Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Third grade	**Writing**		**Our Path To Arizona**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days (240 minutes)	**3rd Quarter**	Students are familiar with working in their reading groups doing choral reading, independent reading and group discussions. Students know and understand how to use a rubric to guide their completion of a product as well as how a rubric is used to score a product.

Unit Description

This writing unit is part of a larger unit of study that focuses on The Native American tribes of Arizona. In this writing unit, students will record relevant and important information about the Navajo, Apache, Tohono O'Odham and Hopi tribes, using selected texts and maps.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	**Strand 3:** **Concept 2: Expository** Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience. **PO 1.** Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	As a result of instruction, students will list and compare facts about four tribes of Arizona and create a "Tribal Fact Poster". The poster will include facts about a tribe, a colored state map showing the location of the tribe's reservation and a drawing of some aspect of the tribe's daily life.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	The summative assessment described above will be distributed at the end of the five-day unit. 80% of students in the classroom will be expected to score at the mastery level of 3 on the Tribal Fact Poster Rubric (Doc#3 Poster Rubric).

Materials/Resources Needed *(Include all items for the entire unit.)*	**The Apache** (True Books: American Indians) by Andrew Santella **The Navajo** (True Books: American Indians) Andrew Santella **The Tohono O'Odham** (First Books - Indians of the Americas) by Andrew Santella **The Hopi** (True Books: American Indians) by Andrew Santella Native American tribes of Arizona fact book (doc#1) Reservation map of Arizona poster (available download): http://www.nationalatlas.gov/printable/images/pdf/fedlands/az.pdf) Blank Arizona map (doc#2) Tribal Poster Rubric (doc#3) Arizona map (doc#2)- overhead Tribal Poster Rubric (doc#3)- overhead Teacher exemplar of the tribal poster.

	Lesson 1(60 min.)	**Lesson 2 (45 min.)**	**Lesson 3 (45 min.)**	**Lesson 4 (45 min.)**	**Lesson 5 (45 min.)**
Lesson Instruction	**1.** Activate Prior Knowledge: Teacher leads discussion about ancient people who lived in what is now Arizona. **2.** Teacher introduces students to Native American tribes of Arizona fact book (doc#1) **3.** Teacher passes out student copies (Native American	**1.** Activate Prior Knowledge: Teacher leads a short discussion about what the students may have learned about Apaches yesterday. **2.** Teacher passes out student copies (Native American tribes of Arizona fact book (doc#1). **3.** Teacher passes out the book, The	**1.** Activate Prior Knowledge: Teacher leads a short discussion about what the students may have learned about Arizona's Native Americans yesterday. **2.** Teacher passes out student copies (Native American tribes of Arizona fact book-doc#1).	**1.** Activate Prior Knowledge: Teacher leads a short discussion about what the students may have learned about Native Americans in Arizona this week. **2.** Teacher passes out student copies (Native American tribes of Arizona fact book -doc#1). **3.** Teacher passes	**1.** The teacher introduces the teacher made exemplar of Tribal Poster and explains that this will be the student's final project for this unit of study. **2.** Teacher tell the students that they will choose one tribe that they have been researching this week and create a poster similar to the teacher

	tribes of Arizona fact book (doc#1) **4.** Teacher instructs students to put their names on their fact books and to get into their reading groups. **5.** Teacher passes out the book The Apache (True Books: American Indians) by Andrew Santella The teacher instructs the students to read and discuss the book. **6.** After reading and discussing the book with their reading group the teacher tells the students to return to their seats. **7.** The teacher uses the overhead of the first fact page of the students' fact book. **8.** The teacher models how to complete the fact book by leading a 'call and response' with the class using	Navajo (True Books: American Indians) by Andrew Santella **4.** After reading and discussing the book with their reading group the teacher tells the students to return to their seats. **5.** The teacher instructs the students to fill out the second fact page independently as they did in their reading groups yesterday. **6.** The teacher moves through the room checking to see if students have filled in the second page of their fact books correctly. **7.** The teacher introduces the state map showing the reservations of Arizona and hangs it on the wall for easy	**3.** Teacher passes out the book, The Tohono O'Odham (First Books - Indians of the Americas) **4.** After reading and discussing the book with their reading group the teacher tells the students to return to their seats. **5.** The teacher instructs the students to fill out their own third fact page like they did for the previous pages. **6.** The teacher moves through the room checking to see if students have filled in the third page of their fact books correctly. The teacher asks the students to find the Tohono O'Odham	out the The Hopi (True Books: American Indians) by Andrew Santella **4.** After reading and discussing the book with their reading group the teacher tells the students to return to their seats. **5.** The teacher instructs the students to fill out the forth fact page like they did for the previous pages. **6.** The teacher walks through the room checking to see if students have filled in the forth page of their fact books correctly. **7.** The teacher asks the students to find the Hopi reservation on the reservation map on the wall and to color and label its area purple on their	exemplar. **3.** The teacher introduces the Tribal Poster Rubric (doc#3) and goes over all the requirements for the Tribal poster. **4.** The teacher points out the location of the needed supplies and ask the students to begin working of the posters. **5.** The teacher walks through the room checking on student progress and giving assistance where needed. **6.** The students continue working on their posters until the end of the period. If they finish early they are to free read while other complete their posters. **7.** Teacher displays finished posters on the wall. **8.** Teacher informs the

