**UNIT TITLE: The Trail of Death**

Grade Level: Fourth Grade

**Abstract:**

In the Trail of Death unit, students will learn about different types of sources, American Indians in Indiana, and the Trail of Death. In the first lesson, students learn about primary and secondary sources and get an opportunity to practice differentiating them by playing a card game. In the second lesson, students learn about American Indian tribes in Indiana. They will then focus in on the Potawatomi Indians and their history. In the third lesson students will be presented with a PowerPoint with pictures and information and engage in discussions in order to learn about and comprehend the Trail of Death. In the fourth lesson, students will be presented with a primary source packet about the Trail of Death. Students will have an opportunity to work in groups to go through the packet and answer questions. The questions will be turned in for the first assessment. The fifth lesson, and second assessment, will be a group project. Groups of students will work together to pick someone out of their primary source packet to give an award to. Students will research the person and use what is in their packet to create a 3-D award along with a letter of recognition. By the end of this lesson students should have a solid understanding of American Indians in Indiana and the Trail of Death.

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:   * Understand the history of the Potawatomi Indians. (SS.4.1.2, SS.4.1.5) * Know what the Trail of Death was, why it happened, and how it affected the people involved. (SS.4.1.5) * Have a solid understanding of primary sources. (EL.4.5.3) | Students will:   * Analyze primary sources by looking through a packet and answer questions based on conclusions made. (EL.4.5.3) * Use primary sources and research to create an award for a person involved in the Trail of Death, including a letter explaining what the person did and why they are worthy. (EL.4.5.3, SS.4.1.2, SS.4.1.5) | * American Indians * Trail of Death * Sources |

**Focus Questions:**

1. What are the differences and similarities between a primary and secondary source?

2. What are some of the Indian Tribes, and why are they important?

3. What is the Trail of Death?

**Instructional Resources:**

Indiana Memory:

* (Potawatomi Indians) <https://digital.library.in.gov/Search/Results?lookfor=Potawatomi+&submit>=
* (Kickapoo Indians) <https://digital.library.in.gov/Search/Results?lookfor=Kickapoo+&type=AllFields&filter%5B%5D=topic_facet%3A%22Kickapoo+Indians--Northwest%2C+Old%22&view=list>
* (Indian Tribes of Northern Indiana) <https://digital.library.in.gov/Record/IPFW_cc_acfwhs-380>

"Native American Tribes of Indiana." *Indiana Indian Tribes and Languages*. Web. 22 Mar. 2012. <http://www.native-languages.org/indiana.htm>.

"What Is the Trail of Death?" *Potawatomi Trail of Death*. Web. 22 Mar. 2012. <http://www.potawatomi-tda.org/>.

**Lesson Catalog:**

**Lesson 1: Learning About Different Types of Sources**

The teacher will begin by asking students what a source is. After allowing time for multiple ideas to be shared the teacher will give a more formal definition. The teacher will show students an example of multiple primary and secondary sources. The teacher will then sort students into groups of two. Each group will receive a stack of cards. The cards will have either an example of a primary or secondary source. Students must sort the cards into two piles. After all of the groups are finished, each group will share one card and explain why it is either a primary or secondary source based on what they have learned.

**Lesson 2: Learning about American Indians in Indiana**

The teacher will teach students about the American Indian tribes that are or at one time were located in Indiana. The teacher will explain that the three original tribes in Indiana were the Miami, the Illini, and the Shawnee. The teacher will show a map of where the tribes were located in Indiana. The teacher will then explain that other tribes moved into or through Indiana once the Europeans arrived. These include the Delaware Indians, the Iroquois Indians, the Kickapoo Indians, the Muncie Indians, the Nanticoke Indians, the Potawatomi Indians, and the Wyandot Indians. Students will view pictures receive a brief history of the Potawatomi Indians.

**Lesson 3: Learning about the Trail of Death**

The instructor will use a PowerPoint presentation to teach students about the Trail of Death. Students will view information and pictures taken from [**http://www.potawatomi-tda.org/**](http://www.potawatomi-tda.org/)and other reliable sources. Throughout and at the end of the PowerPoint the teacher will encourage discussion. The teacher can ask questions such as, “How would this make you feel?”, “What would you do in this situation?” How does the situation that these people were put into make you feel?”, “Was it okay what was done?”, “Could something like this happen again?” Students should be encouraged to talk amongst themselves and with the class about what they are learning.

