

Summary	
*Lesson Title (create a title for your lesson):	
Seminole Indians and other North American Tribes: European Interaction (Lesson 5 of 5)	
*Lesson Summary (1-3 sentence summary):	
The last of five lesson plans examining the Seminole Indians and other Native American tribes in North America. In this lesson, students will examine the interaction of Europeans with Native Americans around North America as well as the Seminole Indians. Students will learn about goods and diseases exchanged and will reenact a European-Native American trading experience.	
*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):	
Social Studies/History, Art	
*Intended Audience/Grade Level:	*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):
2 nd , 4 th , and/or 5 th	Lesson 5 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.

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SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
<p>*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):</p> <p>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.</p> <p>http://ufdc.ufl.edu/FS00000026/00001 - Book by the Smithsonian Institute (year unknown) documenting the Seminole Tribes including dress, food, housing, etc.</p> <p>http://ufdc.ufl.edu/UF00055646/00001 - Document from 1921 commissioned by the US Congress, briefly describing the Seminole Tribe population.</p> <p>http://ufdc.ufl.edu/UF00002622/00001 - Report compiled in 1941 by Federal Agriculture workers about the Seminole tribes and their practices.</p> <p>Postcards depicting Seminole Indian Life:</p> <p>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</p>	
<p>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.):</p> <p>1.) What were the initial reactions of the Native Americans to the Europeans, and</p>	<p>*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.):</p> <p>Students will be able to:</p> <p>1.) Identify the major regions and tribes that first came into contact with Europeans and determine which tribes were most</p>

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<p>Vice Versa.</p> <ol style="list-style-type: none"> 2.) How did the Native Americans treat the Europeans (and Vice Versa) and did this ever change or evolve? 3.) What difficulties did the Native Americans and Europeans face when interacting with each other? 4.) What items/effects of the exchanges are present in America today. 	<p>affected positively or negatively.</p> <ol style="list-style-type: none"> 2.) Recall the initial reaction of Europeans and Native Americans upon first contact. 3.) Describe the Great Biological Exchange and the impact of European trade with the Native Americans 4.) Describe the evolution of the relationship between Native Americans and Europeans during the emergence of settlement 5.) Draw conclusions of the obstacles faced by both Europeans and Native Americans
Assessment (how will data be collected on student performance?)	
<p>*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?):</p> <ol style="list-style-type: none"> 1.) The individual project will serve as part of the evaluation <p>Homework -</p> <ol style="list-style-type: none"> 1.) The students will be asked to complete an assignment where they imagine they are Native Americans encountering Europeans for the first time. The students will pretend they are writing a diary entry. The students will highlight such things as appearance, goods brought with them, religious, social, and recreational practices, etc. 	<p>*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?):</p> <p>A pre-test can also be administered to the students: LINK</p> <p>A final assessment will be given at the end of the 5 lesson unit.</p> <p>Final Test: LINK</p> <p>Test Answer Key: LINK</p>
Teaching Phase (step by step narrative guide to instruction)	
<p>*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?):</p> <p>***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</p>	

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Procedure 1: The teacher will return the mid-unit assessment from the previous day and will discuss the answers with the class. Then, the students will complete the question of the day.

When the students finish the quiz, they are to answer the Question of the day:

?? Question of the Day ??: In your opinion, why is there a small Native American population today? What would cause a native population to decrease in size? (5 min)

- Show and Tell: The teacher will ask some students to tell the rest of the class what foods they discovered at their homes that may have been eaten or grown by Native Americans (5 min).

Procedure 2: The teacher will place in overhead map on the screen about European contact. The overhead will describe:

- A.) The route European discoverers took to North America and where they first made contact [LINK](#)
- B.) The country that these settlers were from
- C.) The dates that these settlers made contact

The students will trace this map on a blank one that is given to them, they will also label it like the one on the overhead. [LINK](#) (13 min)

*Direct Instruction (How will the teacher present the concept or skill to students?):

(Teacher Content Notes for Lesson 5:) [LINK](#)

(Overhead Pictures for all 5 lessons: [LINK](#)) **** 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 3: The teacher will talk about the diseases that the Europeans brought to America. The Animals they brought, the tobacco that the Native Americans gave them, etc. [Additional content notes: [LINK](#)]

