

Homes of the Past

Traditional Tribal Architecture

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Grade Level	9th – 12th Grade	**Time Frame**	180
Course	Native American Studies, Oklahoma History	**Duration**	4 days

Essential Question

How did North American indigenous tribes' structures reflect their culture prior to European contact?

Summary

In this lesson, students gather information about traditional native homes before learning about the design of the First Americans Museum (FAM). Students next work in groups to create a design for a community center for a tribe. They write press releases to advertise their community center's design and present their designs to the class.

Snapshot

Engage

Students observe and make inferences about traditional native homes.

Explore

In groups, students compare and contrast different types of traditional native homes.

Explain

Students summarize the development of the First Americans Museum by reading and viewing a video with an architect.

Extend

In groups, students create a design for a community center for an indigenous tribe using Tinkercad.

Evaluate

Students write a press release for their community centers and present their designs.

Standards

ISTE Standards for Students (For Students (2016))

ISTE4: Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
ISTE4a: Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
ISTE4b: Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
ISTE4c: Students develop, test and refine prototypes as part of a cyclical design process.
ISTE4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

OKH.1: The student will describe the state's geography and the historic foundations laid by American Indian, European,and American cultures.
OKH.1.2: Summarize the accomplishments of pre-contact cultures including the Spiro Mound Builders.

Oklahoma Academic Standards for Computer Science (High School, Level 1)

L1.IC.C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Oklahoma Academic Standards for Computer Science (High School, Level 1)

L2.IC.C.1: Evaluate the beneficial and harmful effects that computational artifacts and innovations have on society.

Attachments

- Design Planning—Homes of the Past - Spanish.docx
- Design Planning—Homes of the Past - Spanish.pdf
- Design Planning—Homes of the Past.docx
- Design Planning—Homes of the Past.pdf
- Designing the FAM—Homes of the Past - Spanish.docx
- Designing the FAM—Homes of the Past - Spanish.pdf
- Designing the FAM—Homes of the Past.docx
- Designing the FAM—Homes of the Past.pdf
- Indigenous Homes Graphic Organizer—Homes of the Past - Spanish.docx
- Indigenous Homes Graphic Organizer—Homes of the Past - Spanish.pdf
- Indigenous Homes Graphic Organizer—Homes of the Past.docx
- Indigenous Homes Graphic Organizer—Homes of the Past.pdf
- Indigenous Homes Images—Homes of the Past - Spanish.docx
- Indigenous Homes Images—Homes of the Past - Spanish.pdf
- Indigenous Homes Images—Homes of the Past.docx
- Indigenous Homes Images—Homes of the Past.pdf
- Lesson Slides - Homes of the Past.pptx
- Venn Diagram—Homes of the Past.docx
- Venn Diagram—Homes of the Past.pdf

Materials

- Lesson Slides (attached)
- Indigenous Homes Images (attached)
- Indigenous Homes Graphic Organizer handout (one per student, attached)
- Venn Diagram handout (one per group, attached)
- Designing the FAM handout (one per student, attached)

- Design Planning handout (one per group, attached)

15 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to teaching the lesson, pass out the attached **Indigenous Homes Images** and hang them around the classroom so that students can view them in small groups.

Use the attached **Lesson Slides** to guide the lesson. Review the essential question on **slide 3** and the lesson objectives on **slide 4** to the extent necessary.

Pass out the attached **Indigenous Homes Graphic Organizer** handout to each student. Display **slide 5** and tell students to visit each of the eight images around the room that show a different style of indigenous tribal homes. Have students take notes on their handout about what they observe and what they can infer about each of the homes. Provide time for students to visit each image, then have students return to their desks.

Display **slide 6** and have a class discussion about the different types of homes the students examined. Some guiding questions to consider are:

- How were the homes different and how were they similar?
- What were some commonly used materials?
- Why do you think the tribes made their designs a certain way?

Tell students next they are going to learn more about one tribe's type of homes.

