Indians of Indiana Integrated Unit
Honors 499 Special Project
Presented by Tracy A. Fulp
Advisor: Dr. Sherry Kragler

Ball State University
Muncie, Indiana
December 17, 1994
Graduating: May 1995
I decided on Indians as my theme for this unit because I truly love the Native American culture. I feel the culture, including the art and the dancing, are very beautiful. In addition, the values that the Indians hold for the Earth and nature in general are values that we as Americans should learn and practice. Finally, the Indian culture has experienced a great deal of hardship and my heart goes out to these people who actually discovered America before Columbus.

I focused on the tribes of Indiana in particular so that I could use the information and knowledge gathered while student teaching. I have enjoyed gathering information on this topic and I am excited to share what I have learned with my students.

The preplanned lessons can be found on white paper and the evaluations and reflections can be found on purple paper.
Rationale

The Indians of Indiana have played a very important role in the history of this state. Evidence can be found everywhere, illustrating the influence the Indian culture has had on the way we live today. Traces of Indian can be found in our language, government, food and even in the fine arts. Unfortunately, though, the Indian culture has experienced and still is experiencing a wide range of mistreatment and disrespect from the dominant white culture. Prejudice and disrespect comes from a lack of knowledge and understanding and the solution to this devastating problem is education. Teaching children at an early age about this fascinating culture and the Native American side to the story concerning the discovery of America could help prevent history from repeating itself. Educating children about the Indian culture would also help them to appreciate the culture and way of life. By focusing on the Indiana tribes specifically, the teacher can help make the learning experience for the students of this state a little more meaningful by connecting concepts to be learned with people and places with which they are familiar. This helps to make learning a little less abstract. Also, the topic, Indians of Indiana, is still very broad and can easily integrate many different areas of the curriculum, allowing the teacher a perfect opportunity to create an integrated unit specifically designed for his/her students.

Integrated units offer many benefits to both the teacher and the students. For the teacher, integrated units act as a framework for organizing materials and activities. After choosing a topic, the teacher is able to connect goals and activities in a way that helps to organize thoughts and ideas, but integrated units also help to insure that all lessons interconnect with each other. David Cooper (1993) states the following in his book, Literacy: Helping Children Construct Meaning:
Integrated units build on students' interests and prior knowledge by focusing on topics that are relevant to students' lives. They build relationships among knowledge and allow for authentic learning by encouraging problem solving that cuts across curricular lines. They also support students in a variety of interactive and collaborative ways (p. 293).

Another advantage to integrated units is student involvement. The students play a major role in the development of integrated units by being allowed to share what they already know and by developing questions they have for the topic. This information not only helps a teacher to know how much exposure the students have had so that she can build on those experiences, but also helps her to know exactly what to teach so that precious class time is not lost. Involving students in the designing of the curriculum also allows the teacher to incorporate student interests and questions which helps to motivate the students because they are learning about material that is of interest to them. This information can be gathered through KWL (Know, Want to Know, Learned) Charts or may even be gathered through a game asking personal questions about the topic to be covered.

The biggest benefit to integrated units is that they connect several if not all subject areas and “involve students in making connections among the different disciplines” (Jacobs, 1991, p. 23). For example, in this unit students will be exposed to Social Studies, History, Music, Art and Language Arts plus a wide variety of skills including problem solving, research skills and communication skills. Interconnecting content areas like these help to make the learning experience meaningful and fun by teaching subject matter that is of interest to the students and by studying in depth to gain a greater knowledge base. “Recent research... suggests the students learn and remember best those things that are reinforced and integrated in more than one curricular area” (ERIC Document, 1987, p. 3). Therefore, retention of information learned is also greater because each lesson builds upon or sets the ground work for the other lessons so new material is constantly being used and reused by the students. Barrera and Aleman (1993) state in their article that, “careful integration of two spheres can result in mutual reinforcement and increased development of both
areas" (p. 530). For example, art and social studies can be integrated by asking the students to work together in cooperative groups to build a particular type of house after discussing the subject. The material discussed, housing, will be reinforced by actually building the house and because the children are actively participating they will retain the information for a longer period of time. The same can be said about the art aspect of the project. The students will be able to use art concepts and methods while building their houses. In addition, the students will be practicing their social skills by communicating with each other to complete the group wigwam. It is obvious how integration of two or more subjects reinforces concepts learned in both areas.

The interconnection of subject areas offered by integrated units also presents a more realistic view of the world for the students. The world around us is full of integration. Daily routines, like going to the grocery store, buying a newspaper, or even attending a movie, are never performed in isolation; they rely on knowledge gained from several other areas. John Loumbury suggests in his article, “one relies on the interrelatedness of learning in one’s work and every day life... In the real world, we mesh what we know and do” (1992, p. 3). In addition, the school curriculum is constantly increasing in content. Teachers today not only teach science, math, reading, and social studies; they are also teaching about drug abuse, safety, aids and the list is continuing to grow (Jacobs, 1989, p. 3) Teaching all of these subjects in isolation during a 6 hour instructional day is practically impossible. Integrated units help the teacher to use time more efficiently by combining subjects together (ERIC Documents, 1987, p. 4).

Integrated units also allow for a great deal of interaction and the use of a wide variety of materials and activities, which can be very beneficial for a classroom full of children with different abilities, learning styles and interests. Often children are required to read information from a textbook and are expected to discuss or even take a test over the information read. Through integrated units, teachers can get their students actively involved with content and with each other. This is accomplished by having students solve problems in small groups, constructing models or even acting out roles. “Instead of just reading about the topic, then answering questions and taking tests, children generate information that must be shared" (Lamme, 1993, p. 54). It is through such sharing experiences that students really learn from each other or at least demonstrate what they have learned.

