Indians in Indiana

4th grade

Preston Frame
EDUC 327
December 6, 2011
# Table of Contents

Introduction Sheet ........................................................................................................pg 3-7

Standards ..........................................................................................................................pg 7

Curriculum Map ..............................................................................................................pg 6-7

Letter to Parents ..............................................................................................................pg 7-8

Trade Books ...................................................................................................................pg 8-10

Bulletin Board ...............................................................................................................pg 11

Field Trip .......................................................................................................................pg 12

Technology and Literature ............................................................................................pg 14

Pre-test/Post-test ..........................................................................................................pgs 12-14

Lesson Plans ................................................................................................................pgs 14-32
Introductory Sheet

Typical Learner:

Fourth grade is a transitional stage for students. Students are moving from the young elementary years, and into the upper grade levels. Cognitively, children are still growing and continue to learn new things. Jean Piaget, who developed a theory of cognitive development, believes that students can a wide array of things. Students are no longer egocentric. They understand that not everyone views the world the same way. Students can classify objects according to their features, comprehend multiple features of a problem, use reverse thinking to find were they messed up, and recognize the different physics in objects. In fourth grade, social studies become more prominent. Students spend a majority of the time learning about the history of Indiana. The department of education says that “in fourth grade students study Indiana and its relationships to regional, national and world communities, including the influence of physical and cultural environments on the state’s growth and development and principles and practices of citizenship and government in Indiana.” The topic of this unit is Native Americans, and what role they played in Indiana history.

References:


Rationale:

This unit is very important for students to take part in. It is part of the history standard set out by the department of education. Students need to learn about the history of Native Americans, and the role they played in Indiana. The world has changed drastically since then and things were done much differently. Students will understand how they survived without the luxuries we have today. They will also see how Indiana’s landscape was used to the Native Americans advantage. This unit covers a large part of the academic standards, and can also be adapted to meet many other standards.

Goals:

- Students will learn about the tribes that inhabited Indiana.
- Students will see how Native Americans live their everyday lives.
- They will learn how Native Americans interacted/adapted to physical environment.
- Students will learn about housing through a project.
- Students will see the role of Native Americans in World Wars and the Civil War.
- Students will see how Native Americans inhabited the area that we live in by taking a field trip.
- Students will understand the role Native Americans played in Indiana history.

Learning Objectives:

- Students will list characteristics given the name of an Indian tribe showing at least three different examples.
- Students will perform a skit given a scenario from the life of an Indian tribe showing at least two different examples.
• Students will explain the relationship between the Miami Indians and Miami County in a paragraph.

• Students will construct a Native American teepee or wigwam using any materials they like showing accurate parts of the house.

• Given a list of specific documents, students will write their own document after reviewing one of the documents with at least three similarities.

• Students will list 3-5 advantages that rivers provided for Native Americans given the time period.

• Students will compare and contrast the ways each tribe benefited from the physical environment around them given a list of factors using at least four different tribes.

• Given a set of characteristics, students will name the correct Native American tribe with 80% accuracy.

**Standards**

<table>
<thead>
<tr>
<th>Lesson Standard</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 4.1.2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 4.1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography 4.3.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography 4.3.2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science 4.4.8</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing 4.5.4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Web

Lesson 1: Potawatomi Indians
- Location
- Gender roles
- Beliefs
- Use a map to trace routes/start a poster by tracing state of Indiana and pinpoint Potawatomi location

Lesson 2: Delaware Indians
- Location
- Gender roles
- Beliefs
- Continue map project

Lesson 3: Shawnee Indians
- Location
- Gender roles
- Beliefs
- Treaty of Greenville
- Continue map project

Lesson 4: Miami Indians
- Location
- Gender roles
- Beliefs
- Role play of daily routine
- Relationship to Miami County (because of proximity to where I am student teaching)
- Continue map project

Lesson 5: Kickapoo Indians
- Location
- Gender roles
- Beliefs
- Continue map project

Lesson 6: Chippewa Indians
- Location
- Gender roles
- Beliefs
- Assign project (science project dealing with housing, create a wigwam or teepee)
- Continue map project
Lesson 7-9: Other Indians tribes playing a role in Indiana

- Treaties
- Conflict
- Artifacts (ex: arrowheads)
- Importance of rivers in Indiana for Indian tribes
- Continue map project with rivers

Lesson 10: Review

- Review worksheet
- Name game
- Show and tell projects of housing

Parent Letter

Dear Parent or Guardian,

I am writing this letter to inform you of what your child will be learning about the next two weeks in social studies. Your child has been working very hard this year, and I hope it will continue over the duration of this unit. Here are some of the things you need to know!

