

2019 Teaching Native American Histories

Curricular Project*

***This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program "Teaching Native American Histories."**

Title (255 characters or fewer): Shawnee: Who We Are Yesterday and Today

Grade Level: Second Grade

Subject Area Focus: Social Studies

TNAH Conceptual Focus: Identity

Estimated Number of Days to Complete: Three Weeks (with an additional two weeks dedicated to the PBL)

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Additional Creators (if any): N/A

School, district, and state: Mount Olive Elementary School, Jefferson County School System, Alabama

Date Submitted: July 26, 2019

Curricular Project Summary: Students will explore various components of identity within the context of the Piqua Shawnee Nation of Alabama, the Shawnee Nation prior to contact, and various Shawnee tribes across the United States. Students will explore what identity means from a personal individual and collective level, and relate various components of identity to indigenous peoples. Students will analyze various primary and secondary sources to understand in a deeper way the identity of the Piqua Shawnee Nation today. Students will collaborate with tribal members and classrooms across the state and nation, as well as their peers, in exploring the identity of this nation. Through purposeful research, reflection, and collaboration, students will shatter their own misconceptions about indigenous peoples while creating ways to education their community regarding the rich identity of the Shawnee Nation today.

Desired Results/Objectives

1. **Essential Questions / Historical Questions:** How can we define identity individually and collectively? What is the Alabama Shawnee identity today and in the past? Can identity change over time, and if so, in what ways?

2. **Objectives / Learning Targets:** By the end of this project students what will students know, understand and be able to do?

Students will know that identity can be defined individually and collectively.

Students will know identity can change over time.

Students will understand the individual identity of the Piqua Shawnee Nation today.

Students will understand the identity of the Shawnee Nation precontact.

Students will understand the relationship between the collective identity of the Piqua Shawnee and the Shawnee Nation precontact.

Students will understand the ways identity can change over time.

Students will understand the identities of the Shawnee Nation collectively today.

Students will be able to analyze primary and secondary sources accurately in order to understand the identity of the Piqua Shawnee Nation today.

Students will be able to analyze primary and secondary sources accurately in order to understand the identity of the Shawnee Nation precontact.

Students will be able to analyze primary and secondary sources accurately in order to understand the identity of the Shawnee Nation collectively today.

Students will be able to define identity individually and collectively.

Students will be able to analyze ways identity can change over time.

3. Curriculum Standards (National, State, Local):

Social Studies

3) Use various primary sources, including calendars and timelines, for reconstructing the past.
Examples: historical letters, stories, interviews with elders, photographs, maps, artifacts

4) Use vocabulary to describe segments of time, including *year*, *decade*, *score*, and *century*.

English/Language Arts

11) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]

12) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]

14) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. [RI.2.5]

19) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]

26) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]

27) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]

29) Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups. [SL.2.1]

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]

b. Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]

c. Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]

30) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]

31) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [SL.2.3]

35) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]

a. Use collective nouns (e.g., *group*). [L.2.1a]

b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). [L.2.1b]

- c. Use reflexive pronouns (e.g., *myself, ourselves*). [L.2.1c]
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). [L.2.1d]
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). [L.2.1f]

36) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]

- a. Capitalize holidays, product names, and geographic names. [L.2.2a]
- b. Use commas in greetings and closings of letters. [L.2.2b]
- c. Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). [L.2.2d]
- e. Form uppercase and lowercase letters in cursive. (Alabama)
- f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]

37) Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]

- a. Compare formal and informal uses of English. [L.2.3a]

40) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). [L.2.6]

Technology

R5) Locate and curate information from digital sources to answer research questions.

9) Use a variety of digital tools to connect with other learners.

Examples: Online conferences, blogs, collaborative documents.

13) Create a research-based product using online digital tools.

14) Collect, create, and organize data in a digital chart or graph.

4. Transfer Goals / Enduring Understandings:

As students participate in this unit of study, there are several enduring understandings I want students to be exposed to, build upon, and take with them as they grow and mature as life-long learners. First, students should understand that indigenous peoples are alive and present in today's world. Second, students should understand the importance of exploring who indigenous peoples are, and the fact that their identity as a people is sacred, multifaceted, and composed of various components of their history and culture. Third, students should understand that identities can change and remain the same over time, based on internal and external influences. Fourth, students should understand the misconceptions and stereotypes surrounding indigenous peoples today, and how dangerous and hurtful they can be. Fifth, students should understand that they have a responsibility to pursue a clear perspective regarding indigenous peoples and who they are, as well as responsibility to share this thinking with those around them. And lastly, students should understand the importance of recognizing local nations in their area, supporting them, and being a bridge that can connect more and more people to the truth regarding indigenous nations.

