Lesson Plan Format

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<tr>
<th>Name: Allison True</th>
<th>Virginia SOL: 3.6</th>
<th>Grade: 3</th>
<th>Date: 11/18/14</th>
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<th>Subject: Geography</th>
<th>Start time:</th>
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Lesson Title: Native American Territories Throughout the Years

Objectives (What do you want students to know, do, or feel as a result of your instruction?)

1. TSW recreate a map of Native American territories based on the year they are given.
2. TSW be able to retell the progression of their tribe’s territory over history.
3. TSW correctly label their tribe’s territory on a map of the United States before it was colonized.

Critical vocabulary: Territory, Reserve, Proclamation, Transfer, Returned

Materials/resources:

- [http://education.nationalgeographic.com/education/photo/native-american-cultures/?ar_a=1](http://education.nationalgeographic.com/education/photo/native-american-cultures/?ar_a=1)
- [https://ricecr0607.wikispaces.com/file/view/rezervation.png/30666860/rezervation.png](https://ricecr0607.wikispaces.com/file/view/rezervation.png/30666860/rezervation.png)
- Blank maps, compiled maps for Smartboard presentation

Pre-assessment: (How will you know if your students already know what you are teaching?)

I will remind the students of what we went over about maps when we learned about American explorers. I will write the word territory on the board and ask students help me define it. I will then write reserve, which will be a new term and ask them to define it as a noun and give me examples (if they can). I will leave these on the board as we go through our lesson.

Intro (how do you capture their attention and get them interested?):

I will pull up an animated map of the Native Americans territory between 1776-1887. To introduce the video I will explain that when the explorers and the united Stated expanded their territory, instead of coexisting with the Indians, they forced them to move. I would show them the animation and then ask them how it made them feel. I would write a list on large lined paper and put it on the board for the closing activity.

Body (what comes after your interesting intro?)

I would break the class up into their tribe groups and then pair the 6 groups into groups of eight. The Northeast would be with the Southeast, the Great Plains with the Southwest, and the Plateau with the Great Basin. This will be their home group. The group will count off by 6, and the last two will be a pair. All the same numbers will group together to recreate maps according to the date they are given. Each pair will work together as a group of 6 to create a map of Native American territories before the colonies were established and exploration began. Everyone in the group is to locate the location of the 6 tribes that each group represents, putting their own in bold. The other groups of three will be given a specific year and a map that corresponds with the year to recreate (1775, 1850, 1865, 1880, 1990, 2005). These maps are the allotted Native American territories throughout history. Each
map will be required to have a key to reference the colors and symbols used and what they represent.

Once all of the groups are finished, they are to return to their home groups where they are to compare the maps. Each member will present their maps in order by date and place them side-by-side. The groups are to discuss the vast difference in the amount of land from the first map compared to the most recent map.

Closure (purposeful summary-help them remember today or anticipate tomorrow):

After giving the groups a few minutes to discuss and compare, I will ask that each group share their thoughts and points made during their discussions. We will have a small class discussion on this, and once this has concluded I will have a picture of the first map that includes all of the known Native American tribes displayed on the classroom Smartboard. I will ask one student from each group to come up and underline the name of their tribe. I will then go one assigned year at a time and show the territories they just recreated on their own maps. However, as each is shown, the names of all the other tribes outside of that territory will disappear. We will be left with only a few names left in their original territories. I will then explain to the students that out of the 1.9 billion acres of land (not including Alaska and Hawaii), between the years of 1776-1887 European Americans took over 1.5 billion acres of land. Today, Indian reservations account for only 55.7 million acres of land. That is only 2.3% of the total land the U.S. has today.

Homework:

For homework, I will assign the students to write a reflective response. They will write about how they would feel if they were the Native Americans who were constantly pushed out of their own land. They are to put themselves in their shoes. The reflection will be due the following class day.

Assessment: (How will you assess if they have mastered your objectives? Be specific.)

I will look over each map created by the students to assess if they were able to correctly recreate the map with 95% accuracy, with a key included.

I will walk around and listen to each group and assess whether the students are able to identify a difference between the territories each map represents.

I will observe as volunteers come up and underline their tribes and assess whether they are able to locate the area which their tribe originated.

Are you differentiating lesson content, process, or product by readiness, interest, or learning profile? Explain below.

Readiness: working in groups and in pairs, students are able to play the role of a leader or a helper. If they need help they are able to ask their peers working on the same subject.

Learning Profile: This lesson caters to visual and kinesthetic learners mostly because they are not only looking at maps but creating them as well. Students who are auditory learners can excel in the discussion portion of the lesson.

For cooperative learning explain how you have insured:

positive interdependence- students are working together towards a common goal in order to help educate their group on the progress of the loss of Native American territory
individual accountability- almost one from each group is responsible for bringing back a new map to share with the group and help show the progression of the loss of Native American territory
group processing- the group comes together to look at and compare each other’s work (the maps) to better
understand the drastic change in territory
social skills- students must socialize with each other in order to help their group mates if one is stuck and also when interacting with their home group
face-to-face interaction- students will be asked to discuss and compare with their classmates the maps of the territories they have in front of them

Reflections (So, how did it go? What will you change to improve it? Do it now or you’ll forget.)