Legislation even mentions the importance of integration in the 1984 Elementary
and Secondary School Reform Act. The act states that a school's curriculum should be a “rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skills areas rather than the study of isolated disciplines” (ERIC Document, 1987, p. 4). Though the act does not state that teachers must use integrated units it does state that students must be able to integrate knowledge learned. Teachers can benefit students by using integrated units to help them learn this skill.

In conclusion, Lamme (1993) states in her article very eloquently that, “children learn information through a thematic studies approach, but more important they develop skills that will support them throughout their lives. They learn how to find information and develop a love of reading, writing and learning” (p. 63). I couldn’t agree with her more.
References


Goals and Objectives

Students will learn about the Indian tribes of Indiana.

Major Concept 1: Students will learn the basic history of the tribes of Indiana.

G1: The students will gain a basic overview of key events and key people in the Indiana Indian history.
G2: The students will gain a more accurate view of the history of Indians/another point of view.
G3: The students will be able to recognize the tribes of Indiana.

Major Concept 2: Students will learn an appreciation of the Indian Culture.

G1: The students will know and be able to identify the different types of Indian housing.
G2: The students will be able to distinguish between the roles of men and women in Indiana tribes.
G3: The students will know the purpose and meaning of Indian ceremonies.
G4: The students will be familiar with the process and methods used by the Indians to gather a wide variety of food.

Major Concept 3: Students will learn about the lives of Indians today.

G1: The students will learn about Indian reservations - what they are and how they came to be.
G2: The students will learn about the Indiana Indians of today.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce Tribes of Indiana / Review KWL/Bean Maps (50 Minutes)</td>
<td>1. Decide on tribes for research project / Explain project and Begin group work. (50 Minutes)</td>
<td>1. Group Work (50 Min.)</td>
<td>1. Group Work (50 Min.)</td>
<td>1. Housing Lesson (45 Minutes)</td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>4. Pretest spelling words taken from novel.</td>
<td></td>
<td></td>
<td>4. Spingo</td>
<td>4. Quiz</td>
</tr>
</tbody>
</table>

Notes:

Indians of Indiana Unit Calendar
Background Knowledge Lesson

Objective:
1. To activate background knowledge so that the students will be able to list things that they already know about Indians and questions they may have.
2. Based on the story, The Legend of the Indian Paintbrush, the students will create a "buckskin painting" of their own.

Materials:
- Watercolor paints
- Brushes
- Newspaper
- Water/containers
- 25 Sheets of white paper
- Book: The Legend of the Indian Paintbrush, by Tomie dePaola
- Large sheet of paper for KWL chart & markers

Procedure:

Introduction:
1. Ask students to define the word legend. What does it mean and who uses a legend? Ask them to share legends that they may know. Explain that the story we are going to read is an Indian legend.

Teach:
2. Show students the cover and read the title. Ask students to predict what the story will be about.
3. Read story. Involve students by asking them questions as you read or
discuss predictions.

4. When finished reading, ask the following questions:
   - What was Little Gopher's job or talent?
   - Why was Little Gopher unhappy about his painting of the sunset?
   - How was he able to fix his painting to please himself?
   - What did the paintbrushes turn into?

*Independent Practice:*

5. Give each student a sheet of white paper and ask them to paint a story about their life. Allow time to work, but also allow time to complete KWL chart.

6. Put up chart. Ask the students to brainstorm for what they already know. Write what they say. Brainstorm for questions that they may already have.

*Evaluation:*

I will ask myself the following questions:

1. Did the student create a buckskin story?
2. Did they brainstorm for ideas? What did they come up with?
3. How successful was the lesson?
4. What changes would I make?
Evaluation of Background Knowledge Lesson
Westvale Elementary, October 21

The students did in fact draw me a picture telling me a story about their life. Some students spent more time on this project adding detail and lots of colors, but all the students enjoyed it. The drew pictures ranging from trips to the zoo or park with family members to simply watching Bugs Bunny on television. I did have to ask the students to pretend their markers and crayons were paintbrushes because I did not have access to 25 sets of watercolor paint. Overall, though, the activity was a success.

While the students were finishing up they brainstormed for information that they all ready know about Indians and for questions they might have. The following lists are what they came up with:

*What do I know about Indians? (What do I think of when I think of Indians?)*

- They grow corn
- They use feathers and bows and arrows
- Arrowheads and fish heads
- Thanksgiving
- Teepees, bulls, animals, fur
- Hunting, fishing
- Tomahawks
- Face paint
- Tribes
- Family stories on buckskins
- Horses
- Love of Earth
- Famous chiefs fight with cowboys
Indian lands being invaded
They say, "How!"

What do I want to know about Indians? (What questions do I have?)
Do they believe in God?
Why do they have ceremonies?
Where did they come from?
What does "Indian" mean?
Where do they live now?
What do dances mean?
Why is their skin a different color?
Why do they wear face paint when they go to war?
How did tribes get names?
Why does each tribe have a different language? Could we speak it? Do they speak English first?

The lesson was very successful. The children were excited and interested.
They were very willing to offer stories during discussion and they loved brainstorming for ideas.

If I were to change anything it would be to do the KWL chart before the activity. The children were so interested in their drawings that they didn't want to stop and think about questions of ideas. I feel I would have had their attentions better had I waited to assign the drawing of their lives.
Introductory Lesson

Objective(s):
1. The students will be able to list the tribes of Indiana and identify tribe location in Indiana.
2. The students will be able to give a brief summary of each tribe so that they will be able to choose a tribe to further study.

Materials:
- KWL Chart
- Large Indiana Map or overhead of tribe map
- 25 pieces of card board with outline of Indiana
- Assorted beans
- Glue
- Scissors

Procedure:

Introduction:
1. State, "Over the next two weeks we are going to be studying the Woodland Indian tribes that lived in Indiana after the prehistoric tribes left. We are going to be doing some very fun and exciting projects, but before we jump in I wanted to review the KWL Chart we made and remember the questions we asked." Spend some time going over chart and then provide students with introductory information.