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: (Please describe and/or attach)

Pre-Assessment: The teacher will conduct a class discussion using a KWL chart about what students know and what they want to know about indigenous peoples. The teacher will ask questions such as What do you

know about indigenous peoples? and What thoughts do you have regarding their identity? The last column of the KWL chart, what students learned, will be addressed at the conclusion of the unit.

Formative / Student-Engaged Assessment: A variety of digital tools, written and illustrated exit tickets, and student-led, teacher-facilitated discussions will be used to gather, gauge, and monitor student thinking throughout this unit.

Summative Assessment: Students will create a digital presentation model to use in educating their community regarding the rich identity and history of the Shawnee Nation. Students must assess their audience before and after their presentation to check for their understanding using digital tools. All presentations must be interactive in some way and be made specifically to educate people respectfully and truthfully about the Piqua Shawnee Nation and/or Shawnee tribes of today. The teacher will use this summative project to assess students and their understanding of the foundational objectives of this comprehensive unit.

Other Evidence: The teacher will also gauge student engagement and understanding using their provided note-taking journals. Students will record important information they glean from primary and secondary sources in their own words in this journal.

Learning Plan

Lesson Summaries:

Lesson 1: In this lesson, students will explore the meanings of identity from an individual and collective perspective through independent and small group mind mapping tasks and discussions. Students will also be introduced to the five components of identity of focus during this unit. Through turn and talk and small group discussion, students will explore possible meanings of each identity component and create a working definition for each component to reference throughout the unit. Students will then apply each component within the context of their classroom and school, using their environment to better understand identity components. Using digital tools, students will create a form of presentation to use in sharing a component of identity with their peers. To gauge student understanding, students will write down their personal definition of identity, one detail they found interesting about identity, and one question they still have about identity.

Lesson 2: In this lesson, students will analyze primary and secondary sources to glean information about the various components of identity that are attributed to the Piqua Shawnee Nation of Alabama. Using various sources, students will utilize a three-step research process to gather data in learning more about this local nation of indigenous peoples. The three-step research process consists of students defining the task, or reason of research, identifying and highlighting key words, and taking notes in their own words using a note-taking journal. Students will research identity components in a collaborative jigsaw grouping and use various digital tools to share information regarding the Piqua Shawnee Nation identity today with their peers. In order for the teacher to gauge student understanding, students will write down one thing they learned about the Piqua Shawnee nation today through their research, one thing that surprised them, and one thing they would like to learn more about regarding Piqua Shawnee identity on an exit ticket.

Lesson 3: In this lesson, students will make predictions about what the Shawnee Nation identity was prior to contact. Students will analyze primary and secondary sources to glean information about the various components of identity that are attributed to the Shawnee Nation prior to contact. Using various sources, students will utilize a three-step research process to gather data in learning more about this local nation of indigenous peoples. The three-step research process consists of students defining the task, or reason of

research, identifying and highlighting key words, and taking notes in their own words using a note-taking journal. Students will research identity components in a collaborative jigsaw grouping and use various digital tools to share information regarding the Shawnee Nation identity today with their peers. In order for the teacher to gauge student understanding, students will write down one thing they learned about the precontact Shawnee nation today through their research, one thing that surprised them, and one thing they would like to learn more about regarding Piqua Shawnee identity on an exit ticket.

Lesson 4: In this lesson, students will explore the various tribes compiling the Shawnee Nation today and use the three-step research method in exploring various primary and secondary resources to learn more about the identities of each tribe. Students will work in small groups to compile information contributing to tribal identities within the Shawnee Nation, and participate in a Google Hangout with members of various Shawnee nations across the country. Students will discuss what Shawnee identity means today as a collective group across the country. In order to gauge student understanding, the teacher will prompt students to create an artistic representation of Shawnee identity components through visual, musical, and other artistic means.

Lesson 5: In this lesson, students will identify ways in which identity of a people group can and does change over time, first beginning with a reflective look into how their identity, or ways they represent themselves, have changed from when they were little, to now as Second Graders. Using research collected from various primary and secondary sources, students will analyze ways in which the identity of the Shawnee Nation prior to contact has altered and stayed the same compared to the vibrant identity of the Piqua Shawnee Nation of Alabama today, and how identity is portrayed within the entire Shawnee Nation using a three-pronged Venn-Diagram template. As the lesson draws to a close, students will prepare questions to ask a member of the Piqua Shawnee Nation pertaining to identity and how it has changed and remained the same over time. In order to gauge student understanding, the teacher will prompt students to complete a quick write about what has changed and what remains unchanged regarding Shawnee identity over time.

