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**Course Title:** Indiana State Park Curriculum

**Grade Level:** Fourth Grade

**Unit:** Antebellum Indiana

**Abstract**

In this unit we explore the causes of removal of Native American Indian groups in Indiana. We also discuss their resettlement during the 1830s. During the first lesson of the unit, we will talk about the Treaty of Fort Wayne. At the conclusion of this lesson, the students will be assessed on the knowledge of the Treaty of Fort Wayne, and how this impacted their particular assigned tribe.

**Focus Question**

1. What was the impact of the Treaty of Fort Wayne in 1809?

**Instructional Resources**

Indiana Memory

* (Abraham Lincoln Legends) <https://digital.library.in.gov/Search/Results?lookfor=Abraham+Lincoln+legends&submit>=
* (early settlement picture) <https://digital.library.in.gov/Record/WV3_ppl-11>
* (geography of Clay County) <https://digital.library.in.gov/Record/WV3_isulib-1012>
* (Hillside Settlement) <https://digital.library.in.gov/Record/WV3_ppl-11>
* (remains of New Harmony Colony) <https://digital.library.in.gov/Record/WV3_isulib-155>

(1915). Governor Harrison and the Treaty of Fort Wayne, 1809. Indiana Magazine of History, 11, 352-367. Retrieved December 5, 2012, from the JSTOR: Indiana Magazine of History database.

Native American Legends Potawatomi Trail of Death. (n.d.). legends of america.com. Retrieved December 4, 2012, from www.legends of america.com/photos-nativeamerican/Potawatomi Trail Death Map.jpg

Teach and Learn | We Shall Remain | American Experience | PBS. (n.d.). PBS: Public Broadcasting Service. Retrieved December 5, 2012, from <http://www.pbs.org/wgbh/amex/weshallrem>

The Battle of Mississinewa 1812. (n.d.). rootsweb.ancestry.com. Retrieved December 6, 2012, from www.rootsweb.ancestry.com/-ingrant/missbat1.htm

Treaty of Fort Wayne (1809) : Ask Biography. (n.d.). Ask Biography. Retrieved December 5, 2012, from [http://www.askbiography.com/bio/Treaty\_of\_Fort\_Wayne\_(1809).html](http://www.askbiography.com/bio/Treaty_of_Fort_Wayne_%281809%29.html)

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| --- | --- | --- |
| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:* Identify the causes and removal of Native American Indian groups in the state and their resettlement during the 1830s (SS.4.1.5)
* Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present (SS.4.2.7)
* Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development (SS.4.3.9)
* Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods (SS.4.4.3)
 | Students will:* Research the causes of each particular tribe’s removal. (SS.4.1.5)
* Students will study and recreate a map of the Trail of Death (SS.4.3.9)
* Students will use a variety of information resources to take a position on a course of action for being removed from their land (SS.4.2.7) (SS.4.4.3)
 | * treaty
* negotiations
* inhabitants
* regions
* movement
* resettlement
 |

**Catalog of Lessons**

**Lesson 1: What is the Treaty of Fort Wayne?**

Students will begin to develop an understanding of the Treaty of Fort Wayne, and how it impacted the Potawatami, Delaware, Eel River, and Miami tribes. I give the students a scenario that they are forced off of their land. They must work as a “tribe” to research their particular group, and find solutions to being relocated. Then the students will participate in digital storytelling, in which they will develop a script that the students will present to their classmates.

**Lesson 2: Pokagan State Park**

Students will learn how humans have impacted the ecosystem. How does Pokagan’s land preserve the Potawatomi Indians? The students will work independently on their own decision tree. On this graphic organizer, the student must be able to address a particular problem. As they reach the tree branches, they will identify alternatives, and consequences. Then they will explain the consequences. This is a way to get students to develop problem-solving and critical thinking skills.

**Lesson 3: Journey through the Trail of Death**

Students are shown a map of the Trail of Death. They are shown important cities, states, and bodies of water that are a part of this trail. They will be assessed through recreating this map. They will use butcher paper, a ruler, markers and crayons. The students will accurately place these cities, states, and bodies of water in their proper location.

