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## FACE ON THE ROCK - 5 DAY TEACHING UNIT

Grade Level: 2

Subject: Social Studies/Language Arts/Math

Overview: This unit will teach my students about the Native American Culture.

Michigan Standards and Benchmarks covered in the unit:

### **Social Studies:**

#### Historical Perspective

Content standard 1: EE benchmarks 3: distinguish among the past present and the future.

Bench mark 4: Place events of their lives and the lives of others in chronological order.

Content Standard 2: EE bench marks 1-4 identify people involved, describing the setting and sequencing the events

Content Standard 3: EE benchmarks 1: use a variety of records to construct a narrative about their personal or family histories

#### Geographic Perspective

Content Standard 1: describe, compare and explain locations and characteristics of places, cultures, and settlements.EE benchmarks 1&2

Content Standard 2: describe compare and explain location and characteristics of ecosystems resources, human adaptation, environmental impact and interrelationships among them. EEbenchmarks 1-3

#### Inquiry

Content Standard 1: all students will acquire information from books; maps, etc. organize and present the information EEbenchmarks 1-3

#### English Language Arts

##### Meaning and Communication

Content Standard 1: all students will read and comprehend general and technical material EEbenchmarks 1-5

Content Standard 2: all students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions. EE benchmarks 1-4

Content Standard 3 all students will focus and meaning and communication as they listen, speak, view, read and write. EEbenchmarks 1-8

##### Literature

Content Standard 5: all students will read and analyze a wide variety of classic and contemporary literature to seek information etc...EE benchmarks 1-5

##### Voice

Content Standard 6: all students will learn to communicate information by creating oral, written and visual texts that engage an audience EE benchmarks1-4

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Content Standard 7 all students will demonstrate, and reflect upon skills used to communicate. EE benchmarks 1& 4

## Mathematics

### Patterns, Relationships and Functions

Content Standard 1: Students recognize and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships and construct representations of mathematical relationships. EE benchmarks 1-5

Day one:

**Objectives:**

**TLW** share what they know about Native American and what they would like to learn more about

**TLW** read *Knots on a Counting Rope*

*TLW do a story map with characters, setting, what happened in the beginning, middle and end of story*

**TLW** describe the most important events in their life. Cut them out and string them together to make a timeline.

#### **Instruction**

The instructor will make a KWL chart on overhead and walk students through what each of the letters stands for K what we know W what we want to learn L what we have learned.

Do a KWL chart whole group with class to check their prior knowledge of Native Americans and find out what they would like to learn more about.

Students will partner read *Knots on a Counting Rope* by Bill Martin .After reading we will talk about location (setting) where does the story take place. Assign a rereading for home work and do time line activity.

#### **Assessment**

**TLW** have a completed story map with characters, setting, what happened in the beginning, middle and end of story.

**TLW** have a completed timeline of their life

Day two:

**Objectives**

**TLW** do a sequencing of the story *Annie and the Old One*.

#### **Instruction**

The instructor will read out loud *Annie and the Old one*. We will discuss the setting of the story. Using a tri-folded piece of paper the student will do a sequencing of the story with beginning, middle and end. On the overhead we will compare the two stories .From reading these two stories what do we know about Native Americans? Add what we have learned to our KWL chart.

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## **Assessment**

TLW do a sequencing of the story

### **Day three:**

#### **Objectives:**

TLW label Grand Island with these terms island, cliffs, lake, bay, tombolo.

#### **Instruction:**

Instructor will ask if anyone in class knows where Grand Island is. Munising? Can you find them on our map of Michigan? How far away from us is Munising? I will write the terms Island, Cliff, Lake, Bay, and Tombolo on the board does any one know what these words mean? We will break up into 5 groups each group given one of the words to look up in the dictionary. Each group will have 1 look up the word in the dictionary, 1 will write the definition down and 1 will share the definition with the whole class. Each group will then be given a map of Grand Island and asked to label each of these physical characteristics on their map. The instructor will begin reading aloud Face on the Rock. The reading will take several days to complete before next lesson will begin.

#### **Assessment:**

TLW have a completed map of Grand Island with the terms labeled correctly.

### **Day four:**

#### **Objectives:**

TLW do a written retelling of Face on the rock.

TLW draw their favorite part of the poem Hiawatha

#### **Instruction:**

After the instructor finishes reading face on the rock as a whole class we will do a sequencing of events in the story by making a list of important events on the board. Each student will then does a written retelling of the story .The instructor will read Hiawatha the poem by Longfellow to the class.

#### **Assessment:**

TLW will have a written retelling of Face on the Rock it will be assessed with the MLPP rubric for written retelling.

TLW turn in a picture of their favorite part of Hiawatha.

### **Day five:**

#### **Objectives:**

TLW make a children's pendant necklace.

TLW decide where on our time line Powers of the Air would go.

TLW make their family tree.

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### **Instruction:**

The instructor will provide kits to each child for making a children's pendant necklace we will go over the instruction together and discuss the story of the megis (cowrie) shell. If you turn the shell over you can see that it resembles our lungs. The story is that the creator breathed into our lungs and gave us life. We will then revisit our KWL chart .Did we answer the questions? What have we learned? . Add Powers of the air on our time line of American Heroes. For homework fill out a family tree to be shared in class have each student tell one story about someone from their family tree.

### **Assessment:**

TLW have a finished children's pendant necklace and be able to explain the story of the megis shell to the teacher.

TLW have a finished family tree and will share one story orally about their family which we will put on tape.

TLW turn in a slip of paper with the date of where we should add Powers of the Air to our timeline

### **Culminating Activity**

Invite a Native American speaker to our school to explain more about their culture.

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## **Materials:**

Overhead projector  
Multiple copies of Knots on a Counting Rope by Bill Martin Jr. and John Archambault  
Copies of blank story map  
Copy of individual timeline  
KWL chart  
Annie and the Old One by Miska Miles  
Paper for tri-fold sequencing  
Map of Michigan  
Map of Grand Island  
Dictionaries  
A Face in the Rock by Loren R. Graham  
Children's pendant necklace kits  
Blank family tree  
Tape recorder  
Blank tapes

## **Bibliography:**

Graham, Loren R. A Face in the Rock. University of California Press, 1995.  
LeVeque, Delores (great, great, great granddaughter of Powers of the Air).  
dleque@chartermi.net  
Longfellow, Henry Wadsworth. Hiawatha  
Martin, Bill Jr. and Archambault, John. Knots on a Counting Rope. Bantam Doubleday Dell, 1966  
Michigan Department of Education. Michigan Literacy Progress Profile, Retelling Rubric  
Grades K-5 Informational Text  
Miles, Miska. Annie and the Old One, Bantam Doubleday Dell, 1971  
Noc Bay Trading Co. P.O. Box 295 1113 Washington Ave. Escanaba, MI 49829  
Ph# 1-800-652-7192  
San Souci, Robert D. Sootface an Ojibwa Cinderella Story. Dragonfly Books. 1994  
US Forest Service map of Grand Island  
[www.oyate.org](http://www.oyate.org) A Native American organization devoted to providing information on honest and realistic portrayals of Native people in literature for children and young adults.