questions as a class.
  + End by making the connection between what the winter counts (pictographs) they created are similar to Native Americans and how they passed down their stories and history throughout time.

**A**ssessment:

* Students will draw the pictographs and explain them to people around them. A few of the students can share with the class. (See whether they are able to make connections between their pictographs of events and what it means about natural resources).
* Formal Assessment will occur later at the end of the unit to see that students were able to comprehend the concepts of natural resources and vocabulary of chapters.

**R**eflection: (Winter Counts Activity)

The winter counts activity of drawing 5 pictographs that describe important parts in the student’s lives was fairly successful. I noticed that for some students it was easy for them to come up with 5 key events, but others really struggled. If I were to teach it again I think I would have more examples or ideas or events they could think of. For example, family, pets, vacations, favorite subject in school, sports, hobbies, and other topics that tell their life story. One major mistake I make while teaching the lesson is I gave instructions for the activity, but never told the students how long they had to work. After a while of walking around I realized that I hadn’t given them a time limit, so I just made them aware when they had 10, 5, 3 and 1 minute left. I think it would’ve been more effective if I had told them originally.

We used paper bags to draw their winter counts on instead of plain paper and that seemed to be really fun for the students. It made the activity more authentic. I found that using just colored pencils and crayons, rather than markers seemed to be a more clean and organized activity. When using the paper bags it would be beneficial to give more direction about how to cut and use the bag. Many of the students had questions and it was difficult to walk around and explain it to each student, where as if I had done it while we were all gathered together for instruction the activity would have gone smoother.

I think the winter count, or pictograph drawing, really helped the students understand how Native Americans shared stories and told about their history. Being able to create their own really helped them to think about how it would’ve worked for the Native Americans. This lesson plan was a good connection piece and a change in pace for the students. The students were really excited to be able to draw and not just have to write, so I think incorporating art into their lessons when appropriate would be fun for the students. I had never thought of integrating art into the social studies lesson but it combined very well with the Native American history.