

Lesson Plan Template

Name: Dawn Norman and Gloria Marquez

Grade Level: 5th

Lesson Title: Your life as a Pioneer –Day four-Was it right?

Lesson Length (ie. 30 minutes): 95 minutes

<p>Rationale for Instruction A rationale is an essential part of thoughtful planning of classroom instruction. This is a brief written statement of the purpose for instruction and the connection of the purpose to instruction that has come before and will follow.</p>	<p>America in the 1800’s was a bustle of change and expansion. The nation was growing rapidly with no consequence to the effects of the Native Americans or the people moving into their lands. Manifest Destiny led new explorers into territories governed by people for hundreds of years. The Indian Removal Act created great upheaval for Native Americans providing deplorable conditions and required relocation. As students explore the Native American lifestyle, their culture, and the effects of their segregation, they will recognize parallels through the actions of others. Through the exchange of exercises, students will gain an understanding of tradition, effects of human interactions and how America's influence changed North America.</p>
<p>CCSS (LAFS/MAFS)/Next Generation Sunshine State Standards List each standard that will be addressed during the lesson. Cutting and pasting from the website is allowed. You must have a minimum of 3 standards that represent multiple content areas identified in this portion of the lesson plan. <i>These can be downloaded from the Florida Dept of Education www.cpalms.org/homepage/index.aspx.</i></p>	<p>NCSS Theme: People, Places, and Environments: Social Studies curriculum enhances a student’s ability to study individuals and places eliciting interaction which build background knowledge. Students will be able to identify areas that need change and adapt to their current lifestyle.</p> <ol style="list-style-type: none"> 1. Students will recognize Native American culture and tradition through fictional text and dream catcher activity. 2. Students will describe through narratives a pioneer character and adjust according to continuing theme. 3. Students will judge America’s treatment of the Native Americans by expressing personal experience and connecting Trail of tears video to bullying. <p>SS.5. A.2.2: Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).</p> <p>SS.5. A.2.3: Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.</p> <p>SS.5. A.6.6: Explain how westward expansion affected Native Americans.</p> <p>SS.5. G.1.4: Construct maps, charts, and graphs to display geographic information.</p> <p>LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>LAFS.5. W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive</p>

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	<p>details, and clear event sequences.</p> <p>LAFS.5. W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.K12. W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.K12.SL.1.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5. L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>VA.5. S.1.3: Create artworks to depict personal, cultural, and/or historical themes.</p>
<p>Learning Objectives What will students know and be able to do at the end of this lesson? Be sure to set significant (related to CCSS/LAFS/MAFS, and NGSSS), challenging, measurable and appropriate learning goals!</p>	<p>The student will...</p> <p>Through the Buffalo Bird Girl read aloud, Native American music, and Dream Catcher activity, students will distinguish aspects of the Native Americans culture within diverse interactions.</p> <p>Students will locate the regions of the five civilized tribes and identify the unique characteristics within in each village through the Five Civilized tribe mapping activity.</p> <p>Students will examine the Westward expansion’s effect on the Native Americans through group discussions and cause and effect graphic organizers. Students will determine if America’s treatment of the Native Americans justified the Indian Removal Act and formulate an option after reading an excerpt from the Trail of Tears.</p>
<p>Student Activities & Procedures Design for Instruction</p> <ul style="list-style-type: none"> •What best practice strategies will be implemented? •How will you communicate student expectation? •What products will be developed and created by students? •Consider Contextual Factors (learning differences/learning environment) that may be in place in your classroom. 	<p><i>Discuss with the students the various elements in their Persuasive Manifest Destiny posters and post on the smartboard similarities and differences. In anticipation, the background music is already being played.</i></p> <p>Anticipatory Set: Native American Music To explore the cultural diversity of the Native Americans, students will hear in the background Native American music to set the scene for the day’s activities.</p> <ol style="list-style-type: none"> 1. Students will be asked to sit at the front of the room while we listen to the music for five minutes. 2. While the students are listening to the music, ask the students to think about the music they play in their home. The students at this point are not voicing the type of music they listen to, but merely comparing the Native American music to that of their home life. 3. Ask the students if based on the Native American music, do they feel other Native American customs may be different than what they are familiar with in their homes? <p><i>Advise the students of the read aloud choice and create a picture walk to link familiarity to unknown vocabulary and concepts.</i></p> <p>Dreamcatcher Read Aloud-</p> <ol style="list-style-type: none"> 1. Educator will read aloud the historical fiction picture book to create awareness of vocabulary and the subject matter. 2. Students will discuss with a shoulder partner, one new term that they learned after the read aloud. 3. Have the students elaborate with a shoulder partner, what would be the biggest change for their family if they lived

