

Lesson 1: Prehistoric Native Americans in Indiana

Time needed: 45 minutes, to be completed on one day

Resources/Materials Needed:

Teacher: Copies of the informational papers on the four types of prehistoric Native Americans (NA): Paleo, Archaic, Burial Mound Woodland, and Mississippian. (Original resources from L.Loudermilk's files, similar papers can be found at IN.Gov : <http://www.in.gov/dnr/historic/files/prehisindians.pdf>)

Students: highlighters, pencils, markers

TSWBAT: Define details of one specific group, then (as an "expert") inform three other students on their team about that group. Students will compare and contrast what made each group unique and why.

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Procedure:

All students will number off, one through four and will correspond to a different group of NA's. Each team meets in a different area of the classroom.

Teacher gives directions, students will read their informational paper, and discuss facts they learn with their team.

In each team, students will count off. From there all the 'ones' will get together, the 'twos', etc, so that new teams are formed. Each new team will now have an "expert" on each NA group.

These new teams will fill-in a blank, grid on an anchor chart with information about each NA group. The visual they create will allow them to compare and contrast the different groups.

The Teacher will brainstorm with the students for labels/titles of the spaces to fill-in on the grid. Suggested labels to be filled-in on the grid should be: Food, Tools, Habitat, Housing, Roles of the Men vs. Women, Other.

Formative Assessment: TSWBAT infer answers to questions about why the different groups used different tools (impact of glaciers, animal migration, farming).

## Lesson 2: Early Native Americans in Indiana

Time needed: 20-30+ minutes daily, for two weeks.

### Resources/Materials Needed:

Teacher: 25 Informational, Non-fiction Cards by Kokomo Card Series, circa 1992?  
(original resources from L.Loudermilk's files), several copies needed

Students: Answer form, pencil

TSWBAT: Read each card and answer 6 questions about what they have just read. Questions ask for Main Idea, Detail, Inference, and vocabulary information.

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### Procedure:

The teacher will demonstrate with the first card (to be referred to as Native American Cards from now on, or NA Cards), what the students are expected to do. Each card is marked as 1, 2, 3, ... 25.

As a class, read card one, it will be displayed on the overhead using the document camera (doc cam).

Together the class will fill out one answer card, again using the doc cam.

Teacher explains directions:

Each student will work independently, completing one card at a time and the cards may be completed in any order.

After completing five cards, students may turn in their card for grading.

All six answers need to be correct in order to score 4 points.

Each card is worth 4 points bringing the total of points possible to 100.

The students will have one opportunity to correct wrong answers. Again, all answers for one card need to be correct in order to score any points.

Students will work daily during bell work on their NA Cards, and can also work on them during their daily five time.

When students finish the cards, they will be given a packet of activities to complete.

Activities include a crossword, fill-in the blanks, coloring page, true/false, short answer.

Modifications: Students who struggle to read due to ELA issues or IEP's will be paired with students who volunteer to partner read, or will read with the teacher.

Formative Assessment: Each time students turn in their cards for grading, the teacher can note types of questions students are struggling with and make recommendations. Does student seem to need guidance on Main Idea, Detail, Inference, etc?

Summative Assessment: Final grade on NA Cards—> score/100

Summative Assessment: True/False, short answer to be graded.

Lesson 3: Read aloud: The Sign of the Beaver  
by Elizabeth George Speare

Time needed: 20+ minutes a day, and at the end of the school day, before the buses are called. This will be on going and may take three weeks.

Resources/Materials Needed:

Teacher: One copy of The Sign of the Beaver, by Elizabeth George Speare, book mark.  
Students: nothing, or a large piece of paper, and art supplies.

TSWBAT: Experience listening to a story together, while the teacher demonstrates fluent reading.

OPTIONAL: Students may draw scenes from the story as they listen to it being read aloud.

VISUAL LEARNING.

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Procedure:

Each day before the buses are called, the students will settle into their seats to listen to the story being read aloud. Students have the choice of sitting on the floor by the teacher who is reading, instead of at their desks, if they are just listening to the story. Students who are drawing must remain at their seats.

Clear rules for our visual representations of the story:

No random doodling or drawing pictures not relevant to the storyline.

Art supplies must be quiet within a few minutes that the reading begins.

All students MUST allow others to 'fall into' the story.

Drawing is completely optional.

Students may design more than one picture during the course of the readings.