**Lesson 4: Mississinewa Reservoir**

I will create a mock archaeological site in the classroom to replicate the land that will become the Mississinewa Reservoir prior to the Treaty of Fort Wayne. Indians were providing fur. What did the Americans have that the Indians might have wanted? Americans could provide glass beads, textiles. Did these people use credit or cash to buy things? We will talk about the barter system. This issue is still prevalent in today’s economy. Do you feel that it is better to buy with cash or credit when making purchases?

**Lesson 5: Important Historical Figures in the Battle of Mississinewa**

As a class we will talk about the Battle of Mississinewa and the historical figures that were involved. We will discuss the participation of General William Henry Harrison, John B Richardville, Major James Simrall, Major James V.Ball, and Captain Alexander. The students will select one of these historical people, and research about their contributions in the Battle of Mississinewa. Did these historical figures encourage trading in this area? As a class we will visit the Mississinewa Reservoir, where the students with give first person presentations.

**Abstract**

In this lesson we will discuss the Native American groups in early Indiana. In particular we will discuss their removal from their land. I will divide the class up into four different Native American “tribes” or groups. Each student will be responsible for researching their particular tribe, and how they were affected from being relocated. The students will work cooperatively in their group to create a script. They will then participate in a reenactment in front of the class. .

**Prompt**

* We will use a KWL chart to assess what students know about the different tribes: Potawatomi, Delaware, Miami, and Eel River. We will use any prior knowledge when involving the students in class discussions, and build off that knowledge. I will then write down what the students would like to know about these groups of people, and later what they have learned.
* Students will be divided into different groups or Native American “tribes.” We will have Delaware, Miami tribe, Potawatomi, and Eel River groups represented. They will then work together to research their particular Native American tribe. Each student will be assigned a particular task in the research process. I will provide an example on the board using the group Iroquois Indians.

**Directions**

“We have been talking about early Native American groups in Indiana. What were the four main tribes involved in being removed from their land? How do you think they felt? Do you feel that the government should have the right to take away your land to build shopping malls, and highways? Now we are going to assess how well you know about the Treaty of Fort Wayne, and the groups that were affected. Following the example on the Iroquois Indians, the students will use the following steps on the board:

1. Name the causes for the removal of the Native American groups that we have been studying.
2. What was the Treaty of Fort Wayne? and how did this impact these different groups of people?
3. How did these people feel when they were being removed from their land?
4. What are some alternative actions that could have been taken instead?
5. What are some positives and negatives to these alternative actions?

Work together as a group to complete this project. I will collect your written research paper at the end of this week. You will present to the historical society in two weeks.

**Procedure**

First I will divide the students into 4 different tribes. Each tribe will be made up of 6 students. 2 students will be responsible for researching the data about their tribe. 2 other students in the group, will take this data and compile it together into a script format. The last 2 students will be the editors of the script. I will write out the directions for the students to see on the chalkboard. I will also give each student a handout, explaining the directions for the assignment, and give them a rubric on what components they will be graded.

**Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** | **No Pass** | **Low Pass** | **Pass** | **High Pass** |
| Students will identify the causes of removal of Native American Indian groups in the state and their resettlement during the 1830s. (SS.4.1.5) | Students are unable to identify the causes of removal of Native American Indian groups in the state ant their resettlement during the 1830s. | Students are able to identify between 1-2 causes of the removal of Native American Indian groups. | Students are able to identify between 3-4 causes of the removal of Native American Indian groups. | Students are able to least 4 or more causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s, and are able to connect this to modern world problems. |

**Abstract**

In this lesson, students will study and recreate a map of the Trail of Death. They will learn about pivotal cities, states, and bodies of water that were along the Trail of Death. “What are the positives and negatives of the Trail of Death?” “What are some other places in the United States that are similar to the Trail of Death?” Do you feel that it is wrong for people to build casinos on Indian reservations? After studying the example map, they will recreate their own map. At the end of the lesson, each student will be assessed on their knowledge of the Trail of Death, and which cities, states, and bodies of water were apart of this trail.

**Prompt**

* An outline map of the United States that is large enough for students to fill in the names of cities, states, and bodies of water that were along the Trail of Death.
* An example map that includes the important cities, states, and bodies of water. This should be large enough for each student to see.
* An overhead projection of the map for those who might not be able to see the map on the blackboard.

