

5E Lesson Plan

Kindergarten Teepee Structure

Description:

In this lesson, students are given an opportunity to build a replica of an American Indian teepee.

NGSS Science Standards

K-2 ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2 ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2 ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Indian Education for All (IEFA) Essential Understanding #1

Tribal Diversity: There is great diversity among the 12 Tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

IEFA Essential Understanding #2

Individual Diversity: There is great diversity among individual American Indians as identity is developed, defined and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual.

IEFA Essential Understanding #6

Subjective History: History is a story and most often related through the subjective experience teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

Lesson objective(s):

Students will discover the design process of constructing a American Indian teepee. The students will use the design process to sketch a teepee and design. In small groups students will design and build a teepee.

Time Needed:

This lesson will take about 20-40 min. depending upon students ability.

Background:

Montana American Indian tipi's are as individual as each tribe. Northern Cheyenne (Tsisistas), Assiniboiné (Nakoda), Gros Ventre (A'aninin), Cree (Ne-i-yah-wahk), use 3 base poles. The Crow (Apsaalooke) and Blackfeet (Pikuni/Piegán) use 4 base poles.

Teepee is often also spelled as Tipi.

Materials:

Picture of a teepee (shared on drive from book The Tipi Traditional Native American Shelter by Adolf Hungrywolf)
Paper and pencils

Sticks: 8-12" to 8' sticks or twigs (craft sticks, skewers, or tongue depressors) for poles. Wood dowels for pegs.

Covering: drop cloth, material or canvas (for tipi covering)

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Ground: Paper plates, modeling clay, playdough, or mud or cardboard to poke poles into to stay in place, opt. (to hold sticks in place)

Projector and computer to project website [interactive video](#)

Book [Tepee Making](#) from the Indian Reading Series

Book [Tipi, Sun, & Time](#) by Henry Real Bird from the Indian Reading Series

Differentiation strategies to meet diverse learner needs:

Students will be allowed to work at own pace and create their own version with the cooperation of other students,

ENGAGEMENT

Show students a picture of an American Indian Tipi or possible set up a real tipi in courtyard to take students into.

EXPLORATION

Students will document or draw plan

Students will attempt to construct a teepee 20-40 minutes depending upon if students are able to construct a teepee

EXPLANATION

Reflection: Student explanations of how their exploration went. Where they able to build a teepee, why and why not.

Utilize higher order thinking questions to solicit *student* explanations and help them to justify their explanations.

Show Interactive video <http://www.learnalberta.ca/content/wonbt/html/> (same as above)

Allow time to construct a teepee with ideas from the video.

ELABORATION

Students will describe how the second attempt was. Was it successful? Why or why not? students will develop a more sophisticated understanding of the concept.

What vocabulary was used? Does it connect to students' observations?

How is this knowledge applied in our daily lives?

EVALUATION

Students demonstrate that they have achieved the lesson objective by verbal, written, or picture

Students will understand that American Indian people created the teepee to meet the needs of a home that was mobile.

By asking questions, making observations and gathering information about the situation people live in may change their perspectives. The shape of an object can help it perform as needed to solve a given problem. By analyzing and comparing structures students will be able to solve design problems.

Students will keep and organize their work in a science notebook.

Students will share their structure and get feedback from others during the design process.

Extension

Students can learn about or study the design/s for different Montana tribes and paint their teepee.

Pictures can be recorded and shared with parents with the use of apps such as Seesaw.

Teepees can be shared at a science fair

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Draw or write about how you will build a teepee.