Formative Assessment: Teacher can note parts of the story that made the most impact on the students, based on how many students drew different specific details.

Summative Assessment: None. Drawing is optional. Visual representations allow students to make mental connections about what is happening in the story, and may lead to greater recall of facts at a later date. Students will use information at a later date to sequence the events that occurred in the story.

## Lesson 4: Vocabulary from The Sign of the Beaver

Time needed: 45 minutes to an hour on day one, 15-20 minutes per student on day two.

### Resources/Materials Needed:

Teacher: List of vocabulary words: see attached list, iPad, pencil with paper, large piece of brightly colored craft paper for day two with book title written in center and vocabulary words written around the outside (graphic organizer style, like a cloud)

Students: Ideas notebooks, pencils and iPads.

TSWBAT: use their iPads to search the definitions of words on dictionary.com, and then use words in a sentence (day one). Then, the students will be able to use the words they defined in a sentence and make the sentence relevant to our story we are reading out loud (from where the words came).

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### Procedure:

The students will gather with their supplies on the rug by the rocking chair. Teacher will be on rocking chair.

#### Day 1 Mini-lesson: How to use dictionary.com

Questions for students: What do you do when you are reading and you come to a word you don't know? What is you REALLY need to know what that word means? Where to you go to find out your answer? You might know about dictionary.com, but have you ever really used it? Together, all students will look up the word PLEDGE (it is on the board directly behind them and one they see everyday. All should know it's meaning.

Discuss part of speech, how to say word and definition vs. more than one definition, and examples given.

Students then given one or two words from the vocabulary list from the story and asked to look up word and write exactly what it says on their iPads. (might discuss plagiarism and how this is NOT plagiarism)

Once they have written down the definition of their word, can they write their own sentence using the word, or words?

Formative Assessment: Can they do this?

#### Day 2 The next step...

Students will gather, 3-4 at a time, around the back table where a large, brightly colored craft paper graphic organizer has been started.

Students will locate their words and write the definitions exactly how they did from their Ideas notebooks. Challenge: Can you write a new sentence using your word/s but this time make your sentence relevant to the story it came from?

Summative Assessment: Can they take the words and use them in a second sentence... increasing their abilities to use these new words in the future.

Lesson 5: Comparing and Contrasting:  
Book vs. Movie

Time needed: 30 minutes a day for three days (1 1/2 hours total) to view the movie, then additional time needed to do the discussion.

Resources/Materials Needed: A copy of the movie The Sign of the Beaver.

TSWBAT: Make comparisons between significant events in the novel and the live action movie version of the story.

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Procedure:

After reading the book out loud, the students will have the opportunity to view the movie. At the end of each school day, where we would have read the book out loud, now we will watch the movie adaptation of the novel.

Formative assessment: The students will be able to explain the differences between these two forms of media and discuss their opinions as to why they were different.

## Lesson 6: Literature Response

Time needed: 45 minutes to 60 minutes

### Resources/Materials Needed:

Teacher needs: Copies of the Literature response form for each student.

Students need: Ideas notebook and pencils.

TSWBAT: Make an appropriate written response after reading a piece of literature.

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### Procedure:

Discuss what is the purpose of literature responses. (To show you have read and understand what you are reading, to be able to discuss with others your opinions and thoughts, to be able to find evidence in the text to support your thoughts and ideas.)

What makes up a Literature response? (Re-state part of question in topic sentence, have 7-10 complete sentences, including examples, write a conclusion or opinion.)

This is the first time through the Literature Response activity for this class. The first time through is scaffolded and detailed. The entire class **MUST** do the same question, question 5 (How do you feel about the way Attean treats his dog? Would Matt treat a dog differently?)

Formative Assessment: This is our first time to do this activity. The teachers goal is to all students opportunities to be successful so they may independently do this same activity while working in a small book club group as the school year goes on.

## Lesson 7: Guest Speakers

Time needed: Coordinated with speakers to see how much time they would like. Between 1-1 1/2 hours, on two separate days.

Resources/Materials Needed: Community members willing to come into our class and share their expertise.

First Guest Speaker: Mr. Tom Arter.

Mr. Arter is a long time friend of L. Loudermilk and has worked with her for several years while at Bradford Woods camp, while she has attended camp as a teacher councilor. Mr. Arter's area of expertise is in arrow head and spear tip finding, history, making, and of the prehistoric tribes who were originally in Indiana. He will speak to the class about his interests and share artifacts from his personal collection.

