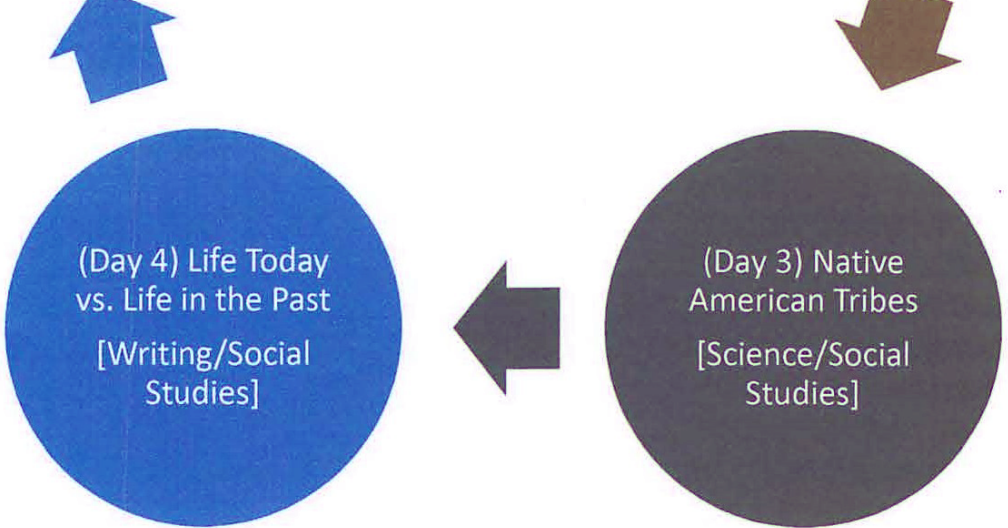




South Dakota History Unit
Lesson Plans 1-5

4th and 5th grade



Lessons

Day 1: Historical Scene Investigation- See attached Lesson #1

Day 2: Famous South Dakotans -Technology/Social Studies

Standards: 4.H.2.3 Describe the influence of notable South Dakotans of the development of our state

Supporting Standards: 4.CT.1.1 Demonstrate how to use parts of Application windows and menu options.

4.CT.1.2 Demonstrate the correct use of all letters, punctuation, symbol and command keys using proper techniques.

Summary of Lesson: The purpose of this lesson is for students to research and describe a notable South Dakotan, as well as evaluate how they influenced the development of South Dakota. To begin the lesson, I will have students match names of notable South Dakotans with their pictures. Then students will each pick a notable South Dakotan and spend an entire class period researching their life, interests and influence on South Dakota. I will model an example by researching Francis Case, who was a famous senator. The next class period, the students will create an Edmodo page for their notable South Dakotan. This page will include information about their person such as their interests, family members and fun facts. Additionally, the students will include several pictures of the person and status updates. Lastly, the students will comment on their classmates' status updates, speaking as if they were the notable South Dakotan.

Day 3: Native American Tribes – See attached Lesson #2

Day 4: Life Today vs. Life in the Past- Writing/Social Studies

Standards: 4.H.3.1 Compare and contrast life today with life in historical time periods

4.H.5.2 Use evidence to develop a claim about the past

Supporting Standards: 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Summary of the Lesson: Over the past several weeks, the students have learned a lot about South Dakota's history. They will put their knowledge to the test by writing a letter to an ancestor and comparing their life to their ancestor's life. The students will go home and interview an ancestor who lived in the early 1900s. In the letter, they must use specific examples and describe their ancestor's time period, house, issues they faced and daily life. Additionally, they must describe their own time period, house, issues the face and daily life. Lastly, the students will compare the two lives, describing how they are similar and different, while using evidence to support their claim.

