

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: Gina Borton

Lesson: Eastern Woodland Indians

Length: 30 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

5.5.2 Give examples of groups who made up communities* in early America and compare the different ways that communities were organized.

Performing Objectives:

During a discussion on the Great Plains Indians students will complete a foldable with facts from each topic covered.

Advanced Preparation/Materials: Each Student needs a copy of The Great Plains Cultural Region foldable, a writing utensil, and their text book.

Introduction/Motivation: Who can tell me about the Native Americans from the western part of America? What types of places did they live in, where did their food come from? Where have you learned this information? Today we are going to study the Native Americans of the Great Plains Region. This way we can all gain a better understanding of their life styles and later compare them to Native Americans from other parts of America.

Step-by-Step Plan:

1. Look at the text book pages 82-83. Look at the title and the picture. What does this tell you about the way these people lived? (Bloom's comprehension, Gardner's visual)
2. Look through the section page 82-87 to find out which tribes lived in that area. Have students raise their hands and then all fill out that section of the foldable.
3. Read through Life on the Plains. What sections can we fill out with this information? Then fill them out. (Bloom's knowledge, Gardner's linguistic)
4. Read through The Cheyenne. What information does this talk about. Discuss the food, home and shelters, gender roles ect. (Bloom's knowledge, Gardner's linguistic)
5. Read through The Cheyenne today. Find the information for the foldable in that section. (Bloom's knowledge, Gardner's linguistic)

Closure: Discuss some of the differences from the Native Americans' life styles in the past and what they are today. Discuss some of the differences between these Native Americans and the Eastern Woodland Indians that we discussed in the last lesson. (Bloom's analysis and evaluation, Gardner's linguistic and logical) Turn in foldables and get ready for the next lesson.

Adaptations/Enrichment: The foldable is a great organizer to help students with ADHD, LD, and MiMH. These students might benefit from filling out the foldable and looking up information with a partner and then coming back and discussing it as a class. Also the teacher could put the page number where the information could be found on each section or if the students are having trouble with all of the information maybe some of the facts could already be written in their foldable so that they don't have to record as much.

Enrichment: The student could research one of the tribes and do an in depth paper or presentation on their discoveries about that tribe's lifestyles and customs.

Assessment: -Use a check list to look over students' foldables to make sure that they recorded the important facts discussed in class.

Reflection Check List: 1 point for each section, total 10 points.

- ~Students listed the tribes _____
- ~Wrote a description of the physical environment _____
- ~Gave examples of the types of food _____
- ~Described some of the clothing _____
- ~Included types of transportation _____
- ~Described home and shelter _____
- ~Described spiritual and religious beliefs _____
- ~Described the government _____
- ~Gave examples of gender roles _____
- ~Described their lives today _____