

Final Capstone Project

Lesson Plan

Grade: 3rd-8th	Subject: Native American Heritage Center
Materials: Scavenger Hunt handouts, Report Card, Pencils	Technology Needed: N/A
Instructional Strategies: ð Direct instruction ð Peer teaching/ ð Guided practice collaboration/cooperative ð Socratic Seminar learning ð Learning Centers ð Visuals/Graphic ð Lecture organizers ð Technology integration ð PBL ð Other (list) ð Discussion/Debate ð Modeling	Guided Practices and Concrete Application: ð Large group activity ð Hands-on ð Independent activity ð Technology integration ð Pairing/collaboration ð Imitation/Repeat/Mimic ð Simulations/Scenarios ð Other (list) Explain:
Standard(s) 4.6.2: Explain the contributions of various ethnic groups (e.g., Native Americans, immigrants) to the history of North Dakota (e.g., food, traditions, languages, celebrations)	Differentiation Below Proficiency: use language and vocabulary at their reading level. Have them find less items on their scavenger hunt. Above Proficiency:
Objective(s) Give an outline of the Early Peoples exhibit in order to give the learner a better understanding of the Native American culture and their impact in North Dakota history. Bloom's Taxonomy Cognitive Level: understand, apply	Approaching/Emerging Proficiency: Have the students who are finished with their scavenger hunt help those who are not done yet. Make sure the pace is not so fast. Modalities/Learning Preferences: Use a variety of learning styles. Don't always talk about the exhibit, leave time for questions and hands on activities.
Classroom Management- (grouping(s), movement/transitions, etc.) We will give students a one minute warning before we move on to the next exhibit/ station	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will raise their hands if they have a question or want to say something

<p>For the mural activity put students in groups of two and have one of us with the group.</p>	<p>Students will stay with the group</p> <p>Students will use inside voices</p>
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep: Print Scavenger Hunt</p>
<p>3 min</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Jose - Hello class, my name is Jose and I'd like to welcome you to the North Dakota Museum. (Everybody introduces themselves). Now for today we are going to give you a little tour of the museum. We are going to stop at a station and have you search for some objects and as soon as the class have found them we will give you some fun facts and then move on. Does that sound good class? Alright, let's get moving!</p>
<p>5 min</p> <p>5 min</p> <p>5 min</p> <p>5 min</p> <p>5 min</p> <p>5 min</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) Ceremonial Dress - Keilah: Dance, dress, beadwork/quiltwork and how these practices helped keep Native American culture alive.</p> <p>Language - Kayla</p> <p>Contact, Conflict and Change - Liz: Sakakawea, Lewis & Clark, the new materials such as gunpowder, guns, glass beads, traps, and metal cooking pots.</p> <p>Bison - Kari - The bison bull, cow, and calf, and the many items that were used using the different parts of the animal.</p> <p>First Arrivals (Animals) - Jack</p> <p>Dwellings (Tipis) - Kristen Artifacts: Tipi and No Two Horns horse sculpture</p>
<p>15 Min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Mural - Jose Now that we've gone through most of the gallery, we're going to have some fun and do a scavenger hunt using the ginormous mural. So, each of you pair up and find one of us that can guide you through the mural and help you find the objects.</p>

<p>5 min</p>	<p>Review (wrap up and transition to next activity):</p> <p>After the Mural activity, the students are going to stay in pairs and with their pair leader to complete the report card (formative assessment)</p> <p>Assessment</p> <p>If there is time Q and A</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>The formative assessment will be the report card that each students will fill out at the end of the lesson.</p> <p>Consideration for Back-up Plan:</p> <p>If we run out of time and aren't able to have each students fill out their own individual report card we will quickly have the group do the assessment as a whole to get an overview of the whole groups understand.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>There will no know summative assessment.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The unit will be over the culture of the Native American people in North Dakota.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>See individual reflection submitted as extra document on Canvas.</p>	

SCAVENGER HUNT

Word Bank:

horse and gun

Indians

Bison

Lakota Berenstain Bears Project

Knife

Medicine

quillwork

Beliefs

Sakakawea

Basket weaving

Chief

Smallpox

Identities

Dog

Contact, Conflict, Change:

_Sakakawea_____ was born among the Shoshone in the Three Forks region of what is now Montana.

