Title: Plains Indians Unit

Subject Matter Emphasis and Level: 5th grade Social Studies

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Brief Description of the Lesson/Unit:

There are a multitude of tribes and cultures among the Plains Indians of the United States. We will compare and contrast how they used the resources available to them, and how these resources impacted their lifestyles.

SD Content Standards:

5.US.1.1 Students are able to differentiate the lifestyles of various Native American tribes.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

There is a great deal of diversity among the Indian cultures of the Plains Indian people. The resources available to them impacted their diet, their housing, their transportation, their religious and cultural traditions, and their livelihood.
2. What essential questions will guide this unit and focus teaching/learning?
What resources were available to the Plains Indian tribes?
How did they use the tribes use the resources?
What modes of transportation were used by Plains Indian people?
In what ways did relying on buffalo impact the lifestyle of Plains Indians?
What are the stages of a buffalo hunt, and what were the roles of the people participating?
In what ways were the parts of the buffalo used?
How were housing choices affected by the nomadic lifestyles of Indians such as the Sioux and the Kiowa, that followed the buffalo herds?
What resources allowed the Mandan tribe to sustain permanent settlements?
How did establishing permanent settlements affect the commerce of the Mandan people?
How are the food and clothing needs of the Mandan, the Kiowa, and the Sioux alike or different?
How did people of different tribes communicate in spite of language barriers?
How did oral storytelling perpetuate knowledge of Plains Indian cultures?

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

Students will identify, compare, and contrast resources available to Plains Indians.
Students will map out food, dwellings, clothing, and roles within society among the Plains Indian tribes.
Students will articulate how resources shaped the every day lifestyles and cultural makeup of the Plains Indian people.
Students will identify Iktomi as a Lakota trickster, used by the elders to teach moral lessons to children.

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

All Plains Indian people are Lakota Sioux!
All Plains Indian people had the same housing, language, clothing, and diets.
The Sioux are the only Indian people to inhabit the Dakotas.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?
**Performance Tasks:**
Students will complete written work, such as information webs, fact pyramids, worksheets, and quizzes.
Students will illustrate posters, diagrams, and murals depicting buffalo hunts, housing, clothing, and transportation modes used by various Indian cultures.

**Other Evidence:**
*Quizzes, Tests, Prompts, Work Samples (summarized):*

Students will create posters, diagrams, and murals.
Students will complete written work such as information webs, fact pyramids, worksheets, and quizzes.

*Unprompted Evidence: (observations, dialogues, etc.)*

Observation of participation in class discussions and communication during work sessions.

**Student Self-Assessment**

Journal prompt demonstrating knowledge that many Plains Indian tribes differed in their lifestyles and culture.

**Stage 3: Plan Learning Experiences and Instruction**

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

**Major Learning Activities:**
Read material in Social Studies text book, supplemented by numerous library materials, and classroom library resources.
Materials & Resources (technology & print):
We rely on print materials alone for this lesson.

Management:
Whole group, small group, partner, and solo reading and work projects. Lesson will take approximately 3-4 days of class time to complete.

Support Services and Special Teacher Notes:
None.

Extensions and Adaptation:
Differentiated activities based on interest, choice, or learning needs of students.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:
Students will use materials of different reading levels as resources, and choose from a variety of assignments to show understanding of content.

**Differentiated Content:**
Same as above

**Differentiated Product:**
Students will have written projects as well as orally present posters, diagrams, and murals created.