First I will

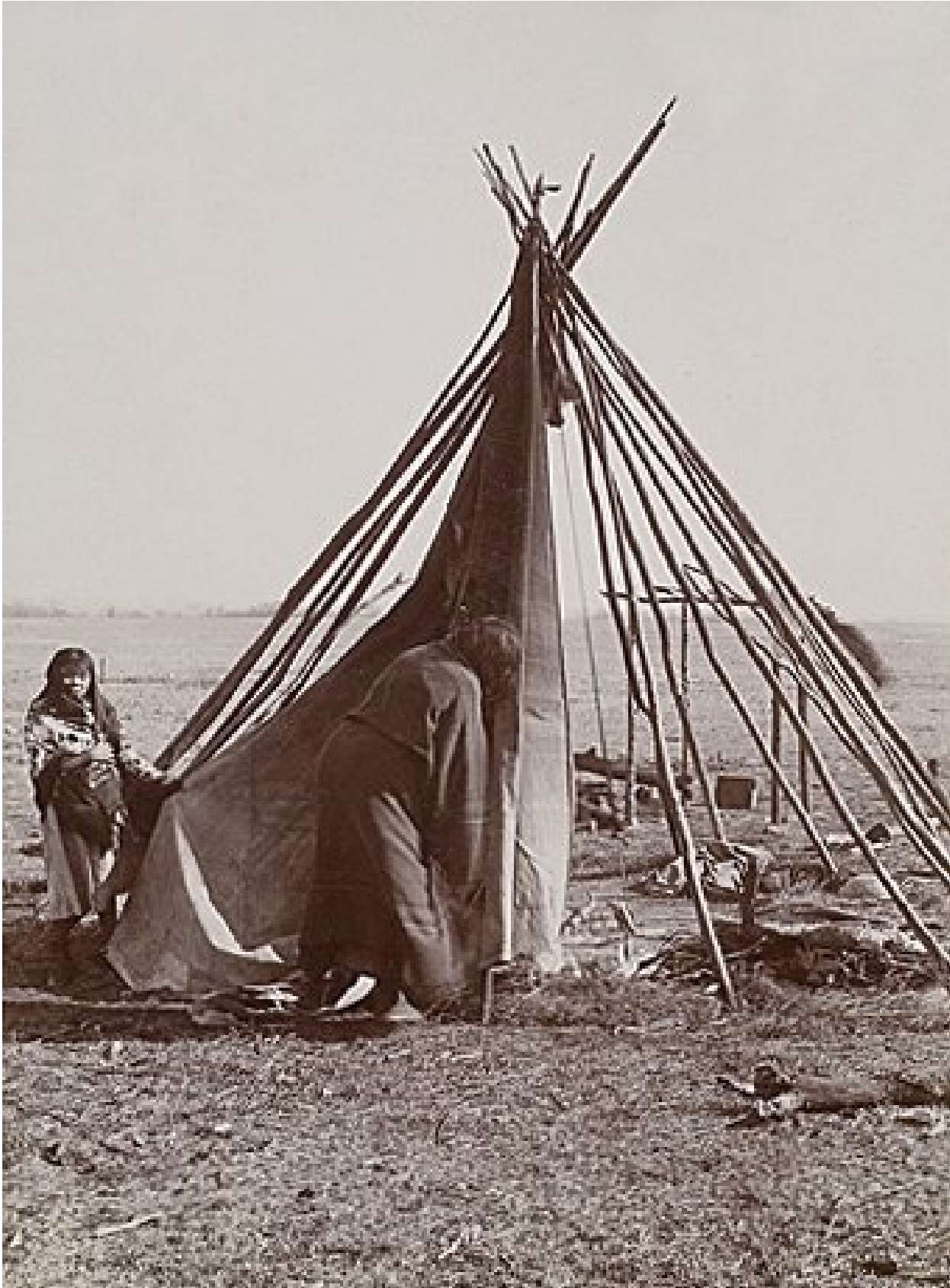
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Interactive video <http://www.learnalberta.ca/content/wonbt/html/>

Draw or write about what changes you will make in your teepee design.

