Student Learning Plan

Name: Marianne Susick

Subject: Social Studies Native Americans/The Plain Indians

Grade: 3

Goal:

Importance of the lesson, relevance for students

The children will have the opportunity to observe the historical lifestyle of the Plains Indians. They will develop an understanding of their culture – tribal homes, tradition, beliefs, and hardships.

Related Primary and Secondary Sources:

The North American Indian by Edward S. Curtis – Photographic Images

http://www.loc.gov/ammem/browse/ListSome.php?category=Native%20American%20History

The Northern Great Plains, 1880-1920: Photographs from the Fred Hultstrand and F.A. Pazandak Photograph Collections

http://memory.loc.gov/learn/collections/ngp/history.html

Native Americans in the North Dakota Historical Overview

Digital ID: ndfahult c252

http://lcweb2.loc.gov/cgibin/query/i?ammem/ngp:@field(NUMBER+@band(ndfahulttc252)):displayType=1.in856sd=ndfahult.in856sf=c252

Digital ID: ndfahult=b274

http://lcweb2.loc.gov/cgibin/query/i?ammem/ngp:@field(Number=@band(ndfahulttc252)):displayType=1.in856sd=ndfahult.in856sf=b274
Zoom into Maps

Migration and Settlement / Indian reservations West of the Mississippi River

Call Number G4051.E1 1923.USTIL

Digital I.D. .g405lemf000045http:/hdl.loc.gov./loc.gmd/g4051emf000045

http://memoryloc.gov/learn/features/index.html

Expected Duration: 3 class periods of 30 minutes each

Academic Standards:

X Pennsylvania ___ National (SPA)

- 8.3.3A Contributions of Individuals and Groups to United States History
- 8.1.3B Documents, Artifacts, and Historical Places/Identify and describe primary documents, materials, artifacts, and historical sites important in United States History
- 8.1.3C Influence of Continuity and Change/Identify important changes in United States History

Assessment method:

The students will demonstrate their acquisition of the material by taking multiple choice test and labeling a cultural map. They will also participate in an interview modeling Plains Indian children.

Objectives are:

X Cognitive ___ Affective ___ Psychomotor

Student Objectives: (related to assessment)

As a result of this lesson, the students will be able to:

- Describe the tribal homes, traditions, beliefs, and hardships of the Plains Indians.
- Explain how the Buffalo met the Plains Indians’ basic needs.
- Describe the day in the life of a Plains Indian child.
- Use a Venn diagram to compare a day in the life of a Plains Indian child to their own.
• Read and interpret a cultural map.
• Using a map, identify the Plains Indians’ territory.
• Explain the migration of a Plains Indian community.
• Participate in a discussion of the Plains Indians’ culture.
• Participate in an interview modeling a Plains Indian child.

**Content Notes and Questions for Students:**

• Can you identify the traditions/customs of the Plains Indians?
• Can you describe a day in the life of a Plains Indian child?
• Describe the homes in a Plains Indian community.
• Explain how the Buffalo was used to meet the Native American’s primary need for food, clothing, and shelter.
• Use a Venn diagram to compare a typical day in the life of a Plains Indian child to yourself.
• Participate in a discussion of the Plains Indian culture.
• Participate in an interview modeling a Plains Indian child.

**Professional Development**

**Thoughts before/after Teaching the Lesson:**

Using the Teaching with Primary Sources Program enables teachers to use the Library of Congress’ primary resource material to design challenging and high quality instruction.

**Additional Notes**

I’m anxious to compare the assessment scores and students’ response to the lessons presented with the use of Primary Sources to lessons based primarily on the use of a student textbook.