

5th Grade Inclusive Curriculum: Native Americans Lesson Plans

Standard	Unit	Lesson Plans	Materials	Assessment
<p>5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><u>Quarter 1</u> Teach before beginning the LBD curriculum to give students a framework to analyze bias in the LBD curriculum</p>	<p>Begin with a mini-lesson on bias (found here)</p> <p>Follow with Perspectives Lesson (found here): If National Geographic Video does not work, this is another option (there are ads at the beginning, you may want to queue it up before the lesson in order to skip them!) Watch National Geographic video on Columbus, have students come up with list of words to describe him. Then read <i>Encounter</i>, have students again come up with list of words, and compare. Talk about perspective and bias as it relates to the Columbus story.</p>	<p>Encounter (available on Amazon)</p>	<p>Ongoing, throughout the year being able to critically examine the LBD curriculum and identify bias in the curriculum and in any materials.</p>
<p>5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><u>Quarter 1</u> Teach at any time during 1st quarter; used to establish background knowledge about the Dakota people of Minnesota). Could be a one-day lesson or extended to</p>	<p>Dakota Creation Story (Lessons of Our Land Lesson)</p> <p>PDF Link</p> <p>Creation Stories Presentation</p>	<p>Creation Story Read-Aloud (found within the lesson plan under “Lesson Resources”)</p> <p>Bdote Memory Map WebQuest</p> <p>Modified Webquest with Video Links</p> <p>Modified Webquest with QR Codes</p> <p>Fort Snelling WebQuest</p>	<p>Students will be able to identify Bdote on a map and explain its significance for the Bdote people.</p> <p>Option for a research project (can be brief or more involved, as a group or independently) about the Fort Snelling area.</p>

	be a larger research project.			
5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.	<u>Quarter 2</u> Teach before/alongside Theme 5 (“Let Freedom Ring”), link to <i>Papa’s Mark</i> to discuss education as a “privilege,” how people/governments have either denied or forced certain types of education to maintain power	Children of the Indian Boarding Schools lesson Children of Indian Boarding Schools Presentation for students Alternate Presentation Assimilation worksheet after presentation	Children of the Indian Boarding Schools (available used on Amazon) <i>Shin-chi’s Canoe</i> (picture book in our LBD Collection) pages 18-19 of <i>This Land is My Land</i> (in our LBD Collection)	Assimilation Worksheet included in the Children of the Indian Schools lesson plan.
5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.	<u>Quarter 2</u> Teach before/alongside Theme 6 (“Balancing Act”) Optional Lesson	Sovereignty and Self-Determination lesson PDF Link Sovereignty and Self-Determination Presentation for students Questions after presentation	As Long as the Rivers Flow by Larry Loyie (available on Amazon) or Home to Medicine Mountain by Chiori Santiago and Judith Lowry (part of our LBD books from Tara/Zena)	Student picture activity (described in the Sovereignty and Self-Determination lesson)
5.2.6.6. Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.	<u>Quarter 3</u> Teach before/alongside Theme 8 and link to the Pourquoi	Tribal Origin Stories Lesson (Lessons of Our Land Lesson) PDF Link Presentation	Video (included in the lesson plan under “Lesson Resources”) <i>Legend of the Loon</i> (4th grade resource,	Discussion participation; respect for similarities and differences between various origin stories

	<p>tale in Theme 8 (“Why the Lanternfish Gives Off Light”)</p> <p>Origin Stories Slideshow</p>	<p>Instead of suggested readings from lesson, read <i>Legend of the Loon</i> and <i>Legend of the Lady Slipper</i>, compare/contrast stories and ask the students what lessons, values and beliefs the story reveals. What cultural knowledge and skills does the origin story teach?</p>	<p>we will need to borrow)</p> <p><i>Legend of the Lady Slipper</i> (4th grade resource, we will need to borrow)</p>	
5.2.6.6	<p>Quarter 4 Teach before/alongside Theme 9 of LBD (Settling the West) Read Aloud <i>The People Shall Continue</i> instead of the Daniel Boone story. Also read <i>The Split History of Westward Expansion</i> (In our LBD Collection)</p>	<p>Ownership and Respect (Lessons of Our Land lesson) PDF Link</p> <p>Types of Land Ownership (Lessons of Our Land lesson) PDF Link</p> <p>Q4 Slideshow</p> <p>Video Link: Dawes Act</p> <p>Trail of Tears overview video</p> <p>Trail of Tears Video (good overview of the historical elements)</p>	<p>The People Shall Continue (available on Amazon)</p> <p><i>The Split History of Westward Expansion</i> (In our LBD Collection)</p>	<p>Student Reflection as described in the Lessons for Our Land lesson plans</p>

Other Resources:

[We Are Still Here](#) video: young, modern day Native Americans explaining loss of culture and regaining culture

What is today's young Native American's life like? What are the challenges they are facing? How the historical traumas influenced their life? This short documentary touches on these topics and tells the story of the three unique young Native Americans from Minnesota.

