



**Native American Culture:
Exploring Music, Visual Arts, and Music of Contemporary Native Americans Using
Ahtove.org**

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Grade Level: 4 th /5 ^h grade
Subject: Contemporary Native American Culture: Concept Discovery

Context for Teaching/Learning:

- This lesson was taught to 29 fourth grade students at Alliance Intermediate School in Alliance, Ohio in the classroom of veteran teacher, Kelly Lemmon. The class included 12 girls and 14 boys. Over 50% of the students are African American or multi-racial. Over 50% of the students have IEPs or 504 plans. All children in the school receive free and reduced lunch due to the poverty rate in the city. Most IEPs in this class focus on reading and writing skills (reading levels range from kindergarten – 4th grade level) and there is one English learner.
- For this lesson, the classroom is set up into three stations. Ideally, a teacher or volunteer or paraprofessional should lead each station. The children in this class have expressed a preference for working in groups, and groups are designed by the teacher for optimal cooperation and learning.
- Discussion and individual conversations with students prior to teaching this lesson indicated that the students did not have accurate knowledge of Native American culture or experience today.
- This hands-on lesson was highly engaging for the students, encourages critical thinking, and helps students make connections between themselves and aspects of Native American culture.

Content Standard:

Ohio Social Studies Grade 5 Content Statement. Geography. Human systems 8. American Indians developed unique cultures with many different ways of life.

Learning Objective:

After a whole group discussion and completing three stations, students will create a visual representation of present-day Native American culture, including at least one accurate attribute of Native American art, music, and food.

Academic Language:

Art- Something created using your imagination, often drawn or painted or sculpted.

Music- Sounds with a rhythm or pattern

Food- Something you eat to make you grow big and strong that gives you nutrition.

Culture-What makes a group of people unique, for example choices made about food, music, art, dress, values, religion, etc. A big idea that describes people’s way of life and shared history.

Formative Assessment:

- Observe students through the whole class and station discussions to guide them toward accurate conceptions of Native American culture.
- Listen to students’ answers to inquiry questions and debriefing questions in each station.
- Examine the Native American-inspired paintings that students create in their art station and listen to students discuss what they chose to represent.

Summative Assessment:

- Collect an exit ticket at the end of the lesson. Ensure all three sections of the exit ticket showing examples of Native American art, music, and food are filled out with 100% accuracy.

Procedures, Lesson Introduction: (10 minutes)

Preview (5 mins)

- Today we are going to be talking about some things that make Native American culture special.
- Ask the students, “What kind of music do you think Native Americans listen to and make today?”
- Ask the students, “What kind of art do you think Native Americans like and make today?”

- Ask the students, "What kind of special food do you think Native Americans like and make today?"
- The students will brainstorm with their groups on what kinds of food, music, and art Native Americans might like in the present day. Encourage students to share their thoughts with the whole class.
- Transition by telling the students that today we will be listening to music made by Native Americans, seeing artwork made by Native Americans, and learning about food that is popular in Native American culture today.

Conceptual Development of the Idea of Culture (5 mins)

- Tell the students that we are going to break down the concept of culture—focusing on three attributes of culture: art, music, and food.
- Write ART, MUSIC, and FOOD on the board (to make a chart with three columns) (perhaps include little symbols for each word to assist English learners)
- Ask the students "what words describe each of the categories"?
- The teacher should write the students' answers on the board.
- Help the students list examples and parts of the definitions for Art, Music, and Food
- Ask the students, "What do you think a big idea is that we are learning today? How do art, music, and food all go together?"
- Guide the children to say the word CULTURE and help them see that art, music, and food are all parts of culture that we can see, hear, or taste. They are things that can be special to groups of people.

Procedures, Lesson Body: (45 minutes)

Divide into 3 STATIONS and rotate students to each station after 15 minutes

Food- Station 1: (15 mins)

1. Ask students to wash their hands or use sanitizer since they will be handling food.
2. Show the students pictures of 4 Native American foods printed out. [4 Native American foods](#). The teacher can explain that these pictures and recipes can be found using Google and the FoodNetwork website. They can search for more Native American recipes and foods when they have extra time.
3. Ask the following inquiry questions:
 - "Which one of these Native American foods would you most like to try"?
 - "What are some similarities and differences between these dishes and the dishes you like to eat at home"(2-3 minutes)
4. With the teacher's assistance, follow the easy recipe for Fried bread. (10 minutes)
5. Provide a copy of the recipe for the students to follow along while the steps are being followed so that students can practice their reading and be more engaged if they are not directly working with the ingredients
6. Call on student volunteers to help put the different ingredients in the bowl to get them involved.
7. The teacher will then explain the steps that cannot be shown in the time limit
 - Having the dough sit for an hour in the refrigerator.
 - Put in the fryer at 350 degrees and cook until golden brown on each side
8. The teacher will then pull out the batch that she made at home for the kids to try.
9. Discuss with the group how they felt about this process of making and trying fry bread.
 - Explain that there is a local food truck in Akron that serves traditional Native American food.
 - Offer students a take-home Recipe if they would like to share it with their family
<https://www.foodnetwork.com/recipes/indian-fry-bread-recipe-2013241>
10. Ask debriefing questions regarding the station:
 - a. "Can you make any inference about Native American culture from looking at these food pictures?"
 - b. "Would you add any new ideas to our list about what food means now?"
11. The teacher will then let the students know that they will then move to the music station

