

Native American Project Guidelines

The diorama should include index cards, which provide interesting facts related to the elements displayed in the diorama or to the topic. Suggested materials:

- * Cardboard or shoebox
- * Construction and tissue paper
- * Crayons, markers, colored pencils
- * Dirt, sand, leaves, twigs
- * Pipe cleaners, Popsicle sticks
- * Yarn, string, felt, foam, material

Procedure:

1. Using the desk size cardboard or shoebox, make the environment of your tribe.

Did they live in the forest near the ocean? Use dirt, sand, leaves, twigs and other materials necessary to create the land for the tribe.

2. Create the tribal homes. Did they live in large groups? Small groups, single dwellings? Did they live in a teepee, Hogan, Longhouse?

3. Make men, women and children of the tribe. Add them to your diorama. How did they dress? What activities did they do? Have them doing those activities?

4. Did your tribe farm? Hunt? Herd animals? Be sure your display shows this.

5. What type of cooking utensils did your tribe use? Did they make baskets? Did they make pottery? You may want to include them in your display.

Rubric for Assessing Dioramas and Projects

3 Capable

The diorama is carefully constructed, visually appealing, and three dimensional. The background drawing and standing cutouts and figures convey important information about the subject (e.g., appearance, food, and shelter) and its environment. Display cards provide interesting facts related to elements displayed in the diorama or to the topic.

2 Satisfactory

The diorama displays relevant details about the subject and its environment. The information is presented through the background drawings pasted inside the box and a few standing cutouts or toy figures. Display cards provide some additional information about elements shown in the diorama.

1 Beginning

A drawing (e.g. trees or sky) pasted onto the back of the diorama includes few details about the subject or its environment. Or: drawings and cutouts provide a label but few facts about the subject and/or its environment.

Table of Contents- Components of Research Paper

(TRIBE)

NAME OF TRIBE/REGION AND BASIC INFORMATION	PAGE _____
(Eastern Woodlands, Plains, Southwest, Pacific Northwest)	
TYPE OF SHELTER (With illustration)	PAGE _____
TYPE OF CLOTHING (with illustration)	PAGE _____
HABITAT - DESCRIPTION AND MAP	PAGE _____
TRANSPORTATION USED BY THE TRIBE	PAGE _____
FOOD	PAGE _____
TYPES OF RECREATION	PAGE _____
ROLE OF MEN AND WOMEN	PAGE _____
RAISING OF THE CHILDREN	PAGE _____
LANGUAGE/COMMUNICATION	PAGE _____
OTHER INTERESTING FACTS	PAGE _____
BIBLIOGRAPHY	PAGE _____

WRITTEN BY

DATE: _____

Name: _____

Native American Project Notes

Name of Tribe: _____

Region of the U.S the tribe is located: _____

Type of shelter:

Type of clothing:

Habitat (description and map):

How did they adapt to the environment or change it?

Did they own property? Why or why not?

Did they have a government, or something similar to government? Explain.

Transportation used by the tribe:

Did they trade? If so, who did they trade with and what did they trade?

Food:

Types of recreation (how did they have fun):

