

2012

## How 'Bout Them Hawks!

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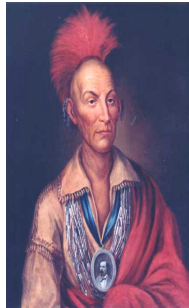
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This lesson was developed June/July 2013 as a collaboration between Mid-Iowa School Improvement Consortium (MISIC), Geographical Alliance of Iowa (GAI), National Geographic Society (NGS), and the University of Northern Iowa (UNI) to provide lessons reflective of the intent of the K-6 Iowa Core geography (global stewardship) and literacy standards. The lesson is part of a unit of instruction taught in a MISIC district and developed by a practicing teacher. Model lessons were to be 2-4 days in length

The intent of the model lesson is to:

- illustrate the pragmatic value of teaching literacy and social studies standards together (integrating the literacy skills so student can apply and synthesize the skills learned in literacy instruction),
- demonstrate that implementation of the 2010 Iowa Core Literacy standards starts with small steps, and
- to make visible a “sampling” of developed or vetted tools resources from MISIC, GAI, and NGS . (MISIC tools/resources are password protected for use by MISIC member districts while GAI and NGS materials are generally open-source) in the left column of the lesson.

<b>Lesson Title</b>	How ‘Bout Them Hawks!
<b>OVERVIEW</b>	
<b>Invitation to View Lesson</b>	How did this state come to be? Why is Iowa called the Hawkeye State? This Iowa history lesson explores early inhabitants who interacted with the geography of our state. This social studies lesson uses content to foster reading and writing. Students use evidence from primary and secondary source texts to answer text-based questions worth asking (Iowa Core intent). What was it about this land that drew in the likes of Black Hawk, then Julien Dubuque, Louis Jolliet, a sergeant named Charles Floyd, and the Charles Ingalls family?
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<b>Image and Citation</b>	<i>Chief Blackhawk</i> <a href="http://lincoln.lib.niu.edu/blackhawk/gal/blackhawk1.html#about">http://lincoln.lib.niu.edu/blackhawk/gal/blackhawk1.html#about</a> 
<b>Summary of Lesson</b> <i>Note:</i> Whether you are designing lessons or units purposefully: <ul style="list-style-type: none"> <li>•align standards, assessment, and instruction</li> <li>•gives specific direction to teachers</li> <li>•identify resources and instructional materials</li> <li>•identify clear/focused daily goals</li> <li>•select appropriate teaching strategies</li> <li>•identify and teach key vocabulary</li> <li>•implement formative assessment</li> <li>•ensure horizontal articulation</li> <li>•scaffold for “success”</li> </ul> select viable and worthy content	Students will learn about the Ioway Indians and others who lived and thrived here while considering the influence of Iowa’s geography on them and on all of us who have followed. The value of primary and secondary resources will be studied.
<b>Number of Days</b> <i>Note:</i> It is always important to ask: Is a unit/lesson manageable in the time allotted? Is the unit/lesson worth the time of teacher and students?	2 days out of 4 week unit
<b>Grade Level</b>	5

