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| Summary | | | |
| \*Lesson Title (create a title for your lesson):  Seminole Indians and other North American Tribes: Migration (Lesson 1 of 5) | | | |
| \*Lesson Summary (1-3 sentence summary):  The first of five lesson plans examining the Seminole Indians and other Native American tribes in North America. In this lesson, students will learn how early Native Americans migrated into North America and why certain tribes settled in certain locations. Students will create maps tracking Native American migration and make miniature dwelling of various Native American tribes including the Seminoles. | | | |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):  Social Studies/History, Art | | | |
| \*Intended Audience/Grade Level:  2nd, 4th, and/or 5th | | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):  Lesson 1 of 5, each lesson is approx.. 75min | |
| Standards and Purpose | | | |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):   |  |  | | --- | --- | | SS.2.A.2.1 | Recognize that Native Americans were the first inhabitants in North America. |  |  |  | | --- | --- | | SS.2.A.2.2 | Compare the cultures of Native American tribes from various geographic regions of the United States. |  |  |  | | --- | --- | | SS.2.A.2.3 | Describe the impact of immigrants on the Native Americans. |  |  |  | | --- | --- | | SS.4.A.2.1 | Compare Native American tribes in Florida. | | SS.4.A.3.2 | Describe causes and effects of European colonization on the Native American tribes of Florida. |  |  |  | | --- | --- | | SS.5.A.2.1 | Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). |  |  |  | | --- | --- | | SS.5.A.2.2 | Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). |  |  |  | | --- | --- | | SS.5.A.2.3 | Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. | | SS.5.A.3.3 | Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. | | | | |
| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):  <http://ufdc.ufl.edu/UF00000023/00001-> Book from 1896 All about Seminole Indians from Florida: Overview of the history and customs of the Seminole Indian tribe of Florida as seen through the eyes of the author and her husband. Includes vocabulary of Seminole language.  <http://ufdc.ufl.edu/FS00000026/00001-> Book by the Smithsonian Institute (year unknown) documenting the Seminole Tribes including dress, food, housing, etc.  <http://ufdc.ufl.edu/UF00055646/00001-> Document from 1921 commissioned by the US Congress, briefly describing the Seminole Tribe population.  <http://ufdc.ufl.edu/UF00002622/00001-> Report compiled in 1941 by Federal Agriculture workers about the Seminole tribes and their practices.  Postcards depicting Seminole Indian Life:  <http://ufdc.ufl.edu/FI05111737/00001>  <http://ufdc.ufl.edu/FI05111729/00001>  <http://ufdc.ufl.edu/FI05040121/00001>  <http://ufdc.ufl.edu/FI05111742/00001>  <http://ufdc.ufl.edu/FI05111722/00001>  <http://ufdc.ufl.edu/FI05111726/00001>  <http://ufdc.ufl.edu/FI05111724/00001>  <http://ufdc.ufl.edu/FI05111725/00001>  <http://ufdc.ufl.edu/FI05111739/00001>  <http://ufdc.ufl.edu/FI05111720/00001>  <http://ufdc.ufl.edu/FI05111741/00001>  <http://ufdc.ufl.edu/FI07050867/00001>  <http://ufdc.ufl.edu/FI07033005/00001>  <http://ufdc.ufl.edu/FI05111727/00001>  <http://ufdc.ufl.edu/FI05111730/00001>  <http://ufdc.ufl.edu/FI05111505/00001>  <http://ufdc.ufl.edu/FI05111721/00001> | | | |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):   1. How did the Native Americans originally migrate to North America and Florida? 2. Why did Native Americans settle in the areas that they did? 3. What were characteristics of Native American dwellings and how did their structure reflect the climate and geography of where they lived. | | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):  Students will be able to:   1. Identify the pattern of Native American migration in North America and the Seminole Tribes during the Common Era (C.E.). 2. Compare and contrast influences for the migration and eventual settlement of Native American tribes throughout North America and the Seminole Tribes. 3. Distinguish between the different dwellings of Native American tribes throughout North America and the Seminole Tribes. 4. Evaluate the structure of different Native American dwellings and explain why certain resources were used. | |
