**COURSE TITLE: Indiana State Parks and the Revolutionary War**

GRADE LEVEL: Fourth Grade

UNIT: Steps Toward Statehood

**Abstract:**

Throughout this lesson, students will study various topics regarding Indiana State Parks and Indiana’s steps toward statehood. Within this lesson, they will learn about the Falls of the Ohio State Park, Charlestown State Park, and Prophetstown State Park. They will also discover how these parks relate to Indiana history and key individuals associated with Indiana’s development. They will connect George Rogers Clark, William Henry Harrison, Tecumseh, and Tenskwatawa to the parks and to each other. Throughout the lesson, students will create maps, interact with maps, and form and share opinions.

**Focus Questions:**

1. How did the white settlers and Native Americans differ in their views on Indiana Land?

2. How does Indiana History relate to the Indiana State Parks?

3. How did various individuals influence Indiana’s development?

**Instructional Resources:**

Burns, K. (Director) (1997). *Lewis and Clark: The journey of the corps of discovery* [DVD]. Available from http://www.history.com/videos/lewis--clark-expedition-charts-new-territory

DNR. (2012). *DNR: Publication and map sales* . Retrieved from http://www.in.gov/dnr/files/1x2-topo.jpg

DNR. (2012). *Indiana parks and reservoirs*. Retrieved from http://www.in.gov/dnr/parklake/

IHB. (2012). *George Rogers Clark grant*. Retrieved from <http://www.in.gov/history/2957.htm>

Indiana Memory

* (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>=

*Indiana wall map* . (n.d.). Retrieved from http://geology.com/store/wall-maps/indiana.shtml

Shenfeld , H. (2008 , May 28). Taking back the land *Newsweek*, Retrieved from http://www.thedailybeast.com/newsweek/2008/05/28/taking-back-the-land.html

*Soil map indiana* . (n.d.). Retrieved from http://www.iupui.edu/~g135/g135/assets/11\_soils/soilmap\_indiana.jpg

*The war of 1812: People and stories*. (2010). Retrieved from http://www.galafilm.com/1812/e/people/harrison.html

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| **Benchmarks** | **Assessment Task** | **Key Concepts** |
| -SS.4.3.1 The World in Spatial Terms: Use latitude and longitude to identify physical and human features of Indiana.  -SS.4.3.4Map and describe the physical regions of Indiana and identify major natural resources and crop regions.  -SS.4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development.  -SS.4.2.7 Roles of Citizens: 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. | -Students will create a map of Indiana with new territories and boundaries. They will create a map based on what they think would have been a good agreement between the settlers and Native American tribes. (SS. 4.3.1 and SS.4.3.4)  -Students will write a persuasive paper to encourage Indiana citizens from the past to become involved in supporting one of Indiana’s leaders and their cause. Students will choose from William Henry Harrison, Tecumseh, and Tenskwatawa. (SS.4.1.3 and SS.4.2.7) | -Settlers  -Tribes  -Land  -Location  -Leadership |

**Catalog of Lessons:**

**Lesson 1: State Parks and Their Coordinates**

Students are put into groups of three. Each student is responsible for finding the coordinates of one of the state parks. They are given the coordinates of the various state parks and then asked to locate and identify the various areas on a group map. They will then visit the Indiana State Parks website and research their park. They will be responsible for finding the reason for the name of the park, what you can do there, and what you can learn about. They will then return to their groups and share the information that they learned.

Map with coordinates:

DNR. (2012). *DNR: Publication and map sales*. Retrieved from

http://www.in.gov/dnr/files/1x2-topo.jpg

Coordinates of state parks:

Falls of the Ohio Sate Park:

38.2 N and 85.7 W

Charlestown State Park:

38.4 N and 85.6 W

Prophetstown State Park:

40.5 N and 86.8 W

Website to use for student research:

http://www.in.gov/dnr/parklake/

**Lesson 2:**

Read the article, *George Rogers Clark Grant,* which describes the George Rogers Clark Grant. Students will then be shown a floor map of the land obtained in the grant. This map will show resources, roads, rivers, and nearby areas. Students will draw names and numbers of different soldiers who got land in this agreement. One student will get to be George Rogers Clark. All other students will be given a number 2 to ? (however many students are left). Students will then go in order to claim the land they want. Students will have to pay attention to resources, transportation, and location when choosing their settlement.