**Directions**

“ We have been talking about how the early Native Americans were forced off their own land. As a continuation of our unit, we began discussing the Trail of Death. The Trail of Death, was a path that was used to relocate the Native Americans, west of the Mississippi River. We studied the map of the famous trail, and took a look at different landmarks. We noted the various cities, states, and bodies of water that were traveled through. Following the example map that I have provided, your job is to recreate a map of the Trail of Death, using butcher paper, pencils, crayons, and markers. The directions can be found on the board:

1. On the map, label the four states that were included in the Trail of Death.
2. Next, label at least three major cities that were along the Trail of Death.
3. Then, label the two bodies of water that were surrounding the area.

“Work independently to complete your map with the materials that I have given you. These maps will need to be turned in to me by the end of the school day today.”

**Procedure**

Prepare a blank outline map of Kansas, Missouri, Illinois, and Indiana. The states will not be pre-labeled, because the students will be required to complete this task. I will provide the students with rulers, so they are able to correctly measure where the pivotal cities are located. I will also give these students crayons and markers, so they can color their bodies of water. I will make sure I have a piece of butcher paper for each student already pre-cut. I will read the directions to the students, and will repeat any directions if the students have questions. Rubrics will be provided to each student, so that they know what I will be looking for when I am grading their finished products. This assignment will be due three days from now. The students will give an oral presentation over their map at the Children’s Museum.

**Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** | **No Pass** | **Low Pass** | **Pass** | **High Pass** |
| Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development (SS.4.3.9) | The student is unable to identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. | The student is able to identify 1-2 challenges in the physical landscape of Indiana to early settlers. | The student is able to identify 3-5 challenges in the physical landscape of Indiana to early settlers. | The student is able to identify 5 or more challenges in the physical landscape of Indiana to early settlers and modern day economic development. |

**Abstract**

Students will use a variety of information resources to take a position on a course of action for being removed from their land. We will have a class discussion about how we would feel if we were forced to move off our land. We will brainstorm ideas about what alternative actions could be taken. Then each student will be assessed over their understanding of the lesson. They will create a decision tree, and I will use a rubric to assess their understanding.

**Prompt**

* I will use a sheet of chart paper to create a KWL chart. I will ask the students what they know about Native Americans being removed from the land. I will ask them what they want to learn. At the end of the lesson we will add information about what we have learned.
* I will provide the students with an example of the decision tree. I will use the group Iroquois Indians, since this is not one of the Native American groups that we are studying. They will use principles of the decision tree to complete a tree about the removal of the Miami, Potawatomi, Eel River, and Delaware tribes.
* Now each student will receive a blank decision tree. They will start out addressing the problem at the base of the tree. They will work their way up to the branches, and will state the consequences. Then they will explain the consequences where the leaves of the tree would be.

**Directions**

“ We have been talking about the removal of the Potawatomi, Miami, Eel River, and Delaware tribes from their land. Today we are examining possible alternative actions that could have been taken instead. What are some other instances of groups being removed from their land? Think about Palestinians being removed from their land. You will be working to complete a decision tree where you will state the problem, the consequences, and will explain the consequences. I will assess you according to the rubric, which I will be providing you with copies of.”

**Procedure**

Take a look at the example decision tree that I have created. What is the problem that we are trying to address with the Iroquois? What are some some consequences of this problem? How can this be addressed? Now each student will complete a decision tree on the Potawatomi, Miami, Eel River, and Delaware tribes.

1. Now I will give each student a blank decision tree. They will think back to previous lessons that we have had, and will support their argument with sound evidence.
2. The student will address the main problem of the Native American groups.
3. Then the students will write out the consequences.
4. Next, the students will explain their consequences in 3-5 sentences.
5. Finally the students will share their decision trees with the Miami Tribe of Indiana.