Direct Teach:
2. Say, "Though several tribes probably traveled through Indiana to other areas, 8 tribes are considered the tribes of Indiana." List the tribes on the board and then point out the areas of Indiana where tribes were located on a map. Share basic introductory information and pictures about each tribe. Talk about the name of the tribe - what it means and how that name came to be for the tribe. Also talk about forms of transportation, what they ate, and famous chiefs. Use pictures.
3. Review material by asking students specific questions about Indian tribes. Such as:
   a. Which tribe was the first tribe of Indiana? (Miami)
   b. Which are the people of Fire? (Potawatomi)
   c. Which tribe was Chief Anderson from? (Delaware)
   d. What are the 2 branches of Miami? (Wea and Piankashaw)
   e. What was the name of Tecumpsah's tribe? (Shawnee)

4. Distribute the materials (cardboard, beans etc.). Say, "We are now going to create a map of Indiana and locate the area where each tribe once lived." Encourage students to select different types of beans for each tribe and then to make a legend so that another person would know what tribe that kind of bean represents. Make maps by choosing different types of beans to represent different tribes.

Closure:
Ask the children:
1. What are the tribes of Indiana? Ask students to point out location of tribes on a large map.

2. What is the region called that they and we live in? Why Woodland? What happened to the lands?

3. What are the meanings of the different names?

Evaluation:
I will ask myself:
1. Were the students able to list the tribes of Indiana and locate them on a map of Indiana?

2. Were the students able to state distinctions between each tribe?
Reaction to Introductory Lesson

*Were the students able to list the tribes of Indiana and locate them on a map of Indiana?*

Yes, the students were able to list the tribes and general locations. The students loved saying the names of the tribes. I would say them and have them repeat. They especially enjoyed Potawatomi and Piankashaw. They loved the names. They were fun and new. Because of this, I think the students were better able to remember the tribes. Making the bean maps helped to reinforce the idea of location. By the end of the lesson, the students could give general locations (north, south, west, east or center).

*Were the students able to state distinctions between each tribe?*

Yes, they were able to state distinctions between tribes. The most common distinction to remember was the meaning of each tribe name. They were most fascinated with the stories behind the names and what they mean. Other specific distinctions were lost until they further researched their tribe.

This lesson was very successful. The students loved hearing the stories behind each tribe and they loved putting their bean maps together. Most student spent a great deal of time putting the beans in the most specific place. They did a beautiful job on them.
ABC Book Project

*This lesson will extend over a two week period.

Objective(s):

1. The students will use research skills to find information about a specific tribe of Indiana.
2. The students will use group work and cooperation skills to compile information found into an ABC Book.

Materials:

Several books for research of each Indiana tribe
Folders with Index cards and responsibilities sheets
List of groups
Creative materials: construction paper, scissors, pencils, markers, and glue

Procedure:

Introduction:

1. Ask the students to list the tribes of Indiana. Write answers on the board. Explain that students will be working on a total group project to further study one of the tribes listed on the board. Say, “You are going to be working in groups to create an ABC Book (Show examples of ABC Books) specifically about one of these tribes which your group will choose. Part of your grade on this project will be based on how well you work together in your groups.” Explain that each person is assigned a role for each day we meet (Every day for at least 50 minutes). Point out chart listing the responsibilities and the sheet describing them.

2. Put group evaluation form on overhead and review it will students. Explain that each students name will be on the sheet and as the teacher walks around they will be making notes on the things they did well. At the bottom of the page, the teacher will list
things that the group needs to work on and the things they did well.

3. Explain to the students that once they are divided into groups that they will receive a group folder which will contain a number and a responsibilities sheet. They will be given a few minutes to discuss in their groups what tribe they wish to choose and then in numerical order they will select. After the tribe has been selected the students must start working on the first three things listed on their responsibilities sheet: 1. Write the name of the tribe and group members' names on the front of folder. 2. Decide to whom the book will be dedicated. 3. Find group roles.

4. Divide students into groups. Quickly select tribes (Group with number one selects first and so on . . . ). When tribes have been selected, model note taking by showing an article of a tribe you will research and how you would go about finding information for one of the letters of the alphabet.

5. Allow time for students to begin collecting information. While they are working, walk around and observe group interaction using group evaluation sheet. When finished, give each group sheet to the groups and review with them. (Do this everyday they meet.)

Closure:

6. Ask each group to share three new things that they have found about their tribes with the whole class.

Evaluation:

1. Did the students use research skills to find new information about the tribes of Indiana?

2. Did the student work together to create their ABC Books?
Group Responsibilities Sheet

1. Write the tribe's name and each group member's name on the front of your folder.

2. Decide as a group to whom you will dedicate and give this book. On one of your index cards write a small paragraph telling who the book is dedicated to and why. “This book is dedicated to ________ because ______________.”

3. Find group roles on card provided. Responsibilities are listed below. Roles will change each time we meet.

   **Gopher** - You will gather all books and other materials and bring them to the work site for the group. When group time is over, this person will return materials neatly.

   **Editor** - You are responsible for checking that all written work is completed neatly. Spelling and punctuation must be checked, but the Editor may delegate some of the work to other group members.

   **Janitor** - You are responsible for the clean up of group work site. This person may delegate work. Floor must be picked up, desks and chairs returned and trash must be thrown away.

   **Artist** - This person is to make sure that all pages are accompanied with artwork. Artwork must have good craftsmanship. This means pictures and pages must be neatly colored, cut and glued.

   **Secretary** - This person is responsible for checking that every letter of the alphabet is accompanied by a word and a short paragraph describing what the word means. You must also help the Editor with check for neatness and spelling.