<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Primary and Secondary sources have similarities and differences.</li> <li>• Natives lived here long before Europeans arrived.</li> <li>• People settle in places suited to their wants and needs. These people include the natives who were here first and the Europeans who came later.</li> <li>• Land, rivers, and resources influence exploration, settlement, and lifestyle.</li> </ul>
<b>Iowa Teaching Standards Reflected in Planning a Lesson Using this Design</b> <a href="http://www.boee.iowa.gov/stndrds.html">http://www.boee.iowa.gov/stndrds.html</a>  <i>A rubric for teachers to self-evaluate where they are on the seven criteria to the right is at the end of this lesson.</i>	<p>The Iowa teaching standards are about planning/preparing, managing, delivering, and reflecting about instruction. Producing this lesson provided evidence of the following criteria in the Iowa teaching standards.</p> <p>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching profession. The Teacher:</p> <ol style="list-style-type: none"> <li>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</li> <li>c. Relates ideas and information within and across content areas.</li> <li>d. Understands and uses instructional strategies that are appropriate to the content area.</li> </ol> <p>Standard 3: Demonstrates competence in planning and preparation for instruction. The Teacher:</p> <ol style="list-style-type: none"> <li>c. Uses student developmental needs, background, and interests in planning for instruction.</li> <li>d. Selects strategies to engage all students in learning.</li> <li>e. Uses available resources, including technologies, in the development and sequencing of instruction.</li> </ol>
<b>PURPOSEFULLY PLANNING for MAXIMUM LEARNING (1)</b>	
<b>Learning</b> <i>Note:</i> When planning for instruction consideration of what we know about how students store and retrieve information is crucial with so much to teach in 179 school days. Some strategies that can be used are: <ul style="list-style-type: none"> <li>•Local to global</li> <li>• Hook senses first</li> <li>• Chunk it</li> <li>• Memory spaces 7 + - 1 in MS and 2 +- 1 in K</li> <li>• 8 to 2 engagement ratio</li> <li>• Less is more in content covered per period</li> <li>• Learning strategies used</li> <li>• Ramping lesson to reduce stress</li> <li>• Stimulating and engaging lesson</li> <li>• Relevant content</li> <li>• Focus the learning activities</li> </ul>	<p>The collaborative learning, whole class discussion, and writing activity of this lesson supports the following how the brain remembers strategies:</p> <ul style="list-style-type: none"> <li>•Engaging lesson</li> <li>•Relevant content</li> <li>•Less is more covered per day</li> <li>•Focus the learning activities</li> </ul>
<b>Development</b> <i>Note:</i> With so much talk about standards we often forget to critically think about the whole child in planning for instruction. How does our basic knowledge of the physical, intellectual, and social/emotional development by age span get considered in selecting learning activities? A good source for elem. age groups can be found at: <ul style="list-style-type: none"> <li><a href="https://store.extension.iastate.edu/ProductList.aspx?Keyword=ages%20and%20stages">https://store.extension.iastate.edu/ProductList.aspx?Keyword=ages%20and%20stages</a> or</li> <li><a href="http://www.extension.iastate.edu/4hfiles/V1950902FAgesStages.PDF">http://www.extension.iastate.edu/4hfiles/V1950902FAgesStages.PDF</a></li> </ul>	<p>Students at this age are ready for in-depth, longer learning experiences which allows them to explore content deeper. They are also ready for more detailed recordkeeping. They also gain skills in social situations with peers and adults. This lesson considers both of these characteristics in the selection of learning activities.</p>

**Learning Targets (IA Standards)  
Directly Taught in the Length of this Lesson**

Note 1: A lesson or unit should be aligned to the standards that will actually be taught and assessed in the lesson or unit. This does not mean listing standards that are just supported. The focus is on aligned target and assessment with activities.

Note 2: Standards referenced here can be found at:

*Literacy*

**IA Core Literacy** – <http://misiciowa.org> or the Iowa DE website. Some of the standards in the Iowa Core are very long. As we unfold the new standards a lesson or unit may not target everything about a standard but will build on by quarter.

*Standards Insight* is another source of understanding the new literacy standards.

NGS ideas on how every **K-12 CCSS Literacy standard can be aligned to the teaching of Geography-**

[http://education.nationalgeographic.com/education/media/interconnections-common-core-national-geography-standards/?ar\\_a=1](http://education.nationalgeographic.com/education/media/interconnections-common-core-national-geography-standards/?ar_a=1)

*Geography*

**IA Core Geography-** <http://misiciowa.org>

**NGS Geography-** NGS and publishers have used the 5 themes of geography since 1984. Recently NGS put out a new perspective for relating to geography around the three I's of geography- interactions, interconnections, and implications as a way of relating geography to the many careers using geographical thinking. View this link about the three I's and geo-literacy:

[http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar\\_a=1](http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1)

**Iowa Core ELA/Literacy Grade Level Standards**

Reading

- [RI.5.2](#) Determine two or more main ideas or a text and explain how they are supported by details; summarize the text.
- [RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Writing

- [W.5.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.5.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases bases on grade 5 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade appropriate Greek and Latin affixes and roots as clues to meaning of a word (e.g., photograph, photosynthesis).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or
  - d. clarify the precise meaning of key words and phrases.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).