	information form the book just read. **9.** The teacher moves through the room checking for understanding to see if students have filled in the first page of their fact books correctly. **10.** Teacher collects the Native American tribes of Arizona fact books.	reference. Using the overhead of the blank Arizona state map (Blank Arizona map-doc#2), the teacher models how to color and label the area of the Apache reservations in blue on the map in their fact books. **8.** The teacher asks the students to find the Navajo reservation on the overhead reservation map or on the reservation map on the wall and to color its area green on their fact book maps. **9.** The teacher moves through the room checking to see if students have filled in the reservation map of their fact books correctly. **10.** Teacher collects the Native American	reservation on the reservation map on the wall and to color and label its area in red on their fact book maps. **9.** The teacher walks through the room checking to see if students have filled in the reservation map of their fact books correctly. **10.** The teacher points out the 'box' for art on the Native American fact pages. The teacher explains that the students must draw a representation of something for the daily life of ancient Native American life. **11.** The students draw an artistic representation of an aspect of daily	fact book maps. **8.** The teacher walks through the room checking to see if students have filled in the reservation map of their fact books correctly. **9.** The teacher tells the students to take some time to draw the art piece for the Hopi and any of the other tribes not yet finished. **10.** The students draw an artistic representation of something from the daily life for each of the tribes researched this week.	students that if they are not finished with their posters they may take them home over the weekend to complete them.

