



# Project-Based Learning UNIT PLAN

\*This is a general PBL planning sheet. Adapt the boxes to fit your specific project!

**Name: Elizabeth Dimond**  
**Grade Level: 5-6**  
**Subject: American Indians**

## PROJECT OVERVIEW:

Students will create a picture book on one American Indian tribe and will include where they live, food clothing, shelter, bodies of water, landforms

## CONTENT:

### History

5th grade-VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by

- locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
- locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
- locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
- describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;

6th grade-USI.3 The student will demonstrate knowledge of how early cultures developed in North America by

- locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
- describing how the American Indians used the resources in their environment.

### Language arts

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- Participate in and contribute to discussions across content areas.
- Organize information to present in reports of group activities.
- Summarize information gathered in group activities.
- Communicate new ideas to others.
- Demonstrate the ability to collaborate with diverse teams.
- Demonstrate the ability to work independently.

5.9 The student will find, evaluate, and select appropriate resources for a research product.

- Construct questions about a topic.
- Collect information from multiple resources including online, print, and media.
- Use technology as a tool to research, organize, evaluate, and communicate information.
- Organize information presented on charts, maps, and graphs.
- Develop notes that include important concepts, summaries, and identification of information sources.



f) Give credit to sources used in research.

6.7 The student will write narration, description.

- a) Identify audience and purpose.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- f) Write multiparagraph compositions with elaboration and unity.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- i) Revise sentences for clarity of content including specific vocabulary and information.
- j) Use computer technology to plan, draft, revise, edit, and publish writing.

6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

6.9 The student will find, evaluate, and select appropriate resources for a research product.

- a) Collect information from multiple sources including online, print, and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Cite primary and secondary sources.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## Art

- 5.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
- 5.2 The student will execute and complete works of art with attention to detail and craftsmanship.
- 5.6 The student will use atmospheric perspective in works of art.
- 5.7 The student will use size and proportion to emphasize spatial relationships in works of art.
- 5.8 The student will draw the human figure in proportion from observation.
  
- 6.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.
- 6.2 The student will exercise increasing skill and control in the use of media and techniques.
- 6.3 The student will communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.
- 6.5 The student will use elements of art and principles of design, including the following, to express meaning in works of art:
  - Color—relationships
  - Line—variation, implied
  - Texture—visual, tactile
  - Value—gradation
  - Proportion—realistic, distorted
- 6.6 The student will use a variety of perspective techniques to create the illusion of space in works of art.

## DRIVING QUESTION:

How can you, as a historian, create a picture book about an American Indian tribe as an introduction for grade two students?



## POG SKILLS:

**Which will be focused on?**

collaboration, communication, creative thinking

**What strategies will you use to explicitly model and assess them? (ex. Gallery Walk, Critical Friends, collaborative groups, etc.)**

collaborative groups, critical friends

**STUDENT GROUPING:**

**How will they be grouped?**

Students will individually choose American Indian group.

**What roles will students have in groups?**

researcher, time on task

**How will you have collaboration if it is not a group project?**

Teacher will group students based on American Indian groups chosen.

**ENTRY EVENT:**

**What will excite students and introduce the project?**

Video on student created books  
Info on American Indian groups  
Local representatives from American Indian groups (?)

**SUPPLIES AND RESOURCES:**

**What special supplies will be needed?**

paper, art supplies

**What technology will be needed?**

computers

**What storage needs do you have?**

A place for students to store their books once they have been printed.

**CALENDAR/TIMELINE:**

**How many sessions will the project take to complete?**

One 9 weeks. Students may get to work on it more in history class since this will cover a unit for them. Language arts and Art may work on their parts more occasionally.

**What do you have to do before to make this fit into your class time?**

Coordinate with art teacher/history/language arts teachers

**PUBLIC PRESENTATION/AUDIENCE:**

**How will students share?**

Orally with each other  
Practice reading to others.

**Who will students present to (real-world connection)?**

Grade 2 students at our local elementary schools.

**What do you have to schedule in advance?**

Field trip preparations to read picture books with 2nd grade students  
permission slips/busses

**What will other students do during presentations?**

Give peer feedback on the presentations