Next time I will

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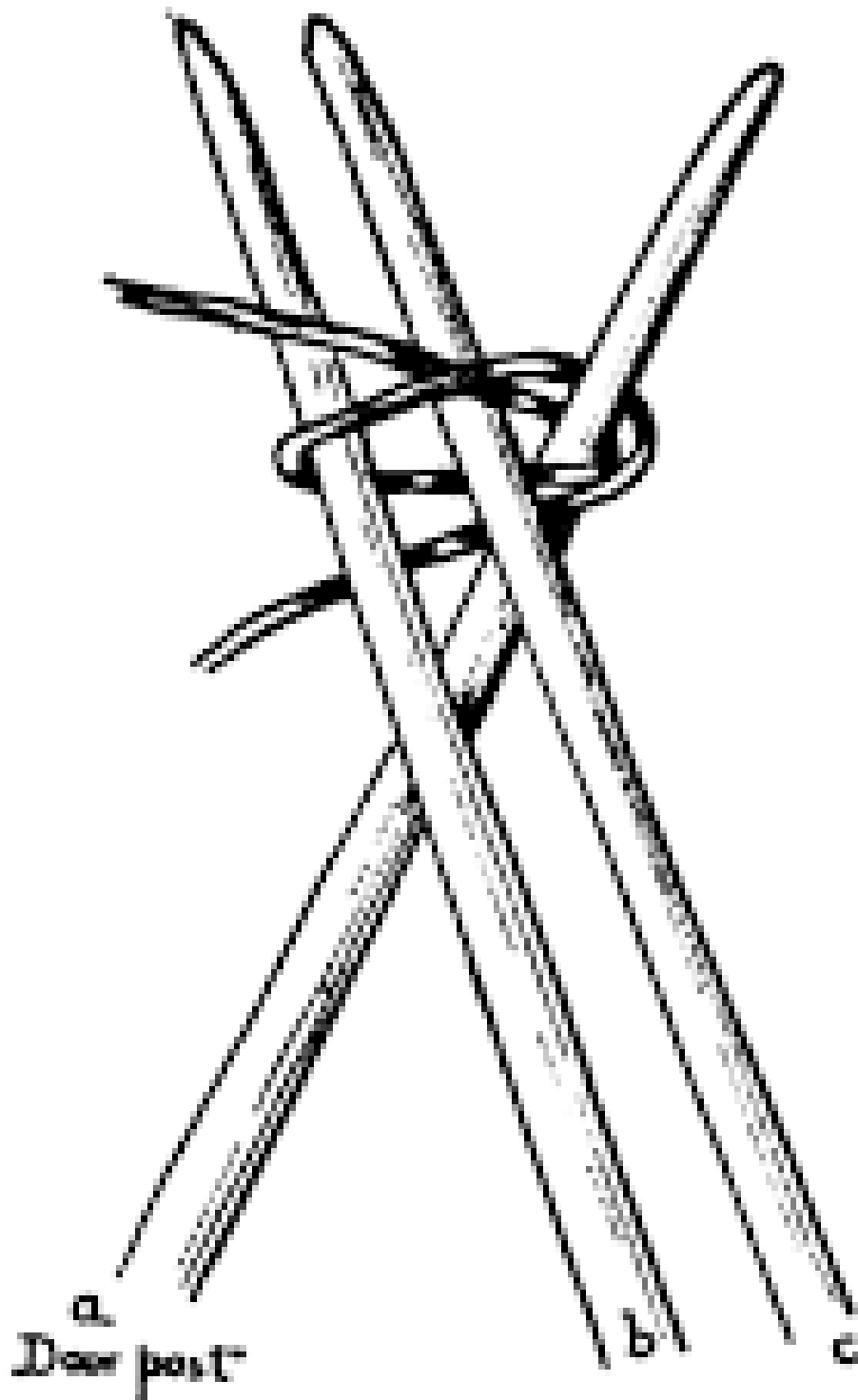
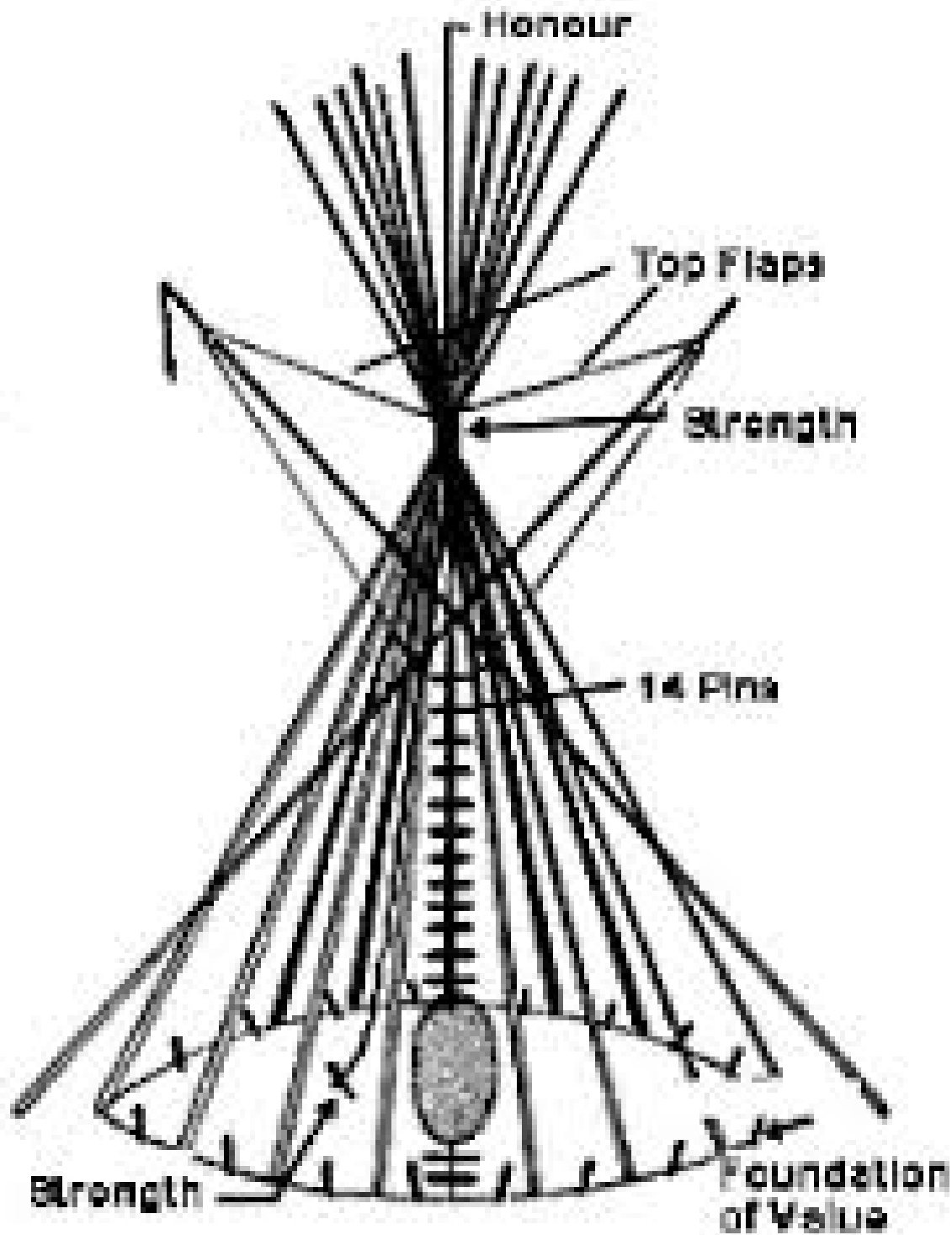