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as a Native American?

4. Ask the students if they have any nighttime rituals that they like to do before going to bed.

ESOL: ELL should experience the read aloud directly in front of the text to enable modeling. Educator should point and gesture whenever possible to the pictures to relate vocabulary to the book illustrations.

Request the students return to their desks where they will find a bag of art supplies. Discuss with the students how different cultures have traditions that are carried from generation to generation. Some examples may be types of food, celebrations, cultural apparel. If the students feel comfortable, they may express traditions they have with their family.

Making a Dreamcatcher:

1. Students will examine a bag of art supplies including a paper plate, yarn, beads, and feathers. Students will use the classroom glue, scissors, hole punch and crayons. If they choose, students may exchange bags with other students for color preference of the yarn.
2. On the smartboard projector, students will examine the instructions on how to make a dreamcatcher.
 - Cut a circle in the center of the paper plate
 - Color the ring of the paper plate with crayons
 - Punch holes around the center of the plate
 - Tie yarn through each hole of the plate
 - Weave the yarn up and over each hole of the plate
 - Add beads to each piece of yarn and tie a knot
 - Punch three holes at the bottom of the plate
 - Tie 5-6 inches of yarn through the holes
 - Add beads and a feather to each end of the yarn
3. Educator will show the students each step of the process while students complete each step.
4. Explain to the students that they will need to add an aspect of Native American culture into their written representation of today's journal entry.

ESOL: Create a translation sheet for the instructions to assemble the Dreamcatcher. Allow the student to complete the task with all students and provide unity within the classroom.

Gifted/Talented: Students will be requested to research another Native American tradition (aside from the Dreamcatcher) and express in their selected media. Examples are written response, digital story format, or illustration.

Students with Learning Differences: Provide the student with a worksheet page on the assembly of the Dreamcatcher. Illustrations will give scaffolding for the learner.

Provide the students with a five-minute stretch break. After the break, have the students line up at the front of the classroom.

Hook- Walk and Talk (verbatim from teachers' pay teachers- cite in resources)

- Ask your students to "mix" by continuously walking around the room. Clearly state your expectations – no running, jumping, skipping, pushing, etc. Model how you want your students to walk calmly around the classroom.
- Call out, "Freeze!" to signal students to stop moving. Then call out, "Pair!" Students should pair up with their nearest classmate. (Again, state your expectations or students will run just to pair up with their best friend on the other side of the room!)
- You can easily do this activity by simply having students "turn and talk" to their neighbor, but I find that elementary kids need to get out of their seats every so often to keep the energy level up in my classroom.

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- Announce a question that you want students to discuss with their partner: ♣ “Can you think of a situation in which you felt you were treated unfairly by someone else?” ♣ “Have you ever had to share with someone else? Was that an easy thing to do for you? Why or why not?” ♣ “What do you think of when you hear the phrase ‘Native Americans?’”
- After students return to their seats, call on some students to share their responses with the whole class.

ESOL: Allow the student to complete the task with all students and provide unity within the classroom. Pair ELL with a bi-lingual student to help translate and scaffold discussion.

