

Sticks, Stones, Sinews and Stuff: How Early People Used the Environment to Meet Basic Needs

Author	Sandy Martinez
Grade Levels	2-3
Duration	2-3 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places

Essential Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Informational Text

Range of Reading and Level of Text Complexity

2.RI.10 and 3.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in text complexity range determined by qualitative and quantitative measures appropriate to grade 2 and 3.

Foundational Skills

Fluency

2.RF.4 and 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.

Writing

Production and Distribution of Writing

2.W.4 and 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Language Standards

Conventions of Standard English

2.L.2 and 3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

2.G2.2 Describe how human activities affect the communities and the environment of places or regions.

3.G2.1 Explain how people modify and adapt to the Arizona environment.

ECONOMICS

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.

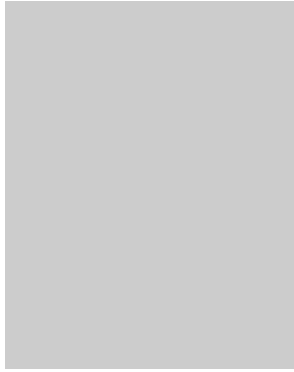
Individuals and institutions are interdependent within market systems.

2.E3.1 Identify and describe the goods and services that are produced around the world.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

Sticks, Stones, Sinews, and Stuff



2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

2.H1.3 Examine developments from the civilization and/or culture in place or region studied.

3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona English Language Proficiency Standards
Speaking and Writing Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics. B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

Overview

In order to survive, early people needed to know the world around them. They needed to know where to find plants with edible fruits, nuts, and berries; when cacti blossomed and bore fruit; how to build a shelter, make clothing, and hunt and fish; and how to create tools and weapons – all by using the resources around them.

Purpose

In this lesson, children will learn how early peoples used the materials available in their environment to meet their needs. By having students conduct a gathering of artifacts, students will gain insight into the possible ways of how early people were able to survive. This lesson contains strategies teaching for diverse learners (ELLs).

Key Vocabulary

ancient – very old, early
edible - something that can be eaten

Sticks, Stones, Sinews, and Stuff

sinews – string-like material that holds bones together in an animal

environment – the world around you

Materials

- “Sticks, Stones, Sinews, and Stuff” book
- Raffia or string
- Rubber gloves and grocery sacks for collecting campus materials
- Chart paper
- Markers, crayons, paints, or colored pencils

Objectives

Students will be able to:

- Write a caption of one to two sentences to explain their pictures.
- Read and illustrate the book, "Sticks, Stones, Sinews and Stuff."

Procedures

Background Knowledge: Students have been studying the early people of their geographic region.

SESSION ONE

Before class, have at least 2 sheets of chart paper attached to the wall. One will be headed with My Needs for Survival. The second sheet of chart page will be Early Peoples' Needs for Survival.

1. Introduce the lesson by brainstorming students' basic needs with them and write responses on chart paper. Be sure to discuss the differences between wants and needs. What do they REALLY need to survive? **(Preparation: Links to past learning)**
2. Then talk about what they think early people needed. Ask questions such as: "Could they go to the drinking fountain if they were thirsty? Could they go to the grocery store when they were hungry? Why couldn't they have pizza? What if they were cold or hot?" **(Grouping: Whole class; Preparation: Links to past learning)**
3. Direct students to discuss with a partner the items that would be necessary for hunting, gardening, and sewing clothing. Have partners share out their ideas. Record student ideas on the chart paper. **(Application: Hands on, promotes engagement; Grouping: Partners)**

4. Distribute or project the Vocabulary Cards— definition only. **(Grouping: Whole group)**
5. Ask for students to assist you in illustrating the definitions with the vocabulary. Post vocabulary on the word wall. **(Application: Hands on, promotes engagement)**
6. Review the concept of natural resources. Have students look at the Environment Vocabulary Card. Have students name the natural resources they see in the card. **(Scaffolding: Modeling)**