Lesson 6: The concluding lesson of this unit will focus on students recognizing misconceptions and stereotypes within their prior thinking about indigenous peoples, especially about local nations, and how their thinking has been altered through the research, discussions, and interviews regarding the Shawnee nation in the past and present day. Students will simultaneously assess misconceptions within primary and secondary sources about the Shawnee Nation, and use this knowledge to brainstorm ways they can inform their communities about the presence of Shawnee identity today. As a summative assessment, students will participate in Project Based Learning to assess knowledge and opinions regarding the Shawnee Nation in their community, particularly the Piqua Shawnee Nation, in their community. Students will then create various presentations methods that will share research and insights into the identity of the Shawnee Nation with their local and global communities.

Learning Events and Instruction:

LESSON 1

Title: Who Are You? Who Are We?

Details:

Instruction: The teacher will use the mind mapping and T-Chart visuals to introduce the concepts of individual and collective identity, and how they are similar and different from each other. After providing students with the opportunity to brainstorm various aspects of identity, the teacher will introduce five overarching components of identity on which they will focus on throughout this unit. The components will

include community structure, economy, belief system, natural resources, and geographic location, and will be listed on separate chart paper pieces posted in the classroom for all students to reference. Before the teacher goes into depth regarding each of these components, the students will take a moment to record their thoughts regarding each component using sticky notes. The sticky notes will be placed on the five corresponding chart papers. After providing time for students to respond in writing to what they think each component means, and to discuss briefly with their peers, the teacher will come to a consensus with the class' input regarding a definition for each identity component. The teacher will then provide ways students can dive deeper into their understanding of identity through an example for each component. The teacher will focus on the belief system, drawing information about what we believe in the classroom and school based on rules posted on walls, daily conversations, school expectations, and more. The teacher will then create two separate mini "graffiti boards" complete with words and illustrations that support the belief system present within the class and school with occasional input from students. In this way, students see an example of how they can adapt identity roles to their classroom and school.

Guided Practice: After reviewing each component of identity again, the teacher will strategically divide students into eight groups and prompt them to gather information available to them in the classroom and school environment. Each group will either collect information about their classroom or overall school regarding their assigned identity component. Each group of students will create a mini "graffiti board" with their group to portray their assigned identity component. Each component will be presented within the context of either the classroom or the school. The small group strategy used will be the Sage-N-Scribe. One student in each group will think aloud while the other one or two students record their thoughts. Students will rotate until all students have had the opportunity to be both the "sage" and the "scribe" and will use their thoughts to create a "graffiti board" based on their perceptions of their assigned identity component. The teacher will walk around the room during group collaboration to monitor student discussion and guide thinking when necessary. After appropriate time has been provided for student collaboration, each group will present their "graffiti boards" to the class, sharing what details they compiled about their assigned identity component, how they found this information, and why this component of identity is important to the classroom or school as a whole. The teacher will facilitate student discussion.

Independent Practice: Students will then create a Google Slideshow detailing their assigned identity component based upon their classroom or school. Within the slideshow, students will address what the identity component is composed of, how they found or know this information, and why this component of identity is important; essentially students are sharing their responses to earlier questions from the class discussion through a digital tool they create. Students will be provided a teacher-made rubric that will guide their work.

Assessment: On an exit ticket, students will write down main take-aways from the lesson using a 3-2-1 Exit Ticket. They will write down three things they learned, two things that surprised them, and one question they still have about identity.

Guiding Questions: How can we define identity individually and collectively? Who are you as an individual? Who are you as a collective group? How are both definitions of yourself related? How are they different?

Lesson opening: The teacher will convene students together to discuss the conceptual focus of identity. The teacher will explain that students will be exploring various components of identity throughout this unit in themselves as individuals, in themselves as a class, and in indigenous peoples. Before the first lesson begins, the teacher will prompt students to think quietly about what the word identity makes them think of. The teacher will then prompt students to discuss what they think of when they hear and see the word, identity. As students discuss, the teacher will monitor conversations, recording data regarding student discourse. After giving the class appropriate time to reflect upon this word and what it means to them, the

teacher will use equity sticks to call on various students at random to share their thoughts. The teacher will create a word web of all words and phrases students associated with identity. This visual aid will be posted in the classroom throughout the duration of the unit for students to reference and reflect upon. Students will then create their own Mind Mapping activity of their identity and who they are as an individual. Students will use a teacher-provided template to write and illustrate their identity. Afterwards, the teacher will call students together and post their mind maps to a large T-Chart under the column titled, "Individual Identity." Next, the teacher will prompt a quick discussion about what the students' identities are as a collective class. Next, students will be strategically divided into groups in which they will work together to create a mind map with their peers regarding their identity as a class. The teacher will then call students back together, post their mind maps under the T-Chart column, "Collective Identity," and discuss the student maps through the lens of collective identity. The teacher will prompt discussion about the similarities and differences between both types of identities through the turn and talk strategy and equity sticks.