| Assessment (how will data be collected on student performance?) | | | |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):  1.) The two group projects of the day will serve as part of the evaluation.  2.)**Homework** –  A. The students will ask their parents, grandparents, or guardians if they have descended from Native Americans, and write a short paper of their findings to be presented in class the next day.  B. The students should ask their parents, grandparents, guardians, and neighbors if they have ever found any Native American artifacts (arrowheads, spear points, pottery, etc.), and then write a short paper of their findings to be presented in class the next day. \*\*\* The students’ findings will be presented in class the next day in a “Show and Tell” format.\*\*\* | | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):  A pre-test can also be administered to the students: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tMzVIVVJ3YmVtOEE/edit?usp=sharing)  A final assessment will be given at the end of the 5 lesson unit.  Final Test: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27td0lZZmwtczZHSG8/edit?usp=sharing)  Test Answer Key: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27ta2dKNkU2eTYtTGc/edit?usp=sharing) | |
| Teaching Phase (step by step narrative guide to instruction) | | | |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):  \*\*\*At the beginning of the unit, every student should be given a packet that contains each region, and places where students could fill in descriptions of dwellings, food, tools, and European interaction specific for each region. At the end of every day, the students will fill out the appropriate section of this packet corresponding to the daily lesson. The students will use this to study from for the final assessment\*\*\* [Document LINK](https://docs.google.com/file/d/0B4VdiwLUA27tVU12dDdaSHhLN3c/edit?usp=sharing)  **??** Upon entering the classroom, students will have the first five minutes of class to write an answer to a question on the board. The question today is: Have you and your family ever moved? Why? (5 Min).  Procedure 1. The teacher will call on students or volunteers, and have them share the reasons for why they moved. (5 Min)  A.)Answers such as: better house, neighborhood, parental job transfer, etc, will then be related to some of the main reasons why Native Americans migrated. | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):  (Teacher Content Notes for Lesson 1: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27teXhtb2U4ejk2OVk/edit?usp=sharing) )  (Overhead Pictures for all 5 lessons: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27taFJWb1dvNnd5em8/edit?usp=sharing) ) \*\*\*\* DISCLAIMER: All pictures are NOT the original property of the University of Florida. They were obtained through free-access search forums. They are not to be reused for any purpose that will earn any profit \*\*\*\*  Procedure 2. Students will be given a blank timeline, and will fill it out as the instructor describes the periods and places of migration, specifically focusing on Seminole Indians.(7 min). The teacher will place a blank timeline on the overhead and will fill it out with the students. The timeline will include:  A.)Dates  B.)Regions  C.)Names and brief descriptions of Native American Settlements  Timeline Document [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tMXlFY2h3Wkxtakk/edit?usp=sharing) | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):  Procedure 3. The teacher will show an overhead projection of the migration patterns of early Native Americans in North America. Students will receive a blank map and will be instructed to duplicate the migration patterns that are shown on the overhead projections. (10 min) –   1. The overhead will contain the migration patterns of Native Americans that crossed the Bering Strait land bridge. 2. The students will have a blank map and will copy the migration patterns onto their maps. 3. While explaining the map the teacher will lecture to the students on the migration patterns of the Native Americans into each region.   Procedure 4. The teacher will give students the Geographic Regions Student Guide hand-out that gives brief descriptions of the geographic characteristics, climate, natural resources, and wildlife in a region of North America. The teacher will also give students a selection from the UFDC Seminole Indian information.  A.) Students will get into 5 groups, according to the regions on their nametag (Northeast, Southeast, Great Plains, Southwest, and Northwest) and construct a list of reasons and draw conclusions on why Native Americans would settle in their region. The students will construct their responses on their own paper. (10 min)  Procedure 5. The teacher will then call on each group and have them present their conclusions to the class. The teacher will then provide feedback and facilitate discussion. (5 min)   1. Example*: Studen*t: The Ottawa Indians chose the mid-west because of its large Bear population. 2. *Teacher*: What do you think the Indians did for food while the bears were hibernating?   Procedure 6. Referring to the UFDC materials, and through a combination of lecture and overheads, the teacher will explore the different types of housing among the different Native American regions, with a focus on the Seminole Indian Tribes (20min).  