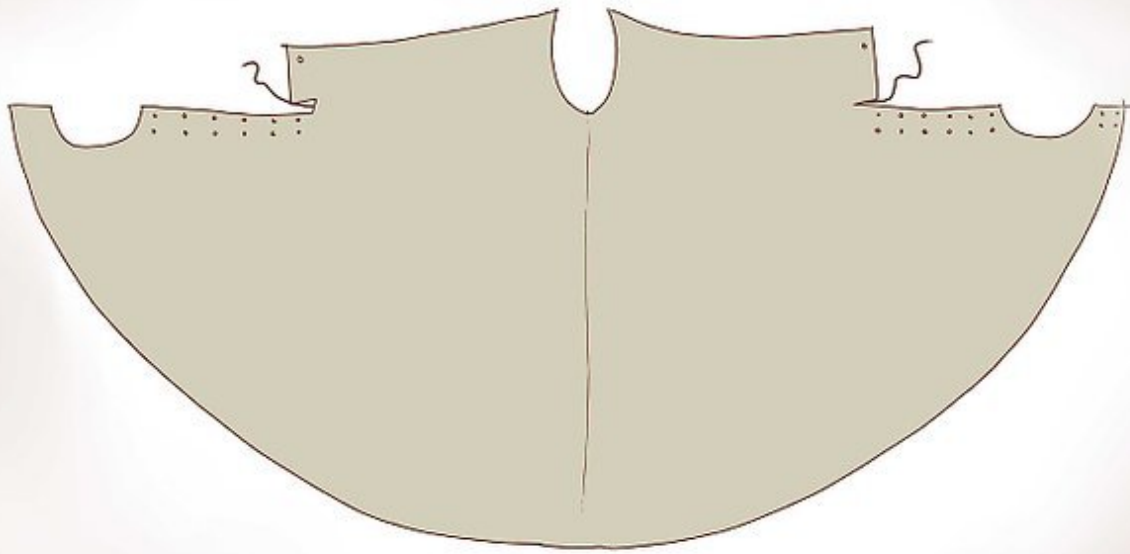
Fig. 68. The Assinibolne Tie.

