**\*\*Park Name**

|  |
| --- |
| Homestead National Monument of America |

**\*\*Lesson Plan Title (255 characters maximum)**

|  |
| --- |
| American Indian Reservations |

**Original Lesson Hyperlink**

|  |
| --- |
| <http://www.nps.gov//home/forteachers/classrooms/home68post1.htm> |

**Editor**

|  |
| --- |
| Georgia Tsin |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| In this lesson, students will develop understanding of American Indian Reservations and why they were created. The will do this by examining maps of the American Indian reservations, discovering why American Indian reservations were created, and discussing living conditions on American Indian reservations.  Students will then be able to answer the following essential question: What are reservations and why were they used? |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

|  |
| --- |
| <http://www.nps.gov/common/uploads/teachers/assets/images/mwr/park/home/F3D4D273-F594-202F-030E88F5DFB3D866/F3D4D273-F594-202F-030E88F5DFB3D866.jpg> |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| The Indian Girl's Home. A group of Indian girls and Indian police at Big Foot's village on reservation |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

|  |
| --- |
| **Select Grade Level: 6-8th Select Subject Area: English Language Arts Standards**  **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

**\*\*State Standards:**

|  |
| --- |
| **Select State:** Nebraska **Select Subject:** History **Select Grade Level: 6th -8th**  **Check off State Standards:** SS 8.3.1a, 8.3.1b, 8.3.4a |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

|  |
| --- |
|  |

**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

\_\_x\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_x\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

\_\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_x\_\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_x\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_x\_\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
| --- |
|  |

**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

|  |
| --- |
| 90 minutes |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

|  |
| --- |
| The Homesteaders, Immigrants, and American Indians unit is broken up into six lesson plans, taking 45-120 minutes to complete, targeting sixth through eighth grade students.  A class does not have to complete every lesson in the unit - each lesson comes with its own set of objectives and resources.  This is lesson 4 of the unit.  This lesson focuses on the creation of American Indian Reservations. The first people living on the prairie were the ancestors of the various American Indian Tribes. Through archeology, we can surmise that the plains have been inhabited for centuries by groups of people who lived in semi-permanent villages and depended on planting crops and hunting animals. Many of the ideas we associate with American Indians such as the travois, various ceremonies, tipis, earth lodges, and controlled bison hunts, come from these first prairie people.  Horses were brought to Mexico by the Spanish in the 1600s. With the migration of the horse from Mexico in the 1700s, the culture of the plains people changed to one that was more mobile. Before the horse, the cultures hunted and traveled in relatively small restricted areas. With the introduction of the horse into American Indian society, greater distances could be covered. The horse became a status symbol to the American Indian and individuals amassed vast herds of these animals.  The first known historic tribe in the plains area was the Pawnee who lived in earth lodges part of the year and in tipis during the summer and fall hunts. The earth lodge tribes such as the Arikara, Hidatsa, Mandan, Omaha, Oto, Ponca, Pawnee, Wichita, Winnebago, among others, planted crops such as corn, squash, and beans and stored their food in underground storage caches. Their semi-subterranean lodges held from 10 to 40 people. Several lodges were grouped together to form fortified villages. Smaller groups ventured out with tipis for the bison hunts, returning to the earth lodge for winter.   Other tribes associated with the Great Plains. were the Lakota-Sioux, Cheyenne, Arapahos, Comanche, Kiowa, Crow, among others. They lived mainly in tipis, traveling through the Plains region. These groups were the great hunters of the Plains following the bison or "buffalo" and foraging for berries, roots, and other plants. They lived in extended family relationship groups, traveling to familiar places and encampments. Often, they traded and warred with the earth lodge dwellers.  When the prairie was changed by the coming of Euro-Americans, the culture of the prairie tribes was dramatically affected. The prairie tribes were moved off their traditional homelands onto reservations by the United States government to make way for the ever increasing settlement. They were forced into a foreign lifestyle that was in opposition to their own. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
| \*Steward – A person who manages or looks after another’s property  \*Reservation – An area set aside by the US Government for Native Americans to live on  \*American Indian – Persons who are native to the land that is currently the United States  \*Settler – Person who moves to a new location to live |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