**Scoring Rubric**

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| --- | --- | --- | --- | --- |
| **Benchmark**Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present (SS.4.2.7) | **No Pass**The student is unable to use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present. | **Low Pass**The student is able to use 1-2 types of information resources to take a position or recommend a course of action on a public issue relating to Indiana’s past | **Pass**The student is able to use 3-4 types of information resources to take a position or recommend a course of action on the public issue relating to Indiana’s past | **High Pass**The student is able to use 5 or more types of information resources to take a position or recommend a course of action on the public issue relating to Indiana’s past or present |

**Course Title**: Antebellum Indiana

**Grade Level**: 4th Grade

 **Unit**: Narratives

**Abstract**:

This task is designed to help students distinguish differences in narratives between fact, opinion, and fiction. They will be reading different narratives from Abraham Lincoln and his fellow settlers. Based on this information they will learn to write their own narratives.

**Prompt**:

* The Everyday Life of Abraham Lincoln by Francis Browne and the Abraham Lincoln Association

Indiana Memory

* (Abraham Lincoln Legends) <https://digital.library.in.gov/Search/Results?lookfor=Abraham+Lincoln+legends&submit>=

 **Directions**:

“We have been learning about early settlements in Indiana as well as settlers and their importance. You will be getting copies of narratives from the book about Abraham Lincoln. These are all about his daily life and from different perspectives of people that knew him. You will have the class period to read over the material and take notes.”

“Now that you have had time to read over the documents you will be creating a Venn diagram to compare and contrast the narratives. Work with the person next to you but be sure to have your own copy for the next task. You will have 10 minutes to work on this.”

“You will have two days to create a narrative of your own based on the information you have learned. You may do it from the perspective of anyone in Abraham Lincoln’s life but make it realistic. You are going to either be taking the side of pro-slavery or anti-slavery. Do you think there is still slavery in Indiana today? We will be typing these and making them look like old documents to put on display.”

**Procedures**:

Earlier in the week the students discussed settlers and who they were with the class. They will be receiving these narratives from settlers and other people who were involved in Lincoln’s life. With this information they will be able to decipher differences in stories about Lincoln and create their own narrative from the time period. The students will have a full class period to read over this information and take notes so they are able to ask questions about the information. They will then have a two day period to create and turn in their own narratives. The teacher will then soak the papers in coffee and crinkle them up so they look like old documents. They will then be displayed at the local library

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| --- | --- | --- | --- | --- |
| **Benchmark** |  | **Score** |  |  |
|  | 1 | 2 | 3 | 4 |
| 4.1.16 Distinguish fact from opinion and fact from fiction in historical documents and other information resources\* and identify the central question each narrative addresses | 0 sources used in paper, positive and negatives issues not discussed, 0 facts cited in paper | 1 source used in paper, positive or negative issue has no supporting detail, 1fact cited in paper | 2 sources used in paper, positive or negative issue discussed in detail, 2-3 facts are cited in paper | 3 sources used in paper, positives and negatives of the issue are discussed in detail, 4-5 facts are cited in paper |
|  |  |  |  |

**Course Title**: Antebellum Indiana

**Grade Level**: 4th Grade

 **Unit**: Settlers

**Abstract**:

This task is design to help students gain knowledge on the challenges the early settlers had and what was going on in their lives compared to how they live today. The student will be split up into group and be given articles with pictures and information about settlements. Each group will be assigned either present day or the early settlement time. They will discuss why they would build a schoolhouse or school. The group will make a short script of the challenges and social issues that occurred during their time period for building a house.

**Prompt**:

* Documents with information’s of settlements
* Pictures of settlements

Attached to back

Indiana Memory

* (early settlement picture) <https://digital.library.in.gov/Record/WV3_ppl-11>
* (geography of Clay County) <https://digital.library.in.gov/Record/WV3_isulib-1012>

**Directions**:

“We have been learning about early settlements in Indiana. You will be getting more information on early settlements that you will be reading and observing the pictures from the settlements. You will have 10 minutes to read over the material.”

“Now that you have finished reading you will be put into groups. In your groups you will be making a play about the daily challenges and social issues in either the early settlements or present day. “

“You will have 5 days in class to work on this for 30 minutes. On the last day we will perform them for our class for practice, then we will perform them in the library for the other students. “

“Now that we got to perform all we learned about the differences of today and early settlements you will be writing a 1 page paper. This paper will be comparing and contrasting the differences in lifestyle and the social issues that were occurring. These papers will be displayed in the local library.”

