**COURSE TITLE: Development of Indiana**

**GRADE LEVEL: 4**

**UNIT: After the Revolutionary War**

**Abstract**

During this unit of student, students use primary and secondary sources to learn about the people and events that influenced the development of the state of Indiana after the Revolutionary War.

**Focus Questions**

1. What key events influenced Indiana’s development?

2. What key people influenced Indiana’s development?

**Instructional Resources**

1. Fleischer, Jane. *Tecumseh: Shawnee War Chief*. N.p.: Troll Communications, 1998. Print.

*2. Indiana Historical Bureau*. N.p., n.d. Web. 9 Nov. 2012. <http://www.in.gov/history/>

3. Wilkie, Katherine E. *George Rogers Clark Boy of the Northwest Frontier*. N.p.: Patria, 2004.

Print.

*4. World Atlas*. N.p., n.d. Web. 8 Nov. 2012.

<http://www.worldatlas.com/webimage/countrys/namerica/

usstates/intimeln2.htm>.

Indiana Memory:

* (Prophetstown) <https://digital.library.in.gov/Search/Results?lookfor=Prophetstown+&submit>=
* (George Rogers Clark) <https://digital.library.in.gov/Search/Results?lookfor=George+Rogers+Clark&submit>=
* (George Rogers Clark) <https://digital.library.in.gov/Record/IHS_P0391-1198>
* (Harrison and Tecumseh at Vincennes) <https://digital.library.in.gov/Record/IHS_P0391-857>
* (Tenskwatawa) <https://digital.library.in.gov/Search/Results?lookfor=Tenskwatawa+&submit>=

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| Benchmarks | Assessment Tasks | Key Concepts |
| Students will:  **1. SS.4.1.15 2007**   * Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.   **2. SS.4.1.17 2007**   * Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.  SS.4.1.16 2007  * Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.  SS.4.4.3 2007  * Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods. | Students will:   1. This task is designed to assess students’ knowledge of factors that influenced Indiana’s development. Students will learn about the key events and people that helped influence Indiana’s development. Students will create a timeline that includes the following: The Revolutionary War, The Battle of Tippecanoe 1811, George Rogers Clark’s Grant, and other events that they consider important in the development of Indiana. After they create their timeline, students will prepare a 5-minute first person presentation in the point of view of one of the following people: George Rogers Clark, Tenskwatawa, Tecumseh, William Henry Harrison, Lewis, or Clark. When the students do their first person presentation, they have to pick a central question to focus on. Creating a timeline will allow students to look at the events that influenced Indiana’s development, and the first person presentation will allow them to look at the people that helped influence Indiana’s development. (SS.4.1.15 2007, SS.4.1.17 2007, SS.4.1.16 2007) 2. This task is designed to assess students’ knowledge of the trade that occurred in the Indiana during the 1800’s. The teacher will provide the students with a life size “land map”. The students will each pick a spot on the map to occupy. Each student will receive 5 cards that include different items that were traded during the 1800’s. The students will be able to trade items with their classmates in order to make a better life for themselves. The students will need to think strategically in order to survive. (SS.4.4.3 2007) | * War * Exploration * Trade * Grant |

**Catalog of Lessons**

**Lesson 1: Prophetstown State Park Fieldtrip**

Students will visit Prophetstown State Park. They will spend the first part of their day finding out about the Native Americans. Students will learn about the Prophet and how he wanted to stop the white men and purify the Indian life.

**Lesson 2: Prophetstown State Park Fieldtrip Part 2**

Students will visit Prophetstown State Park. They will spend the second part of their day learning about William Henry Harrison. The day before the trip, students will talk about William Henry Harrison and his men. They will learn about his impact on the presidential decisions.

**Lesson 3: Falls of the Ohio**

In this lesson, students will look at resources of George Rogers Clark’s Cabin and various items that Lewis and Clark took on their journey. They will compare these items to modern day items that we may use if we were recreating their journey in present day.

