

**Presenters Names:** Dr. Mike Taylor, Associate Professor of Education at the University of Mary — and students from the Cultural Diversity and Human Relations undergraduate education course: Claire Davis, Mercedes Trujillo-Hanson, Monica Yates, Paige Voegele, Landon DeKrey, MaryGrace Franz, Andrew Braun, Meghan Rudquist.

**Email:** [mwtaylor@umary.edu](mailto:mwtaylor@umary.edu)

**Website:** [www.umary.edu](http://www.umary.edu)

**Mailing Address:** % Dr. Mike Taylor, University of Mary School of Education and Behavioral Sciences, 7500 University Drive, Bismarck ND, 58504

**Telephone (publish):** (701) 355-8360; (emergency): (701) 955-2488

**Class Title:** Walk through Native American History in the Gallery of Innovation

**Course Description:** Join the University of Mary students and staff as we embark on a journey through time to learn about the history and lives of Early Peoples! This gallery is devoted to the Native People of North Dakota, and highlights the beauty and breadth of the North Dakota Heritage Center's collections. Discover the tribes of North Dakota both before contact with European-Americans and also as the magnificent nations they are today.

Our journey will begin more than 13,000 years ago as we investigate the lives of the first inhabitants of North Dakota. We will discover the tools used for hunting and survival and explore the earliest dwelling places of these early settlers. As we continue through the gallery, we will learn about the effects of a budding trade system and growing interactions with other countries, while considering the foundations of North Dakota's first cities. Finally, we will see the growing impact of trade and expansion in the lives of early Native Americans as we view their tipis, consider the value of buffalo herds, and learn about different hunting skills required to live and flourish in North Dakota.

**Source for description:** <http://statemuseum.nd.gov/exhibits/innovation-gallery>

**All students & Dr. Taylor will be joining for lunch — thank you!**

**No equipment needed at this time.**

**Class sizes 8 to 16 would be great! No more than 100 students in gallery.**

Paige Voegele, Andrew Braun, Meghan Rudquist

Look at Standard 5.2.5 and 6.2

<b>Grade:</b> 4th, 5th, 6h		<b>Subject:</b> Social Studies	
<b>Materials:</b> Early Peoples Chest		<b>Technology Needed:</b> none	
<b>Instructional Strategies:</b> ð <b>Direct instruction</b> ð Guided practice ð Socratic Seminar ð <b>Learning Centers</b> ð Lecture ð Technology integration ð Other (list)		<b>Guided Practices and Concrete Application:</b> ð Peer teaching/collaboration/cooperative learning ð <b>Visuals/Graphic organizers</b> ð PBL ð <b>Discussion/Debate</b> ð Modeling	
		ð <b>Large group activity</b> ð Independent activity ð <b>Pairing/collaboration</b> ð Simulations/Scenarios ð Other (list)	ð <b>Hands-on</b> ð Technology integration ð Imitation/Repeat/Mimic
<b>Standard(s)</b> 4.2.6- Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota 5.2.5- Describe the migration patterns of people from Asia to the Americas during the Ice Age (e.g., regional patterns, migration and settlement of the first Americans in the Western Hemisphere)		<b>Differentiation</b> <b>Below Proficiency:</b> We will engage students by having them help us with various tasks such as passing around materials or interacting with the exhibits.  <b>Above Proficiency:</b> We will ask deep comprehension questions to make them think critically about the lifestyles of the early people.  <b>Approaching/Emerging Proficiency:</b> We will keep these students engaged by asking questions and using artifacts from the chest.	
<b>Objective(s)</b> By the end of the lesson, students will have an understanding of the Early People of North Dakota by interacting with exhibit. By the end of the lesson, students will understand and explore the migration patterns of the Early People of North Dakota by interacting within the exhibit.		<b>Modalities/Learning Preferences:</b> · <b>Visual:</b> Pictures in the exhibit · <b>Auditory:</b> Listening to presenter, asking questions · <b>Kinesthetic:</b> Walking around the exhibit · <b>Tactile :</b> Touching different materials	
<b>Bloom's Taxonomy Cognitive Level:</b> Comprehension, Knowledge			