Day 5: Field Trip – Speaking and Listening/Social Studies

Standards: 4.H.4.1 Explain probable causes and effects of events and developments in South Dakota

4.H.2.5 Describe how wars affected South Dakotans

Summary of the Lesson: To increase the student's experience with South Dakota's history even further, they will attend a field trip to the Wasta Military Museum and a selection of the national cemeteries in the region (such as Black Hills National Cemetery and the Lakota Freedom Cemetery outside of Kyle). The Wasta Military Museum has several artifacts from World War I, World War II, the Vietnam War and Desert Storm. Providing the opportunity for the students to personally experience these artifacts will further expand their understanding of how the wars affected South Dakota. Interred at the National Cemeteries are veterans who served in numerous conflicts throughout American history and represent a variety of backgrounds. By visiting this location, the students will begin to see how these sacred sites honor those who have served, but are also repositories of significant local and national history. Again, the students will witness how the wars affected South Dakota. After the field trip, the students will play a game show what they learned from the field trip.

Goals

The goal of this unit is to help students develop a deeper understanding for the history of South Dakota. This unit will foster the students' understanding of the mistakes both our country and our state have made in the past, and it will help them make more respectable decisions in the future. A second goal is for the students to take this knowledge of our history and use it to create resolutions for issues we face in the present and future. Each lesson revolves around the different aspects of South Dakota history, so the students can develop a full understanding of our state.

Concepts

- Evaluate primary sources
- Examine the causes of past national events on South Dakota's culture and history
- Differentiate between two groups perspectives
- Examine the effects of basic environmental, cultural and population issues
- Compare and contrast the past to today's society

Standards

- 4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota.
- 4.H.1.2 Generate questions about multiple historical sources and their relationships to particular historical events and developments.
- 4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture.
- 4.H.2.2 Examine basic environmental, economic, cultural and population issues of concern to South Dakota.
- 4.H.2.3 Describe the influence of notable South Dakotans of the development of our state.
- 4.H.2.5 Describe how wars affected South Dakotans.
- 4.H.3.1 Compare and contrast life today with life in historical time periods.
- 4.H.4.1 Explain probable causes and effects of events and developments in South Dakota.
- 4.H.5.2 Use evidence to develop a claim about the past.
- 5.H.5.1 Summarize how different types of sources are used to explain the past.
- 5.H.5.2 Evaluate historical sources to justify their validity.
- 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources.
- 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text, based on specific information in the text.
- 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 4.CT.1.1 Demonstrate how to use parts of Application windows and menu options.
- 4.CT.1.2 Demonstrate the correct use of all letters, punctuation, symbol and command keys using proper techniques.

Assessments

Throughout this unit, I will assess the students' knowledge through observations, anecdotal notes, class discussions and their finished work. I will also incorporate a summative assessment that will evaluate students' knowledge through their finished worksheets and projects. Their final assessment will consist of creating a house that represents life in the past. The students will address South Dakota's culture, economy and issues in this project.

Questions

Day 1:

- What are some major events of United States history?
- What can you tell me about the Great Depression?
- What can you tell me about World War I?
- What can you tell me about World War II?
- What can you tell me about the Vietnam War?
- What is a primary source?
- What does the author mean when she says "We have lived thru everything now"?

Day 2:

- Who are some famous people from South Dakota?
- Who is Francis Case?
- How did he influence South Dakota?
- How have other people influenced South Dakota?
- How can you represent someone else?
- What is a biography?

Day 3:

- How many tribes are in South Dakota?
- What tribes live in South Dakota?
- What do you think life was like for Native Americans in South Dakota?
- What issues did Native Americans face?
- Where did they live?
- What was their main food source?
- Why have so many Native Americans fought for the United States throughout various conflicts?

Day 4:

- How was life different in the past?
- What issues have people faced in the past?
- What issues do we face today?
- What is our life like today?
- How could we describe our time period?
- What could a daily life be like in the past?
- What is our daily life like today?

Day 5:

- What did you learn from the field trip?
- What was your favorite part?
- What surprised you the most?
- How did the wars affect South Dakota?
- Why is it important to learn about the wars and the veterans who served in them?
- Why is it important to learn about South Dakota's history?
- How can our knowledge of our history help our future?
- What issues do we face today?
- What are some resolutions for these issues?