SESSION TWO

1. Review the vocabulary from Session One and the idea of needs of early people written on the chart paper. **(Preparation: links to past learning)**
2. Explain that there will be a need for string or some type of cordage in order to accomplish these tasks. Ask how they think string was "invented." Project the Vocabulary Card for sinew. Discuss how the sinew was part of the animal and not discarded but used. **(Preparation: links to past learning, Scaffolding: Comprehensible input)**
3. Use decoding strategies necessary for comprehension and have students read the chart papers aloud. **(Scaffolding: Comprehensible input)**
4. Tell the students that they are now going to use their environment to gather materials for survival. Distribute rubber gloves to half of the students and grocery store sacks to the other half of the class. Have students pair up (one with gloves, one with sack).
5. Exit the classroom and go for a walk around campus and collect "stuff." **(Application: Hands-on)**
6. Upon the return to the classroom, have students think of ways the "stuff" they collected can be used and how many ways they see string being used in their collected items or string could be used to make the collected items into new items. **(Scaffolding: Comprehensible input)**

SESSION THREE

Prior to this session, copy several pages of the book, "Sticks, Stones, Sinews and Stuff," on chart paper or project it as a Word document that can be edited with student ideas such as inserting images from the internet. Have "Sticks, Stones, Sinews and Stuff," books made for the students by classroom volunteers so precious class time is not taken by constructing the books.

1. Review vocabulary and important information they learned in the last session. Write the words: food,

Sticks, Stones, Sinews, and Stuff

shelter, clothing, tools, and weapons on the whiteboard.

Scaffolding: Comprehensible input)

- Using the materials gathered from Session Two, distribute garbage sacks and rubber gloves to each group. Tell the groups to decide what could be used for food, shelter, clothing, tools, or weapons. Share the example that river rocks are smooth and could be used for grinding seeds into flour, for protection, for playing games, or for building a shelter. So, rocks would be under several of the headings on the whiteboard. **Scaffolding: Modeling, Comprehensible input)**
- Give them time to categorize what they have in their grocery sacks. Were they missing any category? Explain that early people couldn't always find what they needed either. **(Application: Hands-on)**
- Have students gather up the "stuff" and put it back in the grocery sack along with the rubber gloves. Have students place the sacks in a large trash container.
- Distribute the book, "Sticks, Stones, Sinews, and Stuff." Have the students read it as if it was a choral reading. Again, use decoding skills when necessary to read the book and explain the concepts. **(Scaffolding: Comprehensible input, Preparation: Links to Past Learning)**
- Model how to illustrate the book by using your 1-2 pages of the book written on chart paper or projected as a Word document. **(Scaffolding: Modeling, Guided Practice)**
- Have students describe what illustration would be good. Then ask them what additional sentence they would add to the words already in the book. **(Scaffolding: Comprehensible input, Assessment: Written)**
- Tell students that this is an individual project, so each student is responsible for completing the illustrations for "Sticks, Stones, Sinews and Stuff" and adding a sentence. However, they can discuss with a partner what they will draw and write. They may also utilize library or internet resources and their work should reflect the early people of their geographic region. **(Assessment: Individual, Grouping: Partners)**

- Allow time for students to complete their books. This may become Session Four.

SESSION FOUR or FIVE

- Share story booklets in small groups or with the whole class. **(Grouping: Small Groups/Whole Class)**
- Teacher can pull children individually to assess vocabulary, reading fluency, and telling what they have learned. **(Assessment: Individual)**

Assessment

Social Sciences and ELA

Each student is responsible for completing the illustrations for "Sticks, Stones, Sinews and Stuff" and adding at least one sentence of their own. Mastery will be considered 1-5 errors in grammar or content.

Reading

Each student will read the story with 80% accuracy for decoding and 100% for comprehension when asked comprehension questions.

Extensions

Children can use their cordage to tie sticks together for shelter, make tools, shoes, or other survival items.

Try grinding seeds (such as corn) into flour. See how long it takes to shell enough sunflower seeds to feed the class. (No teeth allowed.)

Sources

The following books are available from National Geographic:

Bricks, Wood, and Stones written by Mario Lucca
People Live in the Desert written by Belle Perez