The unit we will begin on Monday is titled Indians in Indiana. Over the next few weeks we will learn about several tribes that inhabited Indiana. We will also look at the tribes that lived right here in our town! Students will be doing many different activities during this unit so be prepared for them to ask you many questions.

This unit is important for many reasons. It is part of the history standard set out by the department of education. Students need to learn about the history of Native Americans, and the role they played in Indiana. They will also see how Indiana’s landscape was used to the Native Americans advantage. This unit covers a large part of the academic standards, and can also be adapted to meet many other standards. We will also do many activities to enhance our knowledge on the topic.

The first project will take place over the entire unit. Students will create a map of Indiana and as we learn about a tribe, they will map out the location on the map. The map will also map out important rivers that Native Americans used. The other major project will be a housing project. This will be a take home assignment so I encourage you to take part in the project. Students will be required to build any type of house Native Americans lived in (teepee, wigwam, etc.)

The final thing I want to make you aware of is a possible field trip at the end of the unit. Students will explore the Mississinewa, and the role playing that goes on there. Students will explore the different displays and talk to actors who represent Native Americans. Please contact me if you would be interested in chaperoning!
This is a layout of the next few weeks. Continue to check in with your students to make sure they are staying ahead on their maps. If you have any questions please feel free to contact me!

Sincerely,
Mr. Frame

Trade Books

Annotated List of Trade Books for Indians in Indiana

1) *The Birchbark House*


This book is broken up in four sections that follow the seasons. The book follows a young girl who has no blood ties to her family. She is in search of her family and travels from village to village. This book takes you on a journey on how Native Americans survive each season. The young girl becomes a healer and begins practicing.

This book relates to our theme because it talks about how they live. It also discusses housing which will help them with the housing project.

2) *Grandmother’s Pigeon*


This book is about a grandmother and her grandchildren. The grandmother leaves for Greenland and the children find a bird nest in the house. The children tend to eggs for their grandma. As time goes on, the eggs hatch and the children have to take care of the birds until she returns. When she returns she lets the children take care of them.

This book talks about how Native Americans utilized the environment. It also talks about their special bond with nature/animals.

3) *The Great Ball Game: a Muskogee Story*


This story from the Muskogee, about an epic ballgame played between the birds and the animals, explains how the bat came to be accepted as an animal and why the birds fly south for the winter. An author’s note at the beginning explains that stickball, a form of lacrosse, has its origin with Native peoples.
This book is about Native Americans, and how they created some of the games we play today. It is also great for conflict because it talks about accepting others.

4) *Nanabosho Steals Fire*


Nanabosho is a series of books. In this story, the shape-shifting Nanabosho transforms himself into a rabbit, beguiling a young girl in order to steal away fire from a neighboring community.

This book talks about the special powers Native Americans supposedly had and used.

5) *This is My Land*


This is a picture book with short segments below. It challenges students to find specific elements in the picture. The book relates to many short stories including four buffalo spirits.

This book relates to the unit because it talks about history. Many Indiana tribes were present throughout the United States.

6) *Star Boy*


A young Blackfoot girl falls in love with Morning Star of the Sky World. He marries the young Indian girl and takes her to live in Sky World where they have a son named Star Boy. The young girl is very happy in her new home but disobeys her mother-in-law and is banished back to earth. The baby Star Boy returns to earth with his mother with a scar on his face because of his mother's disobedience. The young girl is not happy on earth and dies returning to Sky World as Evening Star. Her son, Star Boy grows up on earth and falls in love with the chief's beautiful daughter, but he must complete a journey to win his bride. The journey takes him to the Sky World, and he brings back to earth the sacred knowledge of the Sun Dance.

This talks about the historical Sun Dance known by many native tribes. It also talks about important figures in Native American religion.

7) *A Promise is a Promise*


In spite of her mother's warning about the Qallupilluit, Allusha goes fishing alone on the sea ice. At the edge of the ocean, not seeing any Qallupilluit, Allusha starts doubting her mother and calls the creatures by names and goes so far as to challenge them to catch her. When the
Qallupilluit finally appear, they drag Allusha down beneath the sea. She escapes by promising to bring her brothers and sisters to the sea creatures. With the help of her mother, Allusha is able to keep her promise, but when the family comes to the cracks in the sea, the Quallupilluit are not there, for they are still dancing with Allusha's father and mother in the house.

This is book about the Inuit tribe. It relates because it is told by an Inuit story-teller. Story-telling is a large part of passing on history.

8) The People Shall Continue


This is a story of the history of Native Americans. It even starts with the story of Creation. It leads into the takeover of lands by white people. Even if they have their lands taken, the people will always be present.

9) Cloudwalker: Contemporary Native American Stories


This book is a collection of stories told by Native Americans. The stories talk about how children try to blend their culture into mainstream American culture today.