Second Guest Speaker: Mr. Dan Kernan.

Mr. Kernan is the grandfather of one of our students and is of Iroquis decent. He is an active member of his heritage and attends several local Pow Wows each year. Mr. Kernan will speak to the class about his life growing up and how Native Americans are active in today's society. He will share personal artifacts from his family.

TSWBAT: Practice active listening skills and ask appropriate questions of our guest speakers.

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Procedure:

Before our guest speakers arrive, the students will be reminded of appropriate audience behavior and will be encouraged to have a paper and pencil ready to write down facts they may think are interesting and questions they might like to ask when our speakers are done talking.

Formative Assessment: How on topic or off topic are the questions students ask after the guest speakers are finished lecturing?

Summative: Students will be able to show appropriate behavior while listening to guest speakers and will also show respect to our guests.

## Lesson 8: Write a Five Paragraph Essay

Time needed: 30-45 minutes, for several days in a row...2-4 days.

### Resources/Materials Needed:

Teacher needs: Notes on what to include in essay

Students need: Ideas notebooks, pencils

TSWBAT: Successfully write a five paragraph, narrative essay which includes: covering one topic, three supporting paragraphs with evidence stated, each paragraph should contain 3-5 complete sentences with proper grammar and conventions used, and the essay should end with a concluding paragraph.

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### Procedure:

Mini-lesson: What is an essay? What do the five paragraphs need to contain? (topic sentence, statements of evidence, complete sentences, proper grammar, etc.)

After doing a mini-lesson with students, the students will be asked to brain storm about who their favorite character was in *The Sign of the Beaver*, Matt or Attean? They will need to state three reasons why and show evidence to support their claims.

The students will be given time to compose their essays.

After essays are composed, we will refresh our memories about what self-editing means.

Next the students will learn to peer edit.

Mini-lesson: Peer Editing using the powerpoint from the website ReadWriteThing.org: <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html>

After the students have peer-edited their pieces they will be allowed to type their essays on the Pages program of their iPads. Then they will meet one-on-one with me. They will read their essays to me, and I will take notes on improvements they need to do, and/or note things they did well.

After any corrections that are needed are made, the students will be allowed to publish (print) their essays.

Summative Assessment: The students will produce a piece of writing to showcase their opinions about the characters of the story.

Essays will be displayed in the hallway on the bulletin boards with their Visual Response drawings and with their word definitions and sentences craft paper graphic organizer.



## Lesson 9: Making an iMovie (re-telling) of The Sign of the Beaver

- Script writing
- Movie posters/advertisement

Time needed: WAY more than planned...Anticipated 1:15-1:30 hours a day for five days. This lesson was intense! Really used a minimum of an hour a day for about 10 days.

### Resources/Materials Needed:

Teacher needed: Lots of paper and sharp pencils, post-it notes, detailed plans of what to accomplish each day and who was to do what.

Students needed: Their imaginations, pencils, ideas notebooks, iPads...to get started.

Also needed: Props (to be determined), large sheet of white craft paper, markers, a place to film, patience

TSWBAT: Learn a new way to use their iPads, learn a new way to show what they have learned, create a movie, work as a team, compromise, complete a major project, to learn to communicate without necessarily speaking, re-tell a story with the main ideas and details, how to multi-task.

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Procedure: Needed to break this process down into great detail.

Step 1: Brainstorm: What does it mean to make a movie?

Day 1: (15 minutes) Created an anchor chart about what it takes to make a movie. (searching for the students to realize we need a STORY)

Step 2: Chart (using a graphic organizer) events that happened in the story, The Sign of the Beaver.

Day 2: (20 minutes)

Step 3: Group events together.

Day 3 (45 minutes) Originally written on dry erase board on Day 2, but transferred to large piece craft paper. As students decided upon two events that went together, I literally cut those events off the paper and handed them to the student who suggested the two events be linked. Students were told to hold onto their two events. When all events were off paper...

Step 4: Put events in chronological order (sequencing).

Day 3 (part of 45 minutes above) Students holding events were to put themselves in order. Other students decided if they did it appropriately.

Step 5: Condense events into 6 scenes.

Step 6: Decide which scenes everyone wants to do.

