

# Developed Lesson Plan Format

## Teaching American History Grant

**Designer:** Linda Rogers

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**Standard (Include analysis skills and language arts standards): Standard 8.12.2:**

“Identify the reasons for the development of federal Indian Policy and the wars with American Indians and their relationship to agricultural development and industrialization.”

**Analysis skills: Research Evidence and Point of View:** Students detect the different historical points of view on historical events and determine the context in which historical statements were made.

**Historical Interpretation:** “Students understand and distinguish cause, effect, sequence and correlation in historical events, including long and short-term causal relations.”

**Language Arts Standards** Reading: 3.0 *Literary Response and Analysis*: “Students read and respond to historically or culturally significant works of literature that reflect and enhance *studies* of history and social science.” Writing: 2.2a Writing: Exhibit careful reading and insight in their interpretations Listening and Speaking: 1.2 Comprehension: “Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s delivery and purpose.”

**Key concepts (CA. Concepts Collection II)/Vocabulary:**

Justice, frontier, migration, reservation

**Learning Outcome/ “Big Idea”/ “Essential Learning” (Objective)**

Students will explain the Native American’s responses to encroachment by settlers into their territory.

**TCI Strategies:** Problem Solving Groupwork: The Nez Perce: Analyzing and Interpreting the song, *The Heart of the Appaloosa*.

**EL/Inclusion Strategies:** Students will be placed in mixed ability groups. Visuals of the document and process will be presented. Visual and written interpretation of verses of the verses of the song will be posted.

**Materials:** Text: *History Alive: the United States*. PowerPoint presentation of the song’s text, butcher paper, markers or colored pencils.

**Opportunities to Learn/Perform (Procedure):**

**1. What will students need to do to achieve knowledge and skills identified in standards and learning outcomes?**

- Class will read together Chapter 23 sections 1 and 2
- Students will write and then share their answers to this question: *Write about a time when someone made a promise to you and broke it. What was the promise? Why did the person break the promise? How did you feel when the promise was broken?*
- Working in cooperative groups, students will create a presentation explaining the meaning of a verse of the song, *The Heart of the Appaloosa*.

**2. What the teacher will do:**

- Ask some students to share their answers to preview questions. Ask: “Is it ever OK to break a promise?”
- Lead review of Nez Perce reading
- Play *The Heart of the Appaloosa* with a PowerPoint of the text
- Place students into heterogeneous groups.
- Pass out: Group Checklist to Song Analysis, copies of text of song, and matrix for interpreting the song.
- Make transparencies available.

- Explain directions: Using an overhead transparency, explain the roles each student will play and outline steps the groups will follow to prepare a presentation of their verse which will include playing the verse with a transparency of the Native Americans appropriate to the verse, a visual of the verse and an oral presentation of their interpretation.
- Groups will present their verse. Other students will be encouraged to ask clarifying questions and discuss the interpretation.
- Students will complete matrix.
- After all the presentations have been completed, debrief class with these questions:
  1. How did you feel as you listened to *Heart of the Appaloosa*?
  2. Why do you think the United States government acted toward the Nez Perce as it did?
  3. How do you think the Nez Perce felt about the US Indian Policy?
  4. Was the US justified in its actions? (broken promises).
  5. How could this conflict have been resolved more equitably?
- Tell students to glue excerpts matrix into right side of notebooks.
- Play the song again.
- Assign homework: Read Chp.23 section 3

**Technology Component:** Overhead projector; Computer and projector, CD player

**Primary Sources:** Recording of *The Heart of the Appaloosa*, photos of Nez Perce

**TCI Resources:** *History Alive! The United States:* Transparencies, matrix, group work checklist.

**Resources (Indicate primary sources):** Text of the song, transparencies of Native Americans, History Alive Textbook.

**Assessment (Description of 2 or more assessment tasks with specific directions, questions, and prompts):**

- Teacher observation of students' work on excerpts to verify progress and check for understanding.
- Observation of presentations
  1. **Rubric to explain criteria (attach**

VERSE \_\_\_\_\_

### *Heart of the Appaloosa* Presentation

**ORAL PRESENTATION – 10 points**

**Student      Teacher**

- Clearly explains the verses
- Words are clear and easy to hear
- Speaker’s demeanor is respectful and appropriate to text

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**WRITTEN PRESENTATION – 10 points**

- Clearly explains the verse
- Text is clear and easy to read
- Correct grammar and spelling is used

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**VISUAL – 10 points**

- Visually interprets the verse
- Uses at least 3 colors
- Easy to see from a distance
- Neat and attractive

\_\_\_\_\_

**TOTAL – 30 points**

\_\_\_\_\_

**Day 1      Day 2**

Discussion Leader \_\_\_\_\_

\_\_\_\_\_

Researcher \_\_\_\_\_

\_\_\_\_\_

Graphic Organizer \_\_\_\_\_

\_\_\_\_\_

Presenter \_\_\_\_\_

\_\_\_\_\_

