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| Summary | | | |
| \*Lesson Title (create a title for your lesson):  Seminole Indians and other North American Tribes: Food and Sustenance (Lesson 3 of 5) | | | |
| \*Lesson Summary (1-3 sentence summary):  The third 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 geography of their areas acquire and make food. Students will create 4-course menus, based on their assigned Native American tribe and location, which would have been eaten by Native Americans in their region. | | | |
| \*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 3 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 work with the nature around them to acquire food and sustenance. 2. What food was a staple for specific Native American tribes and how did changes in geography and location effect what tribes had for food? 3. How did Native Americans adapt their tools to assist their acquisition of food? | | \*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 different food resources that were available for Native Americans in North America. 2. Identify the developments in agriculture by Native Americans in North America and the Seminole region. 3. Identify crops grown by different Native Americans tribes in North America and the Seminole region throughout the Common Era (C.E.) relative to their region. 4. Identify food preparation practices of different Native Americans tribes in North America and the Seminole region throughout the Common Era (C.E.). | |
| 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   **Homework** - 1.) The students will be asked to look in their refrigerators, cabinets, pantries, barns, etc, and see if they can find any food today that the Native Americans may have eaten or grown. \*\*They will construct a paragraph on their findings to be presented in class the next day.  *Example*: Some students will have venison in the freezer, beans in the cabinet, or corn in the barn. | | \*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??: Chose your favorite food and explain how you would make it from scratch.   * “Show and Tell” -The students will present their findings from the previous night's assignment to the rest of the class. (10 min)  1. The teacher will ask some students to share their responses of the Question of the Day (5 min). 2. Students will get with their partner from yesterday and describe to the class the resources used to make their tool and how the tool is intended to be used. (15 min) 3. The teacher will ask the students how the tools they made could have been used for acquiring food. (5 min)    1. Specifically: Would your tool help the Native Americans in hunting? Would it help them in growing crops? Both? | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):  (Teacher Content Notes for Lesson 3: ) [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tb0x6ZFktYmF0UHM/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.) The teacher will use a combination of lecture and overhead visual aids to present to the class the food used and collected by Native Americans in a specific region. Students will record this information in their packets. (25 min)   * 1. The teacher will also explain the sustenance of the Native Americans in their region   2. The teacher is also encouraged to bring in some of the actual food or replicas of the food for greater impact. | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):  Procedure 3: Students will get into groups based on the designated regions from their nametags. (33 min)   * 1. Each student will be assigned a season.   B.) Based on their knowledge of the food grown and the available wildlife of the region (using the information that was lectured to them and their Day 1 Resources handout), the students will create a dinner menu for their tribe during their assigned season. Students can use a combination of colored pencils and markers in creating their menus. | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):  Procedure 4: The students will describe the specific preparation of the food, adhering to the available wildlife and food preparation practices of the tribes in their region.   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 menu. 2. The students will color their menus, and draw any additional pictures to decorate their menus.   \*\* 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 organizers  Students are shown pictures and replica examples  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 * Overhead pictures * Actual replica of food (possibly actual food) * 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? | | | |
| 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 3: [LINK](https://docs.google.com/file/d/0B4VdiwLUA27tb0x6ZFktYmF0UHM/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 \*\*\*\*   **EXAMPLE of student project and food replicas**  G:\PhD Program\Courses\Summer 2013\UFDC Lessons\Week of 6-30\2nd\Picture4.jpg  G:\PhD Program\Courses\Summer 2013\UFDC Lessons\Week of 6-30\2nd\Picture5.jpg | | | |