Day 1:

Materials

Primary sources: <http://www.onlyinyourstate.com/south-dakota/wwii-photos-sd/>
http://sddigitalarchives.contentdm.oclc.org/lcdm/singleitem/collection/gouvernement/id/4/rec//_https://www.flickr.com/photos/southdakotahistory/sets/72157631777537869/
<http://www.augie.edu/sites/default/files/u78/2014DCPapersPartI.pdf>

Fred Christopherson: WWI Bomber Pilot and South Dakota Native, pg. 15
The Home Front, 1918: Letters from Millie, pg. 116

<http://vetaffairs.sd.gov/sdwwiimemorial/> Winston Ahnond Douglas
<https://www.stlouisfed.org/-/media/Files/PDFs/Great-Depression/FarmFamilyLetter1904-1931.pdf>

Biographies found at: www.bhveterans.omeka.net

iPads

Internet

Historical Scene Investigation Worksheets

Day2:

Smart Board Notable South Dakotans match

Edmodo

iPads

Internet

Day3:

North American Indians by Douglas W. Gorsline

iPads

Internet

Research worksheet

Pop can cardboard boxes

Popsicle sticks

Paper

Clay

Day4:

Paper

Pencils

Envelopes

Rubric

Day5:

Smart Board

Smart Board Field Trip Trivia Game.

Notable South Dakotans for research: (many of these biographies can be found on www.bhveterans.omeka.net)

1. Jack Thomas Regan
2. Clarence Wolf Guts
3. Richard Ellsworth
4. Marvin Wayne Eagle Bull
5. Francis Case
6. William Samuel DeCory
7. John Bear King
8. Vincent T. Fitzgerald

Lesson #1 Historical Scene Investigation

PART A: PLANNING

Grade Level: 4th and 5th

Targeted Content: Social Studies Integrated Content: Reading

State Content Standard and/or Common Core Standard(s):

Target Standard(s):

4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota.

4.H.1.2 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

4.H.S.1 Infer the intended audience and purpose of a historical source of information within the source itself.

S.H.S.1 Summarize how different types of sources are used to explain the past.

S.H.S.2 Evaluate historical sources to justify their validity.

Supporting Standard(s):

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

S.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

S.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text, based on specific information in the text.

Instructional Setting: Check all that apply:

Whole Group	X	Centers		Other (list)	
Small Group	X	Workshop			
Individual Student	X	lab			

Lesson Focus: The focus of this lesson is for students to analyze primary sources and create inferences about the individuals and their lives.

Learning Outcomes:

- As a result of this lesson, students will be able to analyze the impact of significant events on South Dakota by completing three worksheets asking them questions from the sources and about their inferences.
- As a result of this lesson, students will be able to read informational text and use examples from the text while answering the questions.

Assessment Measures:

Formative Assessment(s):

- During independent work, I will be observing the students work to see if they are able to read the informational text and determine which statements are opinions and which are facts.

- Students will complete three worksheets with questions from the sources.

Summative Assessment(s): N/A

Differentiation: For the student with an IEP, I will read aloud the sources aloud to him. For the student who struggles to maintain focus on an assignment, I will set a time limit for the work to be completed.

Materials:

- iPads
- Internet
- Headphones
- Sources
- Worksheet
- Pencils

PART B: DELIVERY OF INSTRUCTION

Introduction: To introduce the topic, I will ask the students questions to gain an understanding of the prior knowledge of the significant events of U.S. history such as, "What can you tell me about the Great Depression?" "What can you tell me about World War I?" "What can you tell me about World War II?" and "What can you tell me about the Vietnam War?" The students will discuss what they know about the events, then I will tell them these events greatly impacted South Dakotans. I have found several primary sources about these events, and we are going to analyze them today.

Procedures for Teaching and Learning

Purpose of the Lesson

The purpose of this lesson is for students to investigate and analyze significant historical events. The students will practice answering questions by using examples from the text, and they will practice analyzing informational text. "Today, everyone in this classroom is a detective, and our mission is to find how these historical events impact South Dakota."

Demonstration

The teacher will read the letter, "We have lived thru everything now" from the Great Depression to begin the whole group activity. The teacher will model how to investigate a primary source, and model her own thinking as she reads the letter.

