LESSON PLAN by Emily Bauman

Lesson: Woodland Indians  Length: 80 minutes  Grade Intended: 3rd

Origination of idea: Adapted by Emily Bauman from http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx

Academic standards:
3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.
3.5.1 Write narratives that: provide a context within which an action takes place and include details to develop plot.

Performance Objectives: Students will write five facts about the Miami Indian group who lived in the region when European settlers arrived, after researching topics on the Miami Woodland Indians and having a class discussion four out of five times accurately.

Students will write a narrative from the perspective of a Miami Indian child using proper details to develop a plot, given background information through class discussion with 80% accuracy.

Assessment: The students will hand in their diary page to the teacher. The teacher will assess student’s ability to correctly write five facts about the Miami Indians. By reading the material and the class discussion students will have many facts to choose from.

Advanced Preparation by Teacher:
Items needed: Chalkboard, tape, overhead, 4x6 index cards
Create-Learning about American Indians bulletin board/poster-attached, Research topics-attached, Diary prompts-attached
Print cultural regions map from http://www.indianastandardsresources.org/files/soc/ss_3_1_1.pdf and make transparency
Teacher needs to arrange for internet access
Reference materials needed including various websites and books from library
  • http://www.bigorrin.org/miami_kids.htm
  • http://www.nativetech.org
  • The Miamis! By Nancy Baxter
  • Mighty Miamis by Marvin Baker
  • Miami Indian Stories by Clarence Godfroy

Procedure:
  Introduction/ Motivation:
  1. Ask students, “Do you think anyone was living on the land where they are now living when the first explorers and settlers came from Europe?” (Gardner’s: Verbal/Linguistic) (Bloom’s: Synthesis) [3 minutes]
2. Have students draw on a 4” x 6” pieces of paper their ideas of what the local region and its inhabitants would have looked like when European settlers first arrived. (Gardner’s: Spatial) (Bloom’s: Synthesis) [5 minutes]
3. While students are drawing post the “Learning about American Indians: What We Think” poster at the front of the room[see teacher preparation]. Each student should post their picture on the poster under the “What we think” section. [2 minutes] Explain that students will complete the “What we learned” column when the lesson is complete.

Step-by-Step Plan:

1. Display the “American Indians Cultural Regions” transparency and have students point out where Indiana would be on this map. (Gardner’s: Spatial) (Bloom’s: Knowledge) Ask students: What tribes of American Indians lived in this region (Indiana)? (Bloom’s: Knowledge) [5 minutes]
2. Start a vocabulary list on the chalkboard as important words come up while explaining the following to students: (Gardner: Visual/ Spatial) [10 minutes]
   a. The land we live on now is considered the Great Lakes Region because it is believed that American Indians traveled through the Great Lakes to areas such as Indiana.
   b. The Native Americans who lived in this area were part of the Algonquin Indian group because they all spoke a similar Algonquin language.
   c. The Algonquin’s were considered Woodland Indians. Who has an idea about why these Indians were labeled as Woodland? (Gardner’s: Verbal/Linguistic) (Bloom’s: Synthesis) These Indians lived in a forested area and grew crops in wooded areas of this region.
   d. The Miami Indians were the biggest tribe in most of Indiana, followed by the Potawatomi Indians.
3. After previewing topic read Miami children’s book [Mighty Miamis by Marvin Baker] and ask specific questions throughout. [10 minutes]
4. Explain to students that they will be involved in a research activity. Show them examples of the reference materials you have collected and how to collect information from them. Explain the significance of a recorder- someone who writes information- and how to pick out the most important info. Explain, “for example, if I were researching Native American rituals, I may include lyrics to a chant or dance a few steps from a native dance. I would also have to include names, dates and any other interesting or important information.” [10 minutes]
5. Divide children into four groups. (Gardner’s: Interpersonal) Have groups elect a recorder to write down the groups’ research and direct student’s attention to the reference materials. [Refer to teacher preparation] Give each group a piece of paper with a topic question on it. Topics are as follows: [20 minutes]
   a. Types of dress-Draw a picture of what a man, women and child Miami Indian would wear. (Gardner’s: Visual/Spatial) Label all parts of dress with names of clothing. (Bloom’s: Knowledge) Compare and contrast Woodland Indian dress to your own. (Bloom’s: Comprehension)
b. Types of home- What is a wigwam or longhouse? (Bloom’s: Knowledge) 
What items from nature would be needed to make a wigwam? (Gardner’s: Naturalist) Draw a picture of one and put into your own words what it was like for a Woodland Indian to live in one. (Bloom’s: Comprehension)
c. Food eaten by Woodland Indians: Draw or cut out pictures from magazines showing the types of food Miami Indians would have eaten, hunted or grown. Did they have access to buffalo like the plains Indians? (Bloom’s: Knowledge) Find more information about food preparation and who was responsible for the cooking and tanning of hides. (Bloom’s: Comprehension)
d. Weapons of Miami’s: Find pictures of Miami Indian weapons using the internet. (Gardner’s: Visual spatial) What were these weapons usually made out of? Did the Miami’s use guns? If so when?
e. Be available to assist students if they get stuck or help them divide up tasks in the group.