This relates to the unit because it talks about fitting into society today, and how the world changed over time.

10) Morning Girl


A peaceful, tropical world is the setting for Morning Girl, a simple glimpse into the lives of a young sister and brother. Morning Girl and Star Boy struggle with many issues such as experiencing simultaneous anger and love toward family members and the quest to discover the true self. As all siblings do, these children respond to, play off of, and learn from each other. Living in harmony with nature is a necessary priority here. But not until the middle of the story do readers discover that the story takes place in 1492. Suddenly we realize that the strange-looking visitors Morning Girl welcomes to shore are not as harmless as they may appear.

This story relates because it talks about the confrontation with white people. It also talks about how they reacted to their arrival.
Bulletin Board
Read each flip-chart and then place the magnet on the map in its correct location!
Field Trip

For this unit, students will have the opportunity to enhance learning through an educational field trip. Students will spend a day at Mississinewa and explore the events that take place there. Each year, actors come and reenact the events that took place here in 1812. Students will have the opportunity to listen to stories from a real Native American. They will also watch skits and explore Native American artwork.

This is a relevant field trip because of the proximity to our school. Students will enjoy seeing the connections around the area we live in today. Before this trip can be taken, certain background knowledge must be done first. First off students will watch a video about Mississinewa 1812, and the historical aspects related to it. Then they will learn about the three day event that takes place here every year.

If this field trip is possible, the cost to students will be roughly 5 dollars. They will also need to bring a lunch with them. Money can be brought to purchase artwork, but this is not mandatory or recommended. This will be an all day field trip, so students should bring the appropriate materials.

Pre-test/Post-test

Pre-test:

1) Native Americans lived in which type of house?
   a) Teepee
   b) wigwam
   c) long house
   d) all the above
2) Which tribe was located near our current location?
   a) Shawnee b) Potawatomi
   c) Miami d) Chippewa

3) Which river played a major role in Native American travel?
   a) White b) Wabash
   c) Kankakee d) Eel

4) The Native American tribe with the largest number of people was which group?
   a) Chippewa b) Miami
   c) Potawatomi d) Delaware

5) The most important member of the tribe was which person?
   a) men b) women
   c) medicine women d) hunters

Post-test:

1) Describe how Native Americans provided food for their tribe.

2) Explain the connection between Miami County, and the Miami Indians.
3) Men were most likely to have what job?
   a) hunters  
   b) cooks  
   c) healers  
   d) tribal leaders
4) Besides by foot, how did Native Americans travel?
   a) cars  
   b) rivers  
   c) trains  
   d) horseback
5) The most common house Native Americans lived in was called?
   a) teepee  
   b) long house  
   c) wigwam  
   d) all the above

**Technology and Literature**

Incorporating technology is an important aspect of teaching today. In this unit, I will work on using the Smartboard in some of the lessons. I will have students interact with the Smartboard to create a more engaging lesson. Throughout the unit, students will be reading many short excerpts about each tribe. I will use the Smartboard so the entire class can see it while they work in their groups. This way, students can come up and use the Smartboard to help them with the writing assignments. Incorporating technology is a necessary aspect of student learning because it creates an engaging environment.

**Lesson Plans**

Lesson #1:
Lesson: This is the first lesson in the unit over Indians in Indiana. Students will be studying the different tribes that made their home in Indiana. To enhance student knowledge, we will create our own map of Indiana and pinpoint the location of each tribe.

Length: 45 minutes

Age or Grade Level Intended: 4th grade

Academic Standards:

History 4.1.2- Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (Individuals, Society and Culture).

Performance Objective:

1) The students will pinpoint the location of the Indian tribe on a map with 80% accuracy.

2) Students will list characteristics given the name of an Indian tribe showing at least three different examples.

Assessment:
The assessment for this lesson will involve two parts. The first part will involve checking to see if students have correctly pinpointed the location of the Indian tribe. The second part of the assessment will be checking the student’s worksheet for 3 different characteristics. If students do not have three, or they are incorrect, I will work individually with each student and reassess them.

Advanced Preparation by Teacher:

- Get prep materials ready for map project. (crayons, markers, etc).
- Have worksheets printed off and ready to go.
- Teacher copy of Indiana map ready to show to the class.
- Have the state of Indiana outline printed off.

Procedure:

Introduction/Motivation

1) Remind students about the test they took on Friday. Who can recall what we just learned about? (Bloom: Knowledge) Does anyone want to take a guess, or make a prediction of what we will be learning about today? (Bloom: Synthesis) Before the Europeans came over and “discovered” America, people known as Native Americans owned this land. Some of these groups or tribes lived in Indiana and even in our own county! In this unit we will learn about all the tribes that lived in Indiana, and today we will start with the Potawatomi. But first, let’s look at our map.
Step-by-Step Plan:

1) Give students the Indiana map outline and have them cut it out. Tell students they will use it for this lesson and for lessons to come.