Lesson closing: Upon completion of the identity Google Slide project, students will be divided up into two groups based on their classroom or school focus. Each group will present their research with identity within the school setting to either other classes within the school, a group of classroom parents, or both.

Instructional Tips/Strategies/Suggestions: Team Word Webbing/Mind Mapping, Turn and Talk, Wait Time, Small Group Collaboration and Discussion, Equity Sticks, Teacher Anecdotal Notes, T-Chart, Formative Assessment: 3-2-1 Exit Ticket

Learning Events and Instruction:

LESSON 2

Title: Meeting the Piqua Shawnee!

Details:

Instruction: Students will visit the Piqua Shawnee website as a class and explore the various components of information on this site. The teacher will provide a number of questions that will lead students on a "Scavenger Hunt" throughout the website to gather specific material. This learning task will engage students in gathering specific information from a website and will remind them that the nation they are researching currently is alive and active. After students have had the opportunity to glean information about the Piqua Shawnee nation from various digital sources, the teacher will provide background information about the Piqua Shawnee Nation today. The teacher will also provide secondary resources (which the teacher will briefly review) that students can use to learn more about the identity of this nation. Before letting students take this research and run with it, the teacher will model a research method that students will be encouraged to utilize through extended research into their assigned identity components. The teacher will play a short video for the class that addresses important aspects of the research process students need to practice. Throughout the video, students will be prompted to write down main points from the video on a sticky note that they will stick onto one collective piece of chart paper. Teacher-facilitated class discussion following the video will focus on the main take-aways of the video that the students deemed important. Such take-aways may include using multiple sources such as experts, books, articles, websites, interviews, and more to gather information, taking notes on provided teacher-made templates, and using text features to decide if sources will be helpful. The teacher will then model a three-step research method students will be encouraged to use during their research using the Piqua Shawnee tribal website as an example. The teacher will explain that they are searching for information about community structure on the website. This is step one; defining the task. The teacher will look at the list of words and definition the class ascribed to the

identity component of community structure for keywords. The teacher will make note of the word government, and notices the labels of drop-down boxes at the top of the website page, one of which is titled Tribal Government. Curious, the teacher will click on this box and read to learn more about tribal government. While the teacher reads, they will discover and highlight (digitally or manually) key words; this is step two. Step three involves the teacher recording notes in their own words, either on sticky notes or the teacher-provided note-taking journal; this is step three. The teacher will take all student questions at this time if additional clarification regarding the research process is needed. The teacher will also show students where they can access all organized primary and secondary sources on the class database, Clever. Students will be provided both digital and paper copies of all sources in a folder labeled with their name. Lastly, the teacher will briefly review the five components of identity with the students using the chart papers that will remain up for students to refer back to as needed throughout the unit.

Guided Practice: The teacher will divide the class up into Jigsaw groups composed of four students each. Each student will receive a number between one and four. The numbers decide which component of identity each student will help research. The components will include economy, belief system, natural resources, and geographic location as the class researched community structure together. Students with the same number will research their identity component together and compile their notes to create a flipgrid video about the information they gathered. Each original Jigsaw group with students numbered one through four will reconvene and share their findings with their group. Upon completion of all four videos, the videos will be shared in a whole group setting and discussed in a teacher facilitated discussion. Throughout this portion of the lesson, the teacher will be walking around, monitoring student discussion, taking notes, and providing advice or feedback when necessary.

Independent Practice: Students will gather the information they have learned about the Piqua Shawnee Nation and transfer that data into a digital graphic tool, such as Canva. Students will be able to share their finished product with a small group upon completion.

Assessment: Students will write down one thing they learned about the Piqua Shawnee nation today through their research, one thing that surprised them, and one thing they would like to learn more about regarding Piqua Shawnee identity on an exit ticket. The teacher will use this written documentation to gauge student understanding of the Piqua Shawnee Nation and its complex identity. The teacher will also use a thumbs up, down, and in the middle formative assessment to check student understanding and use of the three-step research process. All students will close their eyes and respond to teacher-provided questions with a thumbs up meaning yes, a thumbs down meaning no, and a middle thumb meaning I am not sure or sometimes. Questions the teacher will ask include: How do you feel about using the three-step research method? How did your note-taking journal help you stay organized, or not help you at all? How do you feel about being able to access sources online through Clever? How do you feel about also having a folder with paper copies of sources? The teacher will also take all student questions and suggestions regarding students' experiences in using the research process.