30 minutes

Explore

Place students into groups of three to four so that there are eight groups of students. Display **slide 7** and assign each group a tribe to learn more about:

- Cheyenne and Arapaho
- Wichita and Affiliated Tribes
- Citizen Potawatomi
- Pawnee
- Chickasaw
- Seminole
- Chiricahua Apache
- Seneca-Cayuga

Have students use their personal devices to access the Wakelet at **http://k20.ou.edu/pasthomes** and learn more about their assigned tribe. Students can use notebook paper to take notes over the tribe's use of materials and method of constructing their homes, as well as the reasons for the choices they made when building their homes.

After students have had time to learn about a specific tribe, pass out a Venn Diagram handout to each group. Display **slide 8** and pair up the eight groups so that each group works with another.

- Cheyenne and Arapaho (tipi) and the Seneca-Cayuga tribes (longhouse)
- Wichita and Affiliated Tribes (grass house) and the Chickasaw tribe (Wattle and daub)
- Seminole (chickee) and the Pawnee tribes (earth lodge)
- Chiricahua Apache (wikiup) and the Citizen Potawatomi tribes (wigwam)

Provide time for the groups to complete their Venn diagrams and then have each group share something their tribes' home had in common and something unique.

30 minutes

Explain

Have students return to their desks and move to **slide 9**. Play the video on the slide, "First Americans Museum," to introduce how the First Americans Museum was designed.

Embedded video
https://youtube.com/watch?v=JkbNhRmnHM0

After the video, pass out the attached **Designing the FAM** handout to each student. Move to **slide 10** and tell students to read the handout while using the 3-2-1 strategy. On the back of the handout, students should write down three things they learned, two questions they have, and one thing they found interesting. Have students pair up to discuss their 3-2-1 responses. Then ask several students to share their thoughts about how the museum was designed. Have a class discussion about the ways in which tribal culture was a focal point of the FAM's design choices.

Next, play the video on **slide 11** for students. The video, "K20 ICAP – Designing for Culture," is an interview with an architect who contributed to the design of the FAM.

Embedded video
https://youtube.com/watch?v=4vucaKopYlw

After the video, have students talk to an Elbow Partner about the questions on **slide 12**.

45 minutes

Extend

Place students back into the groups they were in earlier and display **slide 13**. Tell students that they are going to work in their groups to design a new community center with an outdoor area large enough to hold dances for a Native American tribe. Pass out the attached **Design Planning** handout to each group. Provide time for students to brainstorm their community center using the handout.

Teacher's Note: Introduction to Tinkercad

Tinkercad is a free website that lets users create designs that can be 3D printed if desired. If students need an entry point into Tinkercad, the lesson The Right Tool For The Job has a 3d Printing Scavenger Hunt students can work through before creating their community center. In groups, have students work together to build their design in Tinkercad. Ensure students save their design so they can access it later.

60 minutes

Evaluate

Display **slide 14** and pass out copies of the FAM Press Release to each group. Introduce the Why-Lighting strategy to students. Have students read the press release and as they read, highlight the details they think are important to include when announcing a new museum. They should write their reasons for highlighting in the margins.

Ask each group to share something they highlighted with their explanation. Have a class discussion about what should be included in a press release. Move to **slide 15** and tell students to work as a group to write a press release for the opening of the community center they designed. Have students use notebook paper to write the press release.

As a final activity, provide time for each group to present their community center's design in Tinkercad. Ensure that students talk through why the design choices were made as it relates to the culture of the tribe that the community center is for. As part of the presentation, have one student in each group read the press release that was written to announce the opening of the community center.

Optional: 3D Printing

If a 3D printer is available, consider printing the community centers. If time or materials is a barrier, pick one group's design to print or have the class vote on which one to print.

Resources

- DiscoverOklahoma. (2021, October 14). *First Americans Museum*. YouTube. https://youtu.be/JkbNhRmnHM0
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.) Why-Lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- K20 Center. (n.d.). Tinkercad. Tech tools. https://learn.k20center.ou.edu/tech-tool/2166
- K20 Center. (n.d.). Wakelet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2180
- K20 Center. (2023, July 13). *K20 ICAP – Designing for Culture.* YouTube. https://youtu.be/4vucaKopYlw