In 1781-1782 in North Dakota, _smallpox_____ epidemic killed two-thirds of the Mandans and a quarter of the Hidatsas.

Bison:

For Indians, _____ were an essential food source and were significant in social and ceremonial life.

Bison provided the Native Americans with many gifts including food, clothing, and _____.

Dwellings:

During the 18th century, the __horse and gun__ became central to the lives of nomadic tribes. They hunted herds of bison across the Plains and traded with other ____Indians____.

Language:

The first Native American language cartoon ever produced was _____ Lakot Berenstain Bears Project_____.

The _____ Chief _____ sign means elevated, to rise above those who look up to them.

Cultural Expressions:

Native Americans have expressed their ____identites____, ideas, and belifes_____ in different ways by creating beautiful textiles and exquisite quillwork.

People in native communities have retained traditional skills such as ____basketweaving____, hide tanning, __quillwork_____.

Animals:

The _____ dog____ in Native American culture created a large impact by helping with hunts and labor.

What river is in the wall sized mural. ____Knife_____

Innovation Gallery: Early Peoples

HISTORY HUNT

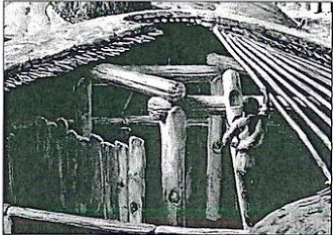
On a fall day more than 400 years ago in Double Ditch, a Mandan village
Can you find...



STATE
HISTORICAL
SOCIETY
OF NORTH DAKOTA

HISTORY FOR *everyone.*

** Please don't touch the hand-painted mural.*



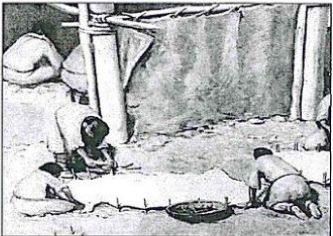
One earthlodge being built



Two midden mounds (trash piles)



Three balls



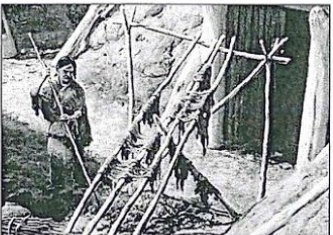
Four hides being worked
(stretched, scraped, etc.)



Five dogs



Six bullboats crossing the river



Seven drying racks for food
(corn, squash, meat)



Eight people on one roof



Nine people carrying burden
baskets



Ten people building a palisade
(wooden fence) and digging a ditch

Bonus Hunting

- Kids playing games
- Cool place to store food (storage pit)
- Bison herd
- Woman making pots
- Ladder made by notching a log
- Group of traders walking toward the village

Food For Thought

What would a painting of your neighborhood include?

Presenter Evaluation Form

Thank you very much for being a part of Marketplace for Kids. The information and knowledge you shared will help shape the economic future of class participants in more ways than we may ever know. Marketplace for Kids would like to get your thoughts and observations on your class while it is still fresh in your mind, so we hope you will take a moment to complete this survey and return it to the room monitor or to Marketplace for Kids Staff.

1. Please check the location where you presented your class in 2018:

<input type="checkbox"/> Williston	<input type="checkbox"/> Minot	<input type="checkbox"/> Bottineau	<input type="checkbox"/> Devils Lake
<input type="checkbox"/> Northwood	<input type="checkbox"/> Jamestown	<input checked="" type="checkbox"/> Bismarck	<input type="checkbox"/> Dickinson
<input type="checkbox"/> Grafton/Cavalier	<input type="checkbox"/> Wahpeton	<input type="checkbox"/> Fargo - Tech Conference	

1. Your _____ Class _____ Letter/Title: _____

2. Name _____ of _____ Presenter _____ completing _____ the _____ form: _____

3. What observations or suggestions do you have about the process and procedure leading up to Marketplace or Kids?

We thought that there should more information given to us as instructors for the lessons. Since we had such a lake of information it was hard to plan out the lesson and different activities because there could have been such a gap in age. It would just make it easier on the planning side and it will allow more time for us to fix and improve our plan before we actually went through our lesson.