2) After the students have cut out their map, have students get into groups and read the section over the Potawatomi Indians (Gardner: Interpersonal). Tell the students to look for things such as…..
   - Culture/beliefs
   - Location
   - Roles of the tribe members
   - Government

3) Once each group has finished reading that section, bring everyone back together for whole group discussion and have students talk about what they read. (Gardner: Verbal-Linguistic). Ask questions such as…..
   - Can you explain the roles of different people within the tribe? (Bloom: Comprehension)
   - What assumptions can you make about their government? (Bloom: Analysis)
   - What area of Indiana did they live in?
   - How did this tribe live everyday life?

4) When the discussion has settled down, show students the pre-made copy of the map (teacher copy). Talk to students about where the tribe lived. Allow students to share their ideas. Outline or color the area of the map where the tribe lived. Tell students to copy this onto their own map. (Gardner: Visual-Spatial).

5) While the students are copying the information onto their map, handout the worksheet to each student. Tell students that they need to work on individually and turn it in to the homework box. (Gardner: Intrapersonal).

Closure:

6) Tell the students to keep their map in a safe place, and that they will be used for lessons to come. Talk to them about in the next lesson while they work on their worksheet. Introduce the next tribe they will learn about, the Delaware. Discuss that students will now be able to compare and contrast between tribes to build on what they are learning.

Adaptations/Enrichment:

1) Enrichment
   For students who can easily write down three characteristics, ask them to come up with five characteristics, one from each category. (government, roles, etc).

2) Learning Disability
For students with a learning disability, during the group time to read the lesson have them go to a separate room to complete it. When they are working on the worksheet, the teacher and student should work on it together.

3) Autism
   After the worksheet has been assigned, the teacher will give the student specific directions to follow. The teacher will provide an example worksheet for the student to follow.

4) ELL students
   Have students take the reading to the reading resource teacher as well as the worksheet. Students should be given an extended amount of time to complete assignment with the resource teacher.

Self-Reflection

1) Was this a good transition from the prior unit?
2) Did students see the connection between units?
3) Was this a good introductory lesson?
4) Should I have set out on day to introduce Native Americans in general?
5) Should I have the maps already cut out for students?

Lesson #2:

Lesson: This is the second lesson in the unit over Native Americans in Indiana. Students will learn about the Delaware tribe in this section. The class will also continue working on their map to show the location of the Delaware tribe in relation to the Potawatomi from the previous lesson.

Length: 45 minutes

Age or Grade Level Intended: 4th grade

Academic Standards:

History 4.1.2- Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (Individuals, Society, Culture).

Geography 4.3.2- Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate directions* when referring to relative location.

Performance Objective(s):

1) Students will write a paragraph about the location of the tribe using cardinal and intermediate directions with 100% accuracy.
2) Students will list characteristics given the name of an Indian tribe showing at least three different examples.

Assessment:

The assessment for this lesson will involve two parts. The first part will be to check and see if students have correctly located the tribe in their paragraph. They **MUST** use the correct cardinal and/or intermediate directions. The second of the assessment will be checking the student’s worksheet for three different characteristics. I will work individually with students who do not have three characteristics, or listed ones that are wrong.

Advanced Preparation by Teacher:

- Have worksheets printed off
- Teacher copy of Indiana map is complete

Procedure:

**Introduction/Motivation**

1) Review the map students started yesterday. Which tribe did we learn about and map in yesterday’s lesson? (Bloom: Knowledge) Very good! Well today, we will be expanding on the maps we have created by adding a new tribe, the Delaware. Before we begin, I want you to work with your group to come up with a prediction for where the Delaware lived. (Bloom: Synthesis) (Gardner: Interpersonal) When your group is finished have one person write it on the board.

**Step-by-Step Plan:**

1) Have students read the section silently to themselves. (Gardner: Intrapersonal) Tell students need write down things such as…..
   - Cultural Beliefs
   - Location
   - Roles of tribe members
   - Government

2) Once students have finished reading, have them come up to the board individually and write down one of the things listed on their paper. (Gardner: Verbal-Linguistic) Allow the students to share what they wrote with the group.

3) While students are sharing what they learned ask questions that include:
   - How did this tribe live everyday life?
   - What area of Indiana did they live in?
   - What assumptions can you make about government? (Bloom: Analysis)
   - Explain the roles of certain members of the tribe? (Bloom: Comprehension)
4) Once students have all had the chance to share what they wrote, and answered all the questions, have them pull out their maps. This time, have them locate the tribe by themselves instead of showing them an example. (Gardner: Visual-Spatial). While the students are working on the map, lay the worksheet on the side of their desk. Tell them this is due by class time tomorrow.