|  |
| --- |
| * This lesson requires enough computers for students to work in pairs or small groups. * Make enough copies for each student or one per group of the “History of Reservations: Map Investigation” and “Life on the Reservation: Primary Source Analysis” * *Optional: Give each student a Native American name for the lesson duration from the following website* [*http://www.warpaths2peacepipes.com/native-american-indian-names/cheyenne-names.htm*](http://www.warpaths2peacepipes.com/native-american-indian-names/cheyenne-names.htm) |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

|  |
| --- |
| 1. Ask students to answer the following questions out loud or on a piece of scratch paper: Who owns your desk? 2. While some students will say they own the desk, they are actually just using and taking care of the desk while they sit at the desk. This is called being a steward. 3. Ask the students:  * Who owns a farm —the farmer? the community? the country? * Who owns land?  1. Explain to students that most American Indian groups did not believe people owned land and thus you could not buy or sell it; it was just yours to use. They were merely stewards of the land, much like students and their desks. They do not own the desks, but they are theirs to use. However, the settlers and US government had a very different perspective. 2. Explain to students that today they will be answering the question: What are reservations and why were they created? |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

|  |
| --- |
| 1. Put students in pairs or small groups. Give each pair or small group access to a computer and a copy of the “History of Reservations: Map Investigation” questions. 2. Give students 20 minutes to investigate the maps at the following links: <http://www.cartoko.com/2010/05/indian-reservations-1840/> and <http://bit.ly/b2vB8o> 3. Ask the students to share the answers to their “Reflection Questions” at the bottom of the Map Investigation to discuss as a class what reservations are and why they were created. 4. In the same pairs or small-groups, assign each group one of the primary documents about life on reservations found at <http://www.pbs.org/weta/thewest/resources/archives/eight/wkmiles.htm>. 5. Give students twenty minutes to analyze the primary source using the “Life on the Reservation: Primary Source Investigation” questions provided. 6. Each group of students should share out their findings with the rest of the class. As the other groups share, the students should take notes at the bottom of their “Life on the Reservation: Primary Source Investigation” questions. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
| 1. To show his or her new knowledge of reservations, each student should assume the role of an American Indian living on a reservation in 1890. The student will write a diary entry about what their life would be like. Suggest to students that they choose to write from one of the tribes they followed on the maps. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| History of Reservations: Map Investigation |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Hand out to students to gather information on the creation of American Indian reservations. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Material #2**

**Title (255 characters maximum):**

|  |
| --- |
| Life on the Reservation: Primary Source Investigation |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Hand out to students to gather information on life on the reservations. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

|  |
| --- |
| \*Teacher planned groups or partnerships that are a mix of ability levels  \*Primary Source Analysis could integrate images rather than text to support English Language Learners. A potential source could be from <http://blogs.denverpost.com/captured/2014/01/02/wounded-knee-1890-1973-photos/6496/> or <http://blogs.denverpost.com/captured/2011/02/23/from-the-archive-frontier-life-in-the-west/2713/> |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

|  |
| --- |
| \*Students could generate a letter from President Ulysses S. Grant who set up the first reservation explaining his reasons for its creation. |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

|  |
| --- |
|  |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
| This lesson plan is the fourth lesson in a larger curriculum unit on Homesteaders, Immigrants, and American Indians for grades sixth through eighth.   [Homesteaders, Immigrants and American Indians](http://www.nps.gov/home/forteachers/classrooms/upload/2012-Homesteaders-6-8.pdf) Unit:  Lesson 1: [Agriculture and Inventions](http://www.nps.gov/home/forteachers/classrooms/home68pre1.htm) Lesson 2: [Territorial Ranges](http://www.nps.gov/home/forteachers/classrooms/home682pre2.htm) Lesson 3: [Land Use](http://www.nps.gov/home/forteachers/classrooms/land-use.htm) Lesson 5: [Homestead Shelters](http://www.nps.gov/home/forteachers/classrooms/homestead-shelters.htm) Lesson 6: [Dawes Act](http://www.nps.gov/home/forteachers/classrooms/dawes-act.htm) |