<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>The students will be broken up into smaller groups within the gallery. We will be in charge of about 20 students at a time. Every 10 minutes, the students will switch and go to different parts of the gallery.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>• The students will listen to the presenter and be respectful at all times.</li> <li>• The students will only touch what they are told they can touch in the exhibit.</li> <li>• The students will move around the gallery and interact with the materials. They should be respectful to the materials that are in the exhibit.</li> </ul>
Minutes	Procedures
10min	<p><b>Set-up/Prep:</b> Go through the materials and the chests and see which ones we want to use during our presentation.</p>
1	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>We will engage the students by playing the recording of the Native American language. We will introduce the idea of the first people in North Dakota and introduce how they lived.</p>
10	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- Explain to the students the clapping procedure at the end of each exhibit.</li> </ul> <p><b>Exhibit 1:</b></p> <ol style="list-style-type: none"> <li><b>Meghan:</b> I will introduce the gallery after we all introduce ourselves to the whole group. Students will be able to interact with the opening by pressing the button and listening to the Native language. I will then explain how the Early People came to North Dakota and the different tribes. “Do you know of any tribes in North Dakota? Have you ever met a Native American?” I will discuss a little bit about how they lived and ask the students to relate it to their own life.</li> <li><b>Andrew:</b> I will be talking about early survival in North Dakota specifically about food sources and hunting techniques used by the early people. I will also talk about stone spear heads and how the early people became skilled with stone work to create the tools they needed. I can ask questions about what would it be like if we had to go hunting/ foraging every time we ate.</li> <li><b>Paige:</b> I will be explaining the mural that is inside of this gallery. I will include specific details on what appears to be going on in the mural and will discuss several different parts of the mural (Ex: What specific people appear to be doing). I will also ask the children open ended questions such as: “What do you think this person is doing?” or “What jobs do you think these people are doing?” This will allow the children to interact with the exhibit along with gaining the information.</li> </ol> <p><b>Exhibit 2:</b></p> <ol style="list-style-type: none"> <li><b>Meghan:</b> I will introduce the second exhibit to the students and do a similar activity to the first one. There is a great picture that I will discuss with the students and ask them what they see. “What kinds of resources do you think they started to develop? What do you see in the picture?” Students will be able to listen to the Native language again. More tribes were beginning to form and this allowed the different tribes to trade with one another. “What kinds of materials do you think they would trade?”</li> <li><b>Andrew:</b> I will be talking about the tipi camp model and discuss with the students the different things that they notice in the camp. We will talk about what their lifestyle was like in those early tribes. I can</li> </ol>

	<p>help the students relate by asking things like, “What would you think if you had to live with your entire family in one room? What if you had to move every few days or weeks?”</p> <p><b>3. Paige:</b> I will be explaining the portion of the exhibit where it talks about dogs and what they were used for during this time period. Throughout this process, I will ask the children open ended questions such as: “Why do you think they used dogs to perform these tasks?”</p>
<b>3</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>We will allow the students to roam around the exhibit and explore for the last few minutes. We will also walk around during this time to make sure the children are engaging with the materials appropriately, and we will answer any questions that they may have.</p>
<b>1</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>All of the groups will transition their students to the next exhibit by one group member walking the students to the next group.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <p><b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></p> <ul style="list-style-type: none"> <li>- Discussion and questions with the students.</li> <li>- Notecard will be given to them at the end of the session to write or draw something that they learned.</li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>- Notecard will be given to them at the end of the session to write or draw something that they learned.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

**Claire Davis, Mercedes Trujillo-hanson, MaryGrace Franz**

<b>Grade:</b> 4-8	<b>Subject:</b> Social Studies: Influences from the East: Plains Woodland Culture
<b>Materials:</b> Trunk	<b>Technology Needed:</b> None