As the students return to their seats, explain a video will be shown discussing a government decision to remove the Native Americans from certain states called the Indian Removal Act. Let the students know the remaining tribes were called the Five Civilized Tribes.

Trail of Tears video

1. After the showing of the Trail of Tears video, request the students to divide into groups of five students.
2. When the students are in groups, discuss the contents of the video and ask if they believe the treatment of the Native Americans was justified and fair. Give the students five minutes to discuss in their groups before requesting a response from each unit. Based on the students’ response address accordingly with factual information from the time.

ESOL: Provide video captions in the ELLs native language. Provide ELL with a labeled map of the United States.

Keep students divided into groups, advise the students that they are going to get to know the Five Civilized tribes further. There are two handouts which pertain to the Five Civilized Tribe activity. Each student will receive all handouts at once.

Five Civilized Tribes

1. The first part of the exercise involves finding characteristics that are unique to each of the five tribes. Each student will pick a tribe to research independently.
2. Students will be encouraged to use the Internet through smartphones or classroom computers.
3. Students need to find five aspects of the tribe to note on the graphic organizer.
4. Briefly, discuss with the students their findings. Request two answers from each group to see if there are similarities and differences. Educator should note the students answers and create a Venn diagram on the smartboard.
5. The next section of the activity requires the students to connect the tribes to the originating home state.
6. Students will label the map with the eight current states identifying if they were part of the thirteen original colonies or adopted through purchase.
7. Have students discuss in their groups, the reasons America wanted the Native Americans lands.

ESOL: Provide ELL with a labeled map of the United States. Encourage the student to reference the labeled map when completing the Native American Civilized Tribe map.

Students with Learning Differences: Have students work with a peer partner to help elicit discussion and comprehension. Depending on the needs of the student, the worksheet's font, and/or size may be adjusted. Educator should pace and reiterate instructions for all students to allow scaffolding of the unit. While working on the Five Civilized Tribe reading, the student will be encouraged to read half of the paragraph. The student’s partner will read the balance.

As students explore “why” the land was necessary for the growth of the United States, describe dictionary.com’s cause-and-effect definition:

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	<p>adjective</p> <ol style="list-style-type: none"> noting a relationship between actions or events such that one or more are the result of the other or others. <p>Cause and Effect Native American handout</p> <ol style="list-style-type: none"> Students will read the “Native Americans: Impact of the Westward Expansion” in their groups. The article is composed of five paragraphs; each student will read one paragraph aloud. Students are to cut apart three parts of the Native American Cause and Effect handout. The bottom layer requires glue which will attach the before and after pictures. Together, students will write the details of Native American life before and after the Westward Expansion. <p>ESOL: In lieu of writing the details of before and after of the Native Americans, drawing and pictures will be an acceptable format for completing the graphic organizer.</p> <p>Students with Learning Differences: Based on a variety of needs, sensory tools will be elicited to give students an outlet for physical activity.</p> <p>Transition to the daily journal, students will discuss in their groups if they feel the Westward Expansion can be a form of bullying. On the doc camera, list the reasons students feel the Westward Expansion was bullying and list why they believe it was not. Remind the students that today’s goal for the daily journal is to implement Native Americans into their writing.</p> <p>Daily Journal</p> <ol style="list-style-type: none"> Fifteen minutes are given to write their day two journal entry. Students are asked to think of today’s lesson and utilize the Native Americans along with the new vocabulary to aid in the descriptive elements of their writing. If students require additional time, the journal may be completed for homework. <p>ESOL: Pair ELL with a bi-lingual student to create a paired writing experience. The bi-lingual student will help prompt and edit the ELL writing assignment before submission.</p> <p>Gifted/Talented: Students will be asked to depict two characters in their daily journal.</p>
<p>Assessment</p> <ul style="list-style-type: none"> How will student learning be assessed? Authentic/Alternative assessments? Does your assessment align with your objectives, standards and procedures? Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes 	<p>Daily Lesson Plan Assessment:</p> <p>Unit Post Assessment: Daily Character Journal. Students are assessed on their demonstration of pioneer life through the use of their fictional character.</p> <p>Daily Lesson Plan Assessment: Formative Assessments take place during the Five Civilized Tribes activity and the Cause and Effect exercise.</p>
<p>Resources/Materials</p>	<p><i>ALL resources including but not limited to; internet sites, professional resources - books, journals (titles and authors), children’s literature, etc. should be noted here. Citations should be in APA format.</i></p> <p>Pens/pencils, paper, doc camera, internet source such as smartphones, computers, etc., daily journal, colored pencils, scissors, glue, crayons, paper plate, yarn, beads, hole punch and feathers.</p> <p><i>Native American Music: MyAstralDream's channel. (2011, September 23). Native American Indian Spirit of</i></p>

