Performance Task Plan

Title	Native American Group Project
Grade	4th Grade
Time Line	3 weeks
Designer(s)	Ivan Zeitlin

Project Sketch
(a short summary of the unit including expected/possible products)

Students will research how lives of Native American Tribes were affected by their environment. They will compare and contrast it to lives of people today and develop creative presentations to demonstrate their understanding.

Instructional Focus

Compelling Question:	Does the environment affect our lives in the same way it did back before North America was colonized by Europeans?

	Focus	**Complementary**	**NETS-s**
Standards	**SS4H1** The student will describe how early Native American cultures developed in North America. **SS4G2** The student will describe how physical systems affect human systems.	ELACC4L4, ELACC4L3, ELACC4L1, ELACC4SL4, ELACC4SL5, ELACC4SL6, ELACC4SL1, ELACC4W7, ELACC4W8, ELACC4W9, ELACC4W2, ELACC4RI1, ELACC4RI3, ELACC4RI5, ELACC4RI6, ELACC4RI7, ELACC4RI9	1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship 6. Technology Operations and Concepts

Assessment (Milestones)

Diagnostic	**Formative**	**Summative**
Build background on map skills taught in the previous unit (review).	Annotations and close reads of articles Observations (groups and individual) Group conference about project plan	Group project rubric Folder rubric Unit summative test Vocabulary quizzes

Instructional Plan

	Teacher Role	**Student Role**	**Milestones**	**Resources/Materials**
Introduction	Facilitate research and project development. Supply library books, textbook, and articles on Native Americans. Shows exemplars of folder. Model annotation during close read (mini-lesson).	Take ownership of learning Work independently, with partner, and within a small group while researching the Native American tribes.	Complete close reads Folder project (notes) - due at the end of the unit.	SS textbooks Netrekker Sharks Cove Channel Z webpage links Pearson Regions, 1st Peoples, Nativepedia, American Indian, NA Stone Various books about different tribes *BYOT options*: note-taking apps such as Evernote, NoteLedge, Sticky Notes, etc. Devices can also be used for research (browsing)

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Instruction & Activities	Working on small group instruction (readers workshop) or attending to meet individual student needs	**Workshop:** **Read to self:** Native American article (read, annotate, answer questions) **Word Work:** vocabulary words (find meanings and complete three of 9 activities) **Writing:** work on writing the group project **Buddy Read:** read Native American poem (at least 3 times to self, twice with partner), answer comprehension questions, draw image of poem, record voice reading the poem out loud (combine last two)	Final projects (uploaded to wiki)	*BYOT options*: Socrative Story Kit iMovie Glogster Wixie Pixie Podcast Voice Thread Audacity Others……
Closure & Reflection	Facilitate the sharing of the final projects. Bring forward the essential question and the rubric during discussion.	Projects will be assessed by class discussion along with rubric (by self, peer, and teacher) Share via group wikis		Project Rubric Self and Peer Evaluation Rubric Class wiki for posting and evaluating projects

Differentiation
(How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment?)

Providing resources (books, articles, websites) on different reading levels, small group and individualized lessons, and giving choice of tools and presentation mode (differentiated by learning styles).

Teacher Reflection/Notes
(As you were implementing this project in the classroom, what worked well? What needed to be changed, adjusted? What would you do differently next time?)

I wish I knew more about Wikispaces before starting the unit. I should have allowed students more time in class to research at the beginning of the unit.