1. Was the information you received prior to the day of Marketplace for Kids informative and complete?

Yes No

1. Do you feel you received adequate guidance regarding the content of your presentation? Did the class title and description convey the essence of your subject?

I believe we did have adequate guidance regarding the content of our lesson. The Heritage Center has very detailed exhibits and all the information that we needed was right there. It also helped that the website was very easy to navigate and had additional information on it. I believe the class title did convey the essence of our subject.

1. Do you have new ideas, new topics, or new information that might make an interesting class at a future Marketplace for Kids? Describe briefly.

Some of the students we had would have liked to have more hands on activities that were part of the exhibit. They like touching the arrowheads and fur pelts. There would be more interactive parts of the exhibit like that. Other than that they really enjoyed the content that was presented.

1. Do you have any comments on seating capacity, room temperature, sound, equipment that could make the future classes better for the speaker and audience?

We thought that the seating capacity for the opening and closing ceremonies was well thought out and planned. The auditorium at the Heritage Center fit a large number of students, and the overflow room was large enough to fit our class. The sound and video were set up in a way that provided an atmosphere as if we were in the auditorium. We do not have any recommendations for improvements in this area, and thought that it was set up in a satisfactory manner.

1. What do you think of the Marketplace for Kids program?

The Marketplace for Kids program is a great event to bring students and educators together and offer them a sense of community. It provides an opportunity for teachers to gather different tools and resources in and out of the classroom to activate innovative approaches to education. It also provided us with good experience and helped prepare us for our future professions.

1. Other Comments:

Our group felt that we had a great experience. This event gave us an opportunity to interact with different students from North Dakota and learn about the Native American culture. It was chance for students to learn from us, and for us to learn from different students.

1. Were the students who attended your class at Marketplace for Kids:
r Very interested in the information **r Somewhat interested in the information**
r Neutral r Disinterested in the information
r Very disinterested in the information

1. Does your organization have a website? r Yes **r No**

Website

Address:

1. Would you like us to provide a hotlink to your website from the Marketplace for Kids website?

Yes No

1. Have you visited the Marketplace for Kids website at MarketplaceForKids.org? Yes

No

1. If you are invited to participate in next year's Marketplace for Kids, would you be interested in receiving an invitation and other pertinent information electronically?

Yes No

If yes, please provide us with your email address:

1. Marketplace for Kids is located in 11 cities. Please indicate the locations you may be interested in presenting a class in the future.

Williston Minot Bottineau Devils Lake
 Northwood Jamestown Bismarck Dickinson
 Grafton/Cavalier Wahpeton Fargo - Tech Conference

REPORT CARD

Education Day

Location: _____

Date: _____

Name: _____

School: _____

CEREMONIAL DRESS

What I Learned:

1. _____

2. _____

How Did You Like The Class? Circle One:

GREAT GOOD OK

LANGUAGE

What I Learned:

1. _____

2. _____

How Did You Like The Class? Circle One:

GREAT GOOD OK

CONTACT, CONFLICT, and CHANGE

What I Learned:

1. _____

2. _____

How Did You Like The Class? Circle One:
GREAT GOOD OK

BISON

What I Learned:

1. _____

2. _____

How Did You Like The Class? Circle One:
GREAT GOOD OK

ANIMALS

What I Learned:

1. _____

2. _____

How Did You Like The Class? Circle One:
GREAT GOOD OK

DWELLINGS (TIPIS)

What I Learned:

1. _____

2. _____

How Did You Like The Class? Circle One:
GREAT GOOD OK

MURAL

What I Learned:

1. _____

2. _____

How Did You Like The Class? **Circle One:**

GREAT GOOD OK

GENERAL QUESTION 1:

How would you rate your day at Marketplace for Kids?