4. Read the material provided and as a group select words for every letter of the alphabet. Then, write a short paragraph explaining the chosen word. The following is
a list of things to look for while researching:

Roles of men and women (Do men make important decisions or do women?

What words from the Indian language represent: men, women, boy or
girl?

What kind of food does the tribe eat? How is it prepared?

Who are some famous people from your tribe?

What are some examples of words used by your tribe? What do they mean?

Housing - What is it called? How is it built?

Transportation - Do they use horses? Snowshoes in winter? Canoes?

Here is an example index card for you:

P is for Pow-wow.

A pow-wow is an Indian celebration. During this celebration Indians dress up in
brightly colored, highly decorated clothes. They dance, sing and share stories. Pow-
wows are often joyful celebrations resembling an American family reunion.

Note cards are Due:

Friday _________________________________

5. Now, begin to put your information together into your ABC Book. Each letter must
be accompanied by an illustration or picture using old magazines, crayons, markers
and construction paper. Be creative!!

**Also, your book must have a title page and a dedication page. Your title page will list
the title of your book and all the authors (group members). The dedication page will
have everything written from the note card from the first day. (Who is this book
dedicated to? Why?)

Final project due: Friday _______________________________
Reaction to the ABC Book Lesson

Did the students use research skills to find new information about the tribes of Indiana?

Yes. The students did a wonderful job finding information about their selected tribes. Most days they were very excited and ready to begin working. Several times, I had students come in first thing in the morning and ask, "Are we going to work on our books today?" For the most part, the information gathered was very informational and often very creative. All of the groups, though, had problems finding information for the letters Z and X. This is where the creativity played a role. Several groups found words with these letters in them and just enlarged the letter when they wrote the word. For example, explorer was used for the letter X. When the students wrote out the word they enlarged the X so that it stood out. I am very pleased with their efforts on the research objective of this lesson.

Did the students work together to create their ABC Books?

Well, this depends on the group. I can actually say yes to two groups, but the other three I am not so sure. One of my goals for this lesson was for the students to practice social skills - listening, sharing, and praising. Two of the five groups soared in these areas. The other three were often groups that were made up of several pairs or even students working as individuals. Though they worked very hard to obtain information, they did it pretty much on their own. When the students received help from a teachers or observer, they did better working as a group. Though this objective was not as successful, I feel the students learned a great deal
about working with each other and if we were to do something like this again the social objective would be better achieved. I feel the students would work together better to accomplish every part of the project. They would communicate with each other better on ideas and information to include.

If I were to do this lesson again, I would change a few of things. First, I would create smaller groups. Five members per group was too many. Instead, I would arrange for partners and maybe even let the students select who they wanted to be their partner. Second, I would change it so that each student had a book at the end. The partners would do the research together, but decorating and illustrating would be each individual's responsibility. Finally, I would provide a wider topic for research. I would use the topic "Indians of Indiana" instead of each specific tribe.
Housing Lesson

Objective(s):
1. The students will be able to describe and reconstruct the housing of the Indiana Indians.

Materials:
- Pictures of wigwams and longhouses
- U.S. map
- Wigwam materials:
  - 9 shallow box lids
  - sand of dirt for each lid or plaster of paris
  - 9 sets {16-20 10" bendable twigs (Willow?)
  - String or narrow masking tape
  - Brown paper bag
  - Glue
  - Direction cards (original sheet attached)

Procedure:

Introduction:
1. Ask, "When you think of housing what do you think of?" (Accept answers.) "When you think of Indian housing what do you think of?" (Accept answers. Most common answer will be teepee.) Say, "The teepee is a very commonly used type of housing, but did you know that teepees were not used in this area (Indiana and the surrounding area)? Instead the Indians of Indiana and the surrounding area used housing called wigwams and longhouses. (Show pictures.) Explain the two different kinds of houses.

Information about the two housing types:

Wigwams were designed to be a mobile house that could easily be put up and
taken down. The wigwams were built with a framework of young trees which were easily bent. The framework was covered with bark or animal skins. Most wigwams had small holes in the roof which let smoke from the fire escape. When it was time to move the wigwam, it could easily be disassembled and carried to the next cite. Because of its mobility, the wigwam was used by hunters.

Longhouses were considered more permanent because of their size of 200 feet. Small elm tree trunks and saplings were used to build these types of houses. The frame was then covered with elm bark, branches and grass. Over the door at each end of the longhouse hung emblems of the clan that lived there. One longhouse would be used by many families (30-60). Each family would have a part of the longhouse with an area in the middle for their fire. Directly above the fire area was a hole in the roof to let smoke escape. Because they were permanent, longhouses were used by the farmers.


2. Say, “Today we are going to make a village of wigwams.” Divide the students into groups of 3 (have 9 different sets of symbols on pieces of paper with 3 of each symbol and have students select a paper and find their partners.) Give each group their materials and review the directions with them. Allow time to complete the wigwam.

Closure:

3. When students have finished wigwam ask them the following questions:
   a. What were the two types of houses used by the tribes of Indiana? (Wigwams and Longhouses) Describe a wigwam? Describe a Longhouse?
   b. Where were teepees found - what part of the United States?
   c. Who used the wigwam? (hunters) Who used the longhouse? (farmers)
Evaluation

I will ask myself:

1. Were the students able to describe the housing of the Indiana Indians?
2. Did the student reconstruct the wigwam?
3. What went well and what needs changed?
Social Skills: Seek accuracy, integrate a number of ideas, work together.
Academic Skill: Follow directions, recognize materials and complete the wigwam.
Teacher: Reproduce a Story Card and Role Card for each group. Help gather materials for each group.

BUILDING AN ALGONQUIAN WIGWAM

Read about Dancing Squirrel’s home. Work together to make a small wigwam. Gather materials and follow the directions on your role card to construct it.

