

## Fort Lincoln Capstone Project: Teepee Craft

<b>Grade:</b> Fourth Grade		<b>Subject:</b> Art					
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Scissors</li> <li>- Glue Sticks</li> <li>- Brown Pipe Cleaners</li> <li>- Feathers</li> <li>- Crayons</li> <li>- Markers</li> <li>- Template to trace</li> <li>- Brown Craft Paper</li> <li>- Trash Bin</li> <li>- White String/Yarn</li> </ul>		<b>Technology Needed:</b>  None					
<b>Instructional Strategies:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input checked="" type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input checked="" type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input checked="" type="checkbox"/> Modeling                 </td> </tr> </table>		<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity  <input checked="" type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table> Explain:		<input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<b>Standard(s)</b>  VA:Cr2.4 a. Apply research to art making for communicating about constructed environments.  VA:Cn10.4 a. Create works of art that reflect community cultural traditions.		<b>Differentiation</b> <b>Below Proficiency:</b> For the students who were below proficiency, they could have some more help putting together their Tee Pee. They could have a more direct instruction and have a partner to help or even an adult. <b>Above Proficiency:</b> For the students who are above proficiency, they could focus on making their Tee Pee represent something in particular. They could have Native American signals or signs to show their understanding or even create a story with their drawings. <b>Approaching/Emerging Proficiency:</b> The students who are approaching proficiency could partner up or ask for some help when it is needed. The craft project is pretty easy so this might not be an issue for most. <b>Modalities/Learning Preferences:</b> For the students who have learning or other disabilities there will be no reading during this activity. There will also be adults who will be around and able to help those who need it.					
<b>Objective(s)</b> The students will be able to learn about the Native American ways of living through creating their own Tee Pee and understanding the usage of one. Students can use the tools available and creativity to make their own Tee Pee to their liking.  <b>Bloom's Taxonomy Cognitive Level:</b> <ul style="list-style-type: none"> <li>- Create: making something of their own</li> <li>- Analyze: drawing connections</li> <li>- Remember: knowing facts and concepts</li> <li>- Understand: discuss the meaning</li> </ul>							
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  With this group craft project, students will be able to create one for themselves. They can be as a group in the beginning but then can work independently after they have the directions. Students will be working independently to create one for themselves and will have different tables to work at.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  The behavior expectations that the students should have would be to follow the directions of how to create a Teepee themselves. They will be told not to litter since we are on the National Park and to use the garbage that is available. They will be kind to each other, share the materials, help each other if they need, and ask for help from adults that are available.					
<b>Minutes</b>	<b>Procedures</b>						
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Students will circle around the table to listen to the directions.</li> <li>- They will hear about the history of Teepees, what they are made out of, and why they are used.</li> <li>- The instructor will ask questions such as "Do you know what a Teepee is?" and "Does anyone know what a Teepee is made out of?". This is a good way to help engage students and connect to what the day is about.</li> <li>- Then the instructor will ask them to each get a piece of the brown paper.</li> <li>- They will then use the templates to trace the outline of the Teepee.</li> <li>- They will then use the scissor available to cut out the outline.</li> </ul>						

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	<ul style="list-style-type: none"> <li>- Then this is the time that they can be creative and draw whatever they would like on their Teepee.</li> <li>- After they are done drawing and coloring, they will be gluing the Teepee together.</li> <li>- Once it is glued, they can use the tape to stick the Teepee more together on the inside seam.</li> <li>- They will then take three pipe-cleaners and one piece of yarn to tie the pipe-cleaners together.</li> <li>- The pipe-cleaners will then be taped on the inside so that a bit of the cleaners will peak out of the top to represent sticks.</li> <li>- Then the students can stick feathers in the top, just for fun!</li> <li>- After that the students can put them in a spot so that they can grab them before they go home.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>Having the students answer questions and listen to the information about Teepees can stimulate interest and generate questions. Students can ask questions and talk about what they will be drawing on their Teepees and what they will be representing. This is an open activity and students can be creative. This is a great opportunity for students to use their imagination and be able to take something from the trip back home.</p>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>The concepts of the craft are to understand the importance of the reason of Teepees. The procedures are not as important as the concepts. The concepts are tied into what the students have been learning during the day. The students will be able to connect the concepts between the Mandan people and the Great Plains people.</p>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>This will be an independent craft project to create a Teepee just for themselves. This is relevant to the field trip for the day. This will help them make connections from the Native American people with what they live in and all of the information they will be learning during the day. This is a good way to understand the Native American people who live by them.</p>
	<p><b>Review (wrap up and transition to next activity):</b></p> <p>When students are finished with their project they will be going onto the next activity, which would be the Custer Walk. Students can put their Teepee crafts away in a safe spot to grab when they are ready to leave.</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Having students ask questions and be open when they are making their project can help them have a good time and keep on track with the time limit. Check in would be asking students if they need any help and what they are drawing on their Teepees.</p> <p><b>Consideration for Back-up Plan:</b></p> <p>The backup plan would be to not add the feathers or pipe-cleaners if there is not enough time. This is probably the best plan since the craft project is pretty simple and self-explanatory.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p>The end of the lesson will include a recap and what they will be doing next. Asking students if they like the project and what they learned is a good time for them to reflect and talk about what they remembered. This reflection would be perfect for them to remember the Mandan village and the Teepees that they created.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>It went very well, and the students really enjoyed the activity. They liked being able to create something that they could take home and be able to make an art project. The students will learn what the Teepee is, what they are made out of, and the history about them. I knew this because the students would ask me questions about what certain things mean and were very happy when the project was done. The only changes I would make would be to have more time and keep the coloring and drawing to a time limit.</p>	