[The U.S. Dakota War of 1862](#) website: Minnesota Historical Society



Buffalo Trunk Lessons



Lesson 1: *Buffalo Woman* (from the National Parks Service Traveling Buffalo Trunk Curriculum- page 7 of [this website](#))

Materials

Buffalo Woman by Paul Goble

Paper

Markers, crayons, pencils

Activity

Read *Buffalo Woman*.

Explain to students that they are going to draw their own map of the places they read about in *Buffalo Woman*.

- What were some of the places that we read about?

For example:

Where the tribe lived

The stream where we first saw the Buffalo Woman

Where his family lives

The rolling country

Where they spent the first and second night

Where they continued traveling

The winding rivers

The Valley of the Buffalo national

- What order were they in?

As a class brainstorm some possible map symbols that could represent the list created.

Explain to students what a story map is, a map that looks the way a bird would see it.

Once students understand the concept, give them a sheet of paper, markers, crayons and pencils and have them draw a story map for *Buffalo Woman*.

Lesson 2: "Bison Facts" (from the National Parks Service Traveling Buffalo Trunk Curriculum- page 12 of [this website](#))

*Note: a slideshow is being created to accompany this lesson

"The American bison has been the largest land mammal in North America since the end of the Ice Age. The huge animals can weigh as much as a ton. Most people call them buffalo. The American Indians and buffalo lived together for thousands of years. The Plains Indians hunted the buffalo, but took only as many as they needed and didn't waste any part of the animal. They ate the meat immediately or preserved it to eat later. They used the hides for clothing and tents. Sinew - intestines- was used as thread, and needles and tools were made from the bones.

There were at least 30 million buffalo roaming North America before the Europeans came. Some people believe there were as many as 70 million. As the Europeans settled the East, the buffalo moved farther west. While the West was being settled, buffalo were slaughtered by the millions. Most were shot by hunters as sport. Some even shot at the animals from the windows of moving trains.

Most bison were killed between 1830 and 1880. According to the National Park Service, there were no wild bison left in the United States by 1882. By 1900, there were fewer than 600 left, but they were protected. Conservationists managed to save those buffalo. Those you see today are their descendants.

Today, bison are raised on ranges and farms for meat. Between Canada and the United States there are about 500,000 bison in North America. About 20,000 roam on public lands and preserves in the two countries. The 4,000 bison in Yellowstone National Park make up the largest herd of free-roaming plains bison. Wood Buffalo National Park in Canada has the most free-roaming wood bison. That herd has about 10,000 animals."

Excerpt taken from *Heading West: Life with Pioneers* by Pat McCarthy (p. 10)

Bison Facts

- Bison, often referred to as buffalo, are the heaviest land animals in North America.
- Bison are herbivores.
- Bison can be up to 6.5 feet tall at the shoulder and can weigh over a ton.
- Bison can run at speeds up to 40 miles per hour.
- Bison horns can grow up to 2 feet long.
- Today, about 500,000 bison live on preserves and ranches.

Lesson 3: “Traditional Uses of a Buffalo” (from the National Parks Service Traveling Buffalo Trunk Curriculum- page 13 of [this website](#))

American Indians lived off the land for generations, using what the land provided and adapting to a lifestyle based on survival.

Materials

Parts of the buffalo

Parts of the buffalo graphic organizer

Traditional Uses of the Buffalo

Activity

Either in small groups or individually have students examine the parts of the buffalo.

Using the graphic organizer they should identify what parts of the buffalo are in the trunk.

Students should then brainstorm uses for those particular parts of the buffalo.

Students should also list two parts of the buffalo not included and how they think American Indians would have used them.

Students should check their answers against the Traditional Uses of the Buffalo sheet (or website).

The Smithsonian Institute American History Museum has an online activity titled “What Can You Make from a Buffalo?” Have students explore this activity at:

<http://americanhistory.si.edu/buffalo/hideactivity.html>

Picture of Part (Draw)	Name of Part	Predicted Uses	Actual Uses