



Topic: Dream Catchers

Grade : 4th - Adult

An integrated lesson plan covering three sessions of approximately 45 minutes each.

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Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to help students create a Native American dream catcher. The students will use materials similar to those used by traditional Native Americans to produce dream catchers and learn about the Native American beliefs and thoughts about the use and importance of dream catchers in Native American cultures.

Lesson Objectives

Name of Project: Dream Catchers

Project Objectives: When students complete this project, they will be able to create a dream catcher similar to that of an authentic Native American.

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Reading Students will be able to trace the legend behind dream catchers.

Writing Students will be able to write a fictional, narrative text.

Technology Students will be able to access websites that include the origin and legends behind dream catchers.

State/National Standards

Reading and Writing Standards

- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write for a variety of purposes such as telling stories.
- Standard 3: Students write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Websites [URLS that support lesson]

Required:

Versions of Dream catcher legend:

<http://www.dreamcatchersonline.com/>

<http://www.geocities.com/TheTropics/2793/dream.html>

Origin of the dream catcher:

<http://nativetech.org/dreamcat/dreamcat.html>

Pre-requisites (Skills required to process project)

Students will need to read and write at least at a 3rd grade level.

Fine motor skills will be needed for this project.

Required Materials

For each of the students you will need approximately:

- 1 Four inch wire hoop
- 3 ft Yarn
- 2 ft Thread
- 9 Pony beads
- 3 Small bundles of feathers

Handouts

Dream catcher instructions with illustrations

Narrative Story Map

Required Equipment/Technology

You will need a computer with Internet access.

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Instructor Notes	ET
Read legend and origin of the Dream catcher.	See the required websites for the sites that will provide versions of the legend and the origin of the Dream catcher.	20 min.

Presentation

Activity	Instructor Notes	ET
Preview the steps of the activity using the handout with illustrations.	In this section you will only preview the steps with the students so they know what to expect; you will actually build the dream catcher in the next section.	10 min.

Performance and Practice

Instructions for students	Teacher notes	ET
1. Distribute the materials needed to begin the dream catcher	Wire hoops and yarn (3 feet)	
2. Wrap the wire hoop tightly with the yarn.	Make sure the yarn wraps keep tight and close together. Click Here for illustration.	10 min.
3. Distribute the thread	Thread should be about 2 feet long.	
4. Form the initial loops of thread inside the dream catcher to start the weaving.	See the illustration.	15 min.
5. Continue the inside loops until the weave is completed.	There should be a space left in the very center of the weaving. See illustration.	10 min.
6. Add hanging loop and three dangles with beads and feathers.	The hanging loop and dangles can be constructed of yarn. Put 3 pony beads and a small bundle of feathers on each of the three dangles.	15 min.
Follow-up writing: Have students write a narrative text in which a child is having a good dream – being sure	Have students use the planning web for the story.	50 min.

to include details of the dream.	Click here for planning web.	
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Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

Were the steps explained in detail enough? (To be assessed by teacher observation of student frustration.)

Did the web facilitate a structured story that flowed through events?

Performance and Practice (Student)

Did the students follow directions on making the dream catcher?

Did the student use the planning web for their story?

Technology

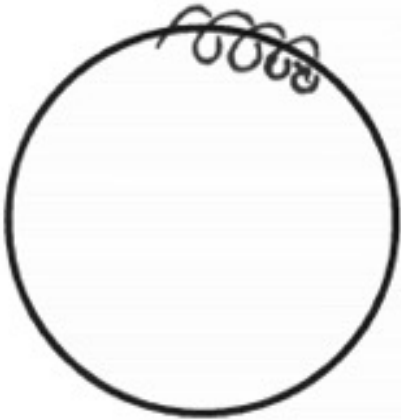
Is the Internet access working properly?

Were students able to find the websites?

Handouts

Making a Dream Catcher

Step 1: Wrap ring tightly with yarn.



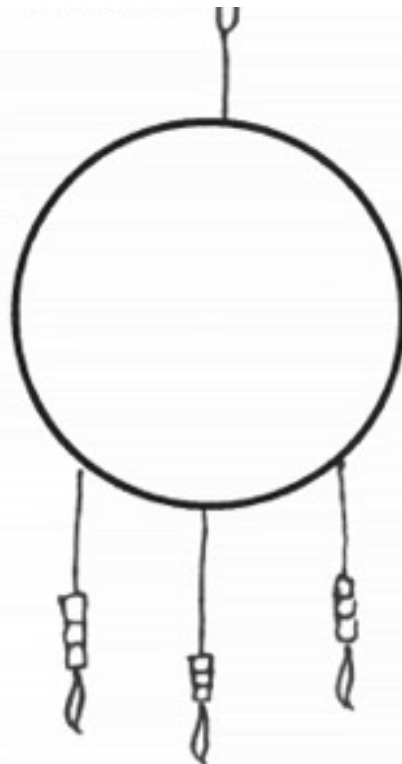
Step 2: Make initial loops with thread.



