

Walking Through the Indian Nations

Sample Lesson Plan with Rand McNally Resources



Maps Blaze the Trail of American History

Featuring:

Cheyenne: Indians of the Plains

Iroquois: Indians of the Northwest

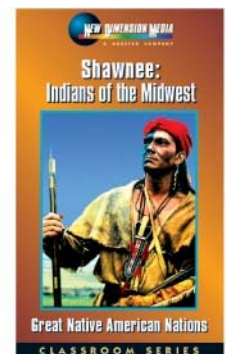
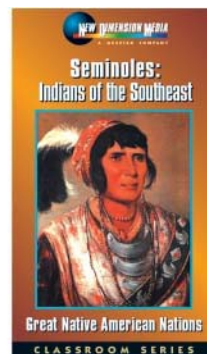
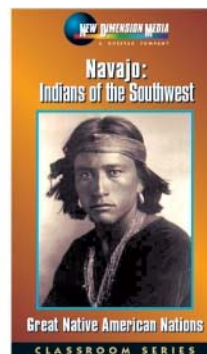
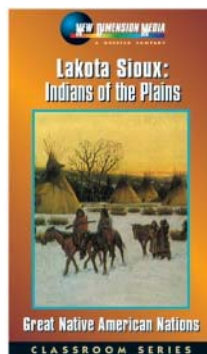
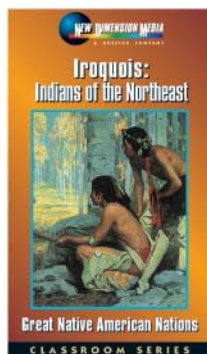
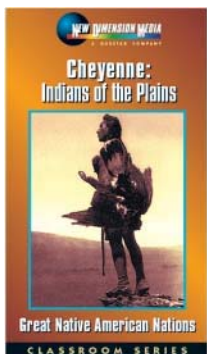
Lakota Sioux: Indians of the Plains

Navajo: Indians of the Southwest

Seminoles: Indians of the Southwest

Shawnee: Indians of the Midwest

*The history of North American Indians is often clouded by myth and stereotypes. This powerful six-volume series for grades 4-11...etches vivid portraits of six representative Indian nations from five major geographic areas of Native American culture. On-location footage, historic photographs and illustrations, dramatic re-enactments, **onscreen maps** and haunting music give students an appreciation for Native American history and traditions. Differentiated lesson plans provide teachers with three levels of instruction that is aligned to state/national standards.*



Walking Through the Indian Nations
Featuring High-Quality Maps from Rand McNally

Standards-driven Instruction

Social Sciences/Geography				
EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
17.A.1a Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).	17.A.2a Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.	17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).	17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).	17.A.5 Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).
17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.	17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.	17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.	17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.	

Illinois Assessment Framework (Reading)					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
STANDARD 1C – READING COMPREHENSION as related to Maps, Charts and Graphs					
1.3.26 Draw conclusions from information in maps, charts, and graphs.	1.4.24 Draw conclusions from information in maps, charts, graphs, and diagrams.	1.5.24 Draw conclusions from information in maps, charts, graphs, and diagrams.	1.6.21 Interpret an image based on information provided in a passage.		1.8.21 Explain information presented in a nonfiction passage using evidence from the passage.

Differentiated Lesson Options

Option 1: Writing

For students working toward grade level standards, choose **two videos** from the collection for students to view. After viewing, assign students the task of comparing/contrasting the two different North American Indians including their culture, the geographical information related to their tribes/history and a conclusion that is concise and clear. **Students use a Venn Diagram to convey the information.**

For students working at grade level standards, choose **four videos** from the collection for students to view. After viewing, assign students the task of comparing/contrasting the four different North American Indians including their culture, the geographical information related to their tribes/history and a conclusion that is concise and clear. **Students should create an electronic presentation that includes maps and pictures conveying the meaning of the similarities and differences.**

For students working beyond grade level standards, use **all six videos** from the collection for students to view. After viewing, assign students the task of comparing/contrasting the six different North American Indians including their culture, the geographical information related to their tribes/history and a conclusion that is concise and clear. **Students should create an electronic presentation that includes maps, pictures and video segments conveying the meaning of the similarities and differences.**

Option 2: Geography

For students working toward grade level standards, have students select an Indian tribe of interest and view the corresponding video. After viewing the video, students should create a **picture map PowerPoint slide** illustrating the culture, history, traits and important information of the tribe. Students use CCC! Technology/Classroom LIVE! to share their PowerPoint slide with the class and the power of the technology to communicate with others beyond the classroom walls.

For students working at grade level standards, have students select an Indian tribe of interest and create a PowerPoint slide **map shape story** illustrating the culture, history, traits and important information of the tribe. Students use CCC! Technology/Classroom LIVE! to share their PowerPoint slide with the class and the power of the technology to communicate with others beyond the classroom walls.

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Differentiated Lesson Options

Option 2: Geography Continued

For students working beyond grade level standards, have students select an Indian tribe of interest and create a **PowerPoint original fictional story** illustrating the culture, history, traits and important information of the tribe. The story must use graphics including maps to convey the relevance of the geography to story line. Students use CCC! Technology/Classroom LIVE! to share their PowerPoint story with the class and the power of the technology to communicate with others beyond the classroom walls.

Option 3: Printmaking

For students working toward grade level standards, teach them about the printmaking technique. Students should create 2 to 3 different patterns unique to an Indian tribe they studied.

For students working at grade level standards, teach them about the printmaking technique. Students should create 4 to 5 different patterns unique to Indian tribes they studied.

For students working at grade level standards, teach them about the printmaking technique. Students should create 6 different patterns unique to Indian tribes they studied.



Lesson plans available through New Dimension Media make connections for students within a learning context.

CCC! Technology is powerful software that goes well beyond video on demand to help teachers and students boost student achievement in new and engaging ways!