

Plan Summary

Native Americans

Implementation Date: 9/8/2015

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Common Core Standard(s):

Review the Native American experience.

Overall 30 Day Learning Goals:

Understand the effects of Westward expansion in the United States upon the Native American population.

30 Day Summative Assessment Tools:

End of unit exam and 4 page research paper documenting the experiences of one specific Native American tribe with American Settlers.

Plan Outline

Week One

Identify key Native American Tribes of the 18th century along the east coast of America. 2 Day(s)

Distinguish between two tribal leaders and determine which had the more successful leadership role. 1 Day(s)

Identify tribal lifestyles by hunter-gather, farmers, fishers, and trappers. 1 Day(s)

Relate a tribal lifestyle with yourself. 1 Day(s)

Weekly Summative Assessment: Students compile all of their work from the first week into a portfolio and hand them in for review and feedback.

Week Two

Match key Native American figures with their life accomplishments and tribal association. 3 Day(s)

Summarize the film, America's Great Indian Nations, and discuss the key points of each presented in the film. 2 Day(s)

Weekly Summative Assessment: Extensive quiz about the film "America's Great Indian Nations," as well as about the historical Native American figures studied in class.

Week Three

Distinguish between Native American lifestyles on the Great Plains with those in the Southwest 2 Day(s)

Create a map detailing key tribes within the Continental United States and their lifestyle. 1 Day(s)

Consider the story of Lewis & Clark and discuss alternative outcomes that could have occurred. 2 Day(s)

Weekly Summative Assessment: Extensive Quiz asking questions about Great Plains Tribes and Southwestern Tribes. Including a long paragraph answer to the question, 'if given the choice, which region would you choose to be a part of and why?' In addition, students will answer questions as they relate to the Lewis & Clark Expedition.

Week Four

Discuss the lives of Andrew Jackson and Thomas Jefferson 1 Day(s)

Speculate the effects the Seminole War and Five Indian Civilizations had towards creating the 'Indian Removal Policy' in 1830. 1 Day(s)

Criticize or defend the film ' The Trail of Tears: Cherokee Legacy,' 2 Day(s)

Summative Assessment on the effects of westward expansion on 1 Day(s)

Native American tribes.

Weekly Summative Assessment: Students will complete their summative assessment unit exams on the effects of westward expansion on Native American tribes.

Plan Details

Week One

Learning Target: Identify key Native American Tribes of the 18th century along the east coast of America.

Learning Task:	Students will be shown a map highlighting key Native American tribes along the east coast of the United States during the 18th century. They will be put into groups, and using the internet, will create presentations highlighting the major individuals within the tribe, what experiences they had with settlers, their lifestyle, and cultural beliefs.
Number of Days:	2
Feedback Strategy:	I check for accuracy of their research, and if approved, they prepare for their presentation to the class.

Learning Target: Distinguish between two tribal leaders and determine which had the more successful leadership role.

Learning Task:	Students will be given 10 different historical tribal leaders and be tasked with comparing and contrasting their accomplishments, defeats, and lifestyles and determining which leader was more successful in their role.
Number of Days:	1
Feedback Strategy:	Students will use the information provided and create a 1 page paper distinguishing between two Native American tribal leaders. They will partner up and share their findings before

handing in their work. I will then call on volunteers to present their findings in front of the class.

Learning Target: Identify tribal lifestyles by hunter-gather, farmers, fishers, and trappers.

Learning Task:	Students will be placed into groups and provided with 30 different tribes. They will be tasked with finding out which tribes could be classified as hunter-gathers, farmers, fishers, or trappers.
Number of Days:	1
Feedback Strategy:	Upon completion of their findings, each group will present their findings of 5 tribes. By a show of thumbs-up or thumbs-down, the rest of the class will demonstrate if they agree or disagree with the findings.

Learning Target: Relate a tribal lifestyle with yourself.