**Iowa Core/MISIC Grade Span Geography Standards**

SS.03-05.G.01-Understand the use of geographic tools to locate and analyze information about people, places, and environments.

SS.03-05.03.01- Create, interpret and use various representations of the earth and information about the earth (maps, globes, graphs, tables and photographs) to find locations, estimate distance and calculate scale. More specifically it means Identify and describe the detailed elements of a map; Use atlas, database, grid systems, charts, graphs, and maps to gather information about the local community, Iowa, the United States, and the world; Construct maps, showing the location of major land masses, bodies of water, and/or mountains.

SS.03-05.G.03- Understand how human factors and distribution of resources affect the development of society and the movement of populations.

SS.03-05.03.03- Identify how peoples' surroundings and interactions with the environment influence their lives (i.e., income, hobbies, urban/rural, resources, etc.). And more specifically it means Give examples of how the location of an area has affected the culture of the people; Identify examples of physical and cultural barriers to population movement and migration; Locate human features such as cities, capitals, and roads on a map of North America; Examine the interaction of human beings and their physical environment.

SS.03-05.H.06-Understand the effect of geographic factors on historical events.

SS.03-05.03.05-Knows the geographic factors that have influenced people and events in the past. More specifically it means Understand how geography has provided the context in which history has occurred over time and impacted historical events; Identify the impact of geographic systems on historical events, predict the role of geography on current social, political, and historical events.

**National Geographic Standard Connections**

5 Themes of Geography

- Human and environmental interactions
- Movement

3 I's of Geography

- Interactions

<p><b>Unit Background/ Prior Knowledge/ Misconceptions</b></p> <p><i>Note on Misconceptions:</i> Doug Fisher talks about the following when designing a lesson to get at student misconceptions.</p> <ul style="list-style-type: none"> <li>■ What misconceptions need to be addressed before new learning takes place?</li> <li>■ What are the tasks/skills/background knowledge needed for completion of this lessons content (geography, literacy, 21<sup>st</sup> Century)?</li> <li>■ What academic language needs to be put in place and reinforced for students?</li> <li>■ What will be challenging for the student?</li> <li>■ How will I support background knowledge that moves beyond facts and isolated skills?</li> <li>■ What scaffolding and explicit instruction is needed during the lesson?</li> <li>■ When and how can I make supports optional so control of activities is transferred to the learner?</li> </ul> <p><b>How can you quickly determine your students' prior knowledge on a topic?</b></p> <p>You might try one of the classroom assessment techniques suggested by Thomas Angelo and Patricia Cross. The following technique selected from <i>Classroom Assessment Techniques</i>. <b>Focused Listing</b>, as the name implies, focuses students' attention on a single important term, name, or concept to help instructors assess what the students believe to be the most important points related to that particular topic. The instructor can then gauge how to adapt the curriculum so that it builds upon students' pre-existing knowledge structures.</p> <ol style="list-style-type: none"> <li>1. Select an important topic or concept that the class is about to study and describe it in a word or brief phrase.</li> <li>2. Ask your students to write that word or phrase at the top of a sheet of paper as the heading for a Focused List.</li> <li>3. Ask your students to write down the most important points they associate with the word or phrase. Set a time limit and/or a limit on the number of items you want your students to write. Two or three minutes and five to ten items are usually sufficient.</li> </ol> <p>Use this data to determine how your students understand the topic they are about to study, and then to adapt the curriculum so that it incorporates their understanding (p. 126-131).</p>	<p>This lesson will be an introduction to a unit on Iowa history. Many students are Iowa Hawkeye fans, so the title of the lesson is meant to engage students with familiar popular lingo. Fifth graders may not know that Iowa's nickname honors Chief Black Hawk nor, more surprisingly, that he was imprisoned for refusing to honor a treaty. They may not realize that before whites came, "several thousand people lived (here) fishing in the rivers and gathering nuts, berries and fruit from the forest." -p. 24 Iowa: Past to Present. They may be unfamiliar with the idea of a moving population that follows animal herds rather than building towns and "settling" a land.</p> <p>I begin the school year with Iowa history because I believe it's best to start learning close to home. As we're developing classroom relationships, learning names and details about each other, we begin the year with a focus on the name of our state and details that make it special. We begin with Iowa's native inhabitants and then move on to European explores and white settlers.</p> <p>This initial practice in using informational text to build knowledge, to uncover interesting information, and in sorting the worthy from the trivial, will be a basis for learning in the Iowa history unit and throughout the school year. This initial lesson will be followed by a chronological review of Iowa's first inhabitants. A bulletin board with Black Hawk's picture will be the focal point. Students will use the text book, books, and online sources to read and take notes. Each (or pairs, or small groups) will be responsible for supplying a recipe card to complete a time line beginning with first inhabitants in Iowa about 12,000 years ago. Other important entries should include but are not limited to: arrival of explorers and settlers, nomads and farmers, major events such as the Sioux City Massacre and the Black Hawk War, and American Indians today. Eventually, students will choose a topic from Iowa's people, places, and events to research and present to classmates.</p>		
<p><b>Academic (Tier III) Vocabulary</b></p>	<p><b>Words to front-load</b></p>	<p><b>Words using context</b></p>	<p><b>Instructional methods</b></p>