5) As students are finishing up with the map project, pose the following question. Do you see any similarities between the Delaware Indians and the Potawatomi? (Bloom: Comprehension) Tell students to pull out their journal and write down how the tribes are the same and different.

**Closure:**

6) Answer any questions students have about the lesson. Discuss some of the things written on the board. Discuss key points of the lesson, and how the Delaware compare to the Potawatomi. Introduce the tribe for the next lesson, the Shawnee.

**Adaptations/Enrichment:**

1) **Enrichment**
   For students who can easily write down three characteristics, ask them to come up with five characteristics, one from each category. (government, roles, etc).

2) **Learning Disability**
   For students with a learning disability, during the group time to read the lesson have them go to a separate room to complete it. When they are working on the worksheet, the teacher and student should work on it together.

3) **Autism**
   After the worksheet has been assigned, the teacher will give the student specific directions to follow. The teacher will provide an example worksheet for the student to follow.

4) **ELL students**
   Have students take the reading to the reading resource teacher as well as the worksheet. Students should be given an extended amount of time to complete assignment with the resource teacher.

**Self-Reflection:**

1) Was there flow between lessons?
2) Do students understand the comparison between tribes?
3) Does this lesson need more engaging methods?
4) Was I well prepared to teach this lesson?
5) Were my directions clearly stated?
Lesson 3:

**Lesson:** This is the third lesson in the unit over Native Americans in Indiana. Students will learn about the Shawnee tribe in this section. In this lesson, students will re-enact a scene from day in the life of a Shawnee Indian. The class will also continue working on their map to show the location of the Shawnee tribe in relation to the tribes from previous lessons.

**Length:** 45 minutes

**Age or Grade Level Intended:** 4th grade

**Academic Standards:**

History 4.1.2- Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (Individuals, Society, Culture).

**Performance Objective(s):**

1) Given the name of an Indian tribe, students will list characteristics giving at least three different examples.

2) Students will perform a skit given a scenario from the life of an Indian tribe showing at least two different examples.

**Assessment:**

The assessment for this lesson will involve two parts. The first will be checking to see if students have three characteristics of the tribe. If students do not have three, or have incorrect ones listed, I will work individually with the student to help them better understand the material. The second part of the assessment will be observation of the skit. I will check to see if the skit contains two accurate characteristics of the Indian tribe life.

**Advanced Preparation by Teacher:**

- List of skits students can chose from
- Teacher copy of Indiana map is complete
Procedure:

Introduction/Motivation

1) Review the map students have been creating from the first lesson. Which tribe did we learn about and map in yesterday’s lesson? (Bloom: Knowledge) Very good! Well today, we will be expanding on the maps we have created by adding a third tribe, the Shawnee. Remember last time at the start of the lesson we predicted where the Delaware lived. Well today, I want to you to list some characteristics about this tribe that you think are true. (Bloom: Analysis) (Gardner: Intrapersonal)

2) After the students have used their prior knowledge to list some characteristics, explain that today’s lesson will be a little different. “Today we will create a skit to show how the Shawnee lived their daily lives.” (Gardner: Bodily-Kinesthetic)

Step-by-Step Plan:

1) Discuss with the class what the skit needs to include. Write down student ideas on the board. Some of the possible things that can be mentioned, if not done so by students include:
   - Cultural Beliefs
   - Location
   - Roles of tribe members
   - Government

2) “Before we begin working on our skits, let’s work on our map first.” Pull out the teacher copy of the map and show them where the Shawnee tribe inhabited Indiana. (Gardner: Visual-Spatial) What can you tell me about the Shawnee Indians compared to the other tribes on our maps? (Bloom: Comprehension)

3) After the students have completed their maps, break them up into groups of four. (Gardner: Interpersonal) Remind students that they need to read the section before they begin creating their skit. Give students approximately 20 minutes to create the skit.

4) Have each group perform their skit. After each group, stop and discuss the characteristics they displayed in their skit. (i.e. how to hunt) Students should write these down so they can refer to them when then complete the worksheet.

5) When the last group has gone, wrap up the lesson by reflecting on what was seen in the skits. Ask questions such as
   - How did this tribe live everyday life?
   - What area of Indiana did the Shawnee live? (Bloom: Knowledge)
   - Compare and contrast between the Shawnee and the previous two tribes. (Bloom: Evaluation)

Closure:
6) Answer any questions students have about the lesson. Discuss some of the things that went well in the skits. Tell students to keep making comparisons to tribes from previous lessons. Introduce the tribe for the next lesson, the Miami.