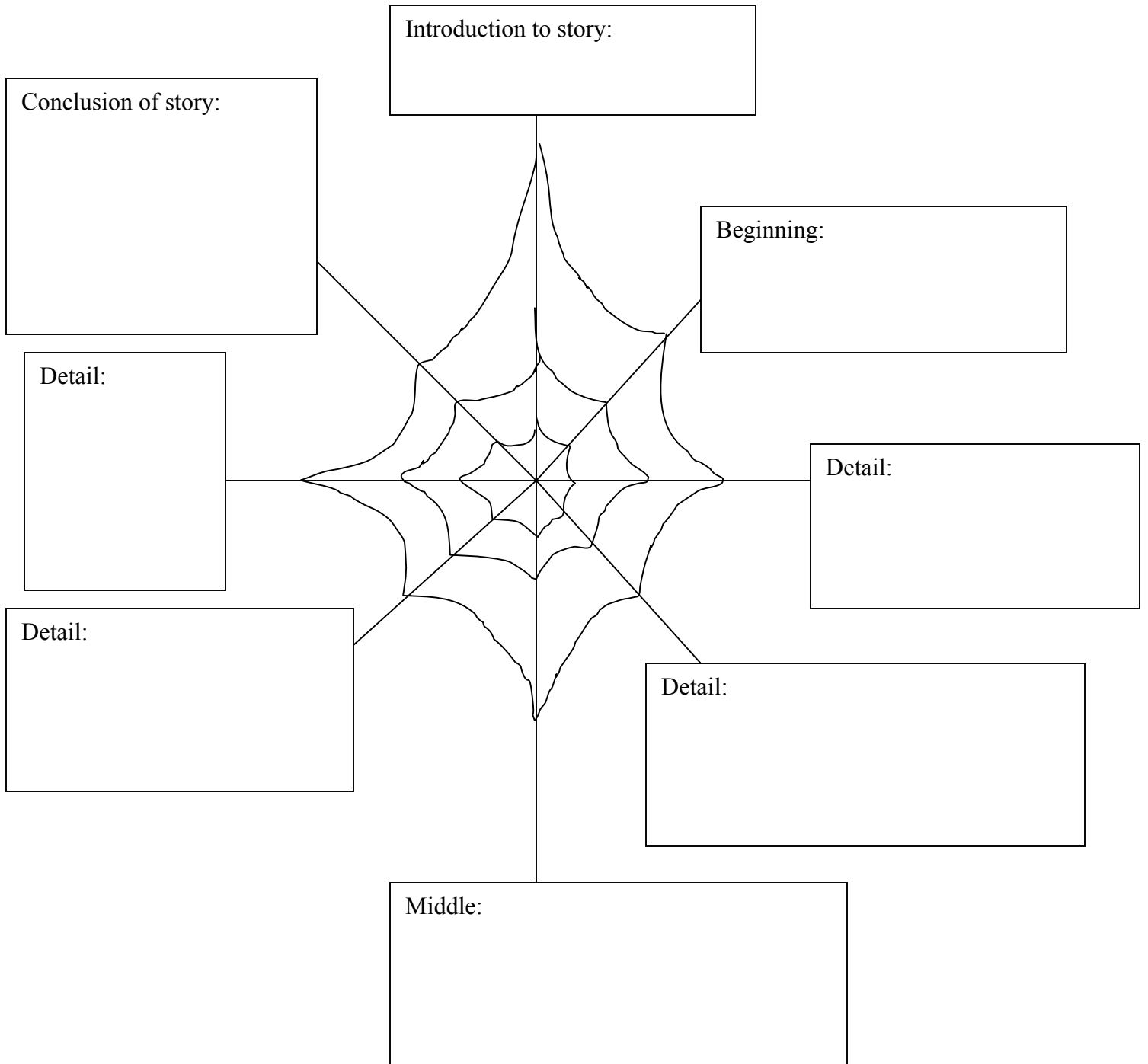
Step 3: Continue threading through inside loops.



Step 4: Add hanging loop and three dangles with beads and feathers.



Dream Catcher Story Web



Activity Checklist

Activity	Check when finished.
1. Dream catcher is completed.	
2. Story planning is filled out.	
3. Narrative story is written.	

Technology Checklist

Make sure that Internet accessible.

Lesson Rubric

1	2	3	4
The dream catcher was completed with more than two steps done incorrectly.	The dream catcher was completed with two steps done incorrectly (ex: yarn isn't wrapped tightly and the inner loops don't follow instructions)	The dream catcher was completed with only one step done incorrectly (ex: yarn isn't wrapped tightly.)	The dream catcher was completed with all steps completed in order.
The web has more than 2 boxes not completed.	The web has 1 or 2 boxes not completed.	The web is filled out completely, but one of the events seems to be disjointed.	The web is completely filled out and the events flow together.
The story does not follow the web at all.	The story follows the idea of the web, but the order is mixed up.	The story follows the web for the most part with only 1 event out of order.	The story is written from the web and flows together well.
Writing is hard to understand because of major errors in spelling and/or grammar.	Writing contains many errors that interfere with the reader's understanding.	Writing is done with only a few spelling or grammar errors that don't interfere with understanding.	Written components follow all grammar and spelling rules.