<p><i>Note 1:</i> Vocabulary is a major shift in the intent of the Iowa Core Literacy standards.</p> <p>Watch the video link at <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary">http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary</a> to learn why this is an important shift in the core. The rationale for this shift is:  Words carry meaning. If you know a word you can retrieve, access, and build on conceptual understanding. We learn words by repeated exposures. Students need both the discipline specific words (tier 3) and the general academic vocabulary (tier 2), but Tier 2 words need stressed as they cross disciplines with their multiple meanings.</p> <p>A variety of strategies should be used to provide the needed incremental and repeated exposures in a variety of contexts, for learning lots of words. Without the repeated exposure in multiple context students will not learn the connections between important words.</p> <p>An old but good strategy for learning vocabulary is still Marzano’s six steps at <a href="http://www.ncresa.org/docs/PLC_Secondary/Six Step_Process.pdf">http://www.ncresa.org/docs/PLC_Secondary/Six Step_Process.pdf</a></p> <p><i>Note 2:</i> Academic vocabulary crosses content areas and is found in both informational and literary text. Students must constantly build the vocabulary they need to be able to access grade-level complex texts as defined in Appendix B and C of the Iowa Core ELA Standards. A clear developmental progression from phonics through sophisticated concepts such as Greek and Latin affixes and roots is articulated through the Language strand of the ELA standards.</p> <p>Students need to build the number of words they know and understand. Isabel Beck defines these tier and III and II words. The Three Tiers (Isabel Beck) of words are discipline specific words like <i>circumference, aorta, autocratic, onomatopoeia, Oligarchy, hydraulic, neurotransmitters, “Jim Crow Laws, sovereignty, lagging, fractal, tectonics.</i></p>	<ul style="list-style-type: none"> <li>• Bonaparte, Iowa</li> <li>• Burlington, Iowa</li> <li>• Fairfield, Iowa</li> <li>• Iowaville, Iowa</li> <li>• Pella, Iowa</li> <li>• Van Buren County, Iowa</li> </ul>	<ul style="list-style-type: none"> <li>• archaeologists</li> <li>• artifacts</li> <li>• clans</li> <li>• Ioway tribe</li> <li>• Mesquakie (Fox)</li> <li>• nomads</li> <li>• reservation</li> <li>• Sauk (Sac)</li> <li>• settlers</li> </ul>	<p>Contextual Redefinition  (Explanation document included at end of lesson)</p>
<p><b>Tier II Vocabulary</b></p>	<p><b>Words to front-load</b></p>	<p><b>Words using context</b></p>	<p><b>Instructional methods</b></p>