5 th Grade Informational	4 Advanced	3 Proficient	2 Partially Proficient	1 Not Proficient
Content and Organization	<p><input type="checkbox"/> I have clearly introduced the topic that provides a general observation and focus.</p> <p><input type="checkbox"/> I have strongly shown organization by logically grouping related information together using paragraphs, headings, and/or sections.</p> <p><input type="checkbox"/> I have included illustrations, captions, and multimedia when useful that strongly support comprehension.</p> <p><input type="checkbox"/> I have strongly developed the topic with facts, vocabulary, definitions, quotations, or other information and examples that related to the topic.</p> <p><input type="checkbox"/> I have strongly linked ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p> <p><input type="checkbox"/> I have a strong concluding statement or section related to my topic.</p>	<p><input type="checkbox"/> I have introduced the topic that provides a general observation and focus.</p> <p><input type="checkbox"/> I have shown organization by grouping related information together using paragraphs, headings, and/or sections.</p> <p><input type="checkbox"/> I included illustrations, captions, and multimedia when useful to support comprehension.</p> <p><input type="checkbox"/> I have developed the topic with facts, vocabulary, definitions, quotations, or other information and examples that related to the topic.</p> <p><input type="checkbox"/> I have linked ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p> <p><input type="checkbox"/> I have a concluding statement or section related to my topic.</p>	<p><input type="checkbox"/> I have partially introduced the topic that provides a general observation and focus.</p> <p><input type="checkbox"/> I have partially shown organization by grouping related information together using paragraphs, headings, and/or sections.</p> <p><input type="checkbox"/> I included illustrations, captions, and multimedia when useful that partially support comprehension.</p> <p><input type="checkbox"/> I have partially developed the topic with facts, vocabulary, definitions, quotations or other information and examples that related to the topic.</p> <p><input type="checkbox"/> I have partially linked ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p> <p><input type="checkbox"/> I have a partial concluding statement or section related to my topic.</p>	<p><input type="checkbox"/> I have not introduced the topic that provides a general observation and focus.</p> <p><input type="checkbox"/> I have not shown organization by grouping related information together using paragraphs, headings, and/or sections.</p> <p><input type="checkbox"/> I did not use illustrations, captions, and multimedia when useful that partially support comprehension.</p> <p><input type="checkbox"/> I have not developed the topic with facts, vocabulary, definitions, quotations or other information and examples that related to the topic.</p> <p><input type="checkbox"/> I have not linked ideas within and across categories of information using words, phrases, and clauses in contrast, especially)</p> <p><input type="checkbox"/> I do not have a concluding statement or section related to my topic.</p>
Style	<p><input type="checkbox"/> I have strongly used concrete words, phrases, and sensory details to describe my topic.</p> <p><input type="checkbox"/> I have strongly used my own words to develop my topic. (plagiarism)</p> <p><input type="checkbox"/> I have strongly used figurative language like similes and metaphors, strong verbs and sensory images when useful to support comprehension.</p> <p><input type="checkbox"/> I strongly used varied word choices and sentences.</p>	<p><input type="checkbox"/> I have used concrete words, phrases, and sensory details to describe my topic.</p> <p><input type="checkbox"/> I have mostly used my own words to develop my topic. (plagiarism)</p> <p><input type="checkbox"/> I have used figurative language like similes and metaphors, strong verbs and sensory images when useful to support comprehension.</p> <p><input type="checkbox"/> I used varied word choices and sentences.</p>	<p><input type="checkbox"/> I have used some concrete words, phrases, and sensory details to describe my topic.</p> <p><input type="checkbox"/> I have partially used my own words to develop my topic. (plagiarism)</p> <p><input type="checkbox"/> I have partially used figurative language like similes and metaphors, strong verbs and sensory images when useful to support comprehension.</p> <p><input type="checkbox"/> I used some varied word choices and sentences.</p>	<p><input type="checkbox"/> I did not use concrete words, phrases, and sensory details to describe my topic.</p> <p><input type="checkbox"/> I did not use my own words to develop my topic.</p> <p><input type="checkbox"/> I have not used figurative language like similes and metaphors, strong verbs and sensory images when useful to support comprehension.</p> <p><input type="checkbox"/> I did not use varied word choices and sentences.</p>
Conventions and Grammar	<p><input type="checkbox"/> I have strongly improved my writing as needed by planning, revising, editing, rewriting or trying something new.</p> <p><input type="checkbox"/> I have used correct capitalization, punctuation, and spelling with writing.</p>	<p><input type="checkbox"/> I have improved my writing as needed by planning, revising, editing, rewriting or trying something new.</p> <p><input type="checkbox"/> I have mostly used correct capitalization, punctuation, and spelling with writing.</p>	<p><input type="checkbox"/> I have partially improved my writing as needed by planning, revising, editing, rewriting or trying something new.</p> <p><input type="checkbox"/> I have sometimes used correct capitalization, punctuation, and spelling with writing.</p>	<p><input type="checkbox"/> I need to improve my writing as needed by planning, revising, editing, rewriting or trying something new.</p> <p><input type="checkbox"/> I have not used correct capitalization, punctuation, and spelling with writing.</p>