**Lesson 4: Who Is Tecumseh?**

Students read excerpts from the book *Tecumseh: Shawnee War Chief* and create a character web to better understand Tecumseh and to begin to figure out his significance in Indiana’s development.

**Lesson 5: Charlestown State Park**

Students will debate whether it was fair that Clark got so much land and the common soldiers didn’t get as much. Students will compare the roles of officers to the roles of the common soldiers to come up with a better conclusion.

**Assessment Task 1**

**COURSE TITLE: Development of Indiana**

**GRADE LEVEL: 4th Grade**

**UNIT: Important Figures and Events In the Development of Indiana**

**ABSTRACT:**

This task is designed to assess students’ knowledge of factors that influenced Indiana’s development. Students will learn about the key events and people that helped influence Indiana’s development. Students will create a timeline that includes the following: The Revolutionary War, The Battle of Tippecanoe 1811, George Rogers Clark’s Grant, and other events that they consider important in the development of Indiana. After they create their timeline, students will prepare a 5-minute first person presentation in the point of view of one of the following people: George Rogers Clark, Tenskwatawa, Tecumseh, William Henry Harrison, Lewis, or Clark. When the students do their first person presentation, they have to pick a central question to focus on. Students will also have to say the negatives and positives of their person. They can explain what they may have succeeded at and something that did not go so well for them. Creating a timeline will allow students to look at the events that influenced Indiana’s development, and the first person presentation will allow them to look at the people that helped influence Indiana’s development.

**PROMPT:**

* Timeline:

<http://www.worldatlas.com/webimage/countrys/namerica/usstates/intimeln2.htm>

* The link for the Indiana DNR Home Page for students to search about the parks we will be sending the completed projects to
* Book:

*George Rogers Clark Boy of the Northwest Frontier*

* Book:

*Tecumseh: Shawnee War Chief*

**DIRECTIONS:**

“We have been looking at the development of the state we live in, Indiana. You are going to look back on the information we have been going over and create a timeline of the key events that influenced Indiana’s development. The events that are to be included are: The Revolutionary War, The Battle of Tippecanoe 1811, George Rogers Clark’s Grant, and other events that you consider important in the development of Indiana. Your first person presentation can be in the point of view of one of the following people: George Rogers Clark, Tenskwatawa, Tecumseh, William Henry Harrison, Lewis, or Clark.”

“When your timeline is completed, you are going to prepare a 5-minute first person presentation. You will be allowed to use notes or make a PowerPoint. You will also be required to have two props that can be clothing, a book, or a document. Your first person presentation will also be focused on a central question that you wish to address. You should not let your classmates know what the question is that you are focusing on. The goal is for your classmates to be able to tell when you are finished giving your first person presentation. ”

“After you finish your timelines and first person presentations, you will be responsible for writing a 2-page paper telling your audience on the topic, ‘How America would be different today if the Revolutionary War had not happened.’ An example of what may be different today if the Revolutionary War had not happened is that America may not even exist today. Another example is that if the Revolutionary War had not happened, the world as a whole would suffer if America did not exist, economically, politically, and socially. This allows you to give your own opinion based off of what you have learned while completing your timelines, giving your first person presentation, and hearing your classmate’s presentations. When you are all finished, you all will be sending your projects to be displayed at one of the following parks: Charlestown State Park, Falls of the Ohio, or Prophetstown State Park. You will get to pick which one you decide to send it to. Good luck!”

**PROCEDURE:**

Prepare one timeline, a first person presentation, and a 2-page paper. The timeline will include the events that were important in the development of Indiana (The Revolutionary War, The Battle of Tippecanoe 1811, George Rogers Clark’s Grant, and other events that you consider important in the development of Indiana). The first person presentation will be 5 minutes long and will be over a person that you consider important in the development of Indiana history (George Rogers Clark, Tenskwatawa, Tecumseh, William Henry Harrison, Lewis, or Clark). When timelines and presentations are completed, a 2-page paper on the topic, “How America would be different today if the Revolutionary War had not happened.” Read the directions to the students; show them the scoring rubric; and respond to any questions they may have about the task.

