

Lesson Title/Focus	Wampums and Collective identity	Date	April 4, 2014
Subject/Grade Level	Social Studies – Grade 6	Time Duration	10:17/Recess/11:30
Unit	Iroquois Confederacy	Teacher	Kayla Giebelhaus

LEARNING OBJECTIVES

Students will:

1. Understand the purpose and significance of wampums
2. Understand and apply the term “collective identity”

LEARNING RESOURCES CONSULTED

- Chapter 4 “What was the Iroquois Confederacy?”
- “Collective Identity (Wampum Belt) Challenge” Lesson plan
- http://www.craigmarlatt.com/canada/symbols_facts&lists/currency.html

MATERIALS AND EQUIPMENT

- Canadian Currency
- Graph paper
- “Analyzing Canadian Currency” sheets
- Lined paper
- Markers or pencil crayons

PROCEDURE

Introduction

		Time
Attention Grabber	Who can tell us what wampum was used for in the Iroquois confederacy? They were used to record events, ideas, contracts, pledges or treaties among nations.	2 min

Body

		Time
Learning Activity #1	Look together at the Hiawatha Wampum. Read page 82 in textbook. Discuss each symbol. What is a symbol? An image, object, or word that has meaning associated with it. Can anyone think of examples in our own life that use symbols? Symbols used in the Hiawatha Wampum and on our currency demonstrate values	10 min

<i>Assessments</i>	Discussion, reading aloud	
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Learning Activity #2	Hand out Canadian currency and chart. Ask students to analyze currency and fill in chart, writing down why they think these symbols are significant. Review together the actual meanings of the symbols, having students fill in answers as we go along. Each of the "Canadian Journey" has different "themes" for each bill on the back: <ul style="list-style-type: none"> • \$5 Children at Play - children playing hockey outdoors (Sir Wilfrid Laurier on the front) • \$10 Remembrance and Peacekeeping - veterans, children and peacekeepers paying tribute (Sir John A. Macdonald on the front) • \$20 Arts and Culture - the artwork of renowned Canadian artist Bill Reid (Queen Elizabeth II on the front) • \$50 Nation Building - the accomplishments of the Famous Five and Thérèse Casgrain (William Lyon Mackenzie King on the front) • \$100 Exploring and Innovating - historic and satellite maps of Canada (Sir Robert Borden on the front) 	20 min
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<i>Assessments/ Differentiation</i>	Currency chart, discussion	----
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Learning Activity #2	What are some values that we have in this classroom? If they are stuck, direct attention to the board. After brainstorming on the board, instruct each group to choose what they believe to be the top four or five (depending on the number of students in their nation). Each nation will create wampum. Each student will create one section of the wampum. Each section should include a different symbol that represents the values we have brainstormed. To make their wampum, they will color in the squares of chart paper, as if each square was a bead. You must explain the colors you use and the symbols you have chosen. Each student will given a grade out of 4 for his or her section of the nation’s wampum. <ul style="list-style-type: none"> • Colors used are fully explained in paragraph • Symbol is fully explained in paragraph • Symbol on wampum can be clearly seen and is neatly drawn and colored 	15 min
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	<ul style="list-style-type: none"> Symbol has been chosen from brainstormed list and contributes to collective identity of classroom. 	
<i>Assessments/ Differentiation</i>	Wampum and paragraph	----
Closure		Time
Transition To Next Lesson	<i>Next class we will continue planning and creating wampum. You will need to hand in your wampum and paragraph by the end of tomorrow's class.</i>	<i>1 min</i>

Sponge Activity/Activities	Share wampum with the class.
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Reflections from the lesson	
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