<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Direct instruction</li> <li>● Guided practice</li> <li>● Socratic Seminar</li> <li>● Learning Centers</li> <li>● Lecture</li> <li>● Technology integration</li> <li>● Other (list)</li> </ul>	<ul style="list-style-type: none"> <li>● Peer teaching/collaboration/cooperative learning</li> <li>● Visuals/Graphic organizers</li> <li>● PBL</li> <li>● Discussion/Debate</li> <li>● Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p>	
<p><b>Standard(s)</b></p> <p>6.3.2 Trace the development of civilizations from hunting/gathering based societies (e.g., hunting and gathering – cultivation and domestication) to trading/economy-based societies (e.g., surplus of food – specialization – trade/barter system)</p> <p>4.2.6 Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota</p>		<ul style="list-style-type: none"> <li>● Large group activity</li> <li>● Independent activity</li> <li>● Pairing/collaboration</li> <li>● Simulations/Scenarios</li> <li>● Other (list)</li> </ul> <div data-bbox="954 485 1159 564" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Explain:</p> </div>	<ul style="list-style-type: none"> <li>● Hands-on</li> <li>● Technology Integration</li> <li>● Imitation/Repeat/Mimic</li> </ul>
<p><b>Objective(s)</b></p> <ul style="list-style-type: none"> <li>● By the end of the lesson, students will be able to: <ul style="list-style-type: none"> <li>○ Analyze the trade practices of the North Dakota Plains Woodlands people.</li> <li>○ Describe how the bow and arrow was adopted by North Dakota native peoples and its influence on hunting and culture.</li> </ul> </li> </ul> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Analysis</p>		<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> for those students below proficiency, we will take the extra time to walk with the students and answer any questions they may have about the gallery or displays.</p> <p><b>Above Proficiency:</b> for those students above proficiency, we would ask them about their knowledge of the exhibit/gallery they are in. This would open up conversation among the students so that peer to peer learning could take place</p> <p><b>Approaching/Emerging Proficiency:</b>for these students approaching proficiency, we would ask them questions to help get them interested in exhibits. This would help them become more engaged and excited about the gallery.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>· <b>Visual:</b> seeing the different tools used for hunting</li> <li>· <b>Auditory:</b> listening to the presenter</li> <li>· <b>Kinesthetic:</b> walking around the exhibit</li> <li>· <b>Tactil:</b> touching items from the trunk</li> </ul>	
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- The students will be broken up into smaller groups once in the gallery. Mercedes, Claire, and MaryGrace will each take separate groups around their section of our gallery. Every five minutes or so the students will rotate between the three of us. After the rotations they will come back together as a whole and move onto the next area.</li> </ul>		<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>- The students will listen to the presenters and be respectful.</li> <li>- The students will only be allowed to touch what they are told to touch. They may ask permission if they are unsure.</li> <li>- All materials should be treated respectfully.</li> </ul>	

	<ul style="list-style-type: none"> <li>- The students will be expected to move around the gallery and interact with the materials.</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
<b>5-10 Minutes</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Set up items from trunk</li> <li>- Walk through the area and make sure that the space is clear and ready for our presentation</li> </ul>
<b>1-2 Minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• (Introduce ourselves)</li> <li>• Welcome to the North Dakota plains in the last last few hundred years BC and the first thousand years AD!</li> <li>• During this time many changes were happening on the North Dakota plains. This time period is called the Plains Woodland period. I wonder why they call it a woodland period if we are still on the plains? Let’s start by looking at this display, and we’ll think about all the changes that happened during this time.</li> </ul>
<b>5-7 Minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <b>Taxidermy Animals - Hunting Practices and Trade</b> <ul style="list-style-type: none"> <li>• Can someone describe to me what they see in this exhibit? What kind of animals do you see? Why do you think these animals are on display?</li> <li>• These are animals that the early peoples of North Dakota hunted. In the last exhibit we learned about the atlatl. Can someone remind me what an atlatl is? (big spear, used for killing buffalo, large game) How effective do you think an atlatl would be for hunting a small, fast animal like this rabbit?</li> <li>• During this time period, we see the first bows and arrows showing up on the North Dakota plains. Where do you think the idea for the bow and arrow came from? Did the North Dakota peoples make it up? Did they have a lot of trees nearby? Where did their idea come from?</li> <li>• These bows and arrows we find tell us that the native peoples in the upper Midwest traded with people from other areas who had already discovered the bow and arrow. How would hunting practices be different with a bow and arrow rather than an atlatl? <ul style="list-style-type: none"> <li>○ Faster arrows</li> <li>○ Small, fast prey</li> <li>○ Not as reliable for hunting buffalo</li> </ul> </li> <li>• What difference would this have made for the native people’s culture? They travelled around to hunt buffalo, but could they stay in one place if they could hunt smaller animals more effectively? Why?</li> </ul>
<b>2-3 Minutes</b>	<b>Bark House - Trade with Woodland Peoples</b> <ul style="list-style-type: none"> <li>• This house looks a little different from a tipi. How did the Plains Woodland peoples get the wood and the bark to build houses like this? Do you find trees in the prairie? Enough trees? (It is called a wigwam)</li> <li>• What does this tell us about the people the North Dakotan native peoples interacted with? Why did they choose to use these materials?</li> <li>• This tells us their communities were more stable/permanent, not as easy to move, formed communities.</li> </ul>
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• <b>Display Cases</b> <ul style="list-style-type: none"> <li>○ Pottery</li> <li>○ Traded goods - multiple changes of hands (copper, obsidian, pipestone, and marine)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Display cases of various artifacts/traded goods - how far did trade extend? How did it benefit the peoples? What kind of goods did they trade?</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b>  Students will be grouped together and asked one thing that they learned or found interesting about this exhibit, and will transition to the next activity/time period with the next group.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>· <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b> <ul style="list-style-type: none"> <li>● Discussion/questions with students</li> <li>● Check for comprehension with students along the way</li> </ul> </li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>- Use a notecard to let students draw their favorite part of the gallery</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	