**Adaptations/Enrichment:**

1) **Enrichment**
   - For students who can easily write down three characteristics, ask them to come up with five characteristics, one from each category. (government, roles, etc).

2) **Learning Disability**
   - For students with a learning disability, during the skit, have them go to a separate room and write out the skit with the aid. When they are working on the worksheet, the teacher and student should work on it together.

3) **Student with Prosthetic Leg**
   - For students who are handicapped, they will not take part in the skit. Instead, they will write out the screenplay of how the skit would go.

4) **ELL students**
   - Have students take the reading to the reading resource teacher as well as the worksheet. Students should be given an extended amount of time to complete assignment with the resource teacher.

**Self-Reflection:**

1) Was there flow between lessons?
2) Do students understand the comparison between tribes?
3) Does this lesson need more engaging methods?
4) Was I well prepared to teach this lesson?
5) Were my directions clearly stated?
6) Did students understand how to create the skit?

**Lesson 4:**

**Lesson:** This is the fourth lesson over Native Americans in Indiana. In this lesson, students will learn about the Miami tribe. The Miami were the Indians who lived in this area, hence the name Miami County. Students will learn about the importance the Miami had on this area. They will also continue working on their map from previous lessons.

**Length:** 45 minutes

**Age or Grade Level Intended:** 4th grade

**Academic Standards:**
History 4.1.2- Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (Individuals, Society, Culture).

Performance Objective(s):

1) Students will list characteristics given the name of an Indian tribe showing at least three different examples.

2) Students will explain the relationship between the Miami Indians and Miami County in a paragraph.

Assessment:

The assessment for this lesson will involve two parts. The first part will be to check and see if students have three characteristics of the Miami Indians. The second part deals with the local connection to the Miami. Students will write a paragraph that describes the relationship between the tribe and where we live. I will work with students who struggle to understand the relationship between the two. The ongoing assessment of checking for accuracy on the map project will also be continued.

Advanced Preparation by Teacher:

- Have worksheets printed off
- Teacher copy of Indiana map is complete
- Have pictures ready to show to class.

Procedure:

Introduction/Motivation

1) Today’s lesson is very important. Can anyone make an educated guess on why? (Bloom: Synthesis) In this section, we will be learning about the Miami tribe. Who can tell me what county we live in? (Bloom: Knowledge) Right, we live in Miami County. Miami County was named this because the Miami tribe inhabited this area. Let’s use our maps to look at this.

2) Have students pull out their maps. (Gardner: Visual-Spatial) Review the areas where other tribes lived. Which tribe did we learn about and map in yesterday’s lesson? (Bloom: Knowledge) Very good! Now locate Miami County on the map and remind students this is where the Miami tribe lived. How does the area inhabited by the Miami relate to the other tribes? (Bloom: Comprehension)

Step-by-Step Plan:
3) Discuss with students the pictures posted in the room. Each picture shows the Miami Indians performing a task around this area. (For example, using the river to fish.)

4) Break the class up into four groups, the number of pictures posted around the room. Each group will have to look at the picture and read the paragraph describing the picture. They then have to create a report they can share with the other students who were not a part of the group. (Gardner: Interpersonal) They must include at least two facts in the presentation.

5) While the groups are creating their report, go around to each group and ask the group questions that relate to their poster:
   - What does this picture show?
   - What area of Indiana did they live in?
   - What assumptions can you make about the tribe after seeing this picture? (Bloom: Analysis)
   - Explain what is going in this picture? (Bloom: Comprehension)
   This will help to check that students understand, and have a good report to give to the class.

6) After the groups have created a report, give each time to present what they learned to the class. (Verbal-Linguistic) Make sure the presenters give at least two facts in their report. For the groups listening, tell them to write down important facts so they can put it in their paragraph.

7) After each group has presented, tell students about the paragraph assignment. Each student will write their own paragraph that tells about the relationship between the Miami Indians and Miami County. (Gardner: Intrapersonal)

Closure:

6) Answer any questions students have about the lesson. Discuss some of the things written on the board. Discuss key points of the lesson, and how the Miami compare and differ from the previous 3 groups. Introduce the tribe for the next lesson, the Kickapoo.

Adaptations/Enrichment:

1) Enrichment
   For students who can easily write down three characteristics, ask them to come up with five characteristics, one from each category. (government, roles, etc).

2) Learning Disability
   For students with a learning disability, they will work in a group with the teacher over one of the posters. When they present, the teacher will have their materials written out on a note card for them to use.

3) Autism
   After the worksheet has been assigned, the teacher will give the student specific
directions to follow. The teacher will provide an example worksheet for the student to follow.