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	<p><i>Meditation</i>[Video file]. Retrieved from https://www.youtube.com/watch?v=CeBw_atUkoo</p> <p>Dreamcatcher Read Aloud text: Osofsky, A. (1992). <i>Dreamcatcher</i> (1st ed.).</p> <p>Dreamcatcher instructions: Kiddie Matters. (2016). <i>Easy DIY Kid's Dream Catcher</i>. Retrieved from http://www.kiddiematters.com/easy-diy-kids-dream-catcher/</p> <p>Hook- Walk and Talk: The Reflective Educator. (2015). <i>Native Americans Impact of Westward Expansion</i>. Retrieved from file:///C:/Users/Norman/Downloads/NativeAmericansImpactofWestwardExpansion.pdf</p> <p>Trail of Tears video: Educational Videos for Students. (2015, October 23). <i>Trail of Tears for Kids Documentary: Watch our Cartoon for Kids on the Trail of Tears</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=1Q5Z4UUitdU</p> <p>Cause and effect definition: <i>Cause-and-effect</i> <i>Define Cause-and-effect at Dictionary.com</i>. (n.d.). Retrieved from http://www.dictionary.com/browse/cause-and-effect</p> <p>Before and After graphic organizer: The Reflective Educator. (2015). <i>Native Americans Impact of Westward Expansion</i>. Retrieved from file:///C:/Users/Norman/Downloads/NativeAmericansImpactofWestwardExpansion.pdf</p>
<p>Exceptionalities What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc.</p> <p><i>These accommodations and/or modifications should be listed within the procedures section of the lesson plan as well as in this section of the document.</i></p>	<p>ESOL: ELL should experience the read aloud directly in front of the text to enable modeling. Educator should point and gesture whenever possible to the pictures to relate vocabulary to the book illustrations. Create a translation sheet for the instructions to assemble the Dreamcatcher. Allow the student to complete the task with all students and provide unity within the classroom. Pair ELL with a bi-lingual student to help translate and scaffold discussion. Provide video captions in the ELLs native language. Provide ELL with a labeled map of the United States. Encourage the student to reference the labeled map when completing the Native American Civilized Tribe map. In lieu of writing the details of before and after of the Native Americans, drawing and pictures will be an acceptable format for completing the graphic organizer. Pair ELL with a bi-lingual student to create a paired writing experience. The bi-lingual student will help prompt and edit the ELL writing assignment before submission.</p> <p>Students with Learning Differences: Have students work with a peer partner to help elicit discussion and comprehension. Depending on the needs of the student, the worksheet's font, and/or size may be adjusted. Educator should pace and reiterate instructions for all students to allow scaffolding of the unit. Provide the student with a worksheet page on the assembly of the Dreamcatcher. Illustrations will give scaffolding for the learner. While working on the Five Civilized Tribe reading, the student will be encouraged to read half of the paragraph. The student's partner will read the balance. Based on a variety of needs, sensory tools will be elicited to give students an outlet for physical activity.</p> <p>Gifted/Talented: Students will be asked to depict two characters in their daily journal. Students will be requested to research another Native American tradition (aside from the Dreamcatcher) and express in their selected media. Examples are written response, digital story format, or illustration.</p>
<p>Lesson Extensions</p>	