Learning Task:	Students will take all of the information from the last 4 days and select a tribe they would have liked to be a part of. Using the information they know, they will need to select three reasons why a specific tribe would suit their needs, personality, and lifestyle choices. Students that share similar tribes or lifestyle choices will be placed in groups for the following weeks lessons.
Number of Days:	1
Feedback Strategy:	I will check for accuracy and students will present their positions in front of the class.

Weekly Summative Assessment: Students compile all of their work from the first week

into a portfolio and hand them in for review and feedback.

Week Two

Learning Target: Match key Native American figures with their life accomplishments and tribal association.

Learning Task:

What can you say about your selected Native American Historical figure? Students are placed in small groups (2 or 3) and choose an historical Native American figure from the 18th or 19th century (i.e. Blackhawk, Tecumsah, Geronimo, Pontiac, Sacajawea, Crazy Horse, Squanto, Cochise, Red Cloud). The group must provide 5 detailed answers answering 'Who, What, When, Where, and Why,' as they relate to their selection. This will take place on day 1. On day 2, students will present their findings in front of the class, followed by a Q&A section following each presentation. Non-presenting groups will be required to ask a minimum of 2 questions per presentation. On day 3, students will be given a worksheet that includes all of the names of the historical figures presented, as well as, other figures that were not presented. They will need to find 1 member from each group and answer the (Who, What, Where, When, and Why) questions about that leader. For the additional leaders, they will return to their groups and work together to finish their paper.

Number of Days:

3

Feedback Strategy: Day 1: after each group finishes their research, I will review their material and accept their work or point them in the direction needed to complete day 1's assignment. Day 2: students will rate the quality of the presentation they see and provide 'anonymous' feedback to each group about their specific paper. Day 3: When groups have finished filling in their worksheets I will check them off for completion and accuracy before dismissing them from class.

Learning Target: Summarize the film, America's Great Indian Nations, and discuss the key points of each presented in the film.

Learning Task: Students will watch the film 'America's Great Indian Nations.' They will be provided worksheets to complete while watching the film. Given the length of the film, the first day will be entirely dedicated to the film, while the second day will be dedicated to completing the film and discussing the similarities and differences between the 6 Native American Nations that were described.

Number of Days: 2

Feedback Strategy: Day 1: Before the conclusion of day 1, we will review the answers on their respective worksheets and ensure, for clarity's sake, all students have provided accurate information. On day 2, we will discuss the film as well as complete a summative quiz about the film, as well as, about the Native American Historical Figures studied during the initial 3 days of the week.

Weekly Summative Assessment: Extensive quiz about the film "America's Great Indian Nations," as well as about the historical Native American figures studied in class.

Week Three

Learning Target: Distinguish between Native American lifestyles on the Great Plains with those in the Southwest

Learning Task: Students will be placed in groups and be given a tribe (Sioux, Chayenne, Pawnee, Apache, Blackfoot, Navajo, Ute, Shoshone, Mojave, Pima, Yavasupia, etc.) They will need to provide answers about their lifestyle, migration (if any), shelter types, animal types, hunting methods, marriage rituals, religious distinctions, interactions with settlers/colonists/explorers, and any other pertinent information as it relates to their specific tribe. Once students have their information, they will be instructed to create a Prezi presentation to be delivered the following day in class. Each presentation should be a minimum of 5 minutes in length and a maximum of 8 minutes. On the second day of class, students will present their findings and we will engage in a class discussion, comparing and contrasting the information of the tribes on the Great Plains with those in the Southwest.

Number of Days: 2

Feedback Strategy: I will monitor the class as the groups work together. Providing direction when needed and answering questions as they arise. When a

group feels they have found all of their information, I will review their materials and direct them to begin working on their Prezi presentation or direct them towards completing their research more thoroughly. On the second day, students will give their presentations and I will provide feedback accordingly through written responses as they present.

Learning Target: Create a map detailing key tribes within the Continental United States and their lifestyle.