Role Cards

Teammates 1 and 2: (boys)

Materials:
- Shallow cardboard box or lid
- Sand or dirt
- 16-20 10" bendable twigs (willow works well)
- string or narrow masking tape

Directions:
1. Fill box or lid with slightly damp sand.
2. Stick 12 twigs in a circle into the sand.
3. Bring twigs together at the top and tie or tape into a dome shape.
4. Tie or tape remaining twigs around the dome to complete the frame.

Teammates 3 and 4: (girls)

Materials:
- Brown paper grocery bags
- Pieces of birch bark or white paper
- glue

Directions:
1. Tear paper bags into small rectangles about 2" x 4".
2. Glue them to the frame, overlapping the edges. Start at the bottom and work up.
3. Leave an area open on one side for the door.
4. Glue the birch bark or pieces of white paper over the top of the frame for the roof. Leave a small section at the top of the dome for the smoke hole.
Reaction to the Housing Lesson

Were the student able to describe the housing of the Indiana Indians?

Yes, the students were able to describe the wigwams and longhouses of tribes of Indiana. They were able to describe the dome shape of the wigwam, the length of the longhouse and what type of tribe lived in each. In addition, the students were able to point out pictures of each type of housing.

Did the students reconstruct the wigwam?

Because of a lack of time and funds, the students were not able to build wigwams of their own. Instead, I encouraged the children to create large Indiana Indian villages using the information we talked about and large sheets of white paper. This went very well. The students were able to prove to me that they understood the difference between the two houses and that they knew without a doubt that Teepees were not a housing of Indiana Indians.

If I were to do this lesson again, I would work very hard to have supplies to create a village - not just a wigwam. I would try to have many different types of materials, like clay, branches, twigs, paper, scissors, and glue.
The Indians Today

Objective(s):
1. The students will be able to define and describe an Indian reservation.
2. The students will be able to locate where the Indiana tribes are today.
3. The students will be able to compare present day Indians with historical Indians.

Materials:
- Slides/ projector
- 25 U.S. Maps
- Several different colored crayons
- Overhead of U.S. Map or large size U.S. Map
- Large index cards

Procedure:
1. Ask, "When you think of the Indians today and where they live, What do you think of? Do you think all Indians still live in wigwams and longhouses?" (no.) Talk about responses. Ask, "What is a reservation and how did they come to be?" (Reservations are tracks of land designated for Indian use by the government. As the Indians were being moved off of their lands, the government created legislation that provided reservation land for the tribes of Indians. Reservations land often consisted of ground that was not good for farming or anything.)

Direct Teach:
2. Show slides of Indian reservation located in North Carolina to help make concept less abstract. (Slides focus on reservation life. They include pictures of housing, schools and the people of the reservation.) Ask: What do you notice about the Indians in these slides? What do you notice about their housing? How are these Indians different from the historical Indians we have talked about? While showing slides provide students with facts about reservation live.
Some facts to include in discussion:

a. Though many tribes decided to stay together on reservations, many Native Americans attempted to adjust and live an Urban lifestyle.

b. Land given to the Indians was often of poor quality. It was hard to use for farming and building so the people of the reservations are often poor due to a lack of income from farmed goods.

c. Because of the poverty, education is not of good quality.

e. Discrimination toward these people is also very common.

f. Today young leaders from the Native American tribes are fighting for compensation, education, and are working in higher level jobs.

3. When slides are finished, invite the students to the front of the room. Give each student a U.S. Map and turn on the overhead map. Help the students locate where the Indiana tribes are now by drawing different colored lines from Indiana to the state where each tribe is now. (The Miami were divided into two groups. One group went to Kansas, while the other group went to Miami, Oklahoma. The Potawatomi were divided into four major groups or bands. They are located in Wisconsin, Michigan, Kansas and Oklahoma. The Delaware moved to Canada with the Munsee tribe. From there, they were forced from Indiana to Missouri, Kansas, Oklahoma and Texas. The Shawnee were forced to Eastern Kansas and finally to Oklahoma. The Wea and Piankasha tribes were forced to Kansas, but eventually moved to Oklahoma.)

4. Invite students to return to their seats. Encourage them to decorate and write a postcard to a friend telling them the similarities and differences about the present day Indians and the historical Indians. Encourage them to include any additional information they learned today.

Closure:

Ask the students:
1. What is a reservation?
2. How did they come to be?
3. Are all the tribes still in Indiana? Where did they go?
4. How are present day Indians different from historical Indians?

Evaluation:

I will ask myself:

1. Are the students able to define and describe reservation life?
2. Did the students locate the tribes of Indiana today?
3. Were the students able to compare and contrast present day and historical Indians?
Reaction to Indians of Today Lesson

Are the students able to define and describe reservation life?

Yes, the students were able to tell me what a reservation was and how they came to be. They were able to tell me that the Government selected areas of land for the Indians to live on and that none of this land was in Indiana. Generally, they could tell me where the Indians had moved. Most students had no problems telling me that they moved west and mostly to Kansas and Oklahoma. The students could describe parts of reservation life including the fact that the land was poor and that the houses very much resembled how we live today. The slides were very captivating. All students, even the ones who have trouble focusing their attention, were a part of the discussion and able to answer questions. In addition, the students became very upset about the fact that the government selected land for the Indians. One student stated (with No prompting from me), "It is not fair for us to decide where Indians live. They were here first. They should be telling us where to go."

Did the students locate the tribes of Indian today?

No. In the interest of time, we had to cut the map from this lesson. I was able to show the students on a large map where the tribes moved, but I was unable to have the students follow along using crayons. Though they were unable to follow along, they were very much able to give me general locations. They could tell me west or even mention Kansas and Oklahoma. I am pleased with this area because I know that my students know that these tribes, as a large group, are no longer located in Indiana.
Were the students able to compare and contrast the present day Indians with the historical Indians?

