**COURSE TITLE: Indiana State Park Centennial Curriculum**

GRADELEVEL: Fourth Grade

UNIT: Steps toward Statehood – Prophetstown State Park

**Abstract**: This unit introduces the Native American groups that lived in Indiana. The students will learn about the different tribes’ culture, and compare and contrast lifestyles. The students will also learn where the different tribes were located, and how they adapted to their environment. This will be done through different mapping activities. After learning the location and culture of the tribes, the students will then learn

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| * SS 4.3.12: Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past. * SS 4.1.2: Native American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. * SS.4.4.3: Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods. * SS.4.4.6: List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States and the world. | Students will:   1. The students will look at a thematic map of where the tribes were located. They will use this map to write why that specific tribe lived in their specific location (SS 4.3.12). 2. Create a poster on the tribe they would most like to belong to. This poster will include: facts about culture, a comparison to another tribe, reason why they would choose that tribe (SS 4.1.2). 3. Writing a two-paragraph essay about the trade between the Europeans and the Native Americans, how they both benefited, and how trade can be used today (SS.4.4.3 SS.4.4.6). 4. Choose an element of the environment and explain how it impacted a Native American group. Explain how the tribe adapted to the environment, how they used the element, and the influence the element on how the tribe’s culture. Express this through a poster, essay, or PowerPoint (SS 4.3.12). | * Location * Culture * Trade * Environment |

about the contact between the Native Americans and the Europeans. Students will discuss how trading took place, and look at item that may have been exchanged during the fur trade. This unit will help students create a picture of what living in a Native American tribe may have been like.

**Focus Questions**:

1. What make the Native American tribes that lived in Indiana unique?
2. How did Native Americans use their resources?
3. How did Native Americans interact with Europeans?

**Instructional Resources**:

*DNR: Prophetstown State Park*. N.p., 2012. Web. 06 Dec. 2012.

<http://www.in.gov/dnr/parklake/2971.htm>.

*Historic Prophetstown*. N.p., 2012. Web. 06 Dec. 2012. <http://prophetstown.org/>.

"Indiana Indian Tribes." *Native American Indian Tribes of the US and Canada*.

AAANativeArts.com, 2011. Web. 6 Dec. 2012.

<http://www.aaanativearts.com/tribes-by-states/indiana\_tribes.htm>.

"Native American Tribes of Indiana." *Indiana Indian Tribes and Languages*. N.p.,

2011. Web. 06 Dec. 2012. <http://www.native-languages.org/indiana.htm>.

INDIANA MEMORY

* (Miami Indians) <https://digital.library.in.gov/Search/Results?lookfor=%22Miami%20Indians%22&type=Subject>
* (Locations of Indian Tribes in Northern Indiana) <https://digital.library.in.gov/Record/IPFW_cc_acfwhs-380>
* (common items used for trade) <https://digital.library.in.gov/Search/Results?lookfor=native+trade&submit>=

**Catalog of Lessons**:

**Lesson 1: Indiana Native Americans**

This lesson is the introduction to the Native American tribes in Indiana. The teacher will present the cultures of the Potawatomi, Miami, Delaware, and Shawnee tribes. A graphic organizer can be used to sort the different facts about the different cultures.

**Lesson 2: Tribes’ Locations**

In this lesson, the students will look at a thematic map of where the different Native American tribes were located in Indiana. An example of a map that could be used is found under the Instructional Resources section. The students will use the map to complete the second assessment task.

**Lesson 3: Compare and Contrast**

This lesson is the last including information about the different tribes. The students will compare and contrast the different tribes’ culture and location using a Venn diagram or other organizer. The students will then complete the second assessment task.

**Lesson 4:** **Environmental Resources**

The students will be participating in floor map activity. The map will be broken up into square regions of Indiana. There will be different elements on the map that represent the environment, and elements the native American may have created out of the environment to survive. This lesson will have students discover how Native Americans adapted to the physical environment.

**Lesson 5:** **Trading with Europeans**

The students will each be given boxes full of elements the Native American and the Europeans may have brought to the fur trade. The students will first identify which elements were brought from the Native American and from the Europeans. The student will then make predictions of what may have been an equal trade between the Native Americans and the Europeans, and match those items up. A chart will also be given to the students to record the information, and their discoveries. At the end of the lesson, students will make connections to trade in their daily life. For example, trading food at the lunch table, yogurt for pudding.

**Lesson 6: Field Trip to Prophetstown State Park**

For this lesson the students will be visiting the Prophetstown State Park. The students have learned about the Native Americans from Indiana, and will now be looking to further their understanding by going on a field trip. The student will have a K-W-L chart to fill out while on the field trip. This will help the students make connects between what they know, what they want to know, and what they learned.

