

Lesson Plan Template

Grade: 4th grade	Subject: Social Studies
Materials: Mural, artifacts, Heritage Center, craft supplies for house building activity	Technology Needed: Camera, projector for the teacher
Instructional Strategies: <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) 	<ul style="list-style-type: none"> ø Peer teaching/collaboration/cooperative learning ø Visuals/Graphic organizers ø PBL ø Discussion/Debate ø <u>Modeling</u>
Standard(s) <ul style="list-style-type: none"> - H.K_2.1 Compare perspectives of people in the past to those of people in the present. (SM) - H.3_5.3 Describe the North Dakota Native American Essential Understandings. (SM) - G.3_5.7 Analyze patterns of human settlement in North Dakota. (LS) - H.3_5.5 Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota. (KK) 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <p>Explain:</p> <ul style="list-style-type: none"> ø Hands-on ø Technology integration ø Imitation/Repeat/Mimic ø Small Group Activity
Objective(s) <p style="color: orange;">By the end of the Native American community life section, students will be able to provide descriptions of different housing, understand different dance/music used, and understand what the community life consisted of such as games played. (SM)</p> <p style="color: purple;">By the end of the section on Native American weapons, hunting, and agriculture students will be able to sort animals, weapons, and plants into their perspective groups of Native Americans.(KK)</p> <p style="color: green;">By the end of the lesson, students will understand how speaking different languages affected where people lived.</p>	Differentiation (KK) <p>Make sure the video is large so all students can hear. Make sure that the volume is up so all students can hear. Have students who struggle with hearing sit towards the front of the classroom. (KK)</p> <p>If in person, have shorter students towards the front and taller students in the back. Split a larger class into three groups. This allows for more of a smaller group size which allows for more individual attention. Have two groups explore while one group starts the lesson in the first exhibit for the lecture. Then as that group moves on to the next exhibit, have another group enter the first exhibit for the lecture. (KK)</p> <p>Another idea if the class is in person is to allow them to explore first to generate their own questions. Then do the lecture based off of some of the questions they had. At the end, allow for more exploration. (KK)</p> <p>Below Proficiency: Give them general information and then allow them to explore with a partner with a teacher nearby to help guide their discussions. Rewind the video to hear the information again. Turn-and-Talks to allow peers to teach each other. Have detailed notes on the lecture. (KK)</p> <p>Above Proficiency: Allow the students to explore the exhibits before the lecture. Then they can form their own thoughts. Ask</p>

<p>Students, by the end of the semester, will be able to understand when the European settlers came to North Dakota, what they brought with them, and how they interacted with the Natives already living in the area. (LS)</p> <p>Students will be able to distinguish who the Native peoples were and who the settlers were, where each is from, and what kinds of materials each used. (katie)</p> <p>Bloom's Taxonomy Cognitive Level: Application (KK) Understanding (LS) Analyze (katie)</p>	<p>them for their questions on a topic and answer them, instead of spoon feeding all the information. (KK)</p> <p>Approaching/Emerging Proficiency: Have an outline for students to follow along in the lecture. (KK)</p> <p>Modalities/Learning Preferences: Lessons and activities can be done online or in person at the Heritage Center. Have the script of the video printed off. Have the subtitles on for the video. (KK)</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>If in person, students would be expected to be respectful within the Heritage Center. They would be expected to keep their hands to themselves and remain attentive to the information being given. They would be moving from each exhibit in groups learning the material while walking through.</p> <p>If online, students are expected to keep their camera on in order to show their attentiveness. They also are welcome to turn their speaker on in order to ask questions. (SM)</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>If in person, students would be expected to follow the rule of raising their hand to talk. They would be expected to be able to follow a group respectively from one exhibition to another. The class would discuss what volume their voice should be when talking and exploring the exhibits. They would be reminded to look at the signs and don't touch things if there is a sign. Students would be expected to stay in a specific exhibit unless they the teacher to leave.</p> <p>If in a classroom, students would be expected to take notes and participate in the activities of the lecture. They will have to know how to pass objects/artifacts carefully from one person to the next without being disruptive. This procedure could be similar to how they pass in papers.(KK)</p>
<p>Minutes</p>	<p>Procedures</p>
<p>5 min</p>	<p>Set-up/Prep: Set up camera Possible Craft Materials for Houses (KK)</p> <p>Settlers</p> <ul style="list-style-type: none"> • Have script ready (LS) • Have suitcase?? (LS) • Have sections that we want to highlight in the heritage center (LS) <p>Early People</p> <ul style="list-style-type: none"> • Look through artifacts suitcases (SM) • Arrows/Weapons (KK) <p>Before Early People</p> <ul style="list-style-type: none"> • Time Lapse of the Earth (KK)