Artifact -Animal Exhibit





Artifact— display case

<b>Grade: 4-8</b>		<b>Subject: Social Studies: People of the Earthlodges: Plains Village Culture</b>
<b>Materials:</b> Trunk		<b>Technology Needed:</b> None
<b>Instructional Strategies:</b> ð <b>Direct instruction</b>	ð Peer teaching/collaboration/	<b>Guided Practices and Concrete Application:</b>

<ul style="list-style-type: none"> <li>ø Guided practice</li> <li>ø Socratic Seminar</li> <li>ø Learning Centers</li> <li>ø Lecture</li> <li>ø Technology integration</li> <li>ø Other (list)</li> </ul>	<ul style="list-style-type: none"> <li>cooperative learning</li> <li>ø Visuals/Graphic organizers</li> <li>ø PBL</li> <li>ø Discussion/Debate</li> <li>ø Modeling</li> </ul>	<ul style="list-style-type: none"> <li>ø Large group activity</li> <li>ø Independent activity</li> <li>ø Pairing/collaboration</li> <li>ø Simulations/Scenarios</li> <li>ø Other (list)</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">       Explain:     </div>	<ul style="list-style-type: none"> <li>ø Hands-on</li> <li>ø Technology integration</li> <li>ø Imitation/Repeat/Mimic</li> </ul>
<p><b>Standard(s)</b></p> <p>4.2.6 Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota</p> <p>6.2.3 Trace the emergence of agriculture and its effect (e.g., climate changes, the impact of irrigation techniques, the domestication of plants and animals) on early human communities</p> <p>5.5.1 Explain the impact of climate, geography, and available resources on the daily lives of Native Americans (e.g., dwellings, clothes, food and crops, technology, tools, cultural traditions)</p>		<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b></p> <ul style="list-style-type: none"> <li>- We will help engage these students by letting them ask questions and getting them to interact with different areas of the exhibit</li> </ul> <p><b>Above Proficiency:</b></p> <ul style="list-style-type: none"> <li>- We will ask these students questions that will help explain their comprehension and have think deeply about the agriculture of the early people</li> </ul> <p><b>Approaching/Emerging Proficiency:</b></p> <ul style="list-style-type: none"> <li>- We will engage these students by giving them items from the trunk or exhibit and give them activities to help them interact</li> </ul> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>· <b>Visual:</b> The mural and the pictures located in the exhibit</li> <li>· <b>Auditory:</b> Listening to presenter, asking questions, and listening to the recordings</li> <li>· <b>Kinesthetic:</b> Walking around the exhibit following the time periods</li> <li>· <b>Tactile:</b> Touching the items in the trunk or the items on display in the exhibit</li> </ul>	
<p><b>Objective(s)</b></p> <ul style="list-style-type: none"> <li>• At the end of the lesson, students will be able to:             <ul style="list-style-type: none"> <li>○ Discuss the transition of early native peoples' culture from primarily nomadic to settling in permanent villages</li> <li>○ Describe the importance of hunting and agriculture to the formation of the first North Dakotan villages</li> </ul> </li> </ul> <p><b>Bloom's Taxonomy Cognitive Level:</b> Comprehension</p>		<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- The students will be broken up into smaller groups once in the gallery. Mercedes, Claire, and MaryGrace will each take separate groups around their section of our gallery. Every five minutes or so the students will rotate between the three of us. After the rotations they will come back together as a whole and move onto the next area.</li> </ul> <p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>- The students will listen to the presenters and be respectful.</li> <li>- The students will only be allowed to touch what they are told to touch. They may ask permission if they are unsure.</li> <li>- All materials should be treated respectfully.</li> <li>- The students will be expected to move around the gallery and interact with the materials.</li> </ul>	

