**Cooperative Learning Lesson Plan**

**Lesson Plan Subject:** During the time period of 1607 how were the Native American ways of life different from the Europeans?

**Grade Levels:** 3rd-5th

**Essential Questions:**

* Teacher Questions

-Does the student work cooperatively with peers?

-Does the student communicate appropriately with peers?

-Does the student understand the diverse ways of life, between the Native Americans and the Europeans?

* Student Questions

-How do we compare to the Europeans and the Native Americans?

**Objectives:**

* Curriculum Standards

-Students will compare ways of life of Indian Nations from different regions of North America. **Strand I. A-1**

* Instructional Standard

-Students will demonstrate and illustrate the diverse ways of life between Native Americans and Europeans.

**Instructional Materials:**

* Copy of *If you Sailed on the Mayflower* per student or group
* Computer/Internet access (Resources available on *If You Sailed on the Mayflower* resource page)
* Printing availability
* 3 large pieces of white construction paper per group
* Scraps of colored construction paper
* Glue
* Scissors
* Colored pencils/markers/crayons

**Acquire Prior Knowledge:**

* Ask students to recall information on how the pilgrims lived in the story.
* Ask students to recall information of how the Native Americans lived before the Europeans arrived.
* Give examples of each on the board.
* Ask students to give examples of how to work cooperatively within a group.
* Ask students to give examples of nice things we can say to our group members when they have a good idea, or when they have an idea of what others disagree on.

**What to do:**

**[First Day]**

* Divide students into groups of 4 or 5 students each
* Explain that they will be creating three different photos. One of the Native American life before the Europeans arrived, one of the European life after they arrived at Cape Cod, and the third will be of how they interpreted the end of the story-how do both the Native Americans and Europeans live in the end.
* Give time for discussion within group. Have students write down ideas.
* Have students begin to draw/construct the background of each picture
* Be sure to observe group cooperation
* For Homework: Each group member will research and print photos at home of what they think the Native Americans and Pilgrims used during the 1600’s. (Use book for reference words!)- If technology is not available to all students be sure to allow extra time for those students.

**[Second Day]**

* Reserve computer lab

-Give each a role: Mouse holder, Keyboard holder, Leader, recorder, Observer (be sure everyone is being fair)-possibly switch after so many minutes, if needed

-Be sure the recorder cites their resources

 - <http://www.mayflowerhistory.com/Library/library.php>,

 - <http://www.tolatsga.org/wampa.html> OR

 - <http://www.history.com/topics/mayflower>

- Collaborate and create posters! Due by today!

**[Third Day]**

* When groups are finished they will present their murals to the class.
* Have students write down items found in their group’s mural on the board.
* Discuss as a class some of the different/similar things found in the murals.
* Discuss how different our lives are now
* Erase what we don’t use today
* What is left?

**Accommodations:**

* Exceptionalities

- Review IEP’s

- Provide Inclusion

- Prior to group work provide students with activities about respecting individual differences

- Provide pictures of large group and small group photos to help assist students with disabilities with transitions

- Provide assistance and feedback to students who are having difficulty but are on the right track

- Provide main streamed children with understanding on how peers with disabilities differ

- Point out examples of strengths and competencies all students bring to their group

- Familiarize students with aids used by students with certain disabilities

* Culture/Ethnicity/Race

 - Teacher familiarizes self with cultural understandings within the classroom

 - Be sure to differentiate information to fit students needs.

- Provide students with understanding of cultural norms of various ethnic and racial groups and the effectiveness they have on group interaction.

* Language Diversity

- Make language comprehensible by keeping learners’ needs in mind.

- Simplify language, use gestures, and link talk to context.

- Link concept to meet language understanding

- If needed, provide groups who may have language barrier with an interpreter

* Gender Bias

 - Making sure language and curriculum materials are gender-free and balanced.

 - Show respect for all students

 - Divide groups equally with a variety of boys and girls dispersed within groups

 - Assign roles to both boys and girls

* Social Class Differences
- Be sure every child is involved in group discussions

- Make sure to assist all children equally

- Be sure all roles are shared equally

* Multiple Intelligences

 - Use of Analytical Intelligence- using the student’s cognitive thinking skills to recall adjectives.

 - Use of Creative Intelligence- using student’s coping skills within group work

- Use of Practical Intelligence- using the student’s adapting skills within group work

* Learning Styles

 - Include In-context learning style by recalling characters and events from the story.

- Include Out-of-context learning style by relating events of the story to prior knowledge.

**Assessment:**

* Exit Card/Journal- How did life for the Native Americans change when the Europeans arrived? What was different between the Native Americans and the Europeans? What other thoughts do you have from doing this activity?
* Self Assessment: You may find an example to follow:

**How often did you do the following things in your group? Circle the word that best describes your level of participation and cooperation.**

**1.) I asked questions for information or clarification.**

Not at all Rarely Sometimes Often

**2.) I offered my opinion.**

Not at all Rarely Sometimes Often

**3.) I listened to the other group members.**

Not at all Rarely Sometimes Often

**4.) I commented on the ideas of other group members.**

Not at all Rarely Sometimes Often

**5.) I encouraged others to participate.**

Not at all Rarely Sometimes Often

**6.) I fulfilled my role in the group as assigned by the teacher.**

Not at all Rarely Sometimes Often

**On the questions 7-9 write two or three sentences describing your answers.**

**7.) What I liked best about working with this group.**

**8.) What was the most difficult part about working with this group.**

**9.) My goal for the next group activity is…**