Guiding Questions: What is the Piqua Shawnee identity today? In what ways can we locate and analyze accurate information about the Piqua Shawnee identity today?

Lesson opening: The teacher will conduct a class discussion using a KWL chart about what students know and what they want to know about indigenous peoples. The teacher will ask questions such as What do you know about indigenous peoples? and What thoughts do you have regarding their identity? The last column of the KWL chart, what students learned, will be addressed at the conclusion of the unit. The teacher will share with students that they will be exploring the identity of indigenous peoples in the present day and in the 19th century. The teacher will also share that they will be comparing and contrasting the identity of one nation of indigenous peoples over time using primary and secondary sources.

Lesson closing: Students will compose a three paragraph informative letter that includes three facets. First, students must describe at least three ways the Piqua Shawnee Nation of Alabama today is accomplishing their goals and events they are hosting and participating in. Students will write one paragraph about the identity of the Piqua Shawnee Nation today, using their research to help them. Lastly, students will write a final paragraph about what they have learned and how their thinking has changed about indigenous peoples at this point in the unit. Students will use a teacher-provided template to write their letters which will be edited, revised, and published, complete with student illustrations of their interpretations of the Piqua Shawnee Nation today based on truthful research.

Instructional Tips/Strategies/Suggestions: Turn and Talk, Jigsaw, Visual Aids: KWL Chart and Chart Paper Graphic Organizers, Equity Sticks, Teacher Anecdotal Notes, Formative Assessment: Thumbs Up/Thumbs Down and Exit Ticket

Learning Events and Instruction:

LESSON 3

Title: Traveling Back Through Time!

Details:

Instruction: Before reviewing the research process with the class, the teacher will walk through the primary and secondary sources available to the students. All sources will be organized by identity component (with several sources overlapping) in our class database, Clever. The teacher will then review the three-step research method students will use during their continued research, modeling the identity component of community structure again as in the previous lesson. The teacher will explain that they are searching for information about community structure using a variety of digital sources. Students will be reminded to use both digital and paper copies of all sources, and record their notes in their note-taking journals. Lastly, the teacher will briefly review the five components of identity with the students using the chart papers that will remain up for students to refer back to as needed throughout the unit.

Guided Practice: The teacher will divide the class up into Jigsaw groups composed of four students each. Each student will receive a number between one and four. The numbers decide which component of identity each student will help research. The components will include economy, belief system, natural resources, and geographic location as the class researched family structure together. Students with the same number will research their identity component together and compile their notes to create a flipgrid video about the information they gathered. Before the videos are shown, each original Jigsaw group with students numbered one through four will reconvene and share their findings with their group. Upon completion of all four videos, the videos will be shared in a whole group setting and discussed in a teacher facilitated discussion.

Independent Practice: Students will post a response on Padlet which will include the name of their assigned identity component, two facts about their assigned identity component, and three facts they learned about other aspects of Shawnee identity. Students will also be responsible for responding to at least one other classmate regarding their response.

Assessment: Students will write down one thing they learned about the precontact Shawnee nation today through their research, one thing that surprised them, and one thing they would like to learn more about regarding Piqua Shawnee identity on an exit ticket. The teacher will use this written documentation to gauge

student understanding of the Piqua Shawnee Nation and its complex identity. The teacher will also use a thumbs up, down, and in the middle formative assessment to check student understanding and use of the three-step research process. All students will close their eyes and respond to teacher-provided questions with a thumbs up meaning yes, a thumbs down meaning no, and a middle thumb meaning I am not sure or sometimes. Questions the teacher will ask include: How do you feel about using the three-step research method? How did your note-taking journal help you stay organized, or not help you at all? How do you feel about being able to access sources online through Clever? How do you feel about also having a folder with paper copies of sources? The teacher will also take all student questions and suggestions regarding students' experiences in using the research process.

Guiding Questions: What is the identity of the Shawnee Nation prior to contact?

Lesson opening: Students will make a written and illustrated prediction about what the Shawnee Nation was like in the past, prior to contact, on a piece of paper. The teacher will facilitate a discussion in which students share their predictions with the class, and remind them that they will revisit these predictions at the end of this lesson to see what they have learned.