Minutes	Procedures
5-10 Minutes	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Set up items from trunk</li> <li>- Walk through the area and make sure that the space is clear and ready for our presentation</li> </ul>
3-5 Minutes	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Have students imagine that they were one of first North Dakotans. I will briefly describe the village to them then I will ask them what type of crops would be grown, how they would obtain other food, and ask how this way of life is different from before.</li> </ul>
5-7 minutes	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>● <b>The first gardens exhibit:</b> <ul style="list-style-type: none"> <li>○ This is where people started to grow their own food and began to establish a more permanent homes instead of acting as a nomadic tribe. I will ask questions such as: <ul style="list-style-type: none"> <li>■ Do you think this would be easier to settle down rather than traveling to get to food and find shelter?</li> </ul> </li> <li>○ I will explain what types of food they grew and the ways they grew food <ul style="list-style-type: none"> <li>■ They grew/harvested: <ul style="list-style-type: none"> <li>● Corn</li> <li>● Buffalo berries <ul style="list-style-type: none"> <li>○ Native to ND; tart berries in late summer</li> </ul> </li> <li>● Chokecherries</li> <li>● Prickly pear cactus pads</li> </ul> </li> <li>■ Can you think of any other crops that might be available to them?</li> </ul> </li> </ul> </li> <li>● <b>Circular plains village exhibit:</b> <ul style="list-style-type: none"> <li>○ What do you notice about this exhibit? What are they doing? What do you think of their houses? <ul style="list-style-type: none"> <li>■ I will give them time to look at the exhibit before they answer the question</li> </ul> </li> <li>○ What do you think it would be like growing up in this village? Do you think you would have jobs or tasks to do?</li> </ul> </li> </ul>
5 minutes	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>- <b>Artifact display case:</b> <ul style="list-style-type: none"> <li>○ The students will look through the circular plains exhibit and then go to look at the display case</li> <li>○ They will be able to see all of the materials that the plains people used on a daily basis and they will be able to ask questions and interact with each other</li> </ul> </li> </ul>
1-2 minutes	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>- We will ask for any final questions and then group the students back together so they can advance to the next group in our gallery.</li> </ul>

**Formative Assessment: (linked to objectives, during learning)**  
**Progress monitoring throughout lesson (how can you document your student's learning?)**

- Discussion/questions with students
- Check for comprehension with students along the way

