| Unit Title: | Northwest Coast First People  
Beacon Hill International School  
(SS/Literacy), (Library), (Art) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Summary:</strong></td>
<td>Art and Library are integrated into the 3rd grade social studies/literacy unit exploring the Northwest Coast First People through legends and art. (Overview SS/Literacy unit plan listed below)</td>
</tr>
<tr>
<td>Library:</td>
<td>Building background knowledge in the library by reading nonfiction books, using GLAD charts and examining websites</td>
</tr>
<tr>
<td>Art:</td>
<td>Transfer and extension of learning to the art making process (papier mache masks)</td>
</tr>
</tbody>
</table>
| **Subject Area(s):** | SS/Literacy  
Library: Research  
Art: 3rd-Spirit Animal Masks |
| **Grade Level:** | Third |
| **Approximate time needed:** | Units are staggered with Library starting first, then SS/Literacy, culminating with Art unit.  
4 weeks  
Six – 40 minute sessions  
6 to 10- 40 minute sessions |
| **Global Perspective:** | Investigating the World, Recognizing Perspectives, Communicating Ideas |
| **Targeted Content Standards:** | SS/Literacy: See Unit Plan Below  
Note-taking  
Presenting information in different formats – research paper, class book, notes  
Formulating questions  
Revision  
1.1 Understands, applies, creates the elements of visual arts when producing an artwork (form, line, shape, color, texture)  
1.2 Develops visual art skill and techniques: creates original work of art in three dimensions (papier mache)  
1.3 Understands and applies visual art genres and styles of various artists, cultures, and times. Explains that people make art for many
We begin by listing as a group all the things we “know” about NWC and use it as a chart that we refer to each week.

Class discussion, pair share describing and analyzing NW coast art using art vocabulary as well as personal connections to the artwork

As we research we examine our first week’s list of what we “know” about NWC correct any misgivings we had i.e. “they lived in teepees” changes to “They built houses out of wood.” We use a different color to highlight what we learned

Planning and creation of animal mask using background knowledge/research

Identification of NW Coast Art Style: Shapes, Colors

Ability to use media to create masks

We examine our chart that we have updated each week and note all the times that our research helped us understand NWC better. The students read their notes that they took individually each week. The students share their research in the form of research papers, DID YOU KNOW? Class books, and information strips in the school hallway.

Completed mask, evidence of use of personal symbols as a tool to communicate about their spirit animal

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Before unit</th>
<th>During unit</th>
<th>After unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accommodations for differentiated instruction:
Making larger copies of text for vision impaired, partner note-taking, giving a scaffolding by asking questions and writing it down for students who have trouble with writing, and a variety of visual aids.
Teacher support when needed, partner-work, templates

Materials/Resources needed:
Promethean Interactive Whiteboard – to have
Nonfiction books
Websites
Clipboards (one per student)
Note taking paper
Balloons
Paper Mache supplies-Elmer’s art paste and newspaper strips
Cardboard
Masking Tape
Tempera paint
Assorted craft materials: feathers, raffia, felt, etc.
Non-fiction books
PowerPoint presentation with images and information on NW Coast Masks
Storypath:NW Coast First People

<table>
<thead>
<tr>
<th>Content</th>
<th>Essential Questions</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>Why did people move here?</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>How did they survive? Diet, shelter, and clothing.</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>How did they interact with each other?</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>What was unique about the NWC?</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Spirit Animal GLAD posters: Raven, Beaver, Orca, Black Bear, Spotted Owl, Wolf, Bald Eagle, Frog, and Deer</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>In what ways do people communicate?</td>
<td>Discussion/Art Critique/Research</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td></td>
<td>What is a visual symbol?</td>
<td>Discussion/Art Critique/Research</td>
</tr>
<tr>
<td></td>
<td>How are artists influenced by diverse cultures?</td>
<td>Discussion/Art Critique/Research</td>
</tr>
<tr>
<td></td>
<td>What influenced the style of NW Coast Art?</td>
<td>Discussion/Art Critique/Research</td>
</tr>
</tbody>
</table>

### Literacy & Social Studies Integrated Unit

#### Unit: Native American Legends  
Beth Alexakos, 2nd/3rd Grade Literacy BHIS

#### Purpose of Week 1:
To Build Background Knowledge and interest of all students in the area of Native American legends. This will be done primarily through read alouds and discussions. Focus: the importance of animals in Native American culture. Key skill: sequencing and determining main events.

#### Purpose of Week 2:
For students to build comprehension skills through reader’s response questions as they continue to be exposed to a variety of Native American legends. Key skills: problem/solution, author’s purpose, description

#### Purpose of Week 3:
For students to build comprehension skills through reader’s response questions as they continue to be exposed to a variety of Native American legends.
Key skills: problem/solution, author’s purpose, inference

Students will build their skills in skim and scan for information in a non-fiction text as they work together to research the 8 choices of spirit animals.

#### Purpose of Week 4:
For students to pick their spirit animals and begin culminating tasks. Build comprehension skills through reader’s
response questions as they continue to be exposed to a variety of Native American legends.

Key skills: story board, writing process

### Curriculum/Unit Benchmarks:

Culminating Tasks:

1. How I am like my animal paragraph
2. Spirit Animal legend and mask