Yes, the students were able to compare and contrast. The students often described the present day Indians as people like "us". They were able to list and illustrate things unique to the historical Indians like the wigwams and traditional dress in addition to things unique to the present day Indians. Also, when I asked them what the two would have in common, they were able to say that they have the same beliefs and values.

This lesson was very much a success. If I had to change one thing it would be that the students followed with me on a map. I think that experience would have been more meaningful.
Pow-wow Lesson

Objective(s):
1. Students will be able to compare and contrast Indian celebrations with present day American parties.
2. The students will be able to apply information learned about the ceremony to recreate their own ceremony complete with headdress.

Materials:
- Book: Pow-wow, by George Ancona
- 25 Venn Diagrams
- Venn Diagram transparency
- Creative Materials: feathers, construction paper, scissors, and glue
- Music

Procedure:

Introduction:
1. Discuss with the students parties. What do you do at a party? What do you wear? Who is invited? Why do we have parties?
Say, “Today we are going to talk about Indian ‘parties’.

Direct Teach:
2. Ask, “What do Indians call their celebrations? (Pow-wows) I have a book I would like to share with you (Read preselected parts of book and show all pictures). Discuss as you complete the book so that students can understand the meaning behind the different props used during a ceremony. (Headdresses, paints, feathers, and masks)
3. Together with the students compare and contrast the Pow-wow with a party by filling in a Venn diagram.
4. Collect students papers and explain that we are going to have a little Pow-wow of our own. Allow time for students to make headdresses and/or vests.
5. Explain the social dance that resembles American musical chairs. This dance is very closely related to hot potato as well. As the drummers play, the dancers dance around the circle, but when the drummers stop the dancer must freeze. If they move, they are out. The last dancer remaining is the winner. The teacher instructs students to dance around the circle and to listen for the Indian music to stop. When the tape stops the children must stop.

*Closure:*

6. Ask students to describe the Pow-wow. How does it resemble American parties? What do the different colors mean?

**Evaluation:**

I will ask myself:

1. Did the students compare and contrast Pow-wows with American parties?
2. Did they create their own props to recreate an Indian dance?
Because of a lack of time, this entire lesson was omitted from the presenting of the unit. I was unable to complete any part of it, but I do not wish to remove it from the unit plan. In an ideal situation, I would continue with this lesson as planned.
Student Evaluation of Indian Unit

Group work Evaluation:

1. List three things that your group did well.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are some things your group still needed to improve at the end of the project? How would you improve them?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What did you learn from working in your group?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Evaluation of Unit:

1. What did you like best about the last four weeks of studying about the Indians of Indiana? Why?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

2. What would you change or add about the unit if you could?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Spelling Plan for Unit

Week One:

Monday
Pretest students over words.

Tuesday
Encourage students to work in partners and practice spelling the words with each other.
Give students sentences from the novel to find the spelling word and fill in the blank.

Wednesday
Complete small group crossword puzzle.

Thursday
Use computers to practice spelling words.

Friday
Test students over words.

Week 2:

Monday
Pretest students over words.

Tuesday
Encourage students to work in partners and practice spelling the words with each other.
Give students sentences from the novel to find the spelling word and fill in the blank.

Wednesday
Encourage students to write a story using at least 8 of the 20 spelling words.
Thursday
Play Spingo. List all spelling words plus the tribes on an over head projector. Provide a Spingo sheet for each child (attached). Instruct the students to select boxes on the sheet and fill in randomly the spelling words. Have index cards prepared (one word per card). The teacher calls out the words until a student yells "Spingo". That student must then spell all the words covered by chips. This game strongly resembles Bingo.

Friday
Test students over spelling words.
These are the spelling words for this next week. They are taken from the novel *The Sign of the Beaver*.

arrow       quiet       yellow  Indians  cabin
father      July         flour    ankle   moccasins
signs       branches    lesson  beaver  forest
bow         treaty      slave    spear   hook
The Sign of the Beaver

NAME__________________

arrow         quiet         yellow         Indians         cabin
father        July           flour          ankle           moccasins
signs         branches       lesson         beaver          forest
bow           treaty         slave          spear           hook

Directions: Use the spelling words above to fill in the sentences below. The page numbers are provided for you to check your work.

1. "If only it were not so __________. He had been alone before." (p. 2)

2. "The sun slanted in long __________ bars across the clearing." (p. 11)

3. "The __________ has mostly cleared out of these parts," Ben told him. (p. 15)

4. "In a panic, he searched the __________, his own bed, the corner shelves, under the table and the stools." (p. 18)

5. "It would be a month at least before his __________ returned." (p. 18)

6. "Gradually his spirits rose again. The __________ weather was perfect." (p. 19)

7. "Then he went down on his hands and knees and carefully began to scrap up the traces of __________." (p. 20)

8. "The Indian noticed, and moving closer he took Matt's __________ between his hands and pressed gently with his fingers." (p. 27)

9. "Three days later Saknis brought him a pair of __________. They were handsome and new, of moosehind." (p. 29)

10. "Nkweniss hunt. Bring white boy bird and rabbit, white boy teach Attean white man's __________." (p. 30)
11. "Plainly he felt bound to keep the terms of his grandfather's _________." (p. 41)

12. "Like Robinson Crusoe, he had thought it natural and right that the wild man should be the white man's _____________." (p. 44)

13. "Here Attean stopped, broke off a sapling, and instead of making a fish pole, drew his knife from his pouch and quickly shaved a sharp point making a ___________." (p. 46)

14. "He had lost more than a good fish. His ________ had disappeared as well." (p.48)

15. "He watched as Attean cut two short ____________, bending them first to make sure they were green." (p. 50)

16. "Often Attean seemed in no hurry to leave. When the morning's __________ was over." (p. 51)

17. "When it seemed the ___________ did not intend to show itself again, the two _______ boys climbed back up the bank." (p. 56)

18. "Once more, Matt acknowledged to himself, Attean had thought him another secret of the _____________." (p. 58)

19. "The __________ seemed to Matt to be as stiff as iron." (p. 61)

20. "When he released his __________, it flew with astonishing power off somewhere into the underbrush anywhere but where he had aimed it." (p. 61)
Across:
1. A joint connecting the foot with the leg.
3. Marks or symbols.
5. A large area covered with a dense growth of trees.
7. A weapon for shooting arrows.
9. An animal that builds a water dams.
11. A cottage.
12. A curved piece of metal used in fishing.
14. The seventh month of the year.
16. Another name for Native Americans.
17. A person who belongs to another.