**Summative Assessment (linked back to objectives, END of learning)**

- Use a notecard to let students draw their favorite part of the gallery

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**



Artifact - Circular Plains Exhibit

**Monica Yates, Landon DeKrey**

<b>Grade:</b> 4-8th		<b>Subject:</b> Early people	
<b>Materials:</b> Trunk contents and boat		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> ð <b>Direct instruction</b> ð Guided practice ð Socratic Seminar ð Learning Centers ð Lecture ð Technology integration ð Other (list)	ð Peer teaching/collaboration/ cooperative learning ð Visuals/Graphic organizers ð PBL ð Discussion/Debate ð Modeling	<b>Guided Practices and Concrete Application:</b>	
		ð <b>Large group activity</b> ð Independent activity ð Pairing/collaboration ð Simulations/ Scenarios ð Other (list) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 5px;">           Explain:         </div>	ð <b>Hands-on</b> ð Technology integration ð Imitation/ Repeat/Mimic
<b>Standard(s)</b>  G6_8.0.5 Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota		<b>Differentiation</b>  <b>Below Proficiency:</b> Give these students opportunity to help with tasks, such as interacting with the exhibits  <b>Above Proficiency:</b> Ask them questions and to restate what has been said, drawing conclusions from this information  <b>Approaching/Emerging Proficiency: ?</b>  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>· <b>Visual:</b> Tipi, furs,</li> <li>· <b>Auditory:</b> Speaking</li> <li>· <b>Kinesthetic:</b> Moving from exhibit to exhibit</li> <li>· <b>Tactile:</b> touching furs</li> </ul>	
<b>Objective(s)</b>  TLW be able to explain the transformation of tipi construction and material over time TLW be able identify different types of animal furs, and explain how or why they were hunted by Native Americans TLW know the different uses of the buffalo  <b>Bloom's Taxonomy Cognitive Level:</b> Comprehension level 3: Summarize, Explain, Describe Analysis level 4: Differentiate, Sort, Categorize			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Explain procedure for transition between next gallery.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
<b>Minutes</b>	<b>Procedures</b>		

<p><b>5</b> <b>Minutes</b></p>	<p><b>Set-up/Prep:</b> Make sure we have material from trunk and that tipi is appropriately exposed and open. Prepare handouts if any.</p>
<p><b>1-2</b></p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Introduce Ourselves</li> <li>● Engage in attempting to trade a fur for a pair of one of the students shoes.</li> <li>● Welcome students to the trade era and give the students an overview of what we will be covering (fur trade, housing, buffalo)</li> </ul>
<p><b>2-3</b></p> <p><b>3-4</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p><b>Tipi:</b> “As the Plains Indians became more focused on hunting, they became more nomadic... The teepee—a conical tent made out of a buffalo skin and wood—was easy to put up and take down if a band was following a buffalo herd for hunting.” First made out of 15 buffalo hides and poles (up to 450 lbs) easily transported. <b>Landon:</b> Buffalo became sparse in 1870 because they were hunted excessively so they could trade buffalo furs. When hides became scarce, they started trade with the French for canvas to build tipis.</p> <p><b>Furs:</b> (Use skin artifacts from trunks as we talk about furs so students can look/touch them) <b>Landon:</b> In the mid 19th century American fur trading companies established several posts along the Missouri. What hides to all of these look like? What would do you think these would be used for? (Animal pelts for fashion: fur-trimmed hats, lined capes, warm gloves, and beaver hats).</p> <p><b>Boat area:</b> “They made bull boats by stretching bison skin over a wooden frame to trade goods along the rivers”. Look at boat, have them get in, imagine trading furs on river etc.</p> <p><b>Buffalo:</b> Monica: “Until the 1870s, all cultures of the Northern Plains depended on bison for food, tools, clothing, housing, and other things as their ancestors had for hundreds of years. <i>(Hand out poster from the trunks for students to look at as we talk)</i>. For example: -tanned hides for tipis -bedding/warm clothing in winter -sinews for bowstrings -bones carved for tools (later used to contain gunpowder) Landon: Hunting Techniques -The first hunting techniques involved running bison off of cliffs -Horses allowed for bow and arrow hunting -Trade allowed for the implementation of guns being used</p>
<p><b>5</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p><b>Tipi:</b></p> <p><b>Furs:</b> Students will have the ability to explore the furs in guessing what they are, and touching and feeling the furs.</p> <p><b>Boat Area:</b> Students will have the ability to explore the bull boat that was used for trade on the missouri river and imagine themselves traveling on the river in this boat!</p>

	<p><b>Buffalo:</b> An exhibit that has details on the buffalo will be explored as they view the different features of the buffalo and get to smell some buffalo poop!</p>	
<p><b>1-2</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>We will ask for any final questions and then group the students back together so they can advance to the next group in our gallery.</p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>- <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> <li>- <b>Discussion Questions that are asked as we journey throughout the gallery</b></li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>- <b>Use a notecard to let students draw their favorite part of the gallery</b></li> </ul>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>		