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IMPACT OF WESTWARD EXPANSION

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When Lewis and Clark explored the land acquired in the Louisiana Purchase, they explained to the Native Americans they met that the land they were living on now belonged to the United States. At the time, who owned the land was not an issue since the only people living there were the Native Americans. However, with Westward Expansion, more and more white settlers wanted to live in the same territory as Native Americans. Tensions grew over who got to live there. Pioneers wanted the land for farming and ranching. They didn't want herds of buffalo destroying their crops or sharing space with their cattle. Native Americans wanted to follow the buffalo herds, which they depended on for survival. Fighting soon broke out between Native Americans and white settlers over the land. The United States government sent in the Army to protect the settlers from such attacks. This further provoked the Native Americans into believing the American government was their enemy.

A Vanishing Way of Life

To make matters more difficult, the buffalo were rapidly being hunted to near extinction. The tribes of the Great Plains depended on the buffalo for nearly everything – food, clothing, tools.



This huge pile of skinned buffalo hides came from hundreds of buffalo. Professional hunters killed thousands of buffalo for their hides and left everything else to rot on the Plains.

Without the buffalo, the Native Americans would not be able to survive. Buffalo (also known as bison) were hunted for two reasons. First, their fur was highly prized and could be sold for a lot of money. Professional hunters would kill hundreds of buffalo and skin them for their hide, leaving everything else to rot on the plains. Native Americans saw this as a terrible waste of an animal they valued for personal and spiritual reasons. Second, without

buffalo to hunt, many in the government thought the Native American tribes would be more willing to settle on reservations and become farmers instead of nomadic hunters. A reservation is an area of

hundreds of treaties with various tribes. A treaty is simply an agreement between two or more governments, in this case between Native American tribes and the United States. Tribes agreed to give up thousands of acres of land in exchange for a reservation for their own use. These reservations set aside land strictly for Native Americans, but were often much more limited in size than the territory they were used to living on. Many of these reservations are still in existence to this day. By 1885, only a few hundred buffalo were still living on the Plains, far fewer than what had once roamed freely.

Life on the Reservations

By the late 1800's many Native American tribes had given up their lifestyle of following the buffalo and were living on reservations. Transitioning to a farming way of life was difficult for many tribes. Often the land they were given as a reservation was not suitable for growing crops. Many years later, some tribes have turned to mining the land for valuable minerals as a source of income. Still others have developed gambling casinos to make money. Many tribes also welcome tourists and sell handmade crafts. Some reservations, however, are so geographically isolated that such options are not always profitable.

The United States government and many religious organizations also established boarding schools on reservations in order to educate Native American children. Such schools removed children from their homes and forced them to live far away from their families.

Speaking their native language and wearing traditional clothing was strictly prohibited, too. Even their traditional names were changed to more "American" names in order to help them conform to the majority culture. As a result, many Native Americans felt forced to choose between two cultures with very different values and beliefs. There are over 300 reservations in the United States today. While some reservations enjoy prosperity and success, many struggle with high unemployment, widespread alcoholism and few opportunities.



Native American children were expected to look and act like white Americans. What changes do you notice between the two pictures?

Name _____

Native Americans

★ I can explain the impact of Westward Expansion on Native Americans.

3D Native Americans Graphic Organizer – TOP LAYER



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Directions: Cut along the perimeter of all three patterns – lesson header, top layer and bottom layer. Cut apart top layer along dotted lines to create two flaps. Place glue in gray shaded area of bottom layer. Glue top layer to bottom layer along left and right edges (gray shaded area). Write details about life for Native Americans before and after the Westward Expansion. If you use interactive notebooks, glue into notebooks. Students may color images as time permits.

3D Native Americans Graphic Organizer – BOTTOM LAYER

Impact of Westward Expansion on
Native Americans in the PLAINS

Place glue in shaded area only.