*Guided Practice (What activity or exercise will the students complete with teacher guidance?):

Procedure 4: The teacher will read a list/show about 10-15 things introduced by Europeans to Native Americans and vice-versa. The students will then get into partner groups and be asked which one they think is the most valuable and why (10 min). [LINK](#)

*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):

Procedure 5: The teacher will read passages of European explorers that made contact with Native Americans in every region and/or from every culture. (7 min). The teacher is encouraged to use the extensive primary source UFDC Seminole Indian collection listed earlier in this lesson plan, as the source for this procedure. Other Source Links: [LINK1](#), [LINK2](#)

Procedure 6: The students will be split into two groups. (25 min) Activity Instructions [LINK](#)

- A.) Half of the class will be Native Americans, the other will be Europeans.
- B.) Every student will get a bag of shapes representing potatoes, horses, tobacco, sheep, corn, etc. Each student will have a different amount and variety of shapes with the European students having

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European goods, and the Native Americans having their own goods. The student directions are attached to each bag.

C.) Students will also receive a key to what each trading shape represents (teacher should create this by tracing an outline of any shapes that he/she uses in this activity).

D.) On every student's sheet, it will create for them a scenario that their chief/king has sent them to trade with the Indians/Europeans to obtain a certain amount of goods. The goods they need will be possessed by the Indians/Europeans.

E.) The students will then have to try and trade with the other students to try and obtain the quota assigned to them by their king/chief. Because of the language barrier between the Native Americans and Europeans, the student will not be able to say anything or write anything during this exercise.

F.) At the end of the activity the teacher will inform the students whose trading shapes have a red dot that they have contracted a disease. The teacher will collect their shapes and keys.

Trading Game Individual Designations: [LINK](#)

*Closure (How will the learning from the lesson be reinforced over time?):

Procedure 7: As a class, the teacher will call on volunteers to share what they felt the biggest challenge was, and how this related to the eventual conflicts between Europeans and Native Americans. This also may be used as a journal assignment (10 min).

Procedure 8: Teacher will summarize exchange of goods, initial European encounters, and communication barriers for students to record in their Review Packets. (5 min).

Reading strategies (describe strategies in detail):

Writing strategies (describe strategies in detail):

Speaking and listening strategies (describe strategies in detail):

Graphic Organizers and maps are provided

***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.

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*Materials	
<p>Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):</p> <ul style="list-style-type: none"> • Blank Map handouts • Overhead maps and pictures • Trading Activity Packets • Trading game wooden pieces or construction paper cut-outs 	<p>Suggested technology (What are the suggested technology requirements to use this lesson?):</p> <p>The pictures can be transferred into a PowerPoint but some sort of overhead projectors is needed for this lesson.</p>
<p>Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):</p>	
<p>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.</p> <p>The teacher is also encouraged to add more to the local Native American information provided in the content notes.</p> <p>This last activity does require a bit of planning. It is a good idea to decide what shapes to use ahead of time so that you will know what to create and/or purchase from the craft store. Each individual packet can be stored in a plastic zip-lock bag or a large envelope. It is up to the teacher's discretion whether to allow for the students to actually "win" by the combinations they are given and assigned to acquire; though they will likely catch the "disease" at the end regardless.</p>	
Reflection	
<p>(Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer)</p>	
<p>Teacher learning:</p> <ul style="list-style-type: none"> • 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	
<p>(Attach or imbed worksheets and additional documents below)</p>	
<ul style="list-style-type: none"> ➤ UFDC Materials should be primary content guide - A pre-test can also be administered to the students: LINK - Final Test: LINK - Test Answer Key: LINK - 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 	

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assessment [Document LINK](#)

- Teacher Content Notes for Lesson 5: [LINK](#), [LINK](#), [LINK](#)
- Primary accounts of European Explorers and Settlers: [LINK1](#), [LINK2](#)
- Trading Game Activity: [LINK](#), [LINK](#)
- Overhead Pictures for all 5 lessons: [LINK](#) **** 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 trading game activity pieces



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