**Lesson 4: Analyzing Primary Sources**

Students will be placed in groups of two. Each group will receive a Trail of Death primary source packet. In this packet will be pictures, diary entries and more. The teacher will pass out questions to go with each document (this is supplied with the primary source packet example). Students must work together to analyze each document and find the answers to the questions. Students will write down their answers as they go. At the bottom of the paper with their answers students will write one thing that they learned or found interesting using the primary source packet. The papers will be turned in and used for the first of two assessments.

**Lesson 5: Acknowledging Heroes**

For the second assessment and last lesson, students will be creating an award. Students will be paired into groups of three or four students. Students will pick one person from their primary source packet that they believe deserves and award. They will use their packet and research from the library (using computers or texts) to learn about the person that they have chosen. They will then create a 3-D award using materials that they bring in or that are available in the classroom (foam, clay, pipe cleaners, ribbon, popsicle sticks, light bulbs, boxes, poster board, and any other random and inexpensive items that could possibly be used). Students will also write a letter of recognition to explain why this person deserves the award. Once students have finished their award and letter, they will share both with the class and other community members.

**Assessment Abstract:**

For the first assessment, students will be instructed to use their Trail of Death primary source packet in order to answer questions and analyze different pictures. Students will then briefly describe one thing they learned or found interesting using the primary source packet. For the second assessment, students will work in a group and will be instructed to create an award for an important person found in the primary source packet. The students will use classroom materials in order to create a 3D representation of the award and will also write a letter of recognition to go along with their award.

**Assessment Prompt:**

Students will use their Trail of Death primary source packet for both assessments. The packet includes diary entries, pictures, and questions to answer. Students will use the primary source packet as a resource and a prompt. The teacher will verbally answer any questions the student might have pertaining to the assessments.

**Directions to Students for Lesson 4 (first assessment):**

First the teacher needs to divide up the students will need to pair up with another student for a group. Next the teacher will explain that each group will be reviewing and looking at resource packets about the Trail of Death. The teacher will explain that each of these packets contains pictures or journal entries. The students will be taught about how these resource packets can help them understand what the Trail of Death might have been like. Plus with journal entries students could experience what it might have felt like being physically removed from their home. Then the teacher will explain that each group will need to answer the questions that will be supplied for each packet. Students will be assessed on how they answer these questions that will be provided for each packet. Some sample questions might be: How might some of the Native American tribes feel about having to move West?. Where did the Trail of Death end?, and How did the Trail of Death receive this name? Students will be able to use these questions to understand the Trail of Death and to create beyond the classroom experience students will be allowed to share their knowledge of the Trail of Death with other classmates, parents, or even media by sharing the pictures and how they felt about learning about the Trail of Death.

**Procedures for Lesson 4 (first assessment):**

Teacher will need to create a resource packet for each group of students. Each resource such as picture, document, or journal entry will need to include an explanation at the bottom. These explanations will need to provide what is happening in the picture or explain why that document or journal entry was picked. The teacher will need to make sure to include in each packet a question for the students to answer about the Trail of Death. The classroom teacher will need to make sure to provide each group with either a paper or a pencil and make sure each student is able to understand the resources. The teacher will also need to include the media detail that students could use to contact other media services to voice their opinions and share their knowledge about the Trail of Death. Teachers will post the entire contents of the primary sources in the hall to display to the entire school along with student’s work.