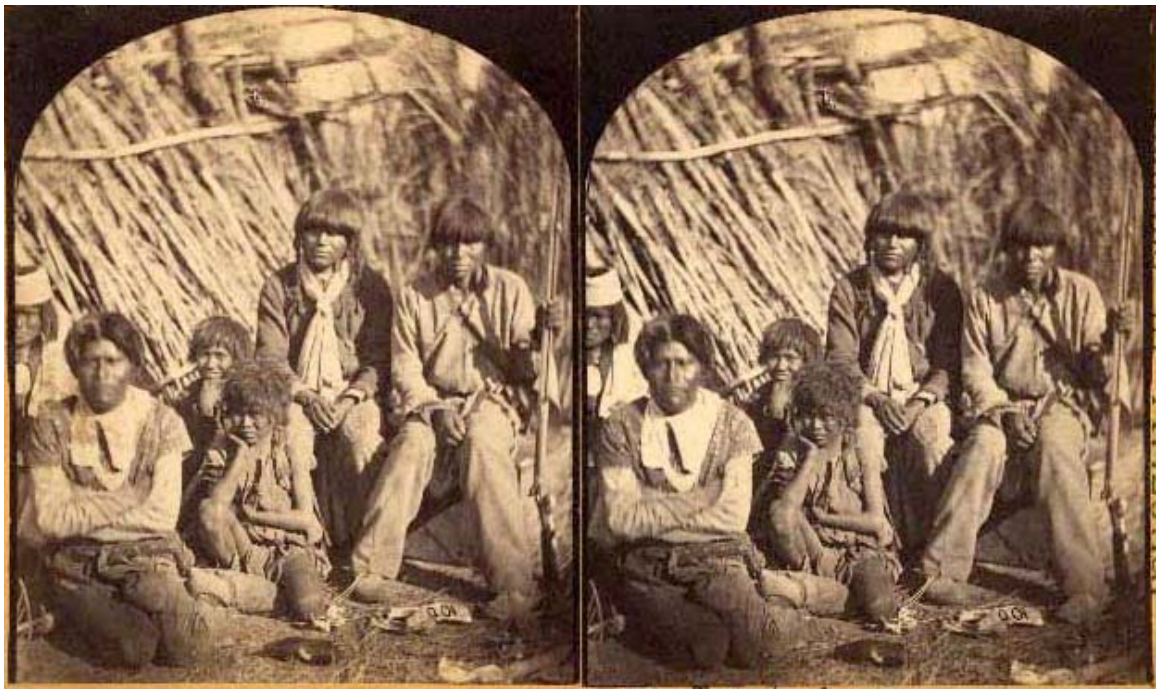
		tribes of Arizona fact book.	life for each of the tribes researched during the week. **12.** The teacher walks through the room and conferences with any students who may need help and checks to make sure the students are competing the fact book correctly. **13.** The teacher collects the Native American tribes of Arizona fact book.		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	**1.** Students participate in a teacher lead discussion about the ancient people who lived in what is now called Arizona. **2.** Students receive their copies of the Native American tribes of Arizona fact book and write their names on them. **3.** Students gather into their reading groups and receive copies of The Apache (True Books: American Indians) by Andrew Santella. **4.** Students read the books with their groups, taking turns reading out loud, and with teacher direction they fill out the first page of	**1.** Students participate in a teacher lead discussion of facts they learned about Apaches. **2.** Students gather into their reading groups and receive copies of The Navajo (True Books: American Indians). **3.** After reading the book, the students fill in the second page of their fact books on their own. **4.** Students return to their own seats and learn how to use the Reservation map of Arizona poster. Students find the Apache and Navajo reservations on the reservation map with their teacher's help and then color the	**1.** Students participate in a teacher lead discussion of facts they learned about Arizona's Native Americans yesterday. **2.** Students gather into their reading groups and receive copies of The Tohono O'Odham (First Books - Indians of the Americas). **3.** After reading the book, the students fill in the third page of their fact books on their own. **4.** Students find the Tohono O'Odham reservation on the posted map and record it in red on the map in their fact book.	. **1.** Students participate in a teacher lead discussion of things they learned and thought of Arizona's Native Americans this week. **2.** Students gather into their reading groups and receive copies of The Hopi (True Books: American Indians). **3.** After reading the book the students fill in the third page of their fact books on their own. **4.** Students find the Hopi reservation on the posted map and record it in purple on the map in their fact book. **5.** The students choose an aspect of daily life of ancient	**1.** The students are introduced to the Tribal Poster exemplar created by their teacher. **2.** Students familiarize themselves with the requirements for their poster and the tribal poster rubric. **3.** The students choose a tribe researched earlier this week and begin to create their posters. **4.** The students work on their posters until they are finished at which point they are instructed to silently read for the remainder of the class. If students do not

	their fact books with facts gathered from reading The Apache book. **5.** Students turn in their books.	locations on the blank Arizona map in their fact books. Students color the Apache reservation blue and the Navajo reservation green. **5.** When complete the teacher collects the fact books.	**5.** The students receive instructions about the 'art' box on their facts pages. **6.** The students choose something from the daily life of ancient Native Americans in Arizona and draw a representation of it within the box. **7.** When complete the teacher collects the fact books.	Native Americans in Arizona and draw a representation of it within the box. They do this for all the tribes studied this week. **6.** When complete the teacher collects the fact books.	complete their posters in class, they may take them home over the weekend to finish them.

Native American Tribes of Arizona

Fact book



This book belongs to_____

The facts on this page are about the

_____

Facts about food:

Facts about shelter:

Facts about religion:

Facts about location:

Drawing About Daily Life

Tribal Poster

Directions: Now that you have read about a number of different tribes, you will choose one tribe to focus on and create a poster to represent the facts you have discovered about a specific group. Below is a list of the requirements for your poster as well as a rubric showing how those elements will be scored. Be sure that all your information is clear, easy to understand, and demonstrates pride in craftsmanship.

Your poster should include:

