

Lesson Plan Template

<p>Students will be coming from the visitor center to the Custer House. We will discuss Custer at the visitor center. When we get to the house we will finish discussion on the history. Then we will call attention and start marching to our next stop.</p> <p>At the Block houses we will be coming from the cemetery and will die the soldiers deaths to the conflict and military interference with the block houses to transition. They will need to spread out afterwards and start building.</p> <p>Students will be coming from the slant villages section. They will arrive and will be split up into two groups for the two different games. The games will be explained before they move into the designated areas for the game. After the games are explained, they will then go to their areas followed by two college leaders. They will then be led halfway through the games to the group picture at noon by the visitor center. After the picture they will be led back to the areas and switch to the other game in the same groups as before. After the completion of the second game, they will be given a talk that goes over the importance of the games and the impact it had on Native children. They will then move straight into the nature walk led by Joy.</p> <p>Make sure students understand the crayons need to be taken care of and to respect their environment and pick up any crayons or trash that they may drop along the way.</p>	<p>Students are expected to pay attention to game directions and expected to participate in each of the games with minimum distractions. They are expected to pay full attention to the game that they are to complete and work together with their peers.</p>
Minutes	Procedures
	<p>Set-up/Prep: Teacher will prepare fill-in-the-blank worksheets. Along with this, the teacher will prepare individual bags filled with yarn and beads for the beading art project. Finally, the teacher will print images of native beads to share with the students.</p> <p>Gather in the Council Lodge and pass out the worksheets. The only prep the day of will be putting the example of the block house out for them to see. It will take maybe 2 minutes.</p> <p>Place markers at two spots indicating the start and ending points for the foot races. For the second game separate the different set ups for each pair of partners on the ground (there will be one group of three for each section).</p> <p>Make sure all nature books are prepared and supplies are ready to be given to the kids at proper time during the day Students will be given a booklet with crayons. Students will start near the slant village.</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will be given a fill-in-the-blank worksheet to fill out using the signs in the visitor's center. The teacher will give students approximately ten minutes to complete as much of the worksheet as possible.</p> <p>Lecture on what the Earth lodges are made of and a basic history of the lodges. The lifestyle of the Mandan people in the village We'll start the Custer house by an I Wonder from the visitor center to start our discussion about the Fort and military. We will transition to marching by linking the last discussion about how they spent their time training To engage the students at the block houses, we'll first walk around the outside and then explain and build. They can use this beginning time for questions.</p> <p>Gather everyone's attention and explain the two games then split the groups into two sections, one will participate in the foot races and the other will participate in the stick game.</p> <p>Ask students what they notice about the environment around them. What do you notice is going on with the trees and how the village is placed? Do you think it is important to understand what plant and animal life is around us?</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.) Following the ten-minute fill-in-the-blank activity, the teacher will gather the students together and review the answers. The teacher will call special attention to the question about native beading and jewelry. This will lead into a discussion about native trade, beading, and the different types of beads used in native jewelry making.</p> <p>Explain the worksheet and divide into groups 3 groups of 4, 2 groups of 3 (one supervisor in each group as well) At the Custer house, we will talk about the purpose of the military operation being in North Dakota at this area. We will discuss why Custer was chosen and what his personality and family life was like. We will remind them that most of the people at the Fort at that time were linked to the military purposes. We'll talk about the lives they lived and what they did to prepare.</p>