Circle One:

GREAT GOOD OK

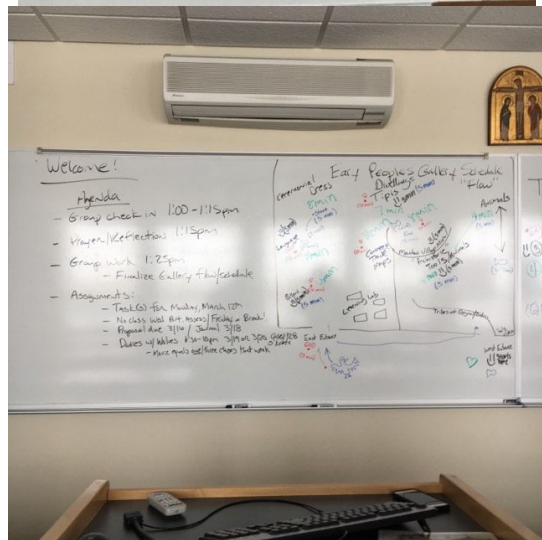
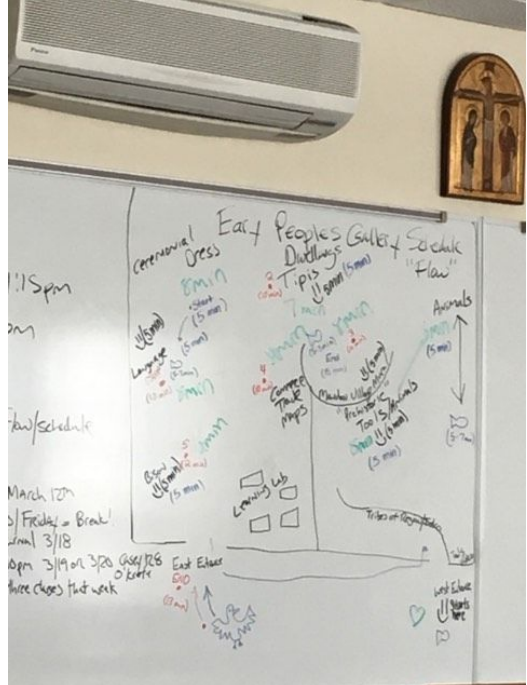
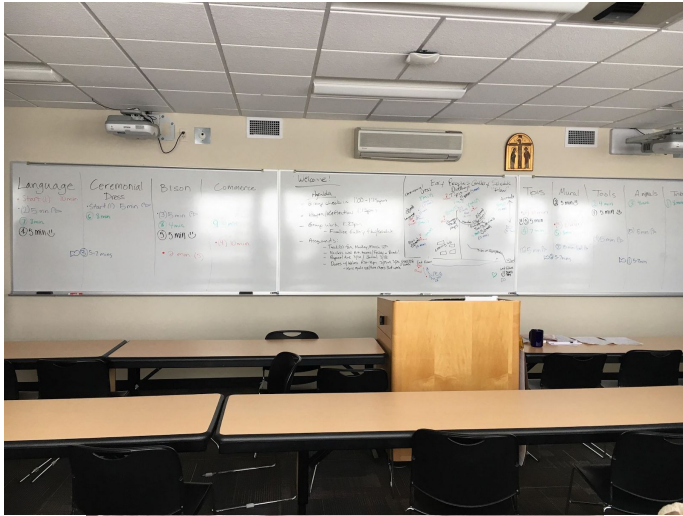
GENERAL QUESTION 2:

What new class would you like to see at Marketplace for Kids?

Group takeaway:

Our group planned the Marketplace for Kids event at the Heritage Center with the goal of expanding the knowledge of cultural diversity among young students in our community. The early people's gallery is filled with exhibits that show detailed information about important heritage and ways of life of the Native American people. Treuer states that Indians "are so often imagined, but so infrequently well understood," which we found true as we planned our visit to the Heritage Center (Treuer, 2012, p. 1). This was a learning experience for each member of our group, and we entered this project with an open mind because "one cannot be a good teacher without also being a good student" (Nieto, 2013, p. 74). Our group as a whole learned many new things about the different culture and did the best we could to share our knowledge with the students.