**Procedures**:

 Earlier in the week the students were learning about early settlements. This activity is focusing more on early settlements in Indiana. Each student will get numerous handouts that talk about social issues, the challenges of landscape and everyday life. They will have 10 minutes to read and look at the pictures on the handout. If more time if needed that will be allowed. The students will then be split up into groups. Each group will be assigned present day or early settlers. They will be creating a play about their time period and over topics they read and learned about. When they are finished they will present first to our class then to the school. After they have presented to the school they will write a compare and contrast paper on what

the differences are. Those papers will be hung in the library for display.

**Scoring Rubric**:

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| --- | --- | --- | --- | --- |
| **Benchmark** |  | **Score** |  |  |
|  | 1 | 2 | 3 | 4 |
| 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. (Individuals, Society and Culture) | Where able to identify 0 different reasons the physical landscape and economy would be a challenge in both time periods. | Where able to identify 1 different reason the physical landscape and economy would be a challenge in both time periods. | Where able to identify 2 different reasons the physical landscape and economy would be a challenge in both time periods. | Where able to identify 3 different reasons the physical landscape and economy would be a challenge in both time periods.  |

**Course Title**: Antebellum Indiana

**Grade Level**: 4th Grade

 **Unit**: Time Maps

**Abstract**:

This task is designed to help student see how much we have evolved over time. Students will be creating a map of what a certain part of land looked like when that settlement was there and what it looks like in present day. Students will also be comparing how our “settlements” are different in present day. They will be examining what could be better about living now then how they lived when they were first building the settlements. They will label all major features and see if things have changed and how. They will determine if they think these changes are for the better or worse. After they have found out the changes we have made, students will make a poem about what we have done to change our environment.

**Prompt**:

* Pictures of Settlements when they were built(attached)
* Pictures of the settlement now days(attached)
* Drawing of child’s neighborhood

Indiana Memory

* (Hillside Settlement) <https://digital.library.in.gov/Record/WV3_ppl-11>
* (remains of New Harmony Colony) <https://digital.library.in.gov/Record/WV3_isulib-155>

**Directions**:

“ We have been learning about different settlements in Indiana and have been looking at what they looked like and what has changed. Each of you will be creating a map of present day Indiana and when the settlers where there. You will be drawing the same piece of land so you can see what has changed. You will need to draw all major physical features of the land to see if anything has changed. Once you have created your two maps you will determine what you think is better about what the land looks like now compare to then. You will also discuss what negative changes have been made to the land now.”

“After you have your picture you will talk with your table to see what if different or the same in your maps. You will discuss the good changes in landscape and the negatives from present day to now. For example they have roads they were previously built, but now they have made new roads so they can control foot traffic. This allows the settlement to stay in tact so we can learn from our past. When you have a good list you are going to create a poem about the advances we have made in our settlements in present day. The poems will talk about the positive changes that have been made to the land. The poems will be read to the principal then sent to the national park to show the great advances they have made in the area they have in their national park.

**Procedure**:

Students will receive pictures of settlements in Indiana. They will show what the settlements looked like when they were built. They will then look at pictures of what they look like now days. They will also look at a map of Indiana and see what these settlements are around, like physical landmarks/features. They will then create two maps, one of present day, and one during the time the settlement was built. Once they have drawn their maps they will discuss in their pods what the differences are and how we have evolved over time. They will discuss if we build the same, if all the same things are there or what is in their place. Students will then create a poem of the advances we have made and physical changes of the environment. They will read the poems to the principal. Then the students poems and maps will be displayed in the school window so everyone can see the advances we have made.

**Scoring Rubric:**

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| --- | --- | --- | --- | --- |
| **Benchmark** |  | **Score** |  |  |
|  | 1 | 2 | 3 | 4 |
| 4.3.11 Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time. | Can not tell the difference between present day map and map of early settlers. No physical features are found. No poem  | Maps look the same for different time periods. 3 of physical features labeled and found. Poem does not discuss our present day land. | Both maps show differences in time period, but not 100% accurate. 4 of physical features labeled, Poem discusses the environment, not how it has changed for the better. | Maps show clear differences in the land at different time periods.5 of the physical features are labeled and the poem discusses how our environment had improved over time |