<p><i>Note:</i> Tier 2: Academic Vocabulary are words far more likely to appear in written texts than in speech. They are highly generalizable, found across many types of texts, and often represent subtle or precise ways to say relatively simple things-saunter instead of walk:</p> <ul style="list-style-type: none"> <li>• words from informational text like <i>analyze, relative, vary, formulate, specify, accumulate, theory, principled, generation, manipulate, wrought, complex, obvious</i></li> <li>• words from technical texts like <i>calibrate, itemize, periphery, verify, construct, illustrate, fluctuate, function, feasible, innovation, technical, relative</i></li> <li>• words from literary texts; <i>misfortune, dignified, faltered, unabashedly, declarative, plot, style</i></li> </ul> <p>Tier 2 words are especially important to comprehension and should be emphasized. Estimates indicate that there are about 7,000 words for tier 2 or 700 per year. Divided by content that is about 60 per year for each of the four core with additions from arts, career/tech, PE . Criteria for good Tier 2 words includes: important to understanding the text, high use across contents, instructional potential by connecting similar words and concepts around it, add precision to conceptual understanding. Tier 2 words are seldom supported in text.</p> <p>A good guide for selecting Tier II words can be found at <a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf</a> or go to <a href="http://vocablog-plc.blogspot.com/">http://vocablog-plc.blogspot.com/</a> for a great set of criteria from Frey and Fisher.</p>		<ul style="list-style-type: none"> <li>• agent</li> <li>• ascend</li> <li>• circus sideshow</li> <li>• descend</li> <li>• exhibition</li> <li>• flesh</li> <li>• fly for Missouri</li> <li>• hospitality</li> <li>• hostilities</li> <li>• humiliation</li> <li>• jeopardy</li> <li>• mission-house</li> <li>• partook</li> <li>• principally</li> <li>• providentially</li> <li>• spared</li> <li>• recollections</li> <li>• score</li> <li>• severed</li> </ul>	<p>Place names will be shown on wall map.</p> <p>Contextual Redefinition (Explanation document included at end of lesson)</p>
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**PROCEDURES for MAXIMUM LEARNING**

**Materials List**

- Butcher paper (or similar) for classroom display/bulletin board
- Printed picture of Black Hawk suitable for bulletin board display (Included)
- Text book: Iowa Past to Present: The People and Prairie, by Dorothy Schwieder, Thomas Morain, & Lynn Nielsen. (& Accompanying Teacher’s Guide)
- Markers for writing on recipe cards for classroom display/bulletin board
- Recipe cards for classroom display/bulletin board
- Student journals for note taking (Optional)
- Scratch paper for rough drafts (Optional)
- Tape or staples to attach recipe cards to classroom display/bulletin board
- Map from Teacher’s Guide for Iowa Past to Present 3<sup>rd</sup> Edition. Handout 2-1, p. 14. (Included)
- Primary Source Material: “Henry Schoolcraft’s Account of the Migration of the Ioway Tribe (unabridged)” p. 17 from Teacher’s Guide for Iowa Past to Present 3<sup>rd</sup> Edition. (Included)
- Primary Source Material: “Sarah Nossaman’s Story” pp 20-21 from Teacher’s Guide for Iowa Past to Present 3<sup>rd</sup> Edition. (Included)
- Secondary Source Material “The Death of Blackhawk” p. 19 from from Teacher’s Guide for Iowa Past to Present 3<sup>rd</sup> Edition. (Included)