We split the Early People's gallery into different portions and assigned each person a different area that describes the different aspects that make up Native American culture. We greatly studied each of our own areas, but also spent time learning about the others as well. We did the best to educate ourselves because "for most Americans, direct contact with an Indian is rare, and deep conversation with one even more elusive" (Treuer, 2012, p. 146). We found it to be a great importance to educate the students to the best of our ability, because most have more than likely not had a chance to learn about Native American culture in great depth. Also, "local heritage and language is part of what makes every place special," which is why educating ourselves and others on this topic is so important (Treuer, 2012, p. 162).



Individual Roles

Jose - My role in this project is to introduce the students to the group and to give them a breakdown of what is planned for the time period. I will provide instructions when we arrive at the mural and when we work on the assessment. I will also take over for Liz's role when she leaves for class.

Kayla - My role in this project is to explain and take key points out of the language section and share it with the students. When other people are presenting their parts, it is my job to make sure the kids are listening and to answer any questions they have to my full potential.

Liz - My role in this project is to explain the parts of the section called Contact, Conflict and Change. I will be pulling out key points to present to the students. When it is not my turn to be presenting, I will be helping with the kids to make sure they are listening and paying attention and to answer any question they may have, to the best of my knowledge.

Kristen - My role in this project is to discuss the area of the horse and the gun frontier. I will have the students look at the artifacts surrounding this area, such as the tipi, the no two horns horse sculpture, the beadwork and quillwork of the Dakota, Lakota, Yankton, and Yanktonai, and Dakota bow.

Kari - As we planned the event for Marketplace for Kids, we assigned each person different duties so we could each gain greater insight on our assigned areas. We divided the gallery into different sections so we could focus on the details that each portion of the exhibit entailed. I was primarily assigned the bison exhibit, which describes the great importance that the animal served to the Native American people. During our visit, I took pictures and studied the different areas that it consists of, which includes different models, writings, and an interactive board where you can listen to the Lakota language. I also incorporated what I learned from the bison exhibit into the group activity we are planning to have the students do while we walk them through the Early People's gallery. This event highly correlates with the journals we have been doing throughout the course of the semester, and I incorporated many of the quotes that I have recorded from the assigned readings and how they relate to this event. I also visited the website and educated myself about the different exhibits and the different materials that they have to offer. By doing this, I can be informed of each of the different areas in the gallery and be able to provide a certain level of guidance to the

students who need it. We are going to end the Marketplace for Kids event with a scavenger hunt at the large mural located in the cities and surpluses portion of the exhibit. During this time, we are planning to each be responsible for two or three students and guide them through the activity.

Keilah - My role in the project is to teach the students about cultural expressions and traditions of the Native Americans. We will talk about basket weaving, hide tanning, quillwork, and dance and how it has helped keep native culture alive. I also helped write the lesson plan with Jack and Jose. When it is not my turn to teach on an exhibit I will help keep the students focused during transitions and answer any questions they might have going through the center.

Jack- My role in the project is to explain the the first arrivals section. This section includes the animals and the tools the first arrivals used to hunt. I will discuss the skeleton of the Bison antiquus and the model the of a village.

Assessment Summary Plan

Our plan is to handout the report cards in between our group members to summarize what the kids have written down. Once we have done this we will come together to gather our thoughts and create an overall summary of the students learning experience.

Evaluation

The evaluation we used was the report card. So, what we did is make a table with how the students rated the exhibit presentations. Below is the table with a key that is useful and interprets what each description generally means.

Key

Great - The experience was very informative, engaging, and the learner enjoyed the exhibit

Good - The experience was informative, but not always engaging

Okay - The experience was informative but not engaging. The learner was not interested.