Down:
1. A weapon made to be shot from a bow.
2. A period of time when something is taught.
4. A long handled, sharp-headed weapon.
5. Finely ground grain into soft white powder.
6. The color of lemons.
8. A written agreement between two Nations.
9. Several tree limbs.
10. Shoes made of soft leather.
15. A male parent.
This is the list of the spelling words for the week:

- trap
- joke
- test
- friend
- winter

- animal
- cobwebs
- squaw
- canoe
- wigwams

- pipe
- rattle
- baskets
- village
- hero

- brave
- watch
- moose
- sew
- snowshoes

This is the list of the spelling words for the week:

- trap
- joke
- test
- friend
- winter

- animal
- cobwebs
- squaw
- canoe
- wigwams

- pipe
- rattle
- baskets
- village
- hero

- brave
- watch
- moose
- sew
- snowshoes
The Sign of the Beaver

Directions: Fill in the correct spelling word in the sentences below.

trap  joke  test  friend  winter
animal  cobwebs  squaw  canoe  wigwams
pipe  rattle  baskets  village  hero
brave  watch  moose  sew  snowshoes

1. "There was little chance we would ever be a __________, and little chance too that Attean would ever need his help." (p. 66)

2. "How Noah built the ark and took inside his family and two of every kind of __________." (p. 69)

3. "Its heavy body brushed aside the branches as though they were __________." (p. 72)

4. "You mean a __________ is going to carry that heavy thing?" (p. 74)

5. "They reached a river bank. Drawn up at its edge was a small birch __________." (p. 77)

6. "All around him in a circle rose the dim shapes of cabins and cone-shaped __________." (p. 78)

7. "An Indian brought him a long __________ and Saknis put it to his lips and slowly blew out a long wreath of smoke." (p. 80)

8. "A lone Indian had leaped to the head of the line, beating a __________ against his palm in an odd stirring rhythm." (p. )

9. "The walls were lined with birch bark and hung with woven mats and __________ of intricate design." (p. 96)

10. "With surprising strength, she held the struggling bundle tightly in her arms while Matt took the __________ in both hands and slowly force the jaws open." (p. 97-98)

11. "They play trick on you," he grinned. "__________." (p. 103)
12. "He had passed some sort of _________. Not by any means with flying colors." (p. 105)

13. "He felt shut away from his _________ in a way that even a boy's scorn had never made him feel." (p. 109)

14. "That he would go with them anywhere rather than stay here alone with _________ coming on." (p. 113)

15. "He had envied Attean his free, unhampered life in the forest and the boisterous comradeship in the _________." (p. 114)

16. "After all the _________ deeds he had dreamed of to win this boy's respect, he had gained it at last just by doing nothing." (p. 115)

17. "He put the _________ very gently into his pouch." (p. 118-119)

18. "I hope you get the biggest _________ in Maine," Matt answered. (p. 119)

19. "Finally he managed to _________his woolen pieces together." (p. 122-123)

20. "He stepped into a dazzling white world. Now at last he could make use of the _________ that hung on the cabin wall." (p. 128)
Name __________________

Directions: Write a short story using at least 8 of the 20 spelling words listed below.

trap  joke  test  friend  winter
animal  cobwebs  squaw  canoe  wigwams
pipe  rattle  baskets  village  hero
brave  watch  moose  sew  snowshoes
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPINGO
Literature Lesson
The Sign of the Beaver

Day One: (pgs. 1-18)

Chapter 1

*New Words:* Spruce tree, square a house, notch, splints, bough, puncheon, daubed, blunderbuss, matchlock, and ruefully

*Before Reading:* Activate background knowledge on building.

*After Reading:* Discuss being left at 12 years of age to protect a cabin by yourself.

Chapter 2:

*New Words:* fell, awe, proprietor, gravely, loon

*After Reading:* Ask the following questions: 1. What have we heard so far about the Indians? 2. How does Matt feel about Indians? 3. Who do you think will arrive?

Chapter 3:

*New Words:* passel, molasses, pelts, redskins, hemlock

*After Reading:* Discussion. 1. Describe Ben to me. 2. Do you think he has done all of those things? 3. Who does he remind you of from other novels? 4. How will Matt care for himself now that his gun is gone?

Day 2 (pgs. 19-31)

Chapter 4:

*New Words:* deprived

*Before Reading:* Review pages read the day before. Talk about Matt, what he is doing and the things that have happen to him so far.

*After Reading:* Ask: 1. How is he going to survive? What are some ways he could care for himself? What would you do to survive?
Chapter 5:

New Words: rungs, wrenched

After Reading: Why do you think Matt pulled away at first? How has this experience changed his opinion of Indians?

Chapter 6:

New Words: fringed, resentful, breechcloth, thongs

After Reading: Have your parents ever forced you to participate in something that you didn't want to do? How did it turn out? How is Attean feeling right now? How is Matt feeling right now?

Day 3 (pgs. 32-44)

Chapter 7:

New Words: heathen, disdainfully

Before Reading: Matt is doing something that strongly resembles what we are doing in class - look for what he is doing. (ABC Books/use of alphabet) Also, review what was read yesterday.

After Reading: What is wrong with Attean? Why did he just rush out of the cabin?