Day 4: (30 minutes) Using the doc cam, whole class condensed events into six scenes. Then students were given an index card. Students wrote their names on the cards and their top three choices of scenes they wanted to do. After school (1 1/2 off-the-clock extra hours) I went through cards and attempted to give everyone they first choices. Each scene would have four members.

Step 7: Each scene now has a four member team. Roles.

Step 8: Scene writing brainstorming.

Day 5: (45 minutes) Roles explained to teams. Teams to decide who would do which role among them.

Roles:

1- notetaker/script writer/director

2- props members

1-camera person

All four members decide what needs to be said in their scene, notetaker is the person writing group ideas down.

Step 9: Screen Writers write, Props teams define what is needed, Camera Crew to work on backdrop.

Day 6: (45 minutes) Screenwriters need significant time to write! Teams meet to make sure writers know what needs to be said. Then, writers are released to write in a quiet corner of the room. The camera crew is directed to design one, flowing backdrop that all can film in front of. Details to include the cabin in the forest, a forest scene, a river, and the indian village. Camera crew to sketch design while I meet with the props teams. While meeting with props teams we walk through story and talk about every possible prop we might need and team members discuss who can bring in what. NOTE: I did make some executive decisions, such as the single backdrop to be used, and we would not do live action filming but would instead use Lego figures as our characters. I compiled the list of props needed and it was agreed that all props would come into the classroom within two days. RULES FOR PROPS: CANNOT BE ANYTHING OF VALUE OR THAT WOULD BE SADLY MISSED IS MISPLACED AND GONE FOREVER.

Step 10: Mini-lesson on script writing. Dog Breath - Book, then play.

Day 7: (45-60 minutes) What does a script look like?

I read the book Dog Breath: The Horrible Trouble with Hally Tosis by Dav Pilkey out loud to the class. Earlier in the semester I had read this to a small group while we were working on our fluency. I found a play version of this story online. I had that with me as well and I quickly assigned several students the roles from the play and had them stand in front of us and read their parts. We were able to compare and contrast what details were in each version. What was important and what was not. We also talked about voice projection. I made another executive decision before we read the play, so now I asked the class if we needed actors to do the voices for our characters so we could hear them as the Lego props did their actions. I asked for volunteers to read the roles and again handed out index cards with instructions to put their names with a list of roles they would like to do.

Step 11: Gather/Make Props.

Day 8: and several more (no set time as students just brought things in to the classroom to be looked at for use.)

Step 12: Creating Advertisements: Mini-Lesson on Movie Posters

We need to let the whole school know what we are doing! Let's create posters...but what do movie posters need to have included on them? (students brainstormed and I brought in an example of a movie poster I own) Movie posters need: setting, main character, catchy phrases, where to see and when, lots of color!

Step 13: Voices vs. Puppeteering

Step 14: Run Throughs

Day 8: (1 1/2 hours) Started our time as a whole group with our mini-lesson on movie posters. While I was working with individual groups the remaining students had a To-Do list of work they were to finish in the classroom (My mentor teacher was there to team teach with me). In our run throughs, the Props Teams were now responsible for all the action our characters would be doing. Screenwriters became directors and had the final say on wordings. Camera crew members were running their cameras and needed to make sure they captured all that needed to be captured on film. Our actors needed to be close to the camera person so we could hear their voices. It was a huge lesson in cooperation.

Step 15: Filming

Day 9: (1 hour) Working scene by scene, we filmed the entire production.

Step 16: Transferring to one source

Day 10: ( less than an hour) Because I didn't think things through completely, I needed to transfer all the filming onto one source where I could edit our movie and then publish it. I worked one-on-one with the camera crew to do this.

Step 17: Final editing, creating finished product, YouTube, QR codes

Day 10: Off-the-clock hours...too many to admit too.

Using iMovie on my MacBook Pro, I was able to edit our movie into one segment, with transitions, titles, credits, etc., and then publish it to YouTube. Much of this could have been done by the students if I wasn't ending my time as a student teacher. Plus, I think for ease of getting it done, having just one person handle this final piece was a nice way to go for this project. In the 11th hour, I decided to learn how to make a QR (Quick Response) Code for our movie.

Summative Assessment: Our completed movie!

Lesson 10: iMovie Premier

Resources/Materials Needed: A celebration! Access to YouTube.

TSWBAT: celebrate their learning with a finished product to share with their families.

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Procedure: simply send home the QR code and or the YouTube link and enjoy the fruits of your labor together.