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THE TIPI



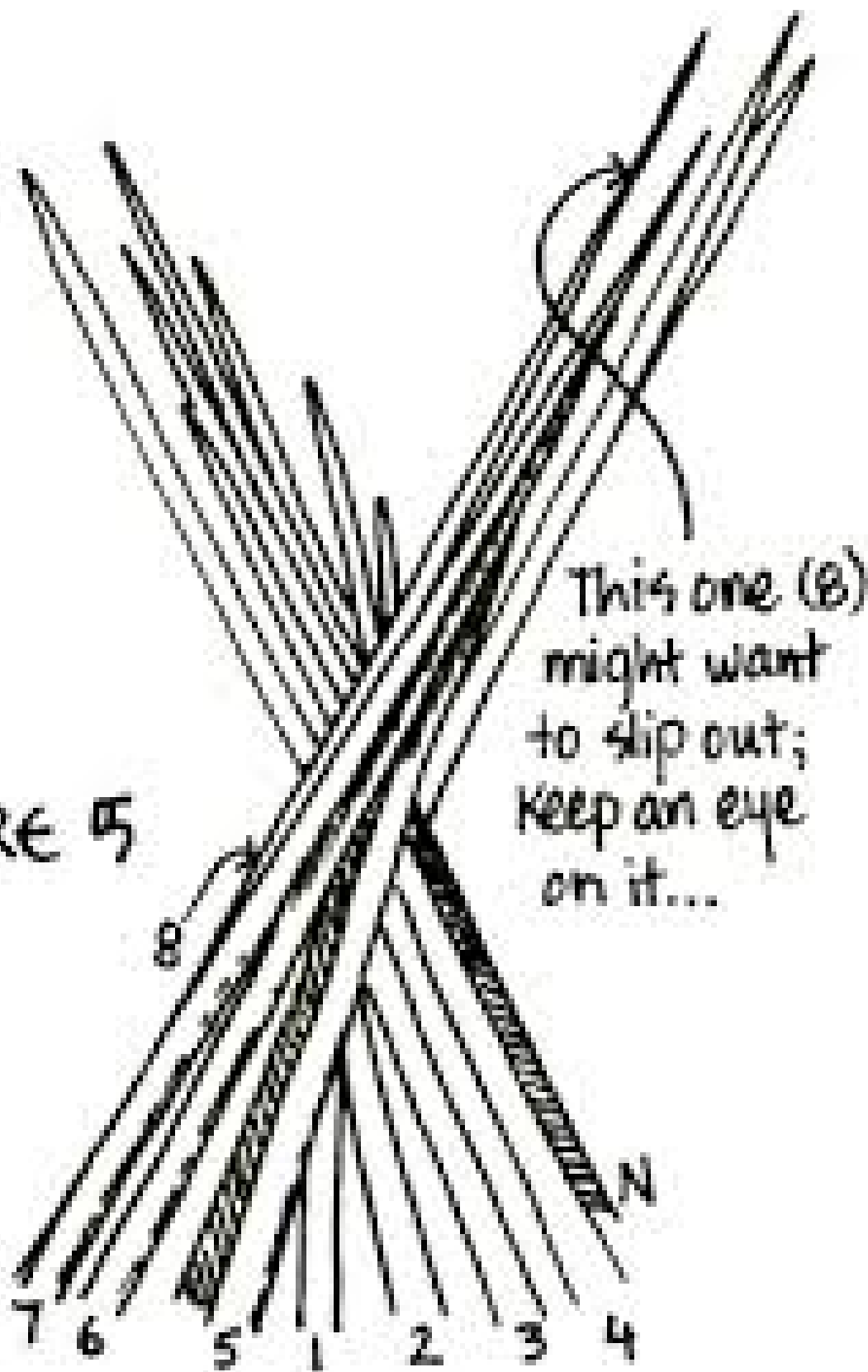
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wikiHow to Make a Teepee

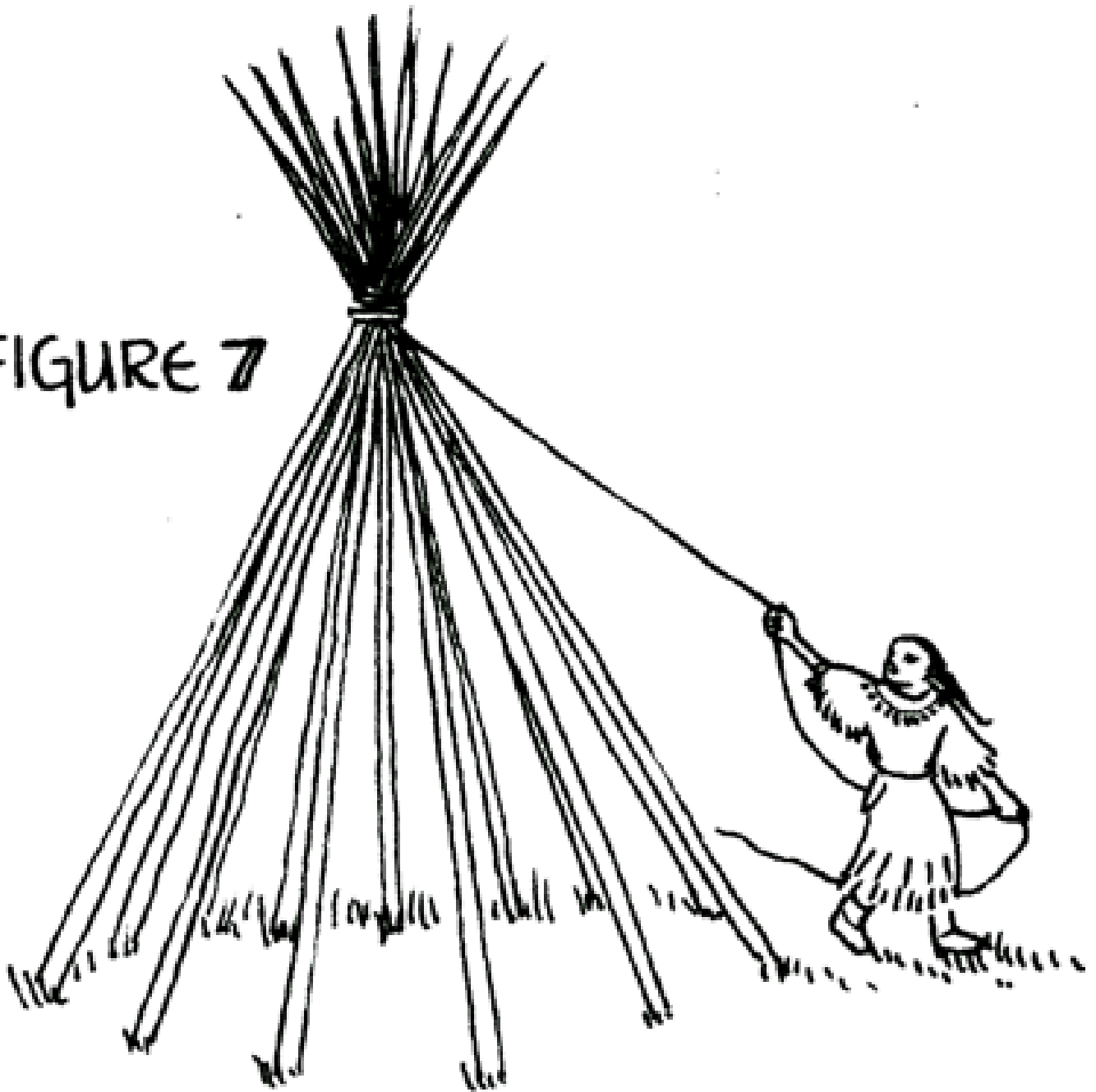
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FIGURE 5



