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| Summary |
| \*Lesson Title (create a title for your lesson):Seminole Indians and other North American Tribes: Tools and Living Adaptations (Lesson 2 of 5) |
| \*Lesson Summary (1-3 sentence summary):The second 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 worked with the natural resources in their areas to make tools and various other living adaptations. Students will create diagrams and descriptions of tools that they would create, or enhance, based on their assigned Native American tribe and location.  |
| \*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 2 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 ):

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| SS.2.A.2.1 | Recognize that Native Americans were the first inhabitants in North America.  |

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| SS.2.A.2.2 | Compare the cultures of Native American tribes from various geographic regions of the United States. |

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| SS.2.A.2.3 | Describe the impact of immigrants on the Native Americans.  |

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| 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. |

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| SS.5.A.2.1 | Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). |

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| 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). |

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| 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. |

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| \*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 work with their available resources to make them fit for living?
2. What tools did Native Americans create to provide more ease in working with their environment?
 | \*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 tools used by different Native Americans tribes in North America and Florida throughout the Common Era (C.E.).
2. Determine the practical uses of various tools used by Native American tribes.
3. Explain why specific tribes, including the Seminoles, would use certain tools.
4. Apply their knowledge of regional resources to produce a more effective tool for a specific Native American tribe
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| 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 group project will serve as part of the evaluation
2. **Homework** - The students will write a paragraph on what single tool used today would have the greatest benefit to early Native American cultures. How would this tool be used? What tool(s) would it replace? Students would bring this paragraph to class the following day as homework.
 | \*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)?? Question of the Day??: What tools would you use if you had to build a tree house? (2 min)* “Show and Tell” -The students will present their findings from the previous night's assignment to the rest of the class. (10 min)

Procedure 1: The teacher will call on several students to answer the Question of the Day out loud for the class. (5 min) |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):(Teacher Content Notes for Lesson 2: ) [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tdG85RGxVZmNrWkE/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: Teacher will have overhead pictures of tools, and actual replica of tools. He/She will demonstrate and describe where the tools originated from, how they were made, and how they were used (24 min). 1. Ex: Teacher will show a picture of an “atlatl” which was used for hunting purposes. He/She

will then simulate how it was used, for what purpose, and by what region. |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):Procedure 2: The students will get back into their groups from Day 1 and discuss what tools would have been used in the construction of their dwellings that they created during the Day 1 project (5 Min).A.)The teacher will then call on student groups and ask for their responses. The teacher will evaluate the students’ responses, correcting them if they describe a tool made up of materials that the Native Americans did not have (10 Min).Procedure 3: Students will then be given encyclopedias and various other texts that they can use to familiarize themselves with the various regional geography and resources of North America. They will be instructed to do research and take notes. They are also encouraged to examine the Seminole Indian artifacts from the UFDC to familiarize themselves with the geography (10min). |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):Procedure 4: Students will find a partner from their region to construct this project. Each pair will have a big piece of poster board, and will draw a tool that they feel would contribute positively to life in their region. Students could also improve on an existing tool from that region that was discussed earlier in class (30 min). 1. Using their sources and notes, students would have to adhere to the natural resources that are available to the Native Americans from that region in creating their tool.
2. The students will color their tools, and label each of the tools parts with what it was made from and how it functions.

\*\* 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 5. 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 organizersStudents are shown picturesStudents 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
* Overhead pictures
* Actual replica of tools (possibly original)
* Poster board
* Colored pencils
* Markers
* Project Example
 | 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?
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| 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 2: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tdG85RGxVZmNrWkE/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 \*\*\*\*

C:\Users\Schipper\Desktop\Thumb-Drive Backups\Cruzer- Original- July 2011 Copy\History in a Box\Picture3.jpg**EXAMPLE of student project and actual tool replica** |