**SOCIAL STUDIES LESSON PLAN**

**Social Studies Theme: History – Geography – Civics – Economics (circle one)**

**NAME: Marissa Whipple**

**TOPIC:** Identify and use primary sources to create a timeline of events dealing with Native Americans

**GRADE LEVEL:**2nd Grade

**STATE STANDARD:** 2. US. 1.2 Students are able to place important post historical events in the present in which they occurred

**ESSENTIAL QUESTION**: How does our past affect our future?

**LESSON OBJECTIVE:** The students will learn about Native Americans, specifically about the “Plain Indians” by creating a brown paper puppet with 3 events in order of the time they happened and 3 new facts they learned about.

**TYPES OF ASSESSMENT USED:** KWL chart(what they know, what they want to know, and what they learned), timeline, poster, Google Docs Writing

**ANTICIPATORY SET:** KWL chart: What they know about Northern Plain Native Americans. What they want to know about with the timeline of these people. (Will ask about what they know about living, food, shelter, tribes)

**Read Book:** *The Great Plains Indians: Daily Life in the 1700s* by Mary Englar. After I read this book, I will go over some basic topics we saw, but won’t go into it fully until I start the SmartBoard Activity.

**VOCABULARY ACTIVITY:**

Vocabulary Rock and Roll Game- the students will draw a word from a cup and after they chose a word, they will roll the dice. The number that they roll, they will look at the directions and what each number ask the students, they will finish that portion of the word.

<http://www.pinterest.com/pin/77264949831622797/>

For Example: If the students draw the word Teepee, and role the number 1 they will define the word, for their group.

**PROCEDURE OF MAIN LESSON:**

**SmartBoard Activity**

I have my whole lesson mapped out in the SmartBoard, where I will go through the material with this activity as the base of the PowerPoint. There are two activities. One activity is having the brain dump information they know and discuss it with partners. The second activity is true and false questions throughout the presentation, where kids will move from door to window depending on their answer, to ensure movement. This question introduces the information we are about to discuss.

**iPad or Chromebook Activity**

<http://nativeamericans.mrdonn.org/plains.html>

With this webpage, I will have the students create a 8x11 poster with a 5th grade buddy. They can choose a topic from the following: teepees, names were important, daily life, food and agriculture, Sioux Nation, and the Cheyenne. With this poster, they then will be asked to present it to the class when asked, to help get more information on how this topic affected a historical event related to the Northern Plain Indians.

**Writing Activity**

After we go over the 7 events on the timeline (that is located on SmartBoard Presentation), before I go over the project, I am going to have them go on Google Docs, and write 3 sentences on their favorite event they learned about and why.

**Introduce Project**

Today we are going to be making a brown paper bag puppet. This will have a pictureof a tribe in the Northern Plains area. This activity will be done at home if it is not finished in class. (I will print pictures ahead of time for each student)

**DESCRIPTION OF INDEPENDENT PRACTICE – DETAILED DESCRIPTION OF PROJECT**

1. First I will go through all of the material, to ensure the students have the research needed to fulfill the request
2. I will then hand out the material to the students and go through the directions
3. They will put a picture of the general reservation at the base of the bag (will print various pictures for them, ahead of time)
4. One side will have a timeline of 3 events they learned, in the correct order
5. The other side will have them compare and contrast the Northern Plains Indians living in the past to the type of living we have.
6. This lesson can be worked on throughout the day if time, but if not finished it needs to go home and be completed with parents help.
7. Will need to be returned the next day, so they can share with classmates, and they we can hang them up in the classroom

**CLOSURE OF THE LESSON – ENDING ACTIVITY-** We will finish the KWL chart, finishing with the “L” and we also will throw the ball around to each student (depending on the amount of time), and have them state one thing they took from the lesson.

**LEARNER DIVERSITY:**

**ELL –** Have copies of notes for the students based on the major events. Also have a developed list of vocabulary words to help them.

**Gifted –** I will have a developed scavenger hunt for them to do, if they finish before everyone. I will try to incorporate QR codes and the Internet, to ensure the students do not get bored.

**RESOURCES NEEDED FOR LESSON:**

* The Great Plains Indians: Daily Life in the 1700s by Mary Englar
* Brown Paper pages
* Markers
* Glue
* Notes
* 8x11 paper
* KWL chart
* Chrome books/ IPads
* Dice
* Vocabulary words
* Vocab. Word Game Instructions
* 5th grade buddies