Place glue in shaded area only.

5 Civilized Tribes

Cherokee

Chickasaw

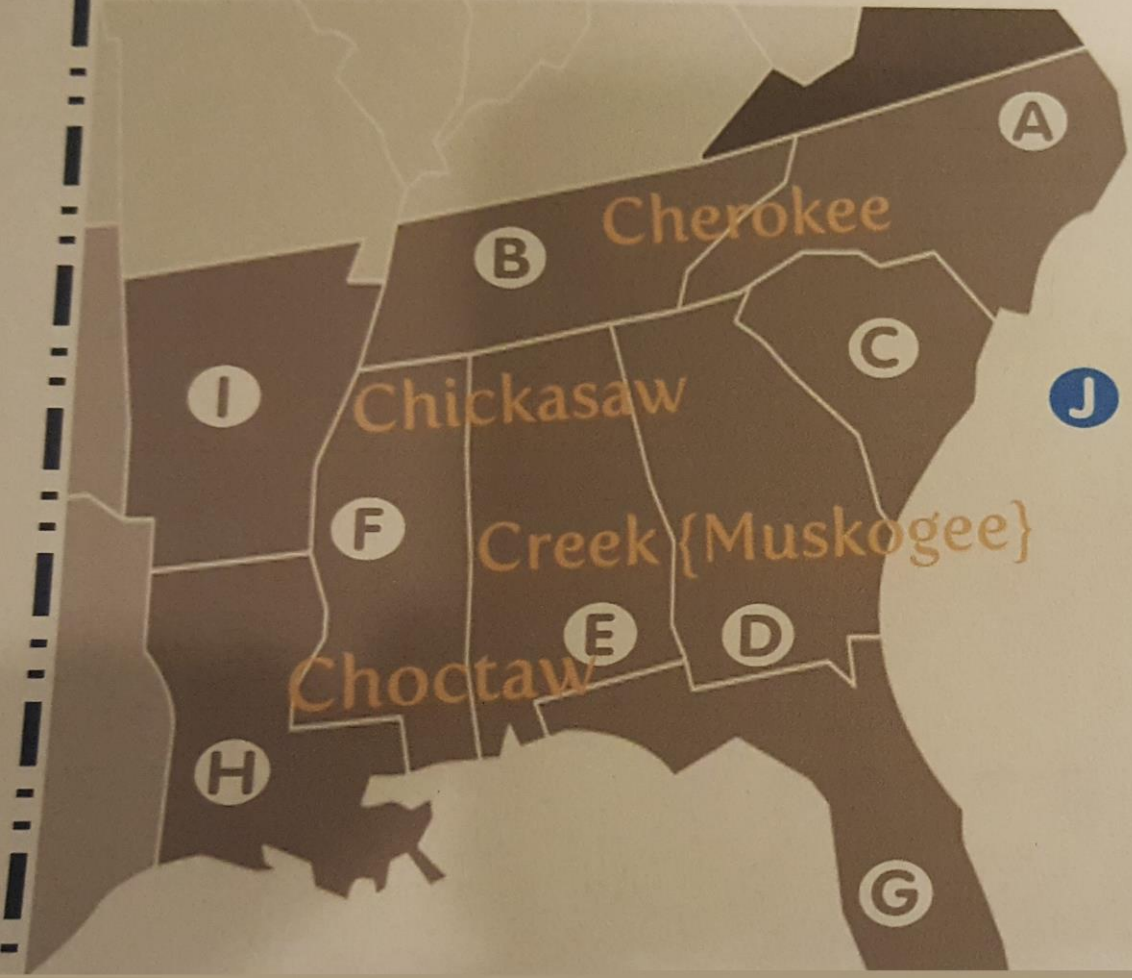
Creek

Choctaw

Seminole



LOCATION OF 5 CIVILIZED TRIBES



- A
- B
- C
- D
- E
- F
- G
- H
- I
- J