



Performance Task Plan

Title	Switching Tribes
Grade	4 th Grade
Time Line	4 weeks
Designer(s)	Becky Fowler

Project Sketch

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

The student(s) will choose a tribe to be their “home” tribe. Due to a circumstance of their choice, (marriage, job, family change, etc) they will be leaving their tribe and moving to a different one. They will keep a diary/journal sharing how they’ve adapted to their new home (including different shelter, food, and clothing). Will they stay or return to their original tribe? Their product could be a diary, a video of a day-in-the-life, a letter, a song, poem, or conversation/debate.

Instructional Focus

Compelling Question: How would your life be different if you were forced to leave your home and adapt to a different way of life? Would you be able to adapt to the changes?

	Focus	Complementary	NETS-s
Standards	SS4H1 The student will describe how early Native American cultures developed in North America. <ol style="list-style-type: none"> Locate Describe how they used their environment to obtain food, clothing, and shelter. 	ELACC4RI2, ELACC4RI3, ELACC4RI4, ELACC4RI9, ELACC4RI10, ELACC4W1, ELACC4W2, ELACC4W3, ELACC4W4, ELACC4W6, ELACC4W6, ELACC4W7, ELACC4W8, ELACC4W9, ELACC4W10, ELACC4SL1, ELACC4SL2, ELACC4SL4, ELACC4SL5, ELACC4L1, ELACC4L2, ELACC4L3, ELACC4L6,	<ol style="list-style-type: none"> Creativity (b) Communication (a, b, d) Research & Info. Fluency (b) Digital Citizenship (a, b, c, d) Technology Operations (b)

Assessment (Milestones)

Diagnostic	Formative	Summative
KWL Chart (brainstorm)	Vocabulary Word Work 1 & 2 Flipbook for each tribe	Unit Test Project

Instructional Plan

	Teacher Role	Student Role	Milestones	Resources/Materials
Introduction	*Introduce Social Studies Standards *KWL chart *Provide flipbooks & map copies *Research first tribe (Inuit) together - modeling *Share trade books for culture information (comprehension skills)	Record Standards in journal and set-up journal with flipbooks & maps. Record information in flipbook, mark location on map	Flipbooks notes	Sharks' Cove Links Textbook Ch. 2 A-Z books (Inuit) <u>The Clamshell Boy</u> <u>Kumak's Fish</u> <u>Her Severn Brothers</u> <u>Raven</u> <u>The Night Dancer</u>



Performance Task Plan

Instruction & Activities	<p>*Support students in locating specific information (shelter, food, and clothing) for remaining five tribes (research skills).</p>	<p>The students will research the remaining five Native American tribes and find how they used the environmental resources for their shelter, food, and clothing.</p>	<p>Complete research (note taking and citations)</p>	<p>Textbook Ch. 2</p> <p>Sharks' Cove Links</p>
	<p>*Have students choose favorite (home tribe) and least favorite tribe (one they will "move" to).</p>	<p>Students, individually or with partners, incorporate facts from their research into their narrative writing - how they'd adapt to life with a new tribe (pre-writing, planning)</p>		<p>Articles: Land and People Ancient America Kwakiutl Pawnee Hopi</p>
	<p>*Discuss/review components of a journal/diary (writing mini-lesson).</p>	<p>Write rough drafts - journal entries/script.</p>	<p>Written journal entries/scripts</p>	<p>Rubric</p>
	<p>*Conference with students on journals (individualized formative assessment)</p>	<p>Conference with the teacher, revise and edit writing.</p> <p>Publish project. Students will choose what format and technology tools to use for their presentations.</p>	<p>Revisions</p> <p>Published project</p>	<p><i>BYOT options:</i> iMovie, Pinnacle Studio, Comic Touch Lite, Wixie, Story Kit, My Story, Puppet Pals, NoteLedge, Educreations.</p>
Closure & Reflection	<p>Share projects within the class, on school morning news, and post on our class website.</p>	<p>Students will peer assess. Does the project address all of the Social Studies requirements on the rubric? Did every project answer the essential question in detail?</p>		<p>Peer Assessment</p>
	<p style="text-align: center;">Differentiation</p> <p style="text-align: center;"><i>(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?)</i></p>			
<p>*Students could work with partners to research, use personal devices to access searches, or use classroom desktops for research.</p> <p>*Leveled books from A-Z website.</p> <p>* Differentiation by learning styles- students will choose what format their presentation will be.</p>				
<p style="text-align: center;">Teacher Reflection/Notes</p> <p style="text-align: center;"><i>(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></p>				
<p>*We had several students with devices, so they were able to access links from Sharks' Cove easily when they had time to work on research. Students shared devices and worked together at times to research.</p> <p>*More direct instruction on note-taking skills prior to independent work.</p>				