Learning Task:	Students will be tasked with creating a map highlighting the key tribes discussed the previous two weeks of class. They will need to highlight 5 tribes within the Eastern, Great Plains, and Southwestern regions of the United States. Maps should include tribe names, lifestyle habits, and key figure(s) of that specific tribe. For this activity, the class will use an Art room instead of the regular classroom.
Number of Days:	1
Feedback Strategy:	Once students have completed their maps, they will partner up and share their findings. Each partner will critique the information provided and provide three examples of good work and one example that needs improvement. The maps and the partner reviews will be handed in to me for grading.

Learning Target: Consider the story of Lewis & Clark and discuss alternative outcomes that could have occurred.

Learning Task: Day 1: Students will watch the National Geographic Documentary, Lewis & Clark: Great Journey West. They will be given worksheets to complete while watching the film to ensure students are paying attention. Likewise, students will be required to take notes on the film to be used the following day. Day 2: Students will be required to write down 3 response questions to the film and bring them to class on the second day. Students will hand in their questions and I will select the most effective ones and as a class we will discuss them. At the conclusion of the discussion, students will join into groups and create a list of all of the points in the Lewis & Clark journey that required great luck and fortune to continue. Each group, in turn, will write their example(s) on the board. The group that provides the most answers and the most unique answers will be rewarded with extra points. We will discuss the events and review the scenes in the film as necessary.

Number of Days: 2

Feedback Strategy: I will provide the most feedback during discussion times, as well as, grade each students response questions accordingly. In addition, I will monitor each group as they are discussing their group work prior to having them write their responses on the board.

Weekly Summative Assessment: Extensive Quiz asking questions about Great Plains Tribes and Southwestern Tribes. Including a long paragraph answer to the question, 'if given the choice, which region would you choose to be a part of and why?' In addition, students will answer questions

as they relate to the Lewis & Clark Expedition.

Week Four

Learning Target: Discuss the lives of Andrew Jackson and Thomas Jefferson

Learning Task: Students will listen to a brief presentation highlighting the similarities and differences between President Andrew Jackson and President Thomas Jefferson. Following the presentation, having read previously handed out material, students will be engage in group discussions answering questions about the two individuals presidencies, their accomplishments and defeats, and their views on the relationship between American citizens and Native Americans.

Number of Days: 1

Feedback Strategy: I will provide direct feedback to groups and students by monitoring their group discussions and interjecting when appropriate.

Learning Target: Speculate the effects the Seminole War and Five Indian Civilizations had towards creating the 'Indian Removal Policy' in 1830.

Learning Task: Students will discuss and construct the effects that led to the 'Indian Removal Policy' of 1830 and provided 5 historical examples that led to this policy. Following their discussion, they will present their findings to the class.

Number of Days: 1

Feedback Strategy: Classmates will vote on the legitimacy of the

claims made by other groups and by show of hands will either agree or disagree with the groups claims. Following the conclusion of the discussion and brief presentations, I will wrap up the discussion and refocus any groups that were off in their findings.

Learning Target: Criticize or defend the film ' The Trail of Tears: Cherokee Legacy,'

Learning Task: Students will watch the documentary film 'The Trail of Tears: Cherokee Legacy,' and discuss the films legitimacy with history and what their textbook claims. As part of their Unit Exam, they will be required to defend or criticize the film in a 5 paragraph essay.

Number of Days: 2

Feedback Strategy: I will provide direction to the discussion that follows the film, however, I will provide greater feedback for their essays on the unit exam.

Learning Target: Summative Assessment on the effects of westward expansion on Native American tribes.

Learning Task: Students will complete their unit exams, including their essay on the Trail of Tears.

Number of Days: 1

Feedback Strategy: I will grade their exams and provide detailed feedback on their essays.

Weekly Summative Assessment: Students will complete their summative assessment unit exams on the effects of westward expansion on

Native American tribes.
