

The 5 E's: A Model for Designing Lessons for Inquiry Planner¹

Logistics Information:

- a. Middle School Social Studies Learning Cycle
- b. Iowa Core Essential Concepts:
 - History:
 - Understand the effects of geographic factors on historical events
 - Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues
 - Geography:
 - Understand how human actions modify the environment and how the environment affects humans.
 - Understand how geographic and human characteristics create culture and define regions.
- c. A synthesis of *Project WILD* and 8th Grade American History
- d. Developed April 16, 2010

Background Information: Students will know that different Native American cultures existed in the United States; Students will know different cultures existed in different regions.

Materials Required:

Resource cards provided
Pens/Pencils
Background info

Time Period:

Two forty-five minute sessions

Name of the Unit of Instruction: Changing Societies

- I. Plan of the Unit
 - a. Goals of the unit:
 1. Describe and give examples of how wildlife affected Native American societies
 2. Suggest ways wildlife influenced Native American culture
 3. Consider Native American alliances and conflicts that developed in relation to wildlife issues
 - b. How this unit relates to the curriculum:

Previous Grade/Course	Current Grade/Course	Next Grade/Course
7 th Grade Geography	8 th Grade American History: Native American unit	9 th Grade American History: Civil War to Contemporary

- c. Lesson Plan: Phases in a 5E Learning Cycle: Engage, Explore, Explain, Elaborate, and Evaluate.

¹ Adapted from *Teacher to Teacher: Reshaping Instruction Through Lesson Study* (NCREL, 2002)

Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher's response to student reactions/ Things to remember	Evidence of Student Understanding
<p>ENGAGE (Introduction, Anticipatory Set): Divide room into 3 sections and place bison, fish, and corn cards into respective groups. Tell students the 3 groups will represent 3 different Native American tribes</p> <p>EXPLORE (Activity, Investigation): Students collect resources that are unique to their groups' culture. Cards with resources are worth points and groups will compete against each other to get the most points.</p> <p>EXPLAIN (Closure): Students will go back to the seats with their group and wait for a wrap up discussion on how competition for resources may have lead to conflict between different tribes.</p> <p>ELABORATE (Connections and Applications): Students would be able to create a list of uses for tools, clothing, and homes that their resources provide them to show how different resources would affect the other aspects of</p>	<p>Students will be interested in what Native American group they are in and their interest will be captured by the different food sources seen throughout the room.</p> <p>Students will develop a sense of urgency to find resources since the activity is a competition. This simulates the competition for resources that Native Americans ran into.</p> <p>Students will make connections between the activity and historical reality for Native Americans.</p> <p>Example: Deerskin vs. Fur coat for clothing based on resources and climate.</p>	<p>Make sure to remind students to respect other cultural groups so no one is offended.</p> <p>Ask students what the rules simulate with each round. Let them use critical thinking to determine the connection between the rules and actual life.</p>	<p>Students will give answers indicating an understanding of impact of resource availability on Native Americans</p>

culture besides food.			
Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher’s response to student reactions/ Things to remember	Evidence of Student Understanding
<p>EVALUATE: Formative assessment...respond to the question, “What resources do you think were most valued by Native Americans and why?” Students will explain benefits of variety of resources.</p> <p>EXTENSION: Research projects on different Native American groups.</p>	<p>Students could do these projects collaboratively.</p>		