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	<p>At the block houses we will discuss the purpose of these buildings and what the link between the barracks and Custer's house and the people who were up in the block houses.</p> <p>The first student will then run to the other end of the setup field and back passing the running stick to the next person in line. Students will continue to do this until all students in their team have completed the run, once this is done, they will all sit down. The winning team is the students who sit down first. This activity will be done three times total. Stick Game: The students will get into pairs and be given a stick/lima bean set. The student will then take the sticks and toss them into the air, based on the side that the sticks land and the combination they make they can either get lima beans, which act as points, or they could not get lima beans. The students will take turns tossing the sticks and repeat this process until all the lima beans are gone. The student with the most lima beans will win the game.</p> <p>Tell Students they will be lead on a walk and allowed to look around near the path for different objects to draw in the books. If the object is a leaf students may rub the crayon over it to help them color the leaf. Throughout the walk we may stop and discuss something we discovered further.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will then be given a bag of yarn and beads. They will be instructed to design either a bracelet or necklace from the beads they were given. The teacher will challenge them to make patterns similar to the examples seen in the visitor's center. Following this activity, if time allows, students can share out why they chose the pattern they did and why they believe it represents the native beading work seen in the visitor's center.</p> <p>*After this activity, if time allows, give students to opportunity to visit the Custer side of the visitor's center to transition into the next lesson. *</p> <p>Have groups take their worksheet and fill in the blanks while exploring the earth lodges in groups</p> <p>At the Custer house, we will walk around the house and the barracks to explain what was going on and have a lot of wait time for questions and exploration. They will also get to march as a group and experience what it was like at that time for the soldiers during their training.</p> <p>At the block houses, we will walk around and have plenty of time for questions once again. We will then let the do it themselves in building their own models of the block houses. They will be able to go into the houses and see how they were built and why they used what they did to build it.</p> <p>during this section the students are to participate in the games as they are instructed. If any student is goofing around and distracting other students, they will be asked to sit out for the activity. If they have any questions, they are encouraged to go to a college leader.</p> <p>Students will begin the walk and taught about plants and animals as we pass be them. Students will be taught how the Natives used some of the different animals for food, weapons, shelter, etc.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Teacher will lead students to the next activity. If time, the teacher will lead students through a conclusion discussion.</p> <p>Bring the entire group back to discuss their findings.</p> <p>At the Custer House we will march to our next destination in order to practice the drills and make them involved.</p> <p>At the Block houses, we will end with a few questions of what the block houses were for and why they're right by Bismarck.</p> <p>At the end of their games, they will be asked to gather in a group and sit on the ground. They will be taught the significance of the games and how the skills that were learned from the games can incorporate into the lives and daily tasks of the Native people of the land.</p> <p>Once we reach the cemetery we will take a brief moment to answer any question that may not of been answered along the way and students will be given a little time to wrap up any drawing or coloring they are doing.</p>
<p>Formative Assessment: (linked to objectives)</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p>

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Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

We will be moving around to check on the students and clarify questions as they come up. We will make sure to be dispersed.

A timer will be set to ensure that they will have time for both activities and enough time for the group picture at noon. Before each game begins, a college leader will be clear to have any unanswered questions addressed to make the flow of the games easier for the students. The students also can ask questions throughout the activity.

Fill-in-The Blank worksheet can be used as a formative assessment. In addition, student's bracelet making with patterns can be used as a formative assessment.

Observe as students fill in there book to check if they are making connections with what there environment has for them.

Consideration for Back-up Plan:

Teacher will move the activity indoors if weather does not allow for outdoor art. Teacher will also bring extra supplies just in case.

Self-guided exploration.

If there is extra time, then the students can play either the stick game or the foot races and additional time to fill in the extra time. If we are short on time, we will transition into lunch a little late to provide the learning opportunity that the games provide.

If we run out of time we will just try to let the students explore the block houses. At Custer's house, we will surely let them march and explain the purpose if we run out of time.

Students will understand the purpose of Custer, the fort, the military use, and how it all ties to our history and where we are at now through our other activities during the day.

The objectives will be met either during the activity process or during the talk afterwards explaining the significance of the games. Students will then be able to have an better understanding of the daily life of a Native American during the time period.

If applicable- overall unit, chapter, concept, etc.:

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

Second Half of the Capstone Part Two: https://umary0-my.sharepoint.com/:w:/g/personal/ardorn1_umary_edu/EW5j0QTt9txMoSwuhcOkeacB26AIs0NNbUBYT-8769f_GQ?email=mwtaylor%40umary.edu&e=oEBS02