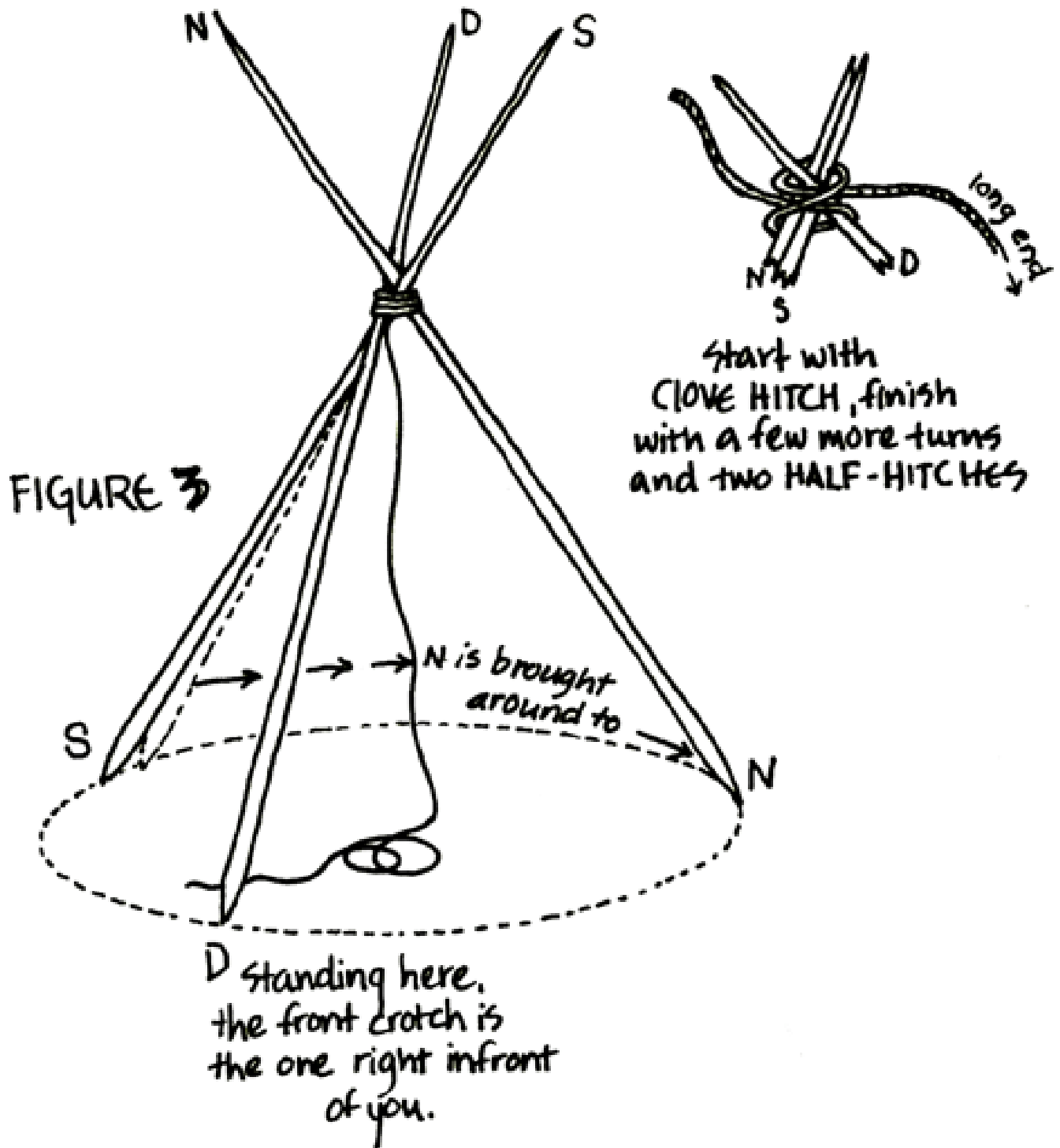
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FIGURE 7

