Jill Ollman

Lesson Objectives:

* + The students will express their thoughts on what happened to American Indian nations by researching their history and writing a two-page paper from the perspective of a person from that American Indian nation.

Snappy Launch

* + Hand out to all the students a bag filled with snacks and tell them these snacks are yours to eat at the end class because your body needs a boost of nutrition.
	+ We’ll even sign a piece of paper saying these snacks are yours to eat at the end of class.  I’ll sign here and I’ll need one student to sign for the class.
	+ Go around the room and take one of the snacks from the students, the ones most appealing to them.
	+ Tell them, “On second thought, the Lucky Charms would be better for my next class to eat, so I’m going to take it back.  You can have the rest of the snacks for later.”
	+ Go around the room another time and take away another snack.
	+ Tell them, “Oh, these would be better for sixth graders.
	+ How did that make you feel when I took away the snacks I said were yours?  Was it fair?  Was it right for me to do?
	+ Did you know the United States government gave American Indian nations areas of land to be theirs through treaties?
	+ Did you also know the United States government would find a way to take away the American Indians rights to what was on the land?

Procedure

* + Today, we are going to spend some time researching what happened to the American Indians since the arrival of the Pilgrims.
	+ You will be working in groups today.  Each group will be assigned a specific time period and American Indian nation.  It will be the group’s job to research what happened to the American Indian nation during that specific time period.  You will want to include battles that took place, treaties that were signed, forced movements, and any new laws that were created for the American Indians.
	+ You will have two class periods to work on this project.  At the completion of the project, each group will share what they have learned and we will create a time line in class.
	+ Each of you will write a two-page essay from the perspective of an American Indian of your assigned time period.  I want you to express what is happening to your people and how it make you feel.

Wrap Up

It is important for us to gather more information about historical events, many times only one perspective is told and we need to understand it from both points of view.  We can learn a lot from history, if we take the time to learn it from all points of view, perspectives.  Keep this in mind as you continue with your research and writing your essay.

Essay Paper

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|   | 4 | 3 | 2 | 1 |
| Historical Events | Identified and explained four or more historical events. | Identified and explained three historical events. | Identified and explained two historical events. | Identified and explained one historical event. |
| Expression of Feelings | Feelings were supported with acceptable and justified reasons. | Feelings were supported with reasons, but some reasons were did not make sense. | Feelings were stated, but reasons did not make sense. | Feelings were stated, but no reasons to support the feelings. |
| Grammar and Spelling | Paper had 0-3 grammatical or spelling errors. | Paper had 4-6 grammatical or spelling errors. | Paper had 7-9 grammatical or spelling errors. | Paper had more than 10 grammatical or spelling errors. |
| Length | Paper was two-pages in length, double- spaced. | Paper was 1 ½ pages in length, double-spaced. | Paper was 1 page in length, double-spaced. | Paper was less than 1 page in length, double-spaced. |