Lesson closing: Students will revisit the predictions they made at the beginning of this lesson and write down one way their prediction either was related to the truth or unrelated to what they have learned about the Shawnee Nation. They will then rewrite their prediction to make it truth.

Instructional Tips/Strategies/Suggestions: Turn and Talk, Jigsaw, Visual Aids: KWL Chart and Chart Paper Graphic Organizers, Equity Sticks, Teacher Anecdotal Notes, Formative Assessment: Thumbs Up/Thumbs Down and Exit Ticket

Learning Events and Instruction:

LESSON 4

Title: Adventuring Outside of Alabama!

Details:

Instruction: Before reviewing the research process with the class, the teacher will walk through the specific primary and secondary sources available to the students regarding various Shawnee tribes located across the country. All sources will be organized by identity component (with several sources overlapping) in our class database, Clever. The teacher will then review the three-step research method students will use during their continued research, modeling the identity component of community structure again as in the previous lesson. The teacher will explain that they are searching for information about community structure using a variety of digital sources. Students will be reminded to use both digital and paper copies of all sources, and record their notes in their note-taking journals. Lastly, the teacher will briefly review the five components of identity with the students using the chart papers that will remain up for students to refer back to as needed throughout the unit.

Guided Practice: Working in small groups, students will be assigned a specific location of a Shawnee tribe to research using resources available at individual tribal websites. In addition, students will participate in a Google Hangout session with one member of their assigned Shawnee tribe. Students will have the opportunity to pose respectful questions to the members in order to learn more about the identity of each

tribe. Students will be provided a working list of helpful questions to ask, as well as the freedom to craft their own questions that must be approved by the teacher.

Independent Practice: Students will post three things they learned about their assigned Shawnee tribe on the digital tool Crowdsignal and respond to at least one other peer regarding their post with one comment and one question.

Assessment: Students will create an artistic representation they think symbolizes their assigned Shawnee tribe accurately, using symbols, illustrations, words, music, and more to reflect all five components of identity.

Guiding Questions: What is Shawnee identity collectively today?

Lesson opening: The teacher will show several maps that illustrate the movement of Shawnee people across the land across time, and where they are today. Students will then work to color and label a map of the United States, marking where Shawnee people live today. Students will discuss in a Think-Pair-Share activity their responses to the provided teacher questions: What information do these maps share with us? What are some possible reasons the Shawnee Nation has tribes in different areas of the country? How can the location of these tribes affect their identity collectively as the Shawnee Nation? What similarities and differences do you predict these tribes having from the Piqua Shawnee Nation of Alabama? Students will first think individually about these questions as they are posed by the teacher, recording their responses on a teacher-provided template. Next, students pair up with each other to discuss their thinking and compare their ideas regarding these questions; students will be required to find a different discussion partner for each question. Lastly, students are able to convene in a whole-group setting and share their thoughts with the group. The teacher will record student responses on a digital graphic organizer as they share their thoughts.

Lesson closing: After interviewing tribal members and using tribal websites to gather research, students will begin a small group project together. The project will include students creating a book detailing the identity components of their assigned Shawnee tribe using the digital tool, Book Creator. Students will be able to add text, illustrations, and voice overs to complete the book. The teacher will provide a rubric for each group to use as a guide during this project. Afterwards, students will reflect independently on the identity of their assigned Shawnee tribe and the identity of the local Piqua Shawnee tribe and write down ways their identity is similar, and ways they differ from each other. Students may represent these similarities and differences using words, illustrations, symbols, and more.

Instructional Tips/Strategies/Suggestions: Turn and Talk, Think-Pair-Share, Jigsaw, Equity Sticks, Teacher Anecdotal Notes, Formative Assessment: Symbolic Representation

Learning Events and Instruction:

LESSON 5

Title: Changing and Remaining the Same!

Details:

Instruction: Using a Venn-Diagram that the students have used year long in various academic tasks, the teacher will walk students through completing the first section of the Venn-Diagram, specifically detailing the identity components of the Piqua Shawnee and Shawnee Nations.

Guided Practice: Students in small groups will analyze identity components of both nations and list differences in the Shawnee Nation of the past and present.

Independent Practice: Students will illustrate a visual portrayal of the Shawnee Nation prior to contact and the present day Piqua Shawnee Nation to represent the identities of the past and present.

Assessment: Students will record examples of Shawnee identity that stands out to them in a mind mapping template. In one center circle, students will write “Shawnee Nation before contact” and use the connecting circles to write down examples of their identity. In the other center circle, students will write “Piqua Shawnee Nation today” and use the connecting circles to write down examples of their identity. The three middle circles will be used to record examples of ways the Shawnee Nation identity as a whole has remained unchanged over time.