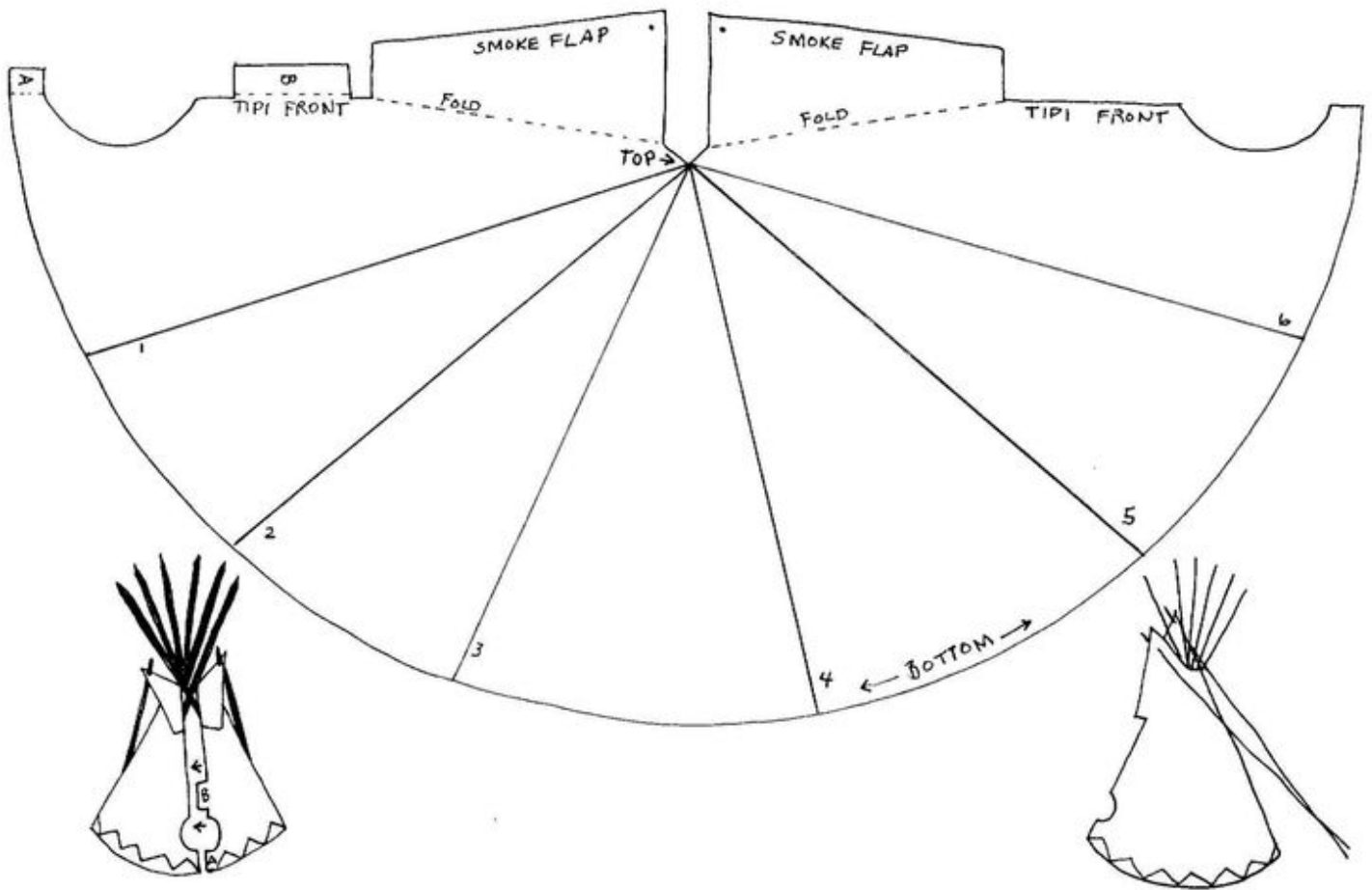


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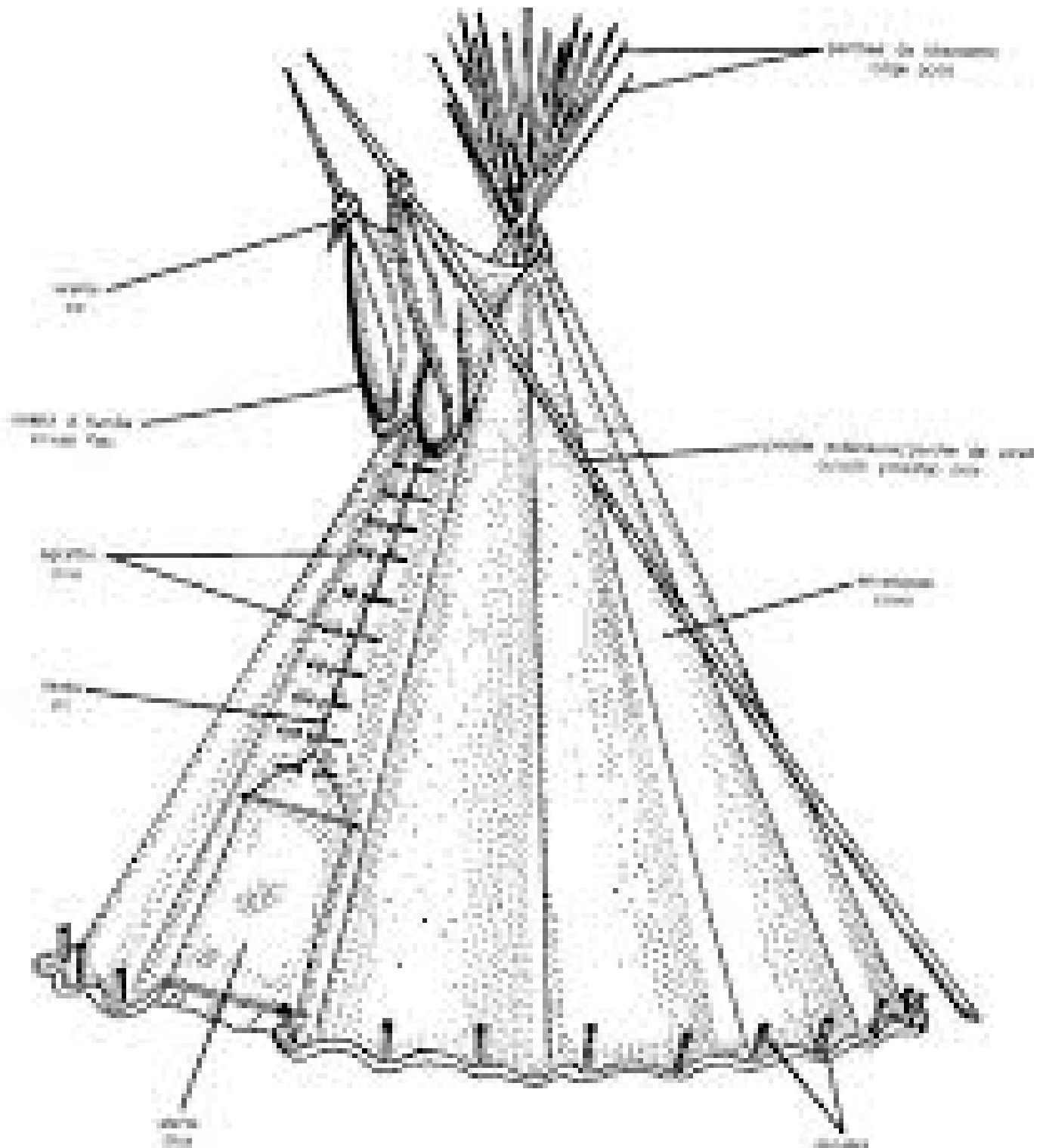


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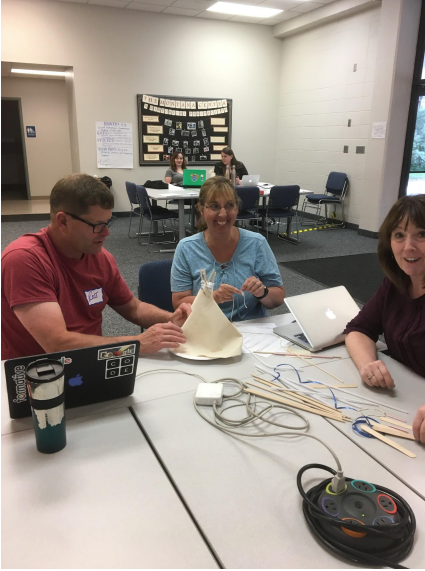
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