**COURSE TITLE:** **Thematic Map**

GRADE LEVEL: Fourth Grade

UNIT: Steps toward Statehood –

Prophetstown State Park

**Abstract**:

This task is designed to assess students’ knowledge of using a thematic map. They will use the knowledge they have of different Native American cultures to evaluate how they lived where they did on the map.

**Prompt:**

* Thematic Map showing where the Native Americans lived in Indiana
  + One can be found at:

<http://www.aaanativearts.com/tribes-by-states/indiana_tribes.htm>

* Indiana Memory
  + (Locations of Indian Tribes in Northern Indiana) <https://digital.library.in.gov/Record/IPFW_cc_acfwhs-380>

**Directions:**

“We have been studying Native American tribes in Indiana. Look at the thematic map. This shows where the different tribes were located throughout the state. Based on the information you have learned about the different tribes, think

about why the lived where they did. Also, think about their housing and diet and why they lived that way based off their location.”

“After you have thought about this connection, I want you to write a paragraph about why you think these tribes lived where they did and how was their lifestyle affected by where they lived such as if they lived by a lake if they ate fish. Also, write who lives in these areas now and if you think we should keep the lands that belonged to the tribes or give some back?

**Procedure:**

The teacher shows the thematic map to the class. They will point out where the tribes they have been studying are and maybe some features about the land. The teacher will then introduce the writing assignment to the students. When the students are finished, the writings can be displayed either at a state park or at a local library so others in the community can learn from the students’ work.

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| **Benchmark** | **Score** |  |  |  |
|  | 1 | 2 | 3 | 4 |
| SS 4.3.12: Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past. | The student wrote an essay that talked about where the different tribes were located. | The student wrote an essay that included why the tribes lived where they did. | The student wrote an essay that included why the tribes lived where they did and an opinion as to if the Native Americans should get their land back. | The student wrote an essay that included both why the tribes lived where they did and ways the tribes used the land around them. The students also included an opinion as to if the Native Americans should get land back or not. |

**COURSE TITLE: Native American**

**Cultures**

GRADE LEVEL: Fourth Grade

UNIT: Steps toward Statehood –

Prophetstown State Park

**Abstract**:

This task is designed to assess students’ knowledge Native American culture. They will use this knowledge to compare and contrast cultures of different Native American tribes in Indiana.

**Prompt:**

* Posters: Display the tribe of your choice that would like to be a member of.

**Directions:**

“We have been studying Native American tribes in Indiana. Think about the different tribes and what are some similarities and differences between their cultures.”

“After you have thought about the cultures of different tribes, chose which

tribe you would want to have been a member of. You will create a poster of the tribe in which you would want to be part of. On this poster you will include: facts about that tribe, a map where the tribe was located, a comparison of that tribe’s culture to another tribe’s culture, and why you would chose that tribe. Also include a section on the tribe’s culture today. Do you think more care should be taken to preserve this culture or should these Native Americans become more like us? After you have finished your poster, you will each give an oral presentation to the class.”

**Procedure:**

The teacher reviews the cultures of the Potawatomi, Delaware, Shawnee, and Miami tribes. They then prompt the students to think about the one that most interested them. Once the students have thought this through, they will be instructed to create their poster and then present it to the class. The posters will then be displayed at Prophetstown State Park or the local library so other people at the park or community can view the students’ work.

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| **Benchmark** | **Score** |  |  |  |
|  | 1 | 2 | 3 | 4 |
| SS 4.1.2: Native American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. | The student created a poster about the Native American tribe they would most like to be a member of. | The student created a poster that included facts about the tribe they would most like to be a member of and why and compared their tribe to another tribe. | The student created a poster that included facts about the tribe they would most like to be a member of and why, and compared their tribe to another tribe. They also included the section on the tribe’s culture today. | The student created a poster that included facts about the tribe they would most like to be a member of and why, and compared their tribe to another tribe. They also included the section on the tribe’s culture today and an opinion as to if the culture should be preserved. |

**COURSE TITLE: Environment Display**

GRADE LEVEL: Fourth Grade

UNIT: Steps toward Statehood –

Prophetstown State Park

**Abstract**:

This task is designed to assess students’ knowledge on the Native Americans’ interaction with the physical environment. They will use their knowledge from the floor map activity and discussion form lesson 4, and create a presentation expressing how the environment affected a particular tribe.

**Prompt:**

* Students reflect on physical environment the Native Americans adapted to and used to survive.
* Students will be asked to look at one element of the environment and how it affects a Native American Tribe.