**Scoring Rubric for First Assessment:**

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| **Benchmark** | **Score:** | | | |
|  | **1** | **2** | **3** | **4** |
| Students will create a letter of recognition, explaining why their hero deserves an award. They will use their primary source packet and research to write this 3-paragraph letter (at least 3 sentences in each paragraph). (EL.4.5.3, SS.4.1.2, SS.4.1.5) | Students created a letter of recognition but were unable to explain why their hero deserved an award. | Students created a letter of recognition that explained why their hero deserved an award but did not use accurate information. | Students created a letter of recognition that explained why their hero deserved an award and used accurate information, but did not use their primary source packet. | Students created a letter of recognition that explained why their hero deserved an award and used accurate information from research and their primary source packet. |
| Students will create a 3-D award for their hero that depicts what they are receiving the award for (ex. a runner will receive a trophy with a runner on it). (EL.4.5.3, SS.4.1.2, SS.4.1.5) | Students created 3-D award for their hero but were unable to explain why their hero deserved an award. | Students created 3-D award and explained why their hero deserved the award but did not use accurate information. | Students created 3-D award that explained why their hero deserved an award and used accurate information, but did not use their primary source packet. | Students created a 3-D award that explained why their hero deserved an award and used accurate information from research and their primary source packet. |
| Students will have a solid understanding of primary sources about the Trail of Death. (EL.4.5.3) | Students will not look at primary source packet and not answer questions. | Students look at the primary source packet and answer questions for the primary source packet by working with their partner. | Students examine the primary source packet and answer questions about the Trail of Death source packet and write down their opinions about the Trail of Death and how might they have felt about being involved in this event. | Students examine the primary source packet, answer questions about the Trail of Death, write down their opinions about the Trail of Death and share with the entire class, parents, or even the media about what they have learned about the Trail of Death in these past lessons. |

**Directions to Students for Lesson Five (Assessment two):**

“Now that you have learned about primary sources, the Potawatomi, and the Trail of Death it is time for you to demonstrate what you know. You each will be put into groups of three or four. Each group will go through their primary source packet. Each group will need to pick one person from that packet that you believe deserves recognition for something that they have done well. You will use what you have in the primary source packet about that person and so some research on the Internet or in books from the library about that person. You will then need to write a letter of recognition describing why this person deserves an award. Your letter must be at least three paragraphs long, and each paragraph must have at least three sentences. The letter must state who the person is, what they had to do with the Trail of Death, and why they deserve an award. After you have completed your letter, you must create a 3-D award. I will have materials for you and you may bring materials from home if you wish. The award must in some way show us why this person is a hero. For example, you know that if you see a trophy of someone running, then the person who owns that trophy must have been a good runner.” (Suggestion: write expectations where students can see or give a handout with expectations included)

**Procedures for Second Assessment:**

The teacher will need to make arrangements for students to have access to the Internet and the library to do research. Students need to have their primary source packets and need to be put into groups. The teacher will also want to supply nice paper to write the letters of recognition on, and supplies to make the awards. The supplies can just be simple crafting supplies such as foam, clay, pipe cleaners, ribbon, Popsicle sticks, light bulbs, boxes, poster board, and any other random and inexpensive items that could possibly be used. The teacher will also need to have enough rubrics to have one for each group. The teacher will complete the rubric either as the students are presenting their projects or after they students have finished. After presentations, students will vote on who was the most heroic person presented by students.

**Scoring Rubric for Second Assessment:**

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| **Benchmark** | **Score:** |  |  |  |
|  | **1** | **2** | **3** | **4** |
| Students will create a letter of recognition, explaining why their hero deserves an award. They will use their primary source packet and research to write this 3-paragraph letter (at least 3 sentences in each paragraph). (EL.4.5.3, SS.4.1.2, SS.4.1.5) | Students created a letter of recognition but were unable to explain why their hero deserved an award. | Students created a letter of recognition that explained why their hero deserved an award but did not use accurate information. | Students created a letter of recognition that explained why their hero deserved an award and used accurate information, but did not use their primary source packet. | Students created a letter of recognition that explained why their hero deserved an award and used accurate information from research and their primary source packet. |
| Students will create a 3-D award for their hero that depicts what they are receiving the award for (ex. a runner will receive a trophy with a runner on it). (EL.4.5.3, SS.4.1.2, SS.4.1.5) | Students created 3-D award for their hero but were unable to explain why their hero deserved an award. | Students created 3-D award and explained why their hero deserved the award but did not use accurate information. | Students created 3-D award that explained why their hero deserved an award and used accurate information, but did not use their primary source packet. | Students created a 3-D award that explained why their hero deserved an award and used accurate information from research and their primary source packet. |