Article for students:

IHB. (012). *George Rogers Clark grant*. Retrieved from http://www.in.gov/history/2957.htm

Use the following resources to create floor map:

*Indiana wall map* . (n.d.). Retrieved from http://geology.com/store/wall-maps/indiana.shtml

*Soil map Indiana* . (n.d.). Retrieved from http://www.iupui.edu/~g135/g135/assets/11\_soils/soilmap\_indiana.jpg

**Lesson 3:**

In this lesson, watch the video *Lewis and Clark: The Journey of the Corps of Discovery.* Through this video, students will learn about Lewis and Clark and their expedition which started within the now Falls of the Ohio State Park. They will identify their starting point on the maps they made during Lesson 1. Following the video, they will write a letter to a loved one as if they were park of the Corps of Discovery. Within their letter, they will describe their journey including where they have been, what they have seen, things they have done, and personal thoughts about Lewis and Clark themselves.

Video:

Burns, K. (Director) (1997). *Lewis and Clark: The journey of the corps of discovery* [DVD]. Available from http://www.history.com/videos/lewis--clark-expedition-charts-new-territory

**Lesson 4:**

First, students will read “Tecumseh,” “Tenskwatawa,” and “William Henry Harrison” from the website *The War of 1812: People and Stories*. Students will then make a Venn diagram using the three leaders Tenskwatawa, Tecumseh, and William Henry Harrison. Students will be instructed to find similarities and differences between the three men according to their leadership roles, their personality or characteristics, and how they wanted the Indiana land to be used. They will then write a short paper. The first paragraph should describe the outcome of the disagreements and the Battle of Tippecanoe. The second paragraph should describe how our current state may be different if they outcome had been different. The third paragraph will explain which state park is connected with each leader.

**Lesson 5:**

Students will now develop their own opinion on a current issue regarding Native Americans and U.S. land. As a class, read the article *Taking Back the Land.* Students will be asked to make a decision as to if they support the Native American’s movement, or if they are against it. Students should make a list of three reasons for their opinion. Students will then form to opposing sides. Students will meet with their group members and develop a list of 5 key arguments for their opinions. Students will then be part of a debate on whether the Native American’s should reclaim the land that was once theirs, or not.

Article to be read:

Shenfeld, H. (2008, May 28). Taking back the land *Newsweek*, Retrieved from http://www.thedailybeast.com/newsweek/2008/05/28/taking-back-the-land.html

Website for student reading:

*The war of 1812: People and stories*. (2010).

Retrieved from

http://www.galafilm.com/1812/e/

people/harrison.html

**COURSE TITLE:** Key Events and People of the Revolutionary War

GRADE LEVEL: Fourth Grade

UNIT: Steps Toward Statehood

**Abstract:**

In pairs, students will create a map of Indiana with new territories and boundaries. They will create a map based on what they think would have been a good agreement between the settlers and Native American tribes. Within their maps, students should consider and include natural resources, physical features, location, and the amount of land given to each side. Students will include a key and coordinates with their map. They key should identify what everything is and the coordinates should tell where the various regions are located. Along with their map, students will write a brief description of their map and include why they made the decisions that they did.

**Prompt:**

-A map of Indiana showing boundaries, rivers, lakes, etc.:

*Indiana wall map*. (n.d.). Retrieved from http://geology.com/store/wall-maps/indiana.shtml

-A map of Indiana showing natural resources:

*Soil map Indiana*. (n.d.). Retrieved from http://www.iupui.edu/~g135/g135/assets/11\_soils/soilmap\_indiana.jpg

**Directions:**

“During the past week, we have discussed and learned about a variety of topics concerning Indiana’s history. Today we are going to re-write history by creating our own map of Indiana. On this map, we will make new boundaries separating land owned by the white settlers and land maintained by Native Americans. While creating your map, be sure to keep the following things in mind:

-Location

-Resources

-Transportation

-Original settlement areas

Make your decisions based on what you believe would be a fair compromise. You should also give the coordinates of three important features displayed on your map. A key should also be included. In addition to your map, you will be writing a paper to justify your choices. In this paper, your first paragraph will explain why you did what you did. The second paragraph will inform the reader how Indiana might be different today if your map would have been how it was. After your paper is created, list pros and cons of both your map and the real map. You will later present your map and paper at the local library.”