Music- Station 2 (15 mins)

1. Ask students what kind of music they think Native Americans make today
2. Play a short audio clip of traditional Native American music [Drumming and Song \(thenucleus3.org\)](#)
3. Invite students to play along with the music using Native American drums provided by the teacher
4. After a few minutes, the teacher will instruct the students to stop and put the drums down

5. The teacher will then ask the students if they think this is the only kind of music Native Americans make today
6. The teacher will play the video of [Sihasin](#)'s music. Explain that the artist is Native American and that they can play more popular music, like this rock song
7. Play the video clip of [Frank Waln](#). Explain that this Native American is a successful rapper
8. Play [Raye Zaragoza](#)'s song. Explain that this pop artist is Native American.
9. Ask debriefing questions regarding the station:
 - a. "How did each of the songs we heard make you feel?"
 - b. "Did you notice any similarities among the songs?"
 - c. "Can you make any inference about Native American culture from watching all these Native American song videos?" (guide them to say outfits, messages about social justice, locations—allow students to watch a few seconds of each video again to notice appearance of artists, background locations, messages or feeling of music)
 - d. "Were there any similarities between any of the songs we heard today and your favorite kind of music?"
 - e. "Would you add any new ideas to our list about what music means now?"
10. The teacher will then let the students know that they will then move to the art station

Art- Station 3 (15 mins)

1. Ask the following questions to have an open discussion:
 - "Who here loves art?"
 - "What kind of art do you like?"
 - "Does anything come to mind when you think of Native American artwork?"
2. The teacher will show students different pieces of artwork created by Native Americans using a website such as <https://www.seegreatart.art/embracing-contemporary-native-american-art-as-contemporary-art/>
3. Ask debriefing questions regarding the station:
 - a. "What colors do you see in these pieces of art?"
 - b. "What subjects do you see?"
 - c. "How does the artwork make you feel when you look at it?"
 - d. "Do you see any values repeated in these works of art?"
 - e. "Based on these pieces of artwork, what can you infer about Native American Culture?"
 - f. "Would you add any new ideas to our list about what art means now?"
4. Instruct students that it is now their turn to create their own artwork inspired by Native American Culture.
5. The students will be given art materials and time to create their own pieces
6. If there is time left over before they are asked to move to the next station, teachers will ask for volunteers to share what they have created and how it reflects something that they have learned today
7. Teacher can ask, "Did you show anything about culture in the art that you made?"
8. The students will be instructed to move to the food station

Procedures, Lesson Closure: (5 minutes)

1. For the closure, the students return to their regular seats and receive an exit ticket asking, "Draw or write something that you learned from each station about Native American Culture." Read and explain the directions repeatedly so students understand the task is to draw or write something that they learned about Native American art, music, and food today. Tell the students to title their exit ticket "Native American Culture"
2. Explain how today we learned just a few aspects of current Native American culture.
3. The teacher will ask the questions from the beginning of the lesson again
 - a. The teacher will ask the students, "Now that you all finished the music station, what kind of music do you think Native Americans listen to and make today?"
 - b. The teacher will ask the students, "Thinking back to the art station, what kind of art do you think Native Americans like and make today?"
 - c. The teacher will ask the students, "Remember what you saw at the food station, so now what kind of food do you think Native Americans like and make today?"
4. Return to the 3 Columns of ART, MUSIC, FOOD on the board
 - a. "Let's add to our definition of culture by strengthening our examples/attributes of art, music, and food"
 - b. Add more attributes to the concepts on the board

- c. Remind students that there is more to culture than just art music and food. Culture is a big concept we can spend years studying!
 - d. "Are there other parts of Native American culture you would like to learn about besides what we learned today? What else is interesting to you besides art, music, and food?"
5. Encourage the students to share with a friend or caregiver what they learned or did that day.

Differentiation, Individualized Instruction, and Assessment:

- **Accommodations:** Groups can be formed with the needs of individual students and interpersonal relationships in mind. Some groups can require more adult guidance than others.
- **Individualization:** With so many students having difficulty reading in this class, visuals to go along with some words on the board (art, music, food) can be provided. **No child will be required to try any food, but all will reflect on the recipe and food photos.** All children will have the opportunity to make music and art that reflects ideas learned in the lesson today.

Instructional Materials and Support:

For Station 1: food

- [Recipe](#)
- Pictures of Native American food [4 native American foods.](#)

For station 2: Music

- [Traditional Drumming](#) music
- [Modern day](#) music
- Drums from CRC

For station 3: Art

Examples of Contemporary Native American Art from a website such as [See Great Art](#)

Art Supplies:

- Watercolor paint
- Paintbrushes
- White paper
- Colored Pencils and Markers