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| **Benchmark** | **1** | **2** | **3** | **4** |
| SS.4.4.3 2007 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods. | Student included 1 or no items they traded in their paper. | Student included 2-3 of the items they traded for in their paper. | Student included all 4 of the items they traded for in their paper. | Student included all 5 items they traded in their paper. |
|  | Student included 1 way that their items would help them thrive. | Student included 2 ways that their items would help them thrive. | Student included 3 ways that their items would help them thrive. | Student included 4 ways that their items would help them thrive. |

**SCORING RUBRIC**

**BENCHMARKS SCORE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **SS.4.1.15 2007**  Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. | Doesn’t include any of the required events on timeline that were important in the development of Indiana. | Includes the 3 required events on the timeline (or more) that were important in the development of Indiana. |  |  |
| **SS.4.1.17 2007**  Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history. | Student completes a less than 3-minute first person presentation as one of the people allowed; student has no props; presentation doesn’t focus on a central question. | Student completes a 3-4 minute first person presentation as one of the people allowed; student has 1 prop; presentation doesn’t focus on a central question. | Completes two of the following three: a 5-minute (or more) first person presentation as one of the people allowed; student has 1 prop; focuses presentation on a central question that he/she wishes to address. | Student completes a 5-minute (or more) first person presentation as one of the people allowed; student has two props; focuses presentation on a central question that he/she wishes to address. |

Olivia Batten

Becky Townsend

SS 397, Section 1

Assessment Task: IN Statehood Day Game

Course Title: Development of Indiana

Grade Level: 4th Grade

Unit: Trading

**Abstract:**

This task is designed to assess students’ knowledge of the trade that occurred in the Indiana during the 1800’s. The teacher will provide the students with a life size “land map”. The students will each pick a spot on the map to occupy. Each student will receive 5 cards that include different items that were traded during the 1800’s. The students will be able to trade items with their classmates in order to make a better life for themselves. The students will need to think strategically in order to survive.

**Prompt:**

Link for fur trading article:

<http://www.countyhistory.com/history/006.htm>

Indiana history trading information:

<http://www.in.gov/legislative/house_republicans/publications/generic/indianahistory.pdf>

More Indiana History Trading Information:

http://www.connerprairie.org/Learn-And-Do/Indiana-History/Original-Documents/William-Conner-And-Indian-Trade.aspx

**Directions:**

“ We have been studying Indiana history and the trading that occurred throughout our state. We have also had various speakers explain to us what it was like to live in Indiana during this time. Now that you know about the land and resources available to the people during this time, you will take part in a trading activity and write a paper to a group of college students who are studying history.”

“Each of you will pick a piece of land on the life size map. You will then pick 5 cards out of a bag. Your cards will have different pictures on them to represent different items that were traded. These items include, beads, fur, land, boats, and wood. You will then look at your cards and decide which cards will benefit you based on the piece of land you chose. So, if you do not have water near you, then a boat is probably not very beneficial. You may trade with your classmates to get items that benefit you the most. Explain to your trading partners what the positives of trading the items you have are and what are some of the negatives? One example of a positive is that trading allowed the Indians to thrive. One negative example is that if resources ran out than the Indians were unable to thrive. The purpose of this activity is for you to keep your land and yourself thriving.

After this activity is done, you will write a paper to a college student about the different materials that you needed in order to thrive. You will need to explain to the college student what you had to keep in mind when trading and how the items you traded for benefit you. You will also need to explain to the college student what your life on your land would have been like without these items. How would your life have been different? What are the positives and negatives of trading? After you send your letters to the college students they will present them to their class in order to create a reply to your paper.

**Procedure:**

Prepare a life size map and trading cards for the students. After finishing the map activity, the students will write a 1-page paper to a college student explaining the activity and their thought process throughout the activity. They will need to include how their lives would be different if they did not have the object available that they traded. Read the directions to the students and show them the rubric for their paper.