**\*\*Park Name**

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| --- |
| Fort Union Trading Post National Historic Site |

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

|  |
| --- |
| North American Indian Migration into North Dakota |

**Original Lesson Hyperlink**

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| --- |
| <http://www.nps.gov/fous/forteachers/classrooms/north-american-indian-migration-into-north-dakota.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  compare and contrast the Great Plains and the Central Lowlands. Then, students will identify different tribal territories on maps. By the end of the lesson, students will answer the following essential question: How did the different climate regions of North Dakota influence Indian cultures in those regions? |

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

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

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

\_\_\_ 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.**

|  |
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| <http://www.nps.gov/common/uploads/teachers/assets/images/mwr/park/fous/C180F0AE-9F73-6833-7349E52EAF8F9405/C180F0AE-9F73-6833-7349E52EAF8F9405.jpg> |

**Alt Text for Feature Image**

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

|  |
| --- |
| Native Americans hunting buffalo |

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

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

|  |
| --- |
| **Select Grade Level: 4th Select Subject Area: English Language Arts Standards**  **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

**\*\*State Standards:**

|  |
| --- |
| **Select State:** North Dakota **Select Subject:**  History  **Select Grade Level:**  Fourth Grade  **Check off State Standards:** 4.1.1, 4.2.6, 4.2.7, 4.2.9, 4.2.10, 4.3.2, 4.5.1, 4.5.3 |

**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**

|  |
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**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.

\_\_\_ **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)**

|  |
| --- |
| 60 minutes |

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

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

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| This lesson puts the Assiniboine in a geographical context for further lessons about Assiniboine culture and the fur trade. |

**\*\*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.**

|  |
| --- |
| 1. Acute angle: an angle that is less than 90 degrees 2. Culture: a shared system of behaviors, attitudes, and understandings. 3. Escarpment: a long cliff or steep slope separating two comparatively level or more gently sloping surfaces and resulting from erosion or faulting. 4. Glaciers: series of continental ice sheets 5. Migrate: to move to a new area 6. Nomadic: describing people who have no permanent home but move from place to place, as in hunters who follow buffalo herds. 7. Society: a large group of people who live in a particular place, speak a common language, and share interests, relationships, basic beliefs and social identity. 8. Tipis: transportable shelters made out of buffalo hides or canvas. 9. Travois: two large poles attached together at one end creating an acute angle. This end was latched to a dog or horse. A laced circular platform (like a snowshoe) between the two long poles held tipi or earth lodge furnishings or a tipi. |

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

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| 1. Make enough copies of “North American Indian Migration Sources” packet so that each group of two or three students has a copy. 2. Make each student a copy of “North American Indian Migration Student Materials” packet. 3. Print off the “North American Indian Migration Teacher Guide” for an answer key. 4. If desired, choose groups for students, possibly mixed-ability. |

**\*\*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?**

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| 1. Ask students: “If you were moving from Florida to Alaska, what challenges would you face? How could you overcome those challenges? “ 2. Explain to students that today they will be learning about reasons why Native Americans moved from the Great Lakes region of Minnesota to the Great Plains of North Dakota. |

**\*\*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).**

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| --- |
| 1. Put students in small groups of two or three. Hand out to each group a sources packet. Hand out to each student a student materials packet. 2. Read the introduction out loud with the students. 3. Then, ask the students to read and complete questions for source 1. 4. Go over the answers with the students using “Teacher Key”. 5. Then, ask students to learn about North Dakota climate and illustrate that climate using source 2 reading and questions. Tell students that when they are finished, they should continue with the bottom half of the page by predicting based on the climate the different lifestyles Native Americans would have in the different climates. 6. Ask students to share their predictions. Then, read source 3 on “Migration from East to West” to check their predictions. 7. Explain to students that now that they understand the climate of North Dakota and how that climate influences Native American lifestyle, they will get to research a specific tribe. Put students into new groups based on what region the students would like to research. 8. The students should use source 4 to complete their research questions independently or in small groups. |

**\*\*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 their understanding of Native American lifestyle due to the Great Plains climate, students will be writing a journal entry. The directions for this journal are the last question in the student materials packet. |

**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):**

|  |
| --- |
| North American Indian Migration Sources |

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

|  |
| --- |
| Students will learn the content through these sources. |

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

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|  |

**Material #2**

**Title (255 characters maximum):**

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| --- |
| North American Indian Migration Student Materials |

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

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| These are questions that students will answer based on the sources. |

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

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**Material #3**

**Title (255 characters maximum):**

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| North American Indian Migration Teacher Guide |

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

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| --- |
| This will include answers to the student materials questions. |

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

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**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):**

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

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

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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

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

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**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?**

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| * Mixed ability groups to complete research * Read text out loud as a group prior to independent completion of the questions |

**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?**

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| Students can continue research of their tribe by focusing on the tribe in current day. Possible sources include [Department of Indian Affairs](http://www.bia.gov/) and the [National Museum of American Indian](http://www.nmai.si.edu/). |

**Additional Resources**

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

|  |
| --- |
| 1. Dakota, S. H. (n.d.). Mandan, Hidatsa, and Sahnish. Retrieved 9 3, 2013, from North Dakota Studies: <http://ndstudies.gov/threeaffiliated_historical_overview> 2. Denig, E. T. (1961). Five Indian Tribes of the Upper Missouri. Norman: University of Oklahoma Press. 3. Holmes, K. (2008). Montana: Stories of the Land. Helena: Montana Historical Society Press. 4. Kennedy, M. S. (1961). The Assiniboines. Norman: Univeristy of Oklahoma Press. 5. Robinson, E. B. (1995). History of North Dakota. Fargo: North Dakota State University. |

**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.**

|  |
| --- |
|  |