Guiding Questions: Can identity change over time, and if so, in what ways? How has Shawnee identity changed? How are the past and present Shawnee identities similar and different today?

Lesson opening: Students will brainstorm who they were as a baby, as a Kindergartener entering school for the first time, and now as a Second Grader, thinking about how they have changed over their lifetime. Students will create their own life timeline in foldable form and share them with a small group of three students. Next, the teacher will provide discussion questions that students will take turns discussing in their small groups. Each student will be given a number 0, 1, or 2. Their number determines to which new trio they will move to for each discussion question. In this way, students are able to discuss increasingly complex questions with a number of their peers, therefore gaining a diverse collection of insight and perspective. Discussion questions will include: How has your identity changed in your life, from the time you were a baby, to you as a Kindergartener, to now? Describe several ways the Shawnee identity has changed; choose one or more identity components to speak about. How has the Shawnee identity remained the same through time; what components have remained steady? Why do you think these specific components that make up Shawnee Nation identity have changed? Why do you think these specific components that make up Shawnee Nation identity have remained the same?

Lesson closing: A member of the Piqua Shawnee nation will either skype or make a face-to-face visit with the class. The students will prepare at least three questions to ask our visitor. All questions will pertain to the identity of the Piqua Shawnee nation. After the interview, students will write our visitor a thank you letter for sharing his or her identity as a Piqua Shawnee with us. Students will also write down three main take-aways from the interview. These take-aways can include what they learned, what surprised them, and what questions they still have.

Instructional Tips/Strategies/Suggestions: Rotating Trios, Equity Sticks, Teacher Anecdotal Notes, Formative Assessment: Quick Write

Learning Events and Instruction:

LESSON 6

Title: Bursting Our Stereotype Bubbles!

Details:

Instruction: The teacher will revisit primary and/or secondary sources to the class to observe and analyze together. These sources are specifically chosen because of the misinformation and stereotypes present there. Students will use a certain process the teacher will model using a provided template to analyze and categorize misconceptions that students will most likely see as they prepare to interview community members about their understanding of Piqua Shawnee Nation.

Guided Practice: Students will engage in the cooperative learning strategy, Find the Fiction. Students will be strategically divided into small groups. Each student will record two facts and one misconception about the Piqua Shawnee Nation and share with their group. One student will stand and share at a time while the other students write down their guesses as to which statement is the misconception. The standing student will announce the misconception and play another round with another standing student.

Independent Practice: Using the strategy, Show Me!, the teacher will gauge student thinking and how it has been altered throughout the course of this unit. The teacher will pose a series of increasingly complex questions to the class regarding various primary and secondary sources. The teacher will allow time for students to respond on their white boards using words, illustrations, or both, and have the class “show” their responses at one time. Questions include: What are some misconceptions or stereotypes found in this document? How do you know they are misconceptions? How can you rewrite this sentence or statement to make it historically accurate?

Assessment: Students will create a comic book strip detailing at least three ways their thinking has been altered regarding the identities of indigenous peoples, particularly the Shawnee Nation using a teacher-provided template.

Guiding Questions: How does our community view Piqua Shawnees today? How can we share the truth of the Piqua Shawnee Nation with our community today?

Lesson opening: At this point in the unit, the class will revisit the KWL chart they worked to compile during Lesson 1. Students will brainstorm in partner pairs and small groups what they have learned about indigenous peoples, specifically the Shawnee Nation of the past and of today. As students reflect and share, the teacher will add this new knowledge to the last column of the chart, which details what the students have learned. The teacher will encourage students to reread their thoughts and understandings about indigenous peoples prior to this unit, and turn and talk to a neighbor about how their thinking has changed. The teacher will then prompt students to identify inaccurate, stereotypical thinking, and why certain thoughts are inaccurate. The teacher will then move each misconception to a separate board next to an inflated balloon, and the students will take turns using a pin to “pop” the stereotypes away, symbolizing their modified perspectives regarding indigenous peoples.

Lesson closing: Students will work together in a Simultaneous Round Table scenario in which students are divided into groups. Each student in each group writes down a potential interview question, method of assessing community knowledge, or PBL idea on a piece of paper. After allowing think time, the teacher will signal to students it is time to send their papers to their left. As each paper is rotated, students will read their classmates’ working ideas and write their own ideas down on the same paper. Students may also include a comment regarding an earlier written thought. In this way, students can contribute, share, and gain ideas for their upcoming PBL project. Students will use their questions to engage their community in healthy discussion about the Piqua Shawnee nation and analyze what the public understands and does not understand about this nation. Students will individually pose their questions to at least one member of their family or friend group and record their answers using the provided teacher-made interview page and prompt.