Shared Demonstration

As a class, the students will complete the investigation questions corresponding to the Great Depression letters. The class will discuss how this event impacted South Dakota.

Independent Practice

There are three more events the students must investigate. The printed sources will be available on the front table, and the students will access the other sources through their iPads. Individually, the students will investigate each event and answer the corresponding questions.

Closure: To conclude this lesson, the class will discuss what they learned from these events and how they impacted South Dakota. "While these events may seem very far away because they did not happen in South Dakota, they have greatly impacted our history and lives."

Assignment: If the students did not finish the worksheets in class, it will be homework.

Historical Scene Investigation

To answer the questions, use the World War II letter and the website <http://www.onlyinyourstate.com/south-dakota/wwii-photos-sd/>

1. What dam was built during World War II?

2. According to Winston Almond Douglas, what do most veterans say?

3. How did Douglas save the wounded soldiers?

4. Which picture do you find most interesting? Why?

World War II

Historical Scene Investigation

To answer the questions, use the Great Depression letter and the website <https://www.flickr.com/photos/southdakotahistory/sets/7215763177537869/>

1. When did the stock market crash?

2. What insects ate entire fields, leaving farmers with nothing but loss?

3. How many people left South Dakota in the 1930s?

4. What does Mrs. Murphy mean by "We have lived thru about everything now"? Use examples from the text.

Historical Scene Investigation

To answer the questions, listen to the Vietnam War interview.
<http://sddigitalarchives.contentdm.oclc.org/cdm/singleitem/collection/government/id/4/rec/2>

1. According to Hansen, what was the first thing you did in the morning?

2. When did they learn about their missions?

3. What kind of supplies did they haul?

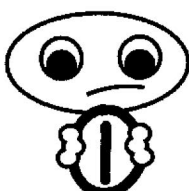


4. Why was delivering supplies a dangerous job?

Vietnam War

Lesson #2 Notable South Dakotans Rubric

self check rubric

Name _____

attributes			
Information	Includes 2 or less facts about the person, their family members and interests.	Includes 3 facts about the person, their family members and interests.	Includes 4 facts about the person, their family members and interests.
Biography	Biography is less than one paragraph and does not describe the importance of the person to South Dakota.	Biography and importance of the person is less than one paragraph long.	Includes biography of the person and explains why they are important to South Dakota in one paragraph (5-6 sentences)
Photos	Includes 2 or less photos of the person with little to no description.	Includes 3 photos of the person with little description.	Includes 4 photos of the person with detailed description.
Status Updates	Includes 2 or less status updates and comments on 1 peer's status update.	Includes 3 status updates and comments on 2 peer's status updates.	Includes 4 status updates and comments on 3 peer's status updates.
Representation	Only 2 of the media, comments and status updates accurately represent the person.	At least 5 of the media, comments and status updates accurately represent the person.	All of the media, comments and status updates accurately represent the person.

Lesson #3 Native American Tribes Lesson

PART A: PLANNING

Grade Level: 4th and 5th

Targeted Content: Social Studies Integrated Content: Science

State Content Standard and/or Common Core Standard(s):

Target Standards: 4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture.

4.H.2.2 Examine basic environmental, economic, cultural and population issues of concern to South Dakota.

5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources.

Instructional Setting: Check all that apply:

Whole Group	X	Centers		Other (list)	
Small Group	X	Workshop			
Individual Student	X	Lab			

Lesson Focus: The focus of this lesson is for students to research the various Native American tribes that have called South Dakota home by looking into their culture, location, and survival methods. To connect to previous lessons, students will also read the biographies of William Samuel DeCory, Clarence Wolf Guts, and John Bear King at www.bhveterans.omeka.net to see how Lakota from South Dakota served their nation in multiple conflicts.

Learning Outcomes:

- As a result of this lesson, students will be able to identify environmental issues that revolve around South Dakota living.
- As a result of this lesson, students will be able to give one details about each of the tribes that live in South Dakota.
- As a result of this lesson, students will be able to discuss recent Native American history in the state of South Dakota.