Chapter 8:

New Words: none

After Reading: What did Attean say about Robinson Crusoe? Why did he say that?

Chapter 9:

New Words: dumbfounded

After Reading: What is Attean teaching Matt? At the end of the Chapter Attean is very upset. Why?
Day 4 (pgs. 45-62)

**Chapter 10:**
*New Words:* master, waded, thrashing, What does it mean to gut a fish?

*After Reading:* Learning and sharing is going both ways now. What is Matt teaching Attean and What is Attean teaching Matt?

**Chapter 11:**
*New Words:* ridiculous, disdainful

*After Reading:* Who or what did we meet in this chapter? How does Attean feel about this dog? How do we know? Can someone explain to me what the sign of the beaver means? How was Matt able to lead Attean back to the cabin?

**Chapter 12:**
*New Words:* frayed

*After Reading:* Do you think Matt is becoming more independent? Why or why not?

Day 5 (pgs. 63-75)

**Chapter 13:**
*New Words:* reluctantly, goaded, shrewdly

*Before Reading:* Review and discuss things that have happened so far.

*After Reading:* How do you feel about leaving the fox behind? What would you have done? Why?

**Chapter 14:**
*New Words:* none

*After Reading:* Who is Attean talking about when he tells his story to Matt?

**Chapter 15:**
*New Words:* grouse, shaft of arrow, loomed

*Before:* What is the difference between aggressive and assertive? (aggressive = pushing and intimidating/ assertive = et known wishes without being ugly)
After Reading: When did Matt give Attean the chance to notch his arrow? How are they going to carry the meat? Do you agree with the division of work? Boys kill animals and girls carry and cook?

Day 6: (pgs. 76-89)

Chapter 16:
New Words: uproarious, nimbly, gourd, boisterous

Before Reading: How long has Matt been on his own? What are some things that he has learned?

After Reading: What is he worried about? (father/family) What is the Indian rule about hunting? Would you be as trusting as Matt toward the Indians?

Chapter 17:
New Words: mortar, wampum

After Reading: Talk about scalping on both sides and why this happened. Why does Attean's grandmother dislike whitemen?

Day 7 (pgs. 90-105)

Chapter 18:
New Words: ferociously, placid, menacing, substantial, relenting

Before Reading: Describe Attean's dog to me. What's he like?

After Reading: What is Matt worried about in the beginning of the chapter? How did Matt get Attean's dog out? Do you think this will affect the relationship between Matt and Attean's grandmother?

Chapter 19:
New Words: gleeful

After Reading: What is happening between Matt and Attean? Do they still dislike each other?

Day 8 (pgs. 106-119)

Chapter 20:
New Words: manitou
Before Reading: Discuss some religious traditions that we as Americans celebrate. (baptism, Christmas, etc.)

After Reading: What is Attean about to do? Why is he so worried?

Chapter 21:
New Words: dignity

After Reading: What has Saknis and Attean asked of Matt? Would you go or stay? Why?

Chapter 22:
New Words: none

After Reading: What do you think Attean means by not being able to own land? What gift did Attean give to Matt? Why do you think he chose that gift?

Day 9 (Pgs. 120-135)

Chapter 23/24
New Words:

Before Reading: How are Matt's attitudes about Indians different from the beginning of the novel?

After Reading: What is Matt doing? Do you think his family will return? Do you think he should have gone the Indians?

Chapter 25:
New Words: none

After Reading: Did Matt make the correct choice? Do you think his parents will ever understand the relationship Matt had with Attean? Why?
Reaction to Unit

I am fairly pleased with the execution of the unit. I am a little disappointed by the constant interruptions in the class day that did not allow me to complete everything as planned. I am also a little disappointed that funds were not available to buy supplies for projects, but I feel that every lesson taught was very successful. The only thing that I would change would be to extend the number of weeks to teach the unit so that I could allow for interruptions like school convocations or parent/teacher conferences.

Time spent on assessment was also shortened. We were out of time to play the Indian game, but they were asked to grade themselves on their project and list things they had learned. Three of those student evaluations are attached. I am confident that the students gained some knowledge and insight that they did not have prior to this unit.
Student Evaluation of Indian Project

Self Evaluation:

Name: Duane

Tribe: Delaware

Circle the grade you feel you deserve on the ABC Book:
A B C D F

Why do you feel you deserve the grade you circled?

because I did not put all my effort in this book

What did you learn about the Native Americans of Indiana?

that white men did some stuff they should not have trick the Indians cause they could not read nothing
Student Evaluation of Indian Project

Self Evaluation:

Name: clayton

Tribe: Delaware

Circle the grade you feel you deserve on the ABC Book:
A B C D F

Why do you feel you deserve the grade you circled?
I love to do liss.

What did you learn about the Native Americans of Indiana?
They live in wigwams and log houses.
Student Evaluation of Indian Project

Self Evaluation:

Name  LaGurea-16

Tribe  Potawatomi

Circle the grade you feel you deserve on the ABC Book:

A  B  C  D  E  F

Why do you feel you deserve the grade you circled?

Because I work hard and some times not

What did you learn about the Native Americans of Indiana?

A lot about Indiana
It was really fun
Bibliography


Winger, O. (1935). The last of the Miamis/Little Turtle. North Manchester, Indiana:

Resources

Teacher:

Books/Articles:


Slides/videos:

Computer:

Student:
Books:

A picture book telling of an Indian legend.


*An Indian legend explaining the creation of Earth according to the woodland area people and their calendar.*


*A story telling of Indian movement and survival during the winter season.*


*This book tells the history of well known chiefs.*


*A story of a beautiful buffalo becoming a beautiful woman. Illustrates reasoning behind respect for animals.*

A Native American story written to describe the beauty of the moon and the activities that take place while the moon is out.


A Native American tale of Cinderella.


A grandfather shares with his grandson stories of his life.