4) ELL students

Have students take their own poster down to the resource room and work with the resource teacher to complete the worksheet. Instead of presenting to the class, these students will look at each poster individually and write down the important facts.

Self-Reflection:

1) Was there flow between lessons?
2) Do students understand the comparison between tribes?
3) Do students understand the relationship from the County to the Native Americans?
4) Was I well prepared to teach this lesson?
5) Were my directions clearly stated?

Lesson 5:

Lesson: This is the fifth lesson in the unit over Native Americans in Indiana. Students will learn about the Kickapoo tribe in this section. The class will also continue working on their map to show the location of the Kickapoo tribe in relation to the tribes from previous lessons.

Length: 45 minutes

Age or Grade Level Intended: 4th grade

Academic Standards:

History 4.1.2- Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (Individuals, Society, Culture).

Performance Objective(s):

1) Students will list characteristics given the name of an Indian tribe showing at least three different examples.

Assessment:

The assessment for this lesson will involve two parts. The first part will be to check and see if students have correctly located the tribe in on the map. The second part of the assessment will be checking the student’s worksheet for three different characteristics. I will work individually with students who do not have three characteristics, or listed ones that are wrong.

Advanced Preparation by Teacher:

- Have worksheets printed off
• Teacher copy of Indiana map is complete

Procedure:
   Introduction/Motivation

1) Review the map students started in the first lesson. Which tribe did we learn about and map in yesterday’s lesson? (Bloom: Knowledge) Very good! Well today, we will be expanding on the maps we have created by adding another tribe, the Kickapoo. Before we begin, I want you to work with your group to come up with a prediction for where the Kickapoo lived. (Bloom: Synthesis) (Gardner: Interpersonal) When your group is finished have one person write it on the board.

Step-by-Step Plan:

1) Have students read the section silently to themselves. (Gardner: Intrapersonal) Tell students need write down things such as…..
   - Cultural Beliefs
   - Location
   - Roles of tribe members
   - Government

2) Once students have finished reading, have them come up to the board individually and write down one of the things listed on their paper. (Gardner: Verbal-Linguistic) Allow the students to share what they wrote with the group.

3) While students are sharing what they learned ask questions that include:
   - How did this tribe live everyday life?
   - What area of Indiana did they live in?
   - What assumptions can you make about government? (Bloom: Analysis)
   - Explain the roles of certain members of the tribe? (Bloom: Comprehension)

4) Once students have all had the chance to share what they wrote, and answered all the questions, have them pull out their maps. This time, have them locate the tribe by themselves instead of showing them an example. (Gardner: Visual-Spatial). While the students are working on the map, lay the worksheet on the side of their desk. Tell them this is due by class time tomorrow.

5) As students are finishing up with the map project, pose the following question. Do you see any similarities between the Kickapoo Indians and other tribes? (Bloom: Comprehension) What are some differences? Tell students to pull out their journal and write down how the tribes are the same and different.

Closure:
6) Answer any questions students have about the lesson. Discuss some of the things written on the board. Discuss key points of the lesson, and how the Kickapoo compare to the other tribes. Introduce the tribe for the next lesson, the Chippewa.

**Adaptations/Enrichment:**

1) **Enrichment**
   For students who can easily write down three characteristics, ask them to come up with five characteristics, one from each category. (government, roles, etc).

2) **Learning Disability**
   For students with a learning disability, during the group time to read the lesson have them go to a separate room to complete it. When they are working on the worksheet, the teacher and student should work on it together.

3) **Autism**
   After the worksheet has been assigned, the teacher will give the student specific directions to follow. The teacher will provide an example worksheet for the student to follow.

4) **ELL students**
   Have students take the reading to the reading resource teacher as well as the worksheet. Students should be given an extended amount of time to complete assignment with the resource teacher.

**Self-Reflection:**

1) Was there flow between lessons?  
2) Do students understand the comparison between tribes?  
3) Does this lesson need more engaging methods?  
4) Was I well prepared to teach this lesson?  
5) Were my directions clearly stated?

**Lesson 6:**

**Academic Standards:**

History 4.1.2- Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (Individuals, Society, Culture).

**Performance Objective(s):**
1) Students will list characteristics given the name of an Indian tribe showing at least three different examples.

2) Students will construct a Native American teepee or wigwam using any materials they like showing accurate parts of the house.

**Advanced Preparation by Teacher:**

- Worksheets printed off
- Map up to date
- Example pictures of housing projects

**Step-by-Step Plan:**

- Students review map project and pinpoint the location of the new tribe. (Gardner: Visual)

- Students read about the Chippewa in groups. Each group will have a recorder and a presenter. While reading, students will list certain characteristics such as beliefs, location, housing, etc. When each group is done, the presenters will share their information.

