



American Indians Lesson Plan: Grade 3

Grade Level: **Third Grade** | Duration: **Two days, 30 minutes per lesson**

Objective:

In this lesson plan, third graders use BrainPOP resources to learn about American Indians, their society, culture, and what happened to them when settlers and explorers first came to the New World.

Students will:

1. Build Background Knowledge:

- Watch the BrainPOP American Indians movie.

2. Think and Do:

- Vocabulary: Define vocabulary and use in a sentence.
- Graphic Organizer: Identify facts about American Indians from each of six regions.

3. Assess

- Take the American Indians quiz.

Preparation


- Preview the BrainPOP movie [American Indians](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [American Indians Movie](#) and [Vocabulary](#)
- Create and schedule Day 2 assignment: [American Indians Movie](#), [Graphic Organizer](#), and [Quiz](#)

Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

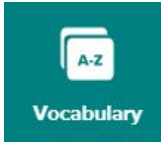
- *What do you think happened to American Indian societies when European explorers found the New World?*
- *Why is understanding the history of American Indians important?*

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch American Indians.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Time code 0:43: How did the term “American Indian” come to be and why is it inaccurate?</p> <p>Timecode 2:18: How did geographical regions affect what life was like for different tribes?</p> <p>Timecode 3:38: What effect did westward expansion have on Native Americans?</p>	<ul style="list-style-type: none"> • Print the movie transcript and highlight evidence that answers each of the discussion questions. • Two students act out the transcript, one as Tim and the other as Moby. 	<ul style="list-style-type: none"> • Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on different regions. • Pause at two key points and prompt students to summarize. • Support recall by having students draw one or two key ideas from the movie 	<ul style="list-style-type: none"> • Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. • Create a word wall with vocabulary and the drawing. • Pause at key points and ask the discussion questions in home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development



- Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open [Vocabulary](#).

Students click Flip All or each term individually.
To hear a term read aloud, click the speaker icon.



Students type a definition and sentence for each term.

When they finish, students click the **Submit To Teacher** button and/or print out.

- Print Vocabulary.



- Students write a definition and sentence for each term.

- Assign **appropriately challenging words** to individual students.
- Assign a few of the six terms to individual students to **define** and **use in a sentence**.
- As a challenge, students can **add two additional terms**, writing a definition and sentence for each.

- Say the term(s) in students' **home language**. Then say the words in English. Have the student repeat in English.
- Use the **term in a sentence**. Prompt students to say the word and repeat the sentence.
- Click the speaker icon to hear the term read aloud.

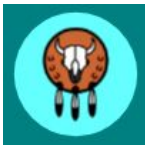
DAY 2: Build Background (5 minutes)

Lesson Steps

Offline Modifications

Personalization

ELL/Language Development





- Watch [American Indians](#) again.

Prompt students to find a fact or something

- Students return to their drawings of **key concepts from the first viewing** and add new details.

new that they didn't notice the first time.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="451 751 661 883"><p>Graphic Organizer</p></div> <p>4. Students open their Graphic Organizer assignment. Or, if not using Assignment Builder, model how to open the Graphic Organizer.</p> <p>Students write what they learned about the American Indians for each of six regions.</p> <p>When they finish, students click the Submit To Teacher button and/or print out.</p>	<ul style="list-style-type: none">• Print the Graphic Organizer. <div data-bbox="943 789 1118 850"> Print</div> <ul style="list-style-type: none">• Students write in evidence about each region.	<ul style="list-style-type: none">• Students speak their response and brainstorm what they will write for each region.• Model how to complete the Graphic Organizer by filling in one of the regions. Demonstrate how to return to the movie to find evidence.• Assign one or two regions to individual students.• Support recall by prompting students to revisit the drawings they made after watching the movie.	<ul style="list-style-type: none">• Say the name of each region in students' home language or English. Have them repeat it in English.• Before students write, have them use their home language or English to discuss what they plan to write.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="497 331 615 464" data-label="Image"> </div> <p data-bbox="252 477 806 574">5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the quiz.</p> <p data-bbox="298 620 790 753">If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the Submit to Teacher button.</p>	<ul data-bbox="889 331 1389 358" style="list-style-type: none"> • Print the quiz for students to complete. 	<ul data-bbox="1470 331 1924 548" style="list-style-type: none"> • Read aloud the questions and answers. • Reduce the number of questions and/or possible answers (using the Quiz Mixer). • Support recall by revisiting movie drawings. 	<ul data-bbox="2034 331 2475 548" style="list-style-type: none"> • Read aloud the quiz in students' home language. • Highlight the key vocabulary in a printable version of the quiz. • Support recall by having students review drawings they made during the movie.