Migration Map [Link](https://docs.google.com/file/d/0B4VdiwLUA27tWDVWdWJMeVRNS3M/edit?usp=sharing) and [Link](https://docs.google.com/file/d/0B4VdiwLUA27tTElSZlBmUUh4QmM/edit?usp=sharing)  Description of NA Migration into North America [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tMFluQ29sX2VCSkE/edit?usp=sharing) | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):  Procedure 7. Given postcards from the UFDC that depict Seminole dwellings, and given various other pictures, each regional group will be given a wide variety of materials and will create a small-scale model (Approx. 12”x12”) of their assigned region’s dwelling (25 min). *An example of a Teepee and a Wigwam house should be provided*  If students complete their project early, the teacher will begin group presentations to provide more time for presentations/lectures the following day. If the students need more time, the project will be homework. | | | |
| \*Closure (How will the learning from the lesson be reinforced over time?):  Procedure 8. The students will return to their seats, and the teacher will review what was taught during the class period, and students will write this information in their Review Packets. (3 min) | | | |
| Reading strategies (describe strategies in detail): | Writing strategies (describe strategies in detail):  Graphic Organizers are provided | | Speaking and listening strategies (describe strategies in detail: |
| \*Accommodations  (Describe how to accommodate students with special needs and how to differentiate instruction.) | | | |
| Students are given graphic organizers  Students are shown pictures  Students are given hands-on activities to participate in | | | |
| \*Extensions  (Describe possible extensions of this lesson.) | | | |
| Re-Teaching:  As this is a 5-lesson unit, each new day the teacher can briefly review the previous day material. Also, as history is chronological, as the curriculum progresses to colonialism, the colonists interaction with the natives will be covered | | Enrichment:  Students are encouraged to bring this lesson home each day and investigate more. As the Seminole Indians originally settled in this area, there are numerous opportunities to go on field trips or bring in guest speakers. | |
| \*Materials | | | |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):   * Review Packet * Blank Timelines and blank maps * Overhead Maps and Pictures * Geographic Regions Student Guide Handouts * Cloth, grass, twigs, pine-straw, glue, foam board, popsicle sticks * Project Examples | | Suggested technology (What are the suggested technology requirements to use this lesson?):  The pictures can be transferred into a PowerPoint but some sort of overhead projectors is needed for this lesson. | |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):  As the culminating experience for each lesson is typically the creation of something, it is a good idea for the teacher to create examples of these assessments prior to class.  The teacher is also encouraged to add more to the local Native American information provided in the content notes. | | | |
| Reflection  (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) | | | |
| Teacher learning:   * How did my students respond? * What would I do differently next time? * What would I keep the same? * How will I use primary sources in the future? | | | |
| Attachments  (Attach or imbed worksheets and additional documents below) | | | |
| * UFDC Materials should be primary content guide * A pre-test can also be administered to the students: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tMzVIVVJ3YmVtOEE/edit?usp=sharing) * Final Test: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27td0lZZmwtczZHSG8/edit?usp=sharing) * Test Answer Key: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27ta2dKNkU2eTYtTGc/edit?usp=sharing) * At the end of every day, the students will fill out the appropriate section of this packet corresponding to the daily lesson. The students will use this to study from for the final assessment [Document LINK](https://docs.google.com/file/d/0B4VdiwLUA27tVU12dDdaSHhLN3c/edit?usp=sharing) * Teacher Content Notes for Lesson 1: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27teXhtb2U4ejk2OVk/edit?usp=sharing) * Overhead Pictures for all 5 lessons: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27taFJWb1dvNnd5em8/edit?usp=sharing) \*\*\*\* DISCLAIMER: All pictures in this document are NOT the original property of the University of Florida. They were obtained through free-access search forums. They are not to be reused for any purpose that will earn any profit \*\*\*\* * Timeline Document [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tMXlFY2h3Wkxtakk/edit?usp=sharing) * Migration Map [Link](https://docs.google.com/file/d/0B4VdiwLUA27tWDVWdWJMeVRNS3M/edit?usp=sharing) and [Link](https://docs.google.com/file/d/0B4VdiwLUA27tTElSZlBmUUh4QmM/edit?usp=sharing) * Description of NA Migration into North America [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tMFluQ29sX2VCSkE/edit?usp=sharing) | | | |