



Grade Level: 1
Subject: Math

Native American Artifacts - Bar Graphs

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Lifeways

LEARNING OUTCOMES

- Students will be able to name one artifact from the Confederated Tribes of Grand Ronde.
- Students will be able to select an artifact that is most interesting to them to contribute as a vote.
- Students will be able to construct a bar graph using the data gathered from the classroom vote.
- Students will be able to analyze a bar graph.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Allow space for student voice/opinion
- Higher level thinking: creating
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of the Bar Graph Activity Sheet.

Overview

In this lesson, students will engage in a lesson about artifacts from the Confederated Tribes of Grand Ronde and vote on which they find the most interesting. Students will use the classroom vote to make and interpret a bar graph.

MATERIALS

- [Artifact Slideshow](#)
- [Bar Graph Activity Sheet](#)

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

45 minutes

STANDARDS

Oregon Common Core Standards: Math

1.DR.A Pose investigative questions and collect/consider data.

- **1.DR.A.1** Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by representing data visually.

1.DR.B Analyze, represent, and interpret data.

- **1.DR.B.2** Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions.

Oregon Social Science Academic Standards

Geography 1.8 Give examples of local natural resources and describe how people use them.

Background for Teachers

To view more Grand Ronde artifacts, teachers and students are encouraged to visit the Chachalu Museum of The Confederated Tribes of Grand Ronde.

- [Chachalu Museum and Cultural Center | Confederated Tribes of Grand Ronde](#)

More artifacts and Grand Ronde art can also be viewed in the CTGR Cultural Education Culture Class Videos, linked below.

- [Culture Class Videos | Confederated Tribes of Grand Ronde](#)

VOCABULARY

- **Artifact-** something that was made or used by people and give us information about life in the past.
- **Bar graph-** a graph that uses rectangular bars to show how large a value is. The base can be horizontal or vertical.

Activity

1. Ask students if they know what an artifact is.
2. Explain to students that an artifact is something that was made or used by people and give us information about life in the past.
3. Show students the slideshow of pictures titled “Pacific Northwest Native Artifacts”
4. As you go through each artifact, explain to students what each item was used for.
5. Once the students have seen all four items, place all four photos on the screen of the projector.
6. Explain to students that they are going to take a vote on which item they like the best.
7. To allow students to vote, print out a picture of each artifact and tape it onto the whiteboard. Have students go up to the whiteboard in groups of 3-4 and draw a line under the artifact that they like the most.
8. Once everyone has voted, have the students help you count all of the votes for each artifact.
9. Explain to students that they will take this information or this data to make a bar graph. Explain to students what a bar graph is if they haven’t learned about them yet. A bar graph is a type of graph that uses rectangular bars to show how large a value is. The base can be horizontal or vertical. A bar graph gives you information about data on a certain topic. In this case we are looking at Native American artifacts. If students have not seen a bar graph before, show them an example. Point out each part of a bar graph such as the labels, the unit of measure and categories.
10. Give each student the bar graph activity sheet.
11. The teacher can guide students on how to make a bar graph using the data that was collected from the class, or if students have practiced making bar graphs prior to this lesson students can make their graphs individually. If students haven’t made bar graphs on their own yet, it may help to guide them on what to do and have each student make one, but do it as a whole group activity.
12. Allow time for students to finish the Bar Graph Activity Sheet.

Closure

Review the Activity Sheet questions as a whole group.

Differentiation

- This lesson can be done entirely as a whole group activity.
- The creation of bar graphs may be difficult for some students. Encourage them to work with a partner who understands the concept.

Extension

- Replicate the activity by having students conduct their own survey of the class. Favorite color, favorite food, etc. Students can gather the data and create their own bar graphs.

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Artifact Slideshow:
https://docs.google.com/presentation/d/1NQG5OyOZtSGsDwczKr_AiG-QWV5rp_4HVxFLVNIVc2c/edit?usp=sharing
- Bar Graph Activity Sheet:
<https://drive.google.com/file/d/1wLbqCxjdGg5bW4EMhxz20cInC3R0eBVj/view?usp=sharing>