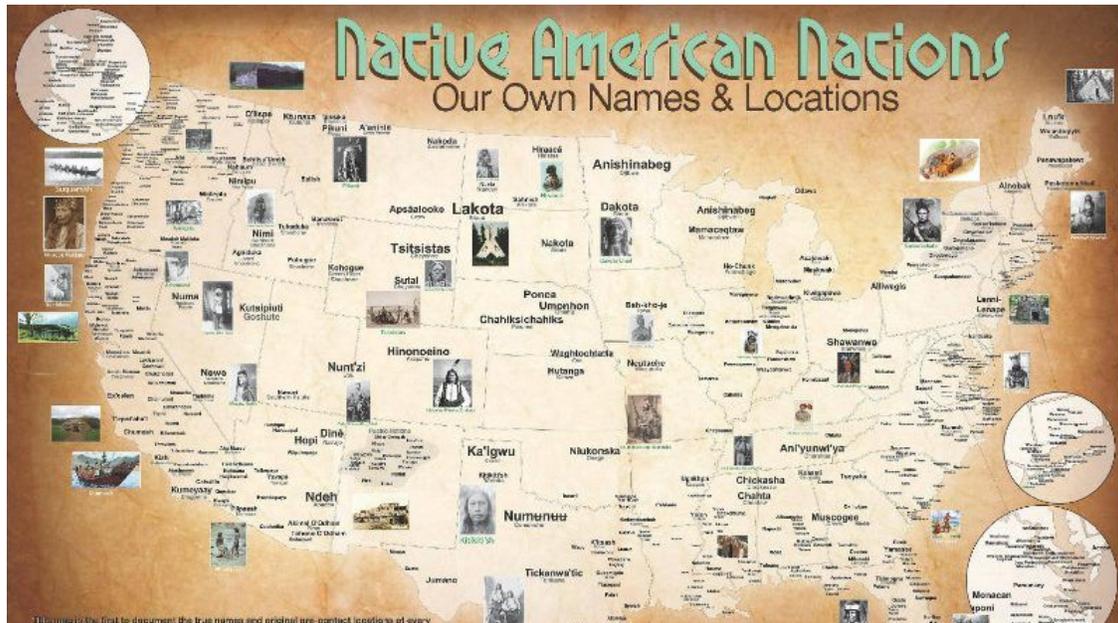


## Native American Tribe Partner Research Project



**Learning Goal:** Work with a partner to research and explore a specific Native American nation / tribe. Teach the class how the tribe's location and environment impacted the people's relationship to the land and their daily lives.

**RESEARCH CATEGORIES:** Students will research a specific Native American nation/tribe and learn about the following:

- Geography: Where did the people live? What was the weather / climate like?
- Geography: What was the landscape like? What landforms could be found in the area?
- Culture: What were their homes/shelters made of? What were they called? What did they look like?
- Culture: What style of clothing did men, women, children wear? What materials were used?
- Culture: What were the roles of men, women and children?
- Culture: What religious or spiritual rituals did they practice?
- Food sources: What did their diet consist of? How did they obtain their food?
- Other Resources: Besides food, what other natural resources were important to the tribe/nation and why?
- Any other interesting facts you'd like to share
- Bibliography: you need to use at least ONE book in your research + 2 internet resources

Name: \_\_\_\_\_

**PROJECT PRODUCTS:** Students will work both independently and collaboratively on the following 4 components.

- Collaboratively: research the categories and take notes
- Collaboratively: create a visual (either a poster, model/diorama, Google slides, or iMovie)
- Collaboratively: present/teach the class
- Independent: create a replica of an artifact that would have been used by the people of the tribe. Artifacts cannot be pre-made or store bought, they must be created by the student using the materials at hand. You must know what it was used for, and the materials it would have actually been made of. **Every student must create an artifact.**

**DUE DATES:**

- Monday, September 9: research notes due in notebooks or index cards (if typed in a Google Doc, you must have them printed out)**
- Friday, September 13: visual must be complete**
- Tuesday, September 16: all groups will present research, visual, and artifacts**

<u>ME</u>	<u>MP</u>	<u>DP</u>	<u>WB</u>
<p>- Presentation and visual includes accurate information on all required topics &amp; info has been summarized in the students' own words.</p> <p>- He/she is able to thoughtfully describe how the tribe's surrounding environment shaped the daily lives of the people.</p> <p>- Presentation is rehearsed and fluid (i.e. students do not read from slideshow and text is proofread)</p>	<p>- Presentation and visual includes information on all required topics; info has been summarized in the students' own words.</p> <p>- He/she is able to make connections between the tribe's surrounding environment and the daily lives of the people.</p> <p>- Presentation shows evidence of preparation (i.e. students rarely need to read from slideshow, text contains only a few errors.)</p>	<p>- Presentation and visual includes information on most required topics; info has been summarized in the students' own words.</p> <p>- He/she is able to make a broad connection between the tribe's surrounding environment and the daily lives of the people.</p> <p>- Presentation shows lack of practice (i.e. reading from notes, slideshow contains multiple errors).</p>	<p>- Presentation and visual includes information on a few required topics</p> <p>- He/she is able to make a broad connection between the tribe's surrounding environment and the daily lives of the people.</p> <p>- Presentation shows lack of practice (i.e. reading from notes, slideshow contains multiple errors).</p>

NAME: \_\_\_\_\_

PARTNER: \_\_\_\_\_

TRIBE / NATION: \_\_\_\_\_

*I understand the requirements of this project and will meet the due dates to the best of my ability.*

Student signature: \_\_\_\_\_

*I will support my child in this project by reminding them of due dates and guidelines.*

Parent signature: \_\_\_\_\_