Part 1: Students will be choose a Native American region to research and present on. The presentations will be composed using Google Presentations. Each triad will be responsible for creating the two opening slides, and any extension slides that are agree upon. Individual team members will be responsible for creating a minimum of two slides for either shelter, clothing or food. Triads will research their regions using the class library, library and the research links that are sent via google docs.

Driving Question: How did the First Californians survive using natural resources in the region they lived in?

Here's a breakdown of the mandatory slides:

Slides

Information in each slide

1 Title (example: "Central Native American Region") and student names.

2 Repeat title, region, tribe names

3 Shelter (1-2 slides)

4 Shelter image(s)

5 Clothing (1-2 slides)

6 Clothing image(s)

7 Food (1-2 slides)

8 Food image(s)

Triads may also wish to challenge themselves and work on additional extension slides.

There is a limit of 20 slides total. Some examples of extension slides are: art, tools, weapons or origin stories.

Google directions: One student from each triad will create the Google Presentation, then immediately "share" it with his/her teammates and I. Students will then chose a theme and work on the first two slides together. Students will then create the next six slides independently (one student works on shelter, another on clothing and another on food).

Students will research these in the classroom, the library, and at home.

They may work on their individual slides as they conduct research. Students may leave comments/provide feedback on the project, but not alter another student's slides. Once the first 8-11 (depending on how many slides there are for shelter, clothing and food) are completed, triads can decide if they want to work on any extensions.

There are 40 points possible for part 1. 5 points for each of the 8 mandatory slides. Each area (shelter, clothing, food and any extensions) MUST answer the driving question.

Please email me with any questions: jpaterson@ogsd.net

Driving Question: How did the First Californians survive using natural resources in the region they lived in?

Regions and Tribes

1. Coastal Region
2. Mountain Region
3. Desert Region
4. Central Region

PART 2: Students will write a three-paragraph essay on a specific tribe in your region. This is an individual component to the project. Students will write an introductory paragraph, a main/detail paragraph and a summary paragraph. Students will focus on the same driving question: How did the First Californians survive using natural resources in the region they lived in?

Information in each paragraph:

(1): Topic sentence, name of region and tribe, driving question answered, which parts of culture will be discussed (example: shelter, clothing, food, art, origin story, tools, weapons, etc.). This paragraph should be 4-6 sentences.

(2): Explain each of the parts of culture that were mentioned in the introductory paragraph. At least two sentences for each (example: two sentences for how environment affected food). This paragraph should be 6-12 sentences.

(3): A brief summary that restates the answer to the driving question and reminds readers of each part of culture that was mentioned in paragraph 2. This paragraph should be 4-6sentences.

There are 10 points possible for part 2. To receive full credit, students must have all three paragraphs (free from grammatical and spelling errors), discuss the answer to the driving question, using shelter, clothing and food as (mandatory) examples.

PART 3: Students will work on an art project that depicts something of cultural significance to a tribe in their region (doesn't have to be the same tribe as they chose for their essay). Art projects will vary.

There are 10 points possible for part 3. Points are awarded for effort and creativity.

PART 4 (optional extension): Students can write and/or preform an original song that gives insight into a specific tribe. The songs should be about a page typed and performances should be about two minutes. Students can work on these with any classmates (doesn't have to be their regional group), but no more than three students can work together. Students should be prepared to answer question from their classmates and teacher. Performances are not required.

There are 5 (extra credit) points possible for part 4. Points will be awarded for effort and creativity.

There are 60 points possible for this project.