	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Willkommen!! Today we are going to go through a very brief history of Newcomers and Settlers in the state of North Dakota. Many of you were born here, go to school here, and maybe have never left North Dakota. But how did your family get here? Did they immigrate from Germany, Russia, Norway, Sweden, Finland, or other places? Or has your family been here for thousands of years as Lakota, Dakota, Hadatsas, Mandan, and more have done? How did their language, cultural experiences, housing, hunting, dancing, farming, and more impact how you live today?</p> <p>From Dinosaurs and mammoths to teepees and buffalo to European settlers, this lesson will cover as much as we can on how this impacts you today, and what you can do to better understand your own history and why you live where you live today.</p> <p>If we were here 100 years ago, my greetings might have sounded more like this; Willkommen! Wie ghet es dir? Woher komst du? Which is German for, Welcome, how are you, and where are you from. Do you think you could try that?</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p><u>Settlers</u></p> <ul style="list-style-type: none"> • The first colony was founded at Jamestown, Virginia, in 1607. (katie) • The first European to really explore the land of North Dakota was French fur trader Pierre de La Verendrye in 1738. (katie) • The first documented encounter between the Natives and Europeans was in 1738, when a French explorer named Pierre La Verendrye who reached the Missouri River from Canada, while he was searching for a water route to the Pacific Ocean. (LS) • Verendrye’s discovery paved the way for other explorers, including Lewis and Clark’s voyage up the Missouri in 1804. (LS) <p><u>Early People</u></p> <ul style="list-style-type: none"> • Within traditional Hidatsa society, women owned and maintained the earthlodge or "awahte" The women cut four cottonwood posts and beams and, with the help of the men, erected a central support structure. The women then erected an outer circle of posts and cross beams, leaned split logs to form a wall, and lifted the rafters into place. On top of this framework, the women laid bunches of willow branches, dried prairie grass, and thick sod to complete the structure (KA) • Because they needed to move from place to place, it was necessary to have homes that could be set up and taken down quickly. For this reason, tipis (tee-pees) were used (KA) <p><u>Before Early People:</u></p> <ul style="list-style-type: none"> • Plains (Earthlodge) People-> Mandan and Hidatsa Tribes: Lived near rivers and depended on fishing, sent out hunting parties to hunt bison (Elk, deer, ducks, geese, antelope, and game birds), hunting by men, getting meat ready for winter done by women (Extra Info)(KK) • Woodland People-> They had to prepare the land, planted, and then harvested the crops. Domesticated crops: corn, beans, and squash. People tended to live in small farming complexes, especially in the southern part of the state. Farming was a more stable and storable source of food than hunting and gathering. Within specific group territories, Native people moved their settlements to take advantage of specific seasonal resources, such as spring fishing or harvesting wild rice. As populations increased, competition for hunting areas and good agricultural lands may also have increased because there is archaeological evidence for increased conflict between

	<p>groups. People hunted and fished, but plant foods became more and more important, eventually leading to the development of agriculture. What began as a process of tending specific plants grew into a system whereby plants were intentionally sown, tended, and harvested -- including corn, beans, and squash -- all of which were developed by Indian people in other parts of the country and introduced to others via contact and trade. (MP)</p> <ul style="list-style-type: none"> ● Archaic People-> Decreasing contact between groups of people and the need to hunt a broader range of animals and adapt to new environments created more diversity in projectile point styles and types during this period, reflecting the development of diverse ways of life. Native people in the southern part of the state relied on winter deer hunting, spring and summer fishing, and plant resources, especially nuts and seeds. Harvesting these foods required regular, planned movement between resources, taking advantage of the particular seasons of specific resources. Widespread exchange networks of food and resources -- including raw materials for tools -- developed in the Midwest. (MP) ● Paleo-Indians:) At the end of the Pleistocene, Native people entered North America by the Bering Land Bridge. They were big game hunters and gatherers of plants. The tundra was home to large game animals, such as mammoth, mastodon, bison, sloth, and musk ox. Archaeologists know that Paleo-Indians in the Midwest because skeletal remains of these animals have been found. Paleo-Indians people thought to move west 12,000 years ago because glaciers melted and tundra emerged in the cold climate. (MP)
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p><u>Settlers</u></p> <ul style="list-style-type: none"> ● Turn and Talk about what they would bring with them to travel (LS) ● Turn and talk about what it was like when they met someone completely new. What were their initial feelings about meeting someone new? (katie) <p><u>Early People</u></p> <ul style="list-style-type: none"> ● Walk through Tipi (if Covid protocols allows) SM ● Dancing to Native American Music (SM) ● Mural Scavenger Hunt (KA) <p><u>Before Early People</u></p> <ul style="list-style-type: none"> ● Have the students turn and talk about what kind of crops that are grown in North Dakota and possible similarities between agriculture then and now. (MP) <p><u>Overall Activity</u></p> <ul style="list-style-type: none"> ● Possible Activity: Have students split into groups and build a type of house that either Native Americans or Europeans would have lived in. (KK)
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Transition from Europeans and settlers to Early People - Gibberish activity - Transition from Early People to Before Early People - Something fun, something about dinosaurs. Maybe having them imagine what it would be like to ride a dinosaur, what life would be like. - Wrap up activity - something about how all the things we learned today are impactful in their lives today.

<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Asking questions throughout the lesson. Looking at how the students respond to the engage activities. (KK)</p> <p>Consideration for Back-up Plan: Have a scavenger hunt activity and see how much the students remembered from the lesson.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will write a compare and contrast about Native American life and modern day life as well as writing a few of their favorite facts of the lessons. (SM)</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The first round went really well. Because we started early, we had more time and were able to engage them a lot in the mural scavenger hunt activity. However, we realized we had too much information for the next two rounds and had to cut back on the stuff we talked about for the next two groups. We were unable to include the scavenger hunt activity because we didn't plan our time correctly.</p> <p>Trying to lead the students through the heritage center while asking them questions went well but was a little difficult because the students all walked at a different pace and the group spread out so the students in the back couldn't hear the leader, but the other group members were then able to ask students in the back so it worked out.</p> <p>We also realized how hard it is to keep students engaged. The first group was really attentive, but the next two groups were significantly more talkative and it was hard to keep their attention. This may have been because they already had to listen to other groups' presentations and were losing interest. I think if we would have done less lecturing and more discovering and exploring it would have been better.</p> <p>Overall, the classroom management was pretty good. We had a teacher from their school which helped since they knew the students better. For the most part we were able to keep the students moving with the group. We were able to do turn-and-talks and get their attention back up to the presenter very easily. (KK)</p>	