**Directions:**

While participating in the floor region map activity where we looked at physical elements from the environment that were near different tribes, we made predictions on how these elements may

have affected their lives’. Now you are going do further research to discover other predictions historians have made

about the Native Americans and their environment. Examine why Native American tribe often split into two tribes

after reaching around 300 members. Students will research by looking at primary and secondary sources from our school library. You will then display your findings through a poster, PowerPoint, or essay.

1. Choose a tribe, and an element from the environment where the tribe is located.
2. Use the books in the class to do further research.
3. Make connections between a tribe, and how the element affected them.
4. Express the positives and negatives of keep tribe sizes around 300 people, and how this is connected to the environment.
5. Make a connection between the environment element, and how it still impacts your life.
6. Create the Poster, PowerPoint, or essay to express what you have discovered.

**Procedure:**

The teacher will reiterate connections the class made during the floor map activity from lesson 4. The teacher will then provide the students with the directions and rubric for the presentation. Next, the teacher will provide examples of presentation options for the students to look at to gain a better understand of what is expected. The teacher will then collect the essays to grade them. Lastly, the students will share their presentations with the class, and classroom guest from the community and Prophetstown State Park ranger.

**COURSE TITLE: Fur Trade Essay**

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| **Benchmark** | **Score** |  |  |  |
|  | 1 | 2 | 3 | 4 |
| SS 4.3.12: Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past. | The student creates a presentation but does not clearly state a tribe or does not choose an element from the physical environment. | The student creates a presentation and clearly states a tribe or chooses an element from the physical environment, but not both. | The student creates a presentation and clearly states a tribe and chooses an element from the physical environment to explain. | The student creates a presentation. Clearly states a tribe, and chooses an element from the physical environment. The student explains the environment, and expresses how the element affected the Native American tribe. |

GRADE LEVEL: Fourth Grade

UNIT: Steps toward Statehood –

Prophetstown State Park

**Abstract**:

This task is designed to assess students’ knowledge on the Fur Trade. They will use their knowledge from the trading activity and personal experience to write a short essay on the trade between the Europeans and the Native Americans, how they both benefited, and how trade can be used today

**Prompt:**

* Students reflect on the elements Europeans and Native Americans used during the fur trade.
* Students will be asked to look at their daily life, and find instance where trade is used, or could be used.
* Indiana Memory
  + (common items used for trade) <https://digital.library.in.gov/Search/Results?lookfor=native+trade&submit>

**Directions:**

“ While looking at the boxes full of elements from the Native Americans and Europeans we made predictions on what an equal trade was, and looked at how this is similar and different to your life today. Now you are going make further prediction of your own about the fur trade, and compare the fur trade to an aspect of your life.”

1. Chose two elements you predict the Europeans and Native American traded. Use a product map to view similar sources that are still used today in trade.
2. Describe the two elements; explain why it is an equal trade, and how the Europeans and Native Americans benefited.
3. Include one reason others may not consider this an equal trade.
4. Chose an example from your life that relates to the fur trade.
5. Clearly explain the example, and the similarities to the fur trade.

**Procedure:**

The teacher will reiterate connects the class made during the fur trade activity from lesson 5. The teacher will then provide the students with the directions and rubric for the essay. Next, the teacher will read an example essay to model to the students what is expected. The students will share their essays with a partner when finished to gain the insight from another classmate. The teacher will then collect the essays to grade them. Lastly, the students will be asked to read their essays to a group of community member who will be invited to the classroom. The classroom guest would include community members such as a convenient store worker, a farmer, and neighbor. The essays will be then sent to the local library to be displayed for other community members to view.

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| **Benchmark** | **Score** |  |  |  |
|  | 1 | 2 | 3 | 4 |
| SS.4.4.3: Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods. | The student writes an essay, but ideas are unclear. The student does not express understanding of the fur trade, or the concept of trade. | The student writes a two-paragraph essay that gives a brief description of either the fur trade or trade in their daily life. | The student writes a two-paragraph essay that expresses in clear detail the description of either the fur trade or an example of trade in their daily life. | The student writes a two-paragraph essay that expresses in clear detail the description of either the fur trade, or how both groups benefited from the trade. The student also explains an example of trade in their daily life. |
| SS.4.4.6: List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States and the world. | The student does not make any connect between money and trade. | The student expresses how money is used to purchase items today, but does not make any connections to trade. | The student expresses how money is used to purchase items today, and makes a connection to trade. | The student expresses how money is used to purchase items today, and makes a connection to trade. The student demonstrates an understanding why money is more often used today to obtain needed items. |