	Name	School	Ceremonial Dre	Languag	Contact, Conflict, and Chang	Bison	Animal:	Dwelling	Mural	Overall
1										
2	Ryan	Cathedral	Great	Great	Great	Great	Great	Great	Great	Good
3	Sophie	Cathedral	Great	Great	Great	Great	Great	Great	Great	Great
4	Addison	Cathedral	Good	Good	Good	Good	Good	Good	Good	Good
5	Gabe	Cathedral	Great	Great	Great	Great	Great	Great	Great	Great
6	Cortland	Cathedral	Great	Great	Great	Great	Great	Great	Great	Great
7	Morgan	Cathedral	Good	Good	Good	Good	Good	Good	Good	Great
8	Katie	Cathedral	Good	Good	Great	Great	Good	Good	N/A	N/A
9	Valse	Highland Acres	Great	Great	Great	Great	Great	Great	Great	Great
10	Kyler	Highland Acres	Good	Good	Good	Good	Good	Good	Okay	Good
11	Brenna	Highland Acres	Great	Great	Great	Great	Great	Great	Great	Great
12	Hayley	Highland Acres	Great	Great	Great	Great	Great	Great	Great	Great
13	Landon	Highland Acres	Okay	Great	Okay	Good	Great	Good	Okay	Good
14	Eli	Roosevelt	Okay	Good	Great	Good	Great	Good	Great	Good
15	Braxton	Roosevelt	Great	Good	Okay	Good	Okay	Okayay	Great	Great
16	Marissa	Roosevelt	Good	Okay	Good/Okay	Good	Good	Good	Great	Good
17	Alia	Roosevelt	N/A	N/A	N/A	N/A	Good	N/A	N/A	N/A
18	N/A	Roosevelt	Good	Good	Great	Good	Okay	Good	Good	Good
19	Heath	Roosevelt	Okay	Okay	Good	Bad	Good	Good	Good	Good
20	Izzy	Roosevelt	Okay	Good	Good	Good	Good	Good	Great	Good
21	Brailyn	Roosevelt	Good	Great	Good	Good	Great	Good	Good	Great
22	Elayshia	Roosevelt	Good	Okay	Okay	Good	Good	Good	Great	Great
23	Mason	Roosevelt	Great	Great	Great	Great	Great	Great	Great	Great
24	Gus	Roosevelt	Great	Great	Great	Great	Great	Great	Great	Great
25	Anoni	Roosevelt	Good	Good	Good	Good	Good	Good	Good	Great
26	Aidan	Roosevelt	Good	Good	Good	Good	Good	Good	Good	Great
27	Todd	Roosevelt	Okay	Good	Okay	Great	Okay	Great	Great	Good
28	Red Star	White Shield	Great	Great	Great	Great	Great	Great	Great	Great
29	Kennedy	White Shield	Good	Good	Good	Good	Good	Good	Good	Good
30	Sienna	White Shield	Great	Great	Great	Great	Great	Great	Great	Great
31	kaden	White Shield	Great	Great	Good	Good	Good	Good	Good	Good
32	Angel	White Shield	Good	Great	Okay	Good	Great	Good	Great	Great

The assessment that we had the students fill out provided us with feedback that gave us insight on what we things we did right, and things we could improve on. Many of the comments that students made reflected things they learned at each section, which demonstrated that they took something away from each of the areas that we guided them through. We gave them a report card where they could rate portion of the gallery and the feedback they provided was helpful. The majority of students rated us as “great” and “good,” which we felt positively reflected our performance. We perceived these results as a majority of the students having had a positive experience at the Marketplace for Kids event. The feedback showed that most felt our presentations were informative and enjoyable. Although we mostly received positive reviews, some of the evaluation results gave us the realization that we could have done better in some areas. If we had the chance to do things differently we would probably try to make some of our activities more engaging. Incorporating more hands-on activities into our sessions, such as the scavenger hunt that was completed at the hand-painted mural, would help make an even more positive experience for students in the future.

Artifacts from the Marketplace for Kids:

These pictures were taken by Dr. Tabby Radenberg who was a parent volunteer for a group of students from Highland Acres Elementary School. These pictures show Kari, Keilah, and Jack teaching their section of the exhibits to the students. This also shows how the students were filling out their scavenger hunt worksheet for each section and how engaged and excited they were to learn.



