

Social Studies Lesson Plan

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Lesson Title: 'Basket Weaving Math'

Lesson Topic: Proportions in Basket Weaving

Social Studies Major Content Area(s):

How are you connecting the lesson to...

History: This lesson relates to the history of Native Americans and their artistic culture. We will address why basket weaving was an important part of their culture.

Geography: This lesson will be a review of math concepts and social studies concepts. Students will have already had discussions about the Native American groups that surround our school and how the land around us had an impact on Native American lives.

Economics: We may briefly touch on how goods were used to trade for necessities across different time frames.

Standards Social Studies & Math:

- CCSS.MATH.CONTENT.6.RP.A.1
 - Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- CCSS.MATH.CONTENT.6.RP.A.2
 - Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."*
- GEOGRAPHY.3.1.2
 - Identifies the location of places and regions in the world and understands their physical and cultural characteristics.
- ECONOMICS 2.2.1
 - Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.
- HISTORY 4.2.2
 - Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.

Objectives/Big Ideas

Students/community members will...

Know/Understand:

- Students will be able to apply their prior knowledge of proportions and ratios to the basket weaving activity we will be doing at the end of our Native American unit.

Be Able to Do:

What skills and habits of mind will this lesson help develop?

- This lesson will help develop the idea that other cultures contribute to content areas, and the understanding that all educational concepts are not simply Eurocentric.

Eco-Citizenship Focus Area(s):

- Arts
- Food Security/Sovereignty
- Land
- Water

Essential Question

- What geographic factors stimulate the movement of goods, people, and ideas?

Sub-essential Questions

- What legacies have been left by ancient civilizations, in particular, on our society?
- How does trade affect culture?

Connection between School/Community EQ and Classroom/Lesson(s) Sub-EQs:

- We will be connecting the curriculum with the history of local Native American groups

Materials Needed:

- Twine
- Yarn
- Google Classroom
- Paper
- Pencils

Activities/Procedures:

1. Students will make woven baskets, one per person.
2. During the basket weaving we will have a whole class review discussion on Native Americans and their geographical influences.
3. Students will then be asked to create a mathematical question relating their own baskets to an idea about proportions and ratios that has been learned in class.
4. A mass document will be created within the google classroom with all of the students' questions about their baskets. This will become a review worksheet for students before an

end of unit assessment on proportions and ratios. Students will walk around inspecting each other's baskets to answer the review questions that they came up with.

Assessment/Evaluation

How will I know what students have learned?

I will know what students have learned based on their responses to the group review discussion on Native Americans and how they answer the questions on the google classroom worksheet.

Support

What do I need to teach this lesson? What might students need to learn within the lesson?

For this lesson, students need to understand what ratios are and the basic concept of unit rate aligning with the standards for the lesson. They will also need to understand how to make the basket and what kind of thinking goes into creating them. Students will be able to use their own discretion and work on their patience. During the basket making student will also be learning about Native Americans and using their history to help create a better understanding of the culture.

Curriculum/Instructional Coaching:

- During the lesson students will be guided on how to create their baskets, they will be given a step by step demonstration on the steps they need to take to complete them. Why they are weaving their baskets we will go over Native American culture and have a mini discussion with the class. Applying the math standards students will then look back on the information they need on parts of a unit and ratios to correlate with how they constructed their basket
- After students have finished and they have moved on to the google classroom and use their prior knowledge of working with the program.

Community Partner support:

- We will bring in someone from a tribe in the area or a tribe that offers education about Native Americans. Instruction from a tribal representative will give students more knowledge of their culture. Having parents come in to help students work on their baskets will decrease frustration levels and give students more one-on-one help.