The Next Two Weeks:

Students will begin brainstorming a plan of action for their PBL. The teacher will provide a rubric outlining the responsibilities of the students. Each student will create some type of presentation model to use in educating their community regarding the rich identity and history of the Shawnee Nation. Students must somehow assess their audience before and after their presentation to check for their understanding. All presentations must be interactive in some way and be made to educate people respectfully and truthfully about the Shawnee and/or Piqua Shawnee nation in the past and the present. As an extension of this PBL, student groups will participate in a Google Hangout with classrooms located all over the globe who are also studying the Shawnee Nation, or are studying the identity of other people groups. Students will practice their presentation skills by sharing their PBLs with other classes. Students will also be prepared to listen to other classes share what they have learned and are learning about the Shawnee Nation, or the identity of other people groups, and prepare at least three questions on a teacher-provided template to ask the students in other classes about what they are learning. The teacher will use professional social media connections with other educators to coordinate Google Hangout sessions.

Instructional Tips/Strategies/Suggestions: Visual Representations: KWL Chart, Find the Fiction, Show Me!, Equity Sticks, Teacher Anecdotal Notes, Simultaneous Round Table

Materials and Sources Used

What primary source(s) is/are being used (full citation)? Please annotate each source.

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What secondary sources are being used (full citation)? Please annotate each source.

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Warren, S. (2008). *The Shawnees and Their Neighbors, 1795-1870*. Champaign, IL: University of Illinois Press.

Watkins, S., & Doner, K. (1997). *Tecumseh*. Council Oaks Distribution.

Watkins, S. (1997). *White Bead Ceremony*. Council Oaks Distribution.

What other curricular materials do you plan to use to support the curricular project? (attach any student-facing documents and teacher resource documents needed to implement the lesson)

"Bursting" Stereotypes [Video file]. (n.d.). Retrieved from https://www.educationworld.com/a_lesson/03/lp294-01.shtml

Group Work in the Classroom: Types of Small Groups[Video file]. (2019, March 4). Retrieved from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-work-classroom-types-small-groups>

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Digital Resources: <https://www.canva.com/>, <https://flipgrid.com/>, <https://new.edmodo.com/?go2url=/home>, https://www.blogger.com/about/?r=1-null_user, <https://www.globaledguide.org/projects/>, <https://socrative.com/>, <https://twitter.com/>, <https://www.jotform.com/>, <https://www.surveymonkey.com/>, <https://www.flippity.net/>

Reflection / Rationale

After teaching the lessons, what suggestions do you have for other teachers who might use this curricular project?

How does the content of this lesson plan clearly tie to perspectives gained from TNAH Institute? [e.g. How does it use resources provided during TNAH Institute in place of or to supplement existing resources? How does it analyze narratives and/or resources that would typically be used – how does the newly created lesson provide a counter-narrative to the accepted canon?]

The content of this Second Grade Unit of Study connects with the underlying thread of identity we have discussed during the TNAH Institute in several ways. First, in order to understand the biases, prejudices, and stereotypes that are within us, we must first understand who we are and why we think what we think. This is a huge step in opening our eyes to the truth. In this lesson, students will begin a journey of exploring their identity through self-reflection, using what they know about identity to learn more about a local indigenous nation, and assessing their perspectives of native peoples before, during, and after this unit. Students will be given the tools they need to unearth the truth and actively shift their thinking so that their understanding is not tainted by stereotypes surrounding them in their lives. In addition, students are exposed to the complex, multifaceted nature of identity that is prone to change over time due to external and internal factors. In exploring these components of identity in their lives, and recognizing how influential these components are, students can bridge the gap between their prior knowledge of indigenous nations and what they will learn about who this nation was, and who they are today. The components of community structure, economy, belief systems, natural resources, and geographical regions impact the Shawnee Nation today as they have in the past, and as they will in the future. Most importantly, students will realize that indigenous peoples are not dead, they have not been lost. Instead, they are living, breathing human beings and they have important things to accomplish and share with the world. More than anything, I want my students to be aware that indigenous peoples are present today and they have rich identities that they work very hard in preserving and strengthening. I also want to impress upon students that this world has a misconstrued view of indigenous peoples, and it is up to us to work to educate ourselves and share this understanding with our communities. I hope this unit of study helps to empower students to pursue the truth and share it with the world.