6. Allow each group to present their research to the rest of the class [5 minutes each]
7. Ask each child to write one fact on an index card and post it in the “What we learned” section of the bulletin board. Display in the classroom. [2 minutes]
8. Explain to students that they will be writing a diary entry from the perspective of a Miami Indian. Teach them the importance of using descriptive words and describing feelings, and details on how to create supporting details to make a good plot. Use the metaphor walking in someone else’s shoes.
   a. Give each child a blank piece of paper with the following prompt: My name is __________ (creative Indian name). I am a child living in a Miami tribe. This is my story.
   b. Explain to students that this diary page should be completed through the perspective of a Miami child. It should list at least five facts that were discussed either from the reading, research or discussion. Facts could be about Miami food, shelter, weapons, or clothing. [10 minutes]

Closure: Today we learned about the Woodland Indians. We became familiar with their location, clothing, shelter, and the Miami a type of Woodland Indians. Tomorrow we will begin discussing a different tribe of Indians—the Shawnee Indians. [1 minute]

Adaptations: For a student who struggles with recalling newly learned information, allow them to write down facts during the lessons. That way they will still be able to participate in the diary activity and also meet the performance objective created by the teacher.

Enrichment: As enrichment, students who finish the writing activity early may visit http://www.nativetech.org. Students will be able to participate in many interactive Indian activities including weaving a wampum and learning some Ojibwe words.

Self-Reflection: Was I an engaging speaker when explaining facts about Woodland Indians? Did I give students enough opportunities to assist in their learning or was I a facilitator only? What things could I do differently that would make this lesson more exciting? Were the children interested in their research topics? What other levels of intelligences could be included in the research topics? Did the children enjoy the Miami Indian children’s book?
Learning about American Indians
(Sample Bulletin)

What we think

What we learned
Research Topics

**Group One: Types of dress**
Draw a picture of what a man, women and child Miami Indian would wear. Label all parts of dress with names of clothing. Compare and contrast Woodland Indian dress to your own.

**Group Two: Types of home**
What is a wigwam or longhouse? What items from nature would be needed to make a wigwam? Draw a picture of one and put into your own words what it was like for a Woodland Indian to live in one.

**Group Three: Food eaten by Woodland Indians**

Draw or cut out pictures from magazines showing the types of food Miami Indians would have eaten, hunted or grown. Did they have access to buffalo like the plains Indians? Find more information about food preparation and who was responsible for the cooking and tanning of hides.

**Weapons of Miami’s:** Find pictures of Miami Indian weapons using the internet. What were these weapons usually made out of? Did the Miami’s use guns? If so when?

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Diary Prompt

*My name is _____________________. I am a child living in a Miami Indian tribe. This is my story.*

*(Make sure you include at least five facts about Miami life)*