Assessment Measures:

Formative Assessment(s):

- During research work, I will ask the students questions about the different tribes, and which details stick out to them.
- The students will turn in a research worksheet filled with information they have learned about their tribe. I will use this to assess the progress of their learning.
- After reading the biographies of Native American veterans, I will lead an informal class discussion about those biographies.

Summative Assessment(s):

- The students will complete a short essay about one of the Native American tribes in South Dakota.

Differentiation: For the student with an IEP, I will ask the paraprofessional to read aloud the sources to him and help him research his designated tribe.

Materials:

- Native American Indians by Douglas W. Gorsline
- iPads
- Internet
- Research worksheet
- Paper

I PART B: DELIVERY OF INSTRUCTION

Introduction Read the Native American Indians book. In South Dakota, we have nine Native American tribes, the Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Flandreau Santee Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton Wahpeton Oyate, Standing Rock Sioux Tribe and the Yankton Sioux Tribe. The Native Americans have a unique culture, and they have faced many struggles throughout their lives. To gain a better understanding of what life was like for the Native Americans, we are going to investigate their cultures, locations, and struggles they faced.

Procedures for Teaching and Learning

Purpose of the Lesson

The purpose of this lesson is for students to gain deeper knowledge of the South Dakotan Native American Tribes, their cultures, struggles and lives.

Demonstration

As an example, I will research the Arapaho Indian Tribe in Wyoming. First I will research major characteristics of their cultures such as they decorate their teepees with pictures of deer or dots. Also, they were very peaceful and did not fight the Americans, but they were forced to join the Cheyenne Tribe. I learned they lived in the southeast corner of Wyoming, which has a few rivers or streams, the Laramie Mountains and the soil is similar to South Dakota's.

Shared Demonstration

As a class, the students will help me complete the Tribe Research Worksheet.

Guided Practice

In their pods, the students will brainstorm ways to research a specific tribe (which can be designated or chosen) and their history in South Dakota. After ten minutes of brainstorming, they will share their ideas with the class.

Independent Practice

The students will spend the rest of class time researching their tribes. When they are finished researching their tribes, they will hand their worksheet, so I can review their information and give them permission to begin working on their essay. The next social studies session, the students will begin working on their essay. When they are finished working on their essay, they will present their research to the class and share what they have learned.

Closure: To conclude this lesson, I will state that we have all seen movies with cowboys and Indians in them, but we never really understood the Native American tribes in our state. Now, we have a deeper understanding of what their lives were like and who they were as people.

Assignment: 1 page essay about a specific Native American tribe in South Dakota.

Tribe : _____ Researched By: _____

Housing	-----
Food	-----
Art	-----
Practice and Beliefs	-----
Transportation	-----
Clothing (Men and Women)	-----
Jobs (Men and Women)	-----
Children's Role	-----



-CHECKLIST-

- **GREETING**
- **INCLUDES ANCESTOR'S NAME**
- **Date**
- **DESCRIBE ANCESTOR'S TIME PERIOD**
- **DESCRIBE ANCESTOR'S HOUSE**
- **DESCRIBE THE ISSUES YOUR ANCESTOR FACED**
- **DESCRIBE YOUR ANCESTOR'S DAILY LIFE**
- **DESCRIBE YOUR OWN TIME PERIOD**
- **DESCRIBE YOUR OWN HOUSE**
- **DESCRIBE THE ISSUES YOU FACE**
- **DESCRIBE YOUR OWN DAILY LIFE**
- **COMPARE THE TWO LIVES**
- **HOW ARE THEY THE SAME?**
- **HOW ARE THEY DIFFERENT?**
- **Closing**
- **SIGNATURE**

Lesson #5 Field Trip

Field Trip Review Game Show Game Show.notebook (Command Line)

Create a field trip game show on technology such as Kahoot. After the students complete the field trip, they will complete a summative assessment. Their summative assessment will include the Kahoot application. This assessment will show me what the students learned from this unit and what aspects they need to continue to work on.