Dreamcatchers
Grades 4-5
An integrated lesson plan covering
five sessions of
approximately one hour each

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 focuses on uses of feathers throughout world history and specifically within Native American cultures. The final projects are several group crafted oversized dreamcatchers made with guidance from local community members.

Lesson Objectives

Lesson Project: Dreamcatchers
Project Objectives: When students complete this project, they will be able to…
❖ Make dreamcatchers as small group projects.
❖ Explain multiple uses of feathers within the world and their own communities.

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

- ❖ Oral Language
  - Interview family members to gain historical information.
  - Share historical information with class
- ❖ Art
  - Use feathers creatively within art projects.
- ❖ Technology
  - Use digital camera and software to pictorially represent historical and present day uses of feathers.
  - Research historical information on the Internet.
- ❖ Social
  - Share responsibilities with others in a group in order to complete a cooperative project.

State/National Standards (Complete as Appropriate)

- ❖ Colorado State Reading Standard 2 – *Students write and speak for a variety of purposes and audiences.*
- ❖ Colorado State Reading Standard 4 – *Students apply thinking skills to their listening.*
- ❖ Colorado State Reading Standard 5 – *Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.*
- ❖ Colorado State History Standard 6.2 – *Students know how societies have been affected by religions and philosophies.*
- ❖ Colorado State History Standard 3.2 – *Students understand the history of social organization in various societies.*

Websites

Required:
Feather art
Dreamcatchers
Painted feathers
War Bonnet
Arrows
Feather masks
Native American crafts

Pre-requisites

Students read at 3rd grade level

Required Materials

Willow, feathers, artificial sinew or twine

Handouts

[Family Feather Use](#) handout
[Web Search](#) – Feather Uses

Required Equipment/Technology

Computer with internet connection for each student
Digital camera
Scanner & printer (for teacher use)

THE LESSON

Note: Students do not learn from what <u>you</u> do but from what you have <u>them</u> do.

Preparation
Day 1

Activity 1	Time Estimate	Instructor Notes
Teacher overview of lesson. Community member discusses and displays local feather uses. Family Feather Use handout is explained and assigned.	1 hour	Locate a community member willing to help with this lesson. Collect crafts and artifacts for display. Make copies of handout.

Presentation
Day 2

Activity 2	Time Estimate	Instructor Notes
Students share results from handout and display any items or pictures of items brought from home. Teacher demonstrates use of digital camera and students take turns photographing items.	1 hour	Have students photograph items they brought to class before going on to next student. Teacher scans photo that were brought in.

Practice and Performance
Day 3

Activity 3	Time Estimate	Instructor Notes
Students go to bookmarked sites and complete Web Search handout	1hours	Bookmark required sites above naming them as Sites 1-7. This avoids giving clues as to the content of each site.

Day 4 - 5

Activity 4	Time Estimate	Instructor Notes
Following instructions from community member, create an oversized dreamcatcher with 2 or 3 others in your group. Photograph completed projects	1-2 hours	Observe group interactions Complete Group Interaction Assessment Form Make a collage of photographs from this lesson using PhotoDraw. (This could be a student project at a later date.)

Lesson Assessment Strategy (Formative – As the lesson progresses)

These questions will be answered on a student questionnaire yet to be produced.

Preparation, Presentation and Overall Implementation (Instructor)

- Are instructions and expectations clear?
- Is the lesson adaptable for students with low reading and writing skills?
- How is this lesson integrated?
- Is modeling sufficient for students to work independently?
- Are family/community members increasing their interactions with the class?
- Are community volunteers adequately prepared to help in class?
- Are IEP modifications being considered?
- Is enough time allotted for each activity?

Performance and Practice (Student)

- Are students connecting to the lesson?
- Are all students participating in the activities?
- Are all students performing at appropriate individual levels?
- Are all students participating within the group?

Technology

- If required Internet site(s) is down, is backup material available?
- Are students able to navigate through bookmarked sites to get information?

Name_____

Family Feather Use

Write ways your family uses feathers. (Some uses may be secret.)
Bring in examples to share. Pictures of examples are okay too.

Family Member	Feather Uses

Name_____

Web Search – Feather Uses Handout

1. Go to each of the bookmarked sites.
2. Name each site.
3. Write one or two sentences about the feather uses shown at each site.
4. Name your favorite site. Tell why you chose it.

Site #1 _____
        Site name

Feather Uses:
_____

_____

Site #2 _____
        Site name

Feather Uses:
_____

_____

Site #3 _____
        Site name

Feather Uses:
_____

_____

Site #4 _____
        Site name

Feather Uses:
_____

_____

Site #5 _____
            Site name

Feather Uses:

_____

_____

Site #6 _____
            Site name

Feather Uses:

_____

_____

Site #7 _____
            Site name

Feather Uses:

_____

_____

My favorite site is _____ **because** _____

_____

_____

	Rubric
5	Complementary to other students Participates fully in task Follows directions carefully Shows patience while waiting turn
4	Complementary to other students Shares moderately in task Work is a little sloppy Gets impatient at times
3	Mildly negative toward other students Limited sharing in task Work is sloppy Often impatient
2	Obviously negative toward group **Limited or no sharing in task** **Always impatient**
1	Defiant toward others Counterproductive to task

Group Interactions
Student Assessment Form

Rate each student for group work on dreamcatcher according to Rubric on left.

Group #_____

Name	Experiment Rating	Presentation Rating

Group #_____

Name	Experiment Rating	Presentation Rating

Group #_____

Name	Experiment Rating	Presentation Rating

Group #_____

Name	Experiment Rating	Presentation Rating

Group #_____

Name	Experiment Rating	Presentation Rating

Group #_____

Name	Experiment Rating	Presentation Rating

Group #_____

Name	Experiment Rating	Presentation Rating

Dreamcatcher Activity Checklist

	Complete "Family Feather Use" handout for homework
	Share handout results with class.
	Photograph any items you brought to class
	_____ Go to bookmarked sites and complete Web Search handout
	Join with two or three other students and create an oversized dreamcatcher.
	Photograph your final project.

Digital Camera Checklist

	Put strap around neck
	Insert disc
	Remove lens cap
	Turn power on
	Set camera on "still"
	You see picture contents in screen
	Frame your picture and "click"
	To view pictures, set camera to "play"
	Use the "menu" button to find specific questions

Rubrics for *Dreamcatchers*

	Handout & Presentation	Dreamcatcher Group Project
5	**Return handout on time** **Information recorded for at least four family members** **Bring in 1 item or pictures to show to class** **Presentation covers all information on handout** **Voice is always clear and audible** **Min imal reference to notes**	Complementary to other students Participates fully in task Follows directions carefully Shows patience while waiting turn
4	Return handout on time Information recorded on two or three family members Bring in 1 item or picture to show to class Presentation covers most information on handout Voice is usually clear and audible Mostly read from handout	Complementary to other students Shares moderately in task Work is a little sloppy Gets impatient at times
3	Return handout 1 day late Information recorded for at least four family members No items or pictures brought in Presentation read entirely from handout Voice is often inaudible	Mildly negative toward other students Limited sharing in task Work is sloppy Often impatient
2	**Return handout 1 day late** **Information recorded for two or three family members** **No items or pictures brought in** **Presentation brief and extremely difficult to hear**	Obviously negative toward group Limited or no sharing in task Always impatient
1	**Turned in more than one day after deadline or not at all** **No presentation**	Defiant toward others Counterproductive to task