**Title**: First American Migration

**Suggested Grade Level**: developed for use with 6th grade as part of SOL content on First Americans. Could be used with younger groups with modification.

**Content Area**: Social Studies

**Overall Description of Unit**: This is the second unit of the year coming after the Geography unit. The unit entitled First Americans sets the stage for the geography, exploration, and development of the nation.

**Overall Objectives/SOL’s**:

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by

b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);

c) describing how the American Indians used the resources in their environment.

**Place of Hypermedia in Overall Unit**: The hypermedia activity will serve as a review of concepts in two ways: one when the students are creating the slides and secondly when they check each others’ work and actually use the activity for review.

**Description of  
 Authentic Problem:**

Students in the net generation want more than just reading a comparison chart when they learn the similarities and differences between the first five American Indian families. Their engagement is greater when technology and their own design and creativity are involved. A software company is testing a new product design. Students will be asked to participate in helping create the factual information for a hypermedia template. They will then “test” each other’s work on the project to ensure ease of use and accurate information. Student will then “play” with the project to ensure accurate links. On the bottom of the quiz on this unit, there will be a survey asking students if they thought the hypermedia review helped them understand and retain the information more than just the notes.

**Clear Outcome/Product:**

Students will create slides filled with information on each of the five American Indian families. The finished slides will form an interactive hypermedia activity for learning and reviewing the information on American Indians.

**Skills Needed:**

Students will use their prior knowledge of descriptions of the regions of North America to identify the types of terrain and resources in the areas where each American Indian family settled. Once they have sorted and identified the proper resources of each region, students will classify the resources. They will then use their knowledge of human, capital, and natural resources to label each resource appropriately.

Students will also be introduced to software skills of creating PowerPoint presentations, and specifically the ideas of linking slides. As this is an introduction, they will work from a template so they can easily grasp the working concept of hypermedia.

**How design process applied:**

As this is the students’ first introduction to designing hypermedia, the hypermedia template will be provided. Students will read over all the slides that have the background color that matches their assigned family’s color on the map on slide 1. They will brainstorm possible correct and incorrect answers for each of the pages. Each group will have a graphic organizer similar to a storyboard organizer. Having decided the answers (both the correct and incorrect ones), students will fill out the graphic organizer. They will then assign responsibilities for each slide and each student will complete his/her portion of the activity.

Although the required elements are the information on each slide, groups will also be allowed to add in sounds and images. This will allow differentiation for students that complete the information part quickly.

**Sequence of Lesson**:

Prior to the hypermedia component, students will have had notes and explanation of the first five American Indian families. They will have used centers when they explored the different types of shelter, food, and work. They have also in this unit been introduced to the difference of capital, human and natural resources. The hypermedia activity will help students coordinate and connect their learning.

1. Students will receive the authentic problem explanation. The teacher will show the opening slide of the project and explain what the software designers have in mind. The teacher will then review past information from the geography unit such as in which region each of these settlements would be found and what type resources might be found there.
2. Students will be divided into groups and assigned one of the five Native American families. As a group, the students will discuss all they know concerning the assigned family.
3. Students will look at the hypermedia template and copy the heading of their background colored slides onto the graphic organizer. They will then decide what information to put in the explanation slides, and which examples to use when the “player” is asked to make a choice. When an incorrect choice is made, the students need to decide what review information or hint can be offered to help the student back on the correct track.
4. When all the information has been added from all 5 teams, the teacher will place the completed PowerPoint presentation on the shared drive. Students will be asked to “play” through the activity and check for any factual errors. This will encourage thorough reading of the material. They seem to like finding other groups’ mistakes. Any mistakes would be notated on a piece of notebook paper and submitted to the teacher. If the mistakes were genuine they would be corrected before stage 5.
5. Next the students will play through the game to see if they can get through without any mistakes.

**Evaluation Strategy**:

Students will be evaluated on the accuracy of their slides in the PowerPoint activity. A further evaluation on the benefit of this to student learning will be the quiz grades on this particular unit. At the bottom of that quiz, students will be asked several survey questions (non-graded) that will allow the teacher to understand if the hypermedia experience was helpful in understanding and differentiating between the 3 types of resources and how each family used what was in their area.