Lesson Title: Notable South Dakotans

Content Area and Grade Level: 4th

Author: Kris Borgan

School District: Mitchell

Email: kristina.borgan@k12.sd.us

Brief Description of the Lesson/Unit:

This lesson is a part of my South Dakota History Unit. This lesson is designed to teach the students about the fore fathers of our state and the contributions that they made to South Dakota. I am challenging the students to find their influences in South Dakota today.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  4.U.S.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state. Examples: Red Cloud, Sitting Bull, John B. S. Todd, Frederick Taft Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, Francis Case, Spotted Tail, Crazy Horse, Ben Reifel, Billy Mills

  4.U.S.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.
  - Identify major reasons or events leading to the
establishment of reservations in South Dakota.  
Example: discovery of gold, homesteaders, Native American conflicts  
• Describe the effects that the relocation of Native Americans had on their culture.  
• Identify the locations of the nine major reservations in South Dakota.  
(Comprehension)

- **Unpacked standards** (in student-friendly wording)  
  4.U.S.2.3  
  I can tell how famous South Dakotans helped create our state.  

  Examples: Red Cloud, Sitting Bull, John B.S. Todd, Frederick Taft Evans, Laura Ingalls Wilder, James Scotty Philips, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, Francis Case, Spotted Tail, Crazy Horse, Ben Reifel, Billy Mills
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   I want the students to understand who influenced our state, and how they effected South Dakota.

2. What essential questions will guide this unit and focus both the teaching and the learning?

   How did famous South Dakotans of the past influence our state today?

3. What key knowledge and skills will students acquire as a result of this unit?

   They will understand who influenced the beginning of South Dakota and how their efforts changed our state.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

   I don't think that many fourth graders have considered who "began" South Dakota. I am sure that they feel the creation of our state was so long ago that they can't imagine that they could trace back traditions to the first Dakotans. I think that researching and studying the founding fathers will be challenging and exciting. I think the non-fiction reading will be a challenge for some of the students.
What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

   KWL charts

2. Performance Tasks:

   The students are going to write their case for the judge. Mrs. Borgan is the judge. The students are on trial to state the most influential South Dakotan. They will not know what they are up against, but the will research their notable Dakotan and state their case to prove that they have the most influencial Dakotan. In the process all students will be paying very close attention to all cases, to prepare for their rebutles in attempts to prove that they have the most influential Dakotan.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

   As the trials are going on the students will fill out the attached note taking sheet on each Dakotan. The students will be graded on their note taking as well as presentations for their notable Dakotan.

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   I will observe the students on their "cases" made about their notable Dakotan. They will be graded according to the rubric they are given.

   **Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.**

   After the 1st case is presented, I will stop the class to discuss note taking sheets to make sure that everyone understands how to fill out the note taking sheet. At this time I will identify the students who are having trouble understanding this process. I will then pair students up to work together to finish this project.

5. Student Self-Assessment:
The students will receive the rubric at the very beginning of the assignment. They will be able to consult the rubric throughout the assignment to see that they are doing the assignment correctly. I will also have them fill out the self-assessment section of the rubric at the end of the unit.

6. **Attach or include specific rubrics being used for this lesson/unit:**

   See attached Rubric
   Famous Dakotan Trials
   Defendants Name: __________________________
   Lawyers Name: ____________________________

   Dates of Defendants Life
   Education Information
   Dates they lived in South Dakota
   Occupation
   What was the defendants goals for South Dakota
   What positive things did the defendant do for South Dakota
   How can the defendant’s efforts be seen today?
   Closing Statements

   Famous South Dakotan Trials
   Note Taking Sheet
   Name: ______________________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Lawyers Name</th>
<th>Why is the Defendant Famous</th>
<th>What important events was this person involved in</th>
<th>How is the defendants influence seen TODAY!!!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitting Bull</td>
<td>John B.S. Todd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frederick Taft Evans</td>
<td>Laura Ingalls Wilder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Scotty Philips</td>
<td>Niels E. Hansen</td>
<td>Gertrude (Zitkala-Sa) Bonin</td>
<td>Peter Norbeck</td>
<td>Francis Case</td>
</tr>
<tr>
<td>Spotted Tail</td>
<td>Crazy Horse</td>
<td>Ben Reifel</td>
<td>Billy Mills</td>
<td>Red Cloud</td>
</tr>
</tbody>
</table>
Rubric
Name: __________________

Information needed in presentation, and written report  Possible  Self Assessment  Teacher Assessment
Dates of Defendants Life  5
Education Information  5
Dates they lived in South Dakota  5
Occupation  5
What was the defendants goals for South Dakota  5
What positive things did the defendant do for South Dakota  5
How can the defendant’s efforts be seen today?  5
Closing Statements  5
Presentation (Presenting your written report to the class)  10
Note Taking Sheet (this needs to be completed for all notable Dakotans)  10
Total  60
Stage 3 : Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

   1. We read a readers' theater about a trial before starting this unit, so the students can see how a trial is conducted.
   2. We will discuss prior knowledge by filing out KWL chart about our famous Dakotans
   3. The students will learn how to research a famous person.
   2. The students will practice listening for essential information in a presentation.
   3. The students will practice stating facts and opinions.

2. Materials, Supplies, & Resources (technology & print):

   KWL Charts
   leveled research graphic organizers
   Lap top computers
   www.sd4history.com
   Internet
   Books about Famous South Dakotans
   Encyclopedias
   papers
   pencil
   research and note taking worksheets, rubrics, costumes/props

3. Classroom Management:

   1. The research worksheet will guide the students on their research. They will be working individually and with a small group. They will be monitored by the teacher to run smoothly and efficiently.

   2. During the presentations the students will be responsible for taking notes and forming opinions. The teacher will monitor the note taking progress and continually discuss opinions with them. The teacher will also lead the class discussion to prevent getting the class side tracked.
4. **Support Services and Special Teacher Notes:**

The students who require extra support will be paired with other students and with the teacher.
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:
   1. Graphic Organizers - All students will fill this out based on their own prior knowledge. Research (leveled worksheets to help them research their Dakotan)
   2. Differentiated books, web sites, costumes, props to use during research.
   3. The students get to decide how they want to present their cases. They will decide on costumes, props, and how they want to present their notable Dakotan.

2. Differentiated Content:
   1. Library books of various reading levels about each notable Dakotan
   2. Web sites of different levels
   3. Independent research individually and with peers.

3. Differentiated Product:
   1. Various costumes, props and presentations
   2. Various facts and opinions observed by various students.