**Procedure:**

Have students refer back to the maps they used in previous lessons. Have them look at and think about the map they made of state parks and the map where they decided which land they wanted to claim. Have students discuss reasons for having to create boundaries between the white settlers and Native Americans. Read the directions to the students to explain what they will do to create their own, new map. Their map will be shared at the local library on in October in observance of Native American Day. During this time, they will present their map. Their presentation should include the main points from their paper along with how the actual decisions based on territory still effects the lives of Native Americans in Indiana and the United State as a whole compared to how their lives might be different if their map was actually used instead. List

**Scoring Rubric:**

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| --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 |
| Map Content  -SS.4.3.4Map and describe the physical regions of Indiana and identify major natural resources and crop regions. | Map does not include 3 or more of the necessary components. | Map is missing two necessary components. | Map is missing one necessary component. | Map includes at least 2 boundaries, 3 natural resources, 2 sets of coordinates, and a key with 3 parts. |
| Paper Content  -SS.4.2.7 Roles of Citizens: 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. | Paper does not justify boundaries. | Paper has less than one supporting details in their justification of boundaries. | Paper has only one supporting detail in their justification of boundaries. | Paper includes a thorough justification of boundaries with at least two supporting details. and explanation of a different outcome for Indiana with at least two examples. |
| Thoughts and ideas  -SS.4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development. | Explanation is missing or does not have any supporting details. | Explanation has one supporting detail. | Explanation has two supporting details. | Paper includes an explanation of different outcome for Indiana if events had different outcomes and different boundaries were set. Explanation has at least three supporting details. |

**COURSE TITLE:** Key Events and People of the Revolutionary War

GRADE LEVEL: Fourth Grade

UNIT: Steps Toward Statehood

**Abstract:**

Students will write a persuasive paper to encourage Indiana citizens from the past to become involved in supporting one of Indiana’s leaders and their cause. Students will chose from William Henry Harrison, Tecumseh, and Tenskwatawa. Students will conduct their own research using the Internet and encyclopedias. Student papers should include an introduction, three main arguments, and a conclusion. It should be written in a way that encourages and informs other citizens on the issues and values of their choice.

**Prompt:**

-Categories of William Henry Harrison, Tecumseh, and Tenskwatawa on the following website:

*The war of 1812: People and stories*. (2010).

Retrieved from

http://www.galafilm.com/1812/e/

people/harrison.html

-Computers for students to conduct additional research

-Set of encyclopedias

**Directions:**

“Throughout the past week, we have discussed various different topics regarding Indiana’s development. In this, we have learned about three influential leaders in our history, William Henry Harrison, Tecumseh, and Tenskwatawa. For this activity, you will put yourself in the place of an individual living in the early 1800s. You must then decide which leader you are wanting to follow and support. You should refer to the research we have already conducted and the assignments you have completed. You should also find more support on your choice during independent research. During your research, list pros and cons of each leader to make the most informed decision possible. Once you choose whom you would like to support, you will write a letter to other citizens of the 1800s to persuade them to also follow that leader. Your letter should include an introduction, three supporting arguments, and a relevant conclusion. After completing your letter, we will discuss as a class the similarities and differences of how a leader was chosen then, and the current election process today.“

**Procedure:**

Have students refer to the previous articles read about the various leaders. They should also use the Venn diagram they created. Instruct them to use these resources, along with additional research to choose a leader to follow. Students should choose this leader based on their beliefs, values, and what they fought for. Pros and cons of each individual should be documented so they can make the most informed decision possible. After students have chosen whom they would support, students will write a letter to individuals living in the territory of Indiana in the early 1800s. Instruct students to persuade individuals to follow the leader and his cause. They should have at least three supporting arguments on why the citizens should support their cause. Students will write their letters and display them in the learning center of Prophetstown State Park. Following completion of their letters, as a class, discuss the similarities and differences of how leaders were chosen in the 1800s and how elections are conducted today.

**Scoring Rubric:**

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| --- | --- | --- | --- | --- |
|  | **0** | **1** | **3** | **5** |
| **Content**  -SS.4.2.7 Roles of Citizens: 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. | Letter is missing more than three of the necessary components. | Letter has only one supporting argument or is missing one of either the introduction or conclusion. | Letter is persuasive but has only two supporting arguments along with an introduction and conclusion. | Letter is persuasive, includes an introduction, three supporting ideas, and a relevant conclusion. |
| **Thoughts and Ideas**  -SS.4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development. | List of pros and cons is missing or only has one thought or idea. | List of pros and cons was created and used but only has 2-3 total ideas. | List of pros and cons was created and used but has only 4-5 total ideas. | List of pros and cons with at least two for each individual (6 total) was created and used to make a decision. |