- When each group is done presenting, the teacher will have a short discussion about how the Chippewa were famous for their houses. Discuss with students the different between each type of house. (Bloom questions) Use a slideshow to help students better understand. This is where the worksheet will be handed out.

- Have students write down one idea they have for their project. Give students time to talk to other students about their ideas.

- Bring students back together and wrap up the lesson with a short review over Native American housing. Remind students that they need to begin working on their project and that it will be due at the end of the week.

**Assessment:**

The assessment for this lesson involves two parts. The first part will be to check and see if the students can correctly list three characteristics of the specific tribe. Students who have trouble naming correct characteristics or none at all will be worked with individually. The second form of assessment will be a checklist for the house project. The checklist will measure creativity, comparison to actual teepee, and presentation.

**Lesson 7:**

**Academic Standard:**

History 4.1.4- Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.
Performance Objective:

Given a list of specific documents, students will write their own document after reviewing one of the documents with at least three similarities.

Advanced Preparation by Teacher:

The teacher will have several important documents, such as the Northwest Ordinance of 1787, laid out with importance parts highlighted for students to see.

Lesson Plan:

- Students will finish map project and discuss the importance of the land to the Native Americans.
- The class will formulate ideas on why the Native Americans were forced out of the area.
- The teacher will share certain documents that led to the disappearance of the Native Americans. Each group will receive their own copy of a document and read through the highlighted points.
- When the groups are done reading, they will create their own document to aid the Native Americans. The document however will have to contain three parts of the actual document.
- When students are done allow them to share their created document.
- Tell students that tomorrow they will learn about how the Native Americans moved around and traveled long distances.

Assessment:

The assessment for this lesson will be a checklist over the created document. The students will also turn in their maps that will be graded over accurate displaying of tribes.

Lesson 8:

Academic Standard:

Geography (Human Systems) 4.3.9- Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.

Performance Objective:

Students will list 3-5 advantages that rivers provided for Native Americans given the time period.

Advanced Preparation by Teacher:
List of major rivers in Indiana, and the major rivers they flow into.

Lesson Plan:

- Start with a scenario where you want to travel from one place to another. What ways can you get to there?
- Tell students that back in 1780, cars, trains, or airplanes had not been invented. How would you travel a long way without those types of transportation?
- Traveling by canoes and boats where a vital aspect for the Native American lifestyle. What advantages did this give Native Americans?
- Have students list as many ideas as they can on the Smartboard. Discuss some of the major ideas in depth.
- Give students back their maps and have them draw in major rivers in Indiana. Students should then be able to tell which major river they flow into.
- Wrap up the lesson by answering remaining questions. Remind students to continue working on the housing project. The next lesson will be a small review of the tribes, and looking at some artifacts left behind.

Assessment:

The assessment for this lesson will be a check to see if students have listed at least 3 advantages that rivers provided for Native Americans. Remediation will take place as needed.

Lesson 9:

Academic Standard:

History 4.1.2- Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

Performance Objective:

Students will compare and contrast the ways each tribe benefited from the physical environment around them given a list of factors using at least four different tribes.

Advanced Preparation by Teacher:

- List of environmental factors for students to use.

Lesson Plan:

- Review what was talked about last lesson, and how rivers were a major factor for Native American travel.
- What other environmental factors could have affected their daily lives?
Before giving the handout to students, ask students to brainstorm their own ideas and write them on the board. How could these factors affect their daily lives?

Handout the list of environmental factors.

Allow students to work in groups when they are given the worksheet.

When students have been given time to start the worksheet, have each group write down one of their answers on the board.

Answer any remaining questions, and remind students that they will be sharing their projects with the class next class period.

**Assessment:**

The assessment tool for this lesson will be grading the worksheet that students complete in class. If students really struggled, they will be given the chance to make corrections.

Lesson 10:

**Academic Standard:**

History 4.1.2- Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**Performance Objective:**

Given a set of characteristics, students will name the correct Native American tribe with 80% accuracy.

**Advanced Preparation by Teacher:**

Have questions set up for the name game.
Print off worksheets.

**Lesson Plan:**

- To start out this final lesson, students will share their housing projects with the class. They should describe what they made, and how they made it.
- After students have shared their project with the class, hand out the review worksheet.
- Give students time to fill out the worksheet/study guide
- After about 10 minutes, have them put away the worksheet and prepare to play the name game. The teacher reads a characteristic and the students have to write down which tribe it is.
- Students keep track of how many they get right, and the winner gets an extra point on the test
- Tell students to study for the test tomorrow
Assessment:

The assessment for this assignment will be checking the student’s worksheets for the correct answers in preparation for the test. Observation will also be used during the name game to see which students need more practice.