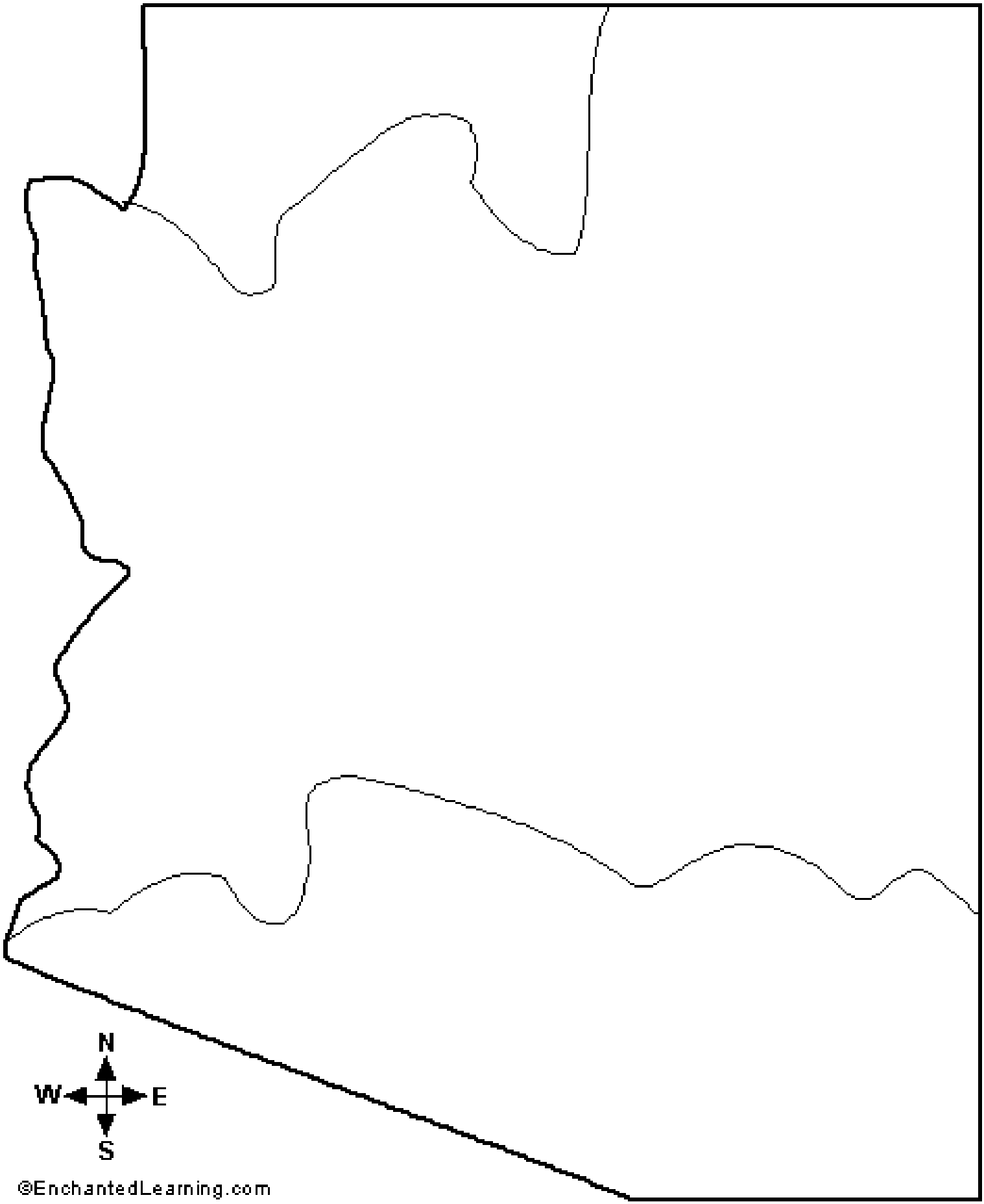
- 5-7 accurate facts about your tribe
- A colored map showing the reservation area for your tribe. This map should be clearly and neatly labeled.
- One drawing showing an aspect of daily life for your tribe. Your drawing should be an accurate (true) representation and should be easy to identify.

Tribal Poster Rubric

Criteria Assessed	**3 (Mastery)**	**2 (Proficient)**	**1 (Fails to Meet Criteria)**
Number of facts	There are at least 5-7 facts presented.	There are less than 5 facts presented.	There are 3 or less facts presented.
Factual information about selected tribe	The facts are accurate and clearly stated.	The factual information is incomplete or inaccurate yet the majority of the facts are accurate and complete.	The factual information is incomplete or inaccurate. The majority of the facts are incomplete or inaccurate.
Colored map	The area of the tribal reservation is clearly and neatly colored and labeled.	The area of the tribal reservation is not clearly colored and labeled, yet There was an attempt to color and label accurately.	There is no clear representation of the reservation or a label.
Drawing of daily life	The object drawn is accurately represented and clearly identifiable.	The object is identifiable but not accurately represented.	The object is not identifiable nor clearly represented.

Total points possible: 12 points
Mastery: 10-12 total points
Proficient: 9-11 total points
Fails to Meet Criteria: >9 total points

Reservations of Arizona



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