<p><b>Procedure: (3)</b>  <b>q Daily Goal</b>  <b>q Hook</b>  <b>Instruction</b>  <b>q Scaffolding for Success</b>  <b>q Assessment Range (2)</b></p> <p><i>Note on Scaffolding:</i> the purpose of scaffolding for success is to provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level; including appropriate scaffolding directly experience the complexity of the text.</p> <p>It provides extensions and/or more advanced text for students who read well above grade level text band. It gradually removes supports, requiring students to demonstrate their independent capacities. It integrates appropriate supports for reading, writing, speaking and listening for students who are ELL, have disabilities, or read well below the grade level text band.</p>	<p style="text-align: center;">Day 1</p> <ul style="list-style-type: none"> <li>Essential Question/Daily Learning Goal: How are primary sources and secondary sources similar? How are they different?</li> <li>Hook and hold interest: Iowa is called as the Hawkeye state. The University of Iowa proudly calls its athletic teams the Hawkeyes. Iowa gets its nickname from a Sauk (Sac) Indian chief named Black Hawk. The United States army has Black Hawk helicopters. Who was the man we call Black Hawk? A great warrior? Was he someone we admire, or someone we hated? Was he ever sent to prison, or did we make statues of him? Did he know any U.S. presidents? Where is his grave and what happened to his bones?</li> <li>Instructional Strategies/tools for teaching, coaching, and inquiry: Compare and contrast the the primary and secondary source documents: “Sarah Nossaman’s Story” and “The Death of Blackhawk.”</li> <li>Scaffolding for Success/Interventions: Teacher may read text aloud. Students may work in small groups or as partners.</li> <li>Assessment for Learning (Formative): Use the Double Bubble template to record similarities and differences in the two accounts of Black Hawk. (template below)</li> </ul>
<p><b>Procedure: (3)</b>  <b>q Daily Goal</b>  <b>q Hook</b>  <b>Instruction</b>  <b>q Scaffolding for Success</b>  <b>q Assessment Range (2)</b></p> <p><i>Note on Assessment Range:</i> Formative assessment is assessment for learning and summative assessment is assessment of learning. A good unit uses both. An assessment is formative or summative based upon the teacher use of that tool.</p> <p><i>Note on Strategies:</i> Two good sources on promising strategies can be found at <a href="http://educateiowa.gov/index.php?option=com_content&amp;view=article&amp;id=2102&amp;%E2%80%8BItemid=2698">http://educateiowa.gov/index.php?option=com_content&amp;view=article&amp;id=2102&amp;%E2%80%8BItemid=2698</a> and <a href="http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml">http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml</a></p> <p>A good source for writing templates for grades 4-12 can be found at <a href="http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf">http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf</a></p> <p><i>Note 2:</i> A good source for web 2.0 ideas is at <a href="http://edorigami.wikispaces.com/Traditional+and+Digital+Practice">http://edorigami.wikispaces.com/Traditional+and+Digital+Practice</a></p> <p><i>Note 3:</i> A good structure for students learning to listen and speak in group work is the accountable talk research at the University of Pittsburgh. Go to <a href="http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask-the-educator/lauren-resnick">http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask-the-educator/lauren-resnick</a></p>	<p style="text-align: center;">Day 2</p> <ul style="list-style-type: none"> <li>Essential Question/Daily Learning Goal: How did the Ioway Indians utilize the geography and resources of this region? Where do we live in comparison to where they lived and how similar are our choices?</li> <li>Hook and hold interest: Imagine a way of living far different from what you’ve known. There are no grocery stores. The government is not passing out food, water, and blankets and no help is coming. There are no schools, factories, or traditional jobs of any kind. You and your family, including most of your aunts, uncles, grandparents, cousins, and all your distant kin are together. You can help each other, but you’re on your own. You don’t have a house or a car nor even a road to follow. And not only is there no Internet, there is no TV, there is no radio, and there are no phones. You don’t have running water and harnessing electricity has not even been imagined. What would you do? What would you need to do, to survive?</li> <li>1. Instructional Strategies/tools for teaching, coaching, and inquiry: Think-Ink-Pair-Share. Write down ideas then discuss how people can “live off the land.” Pair up with a partner to share your ideas. Then:</li> <li>2. Instructional Strategies/tools for teaching, coaching, and inquiry: <a href="#">Read-Pair-Share. RI.5.2</a> <ul style="list-style-type: none"> <li>Distribute and/or display map of Ioway Indian movement throughout the region.</li> <li>Distribute written explanation of the movement. Abridged version is on page 22 of Iowa Past to Present, The People and the Prairie 3<sup>rd</sup> Edition. Teacher may begin by reading the selection aloud while students find locations on the map. After this guided practice, students may work in small groups, pairs, or individually to track progression of movement. <ul style="list-style-type: none"> <li>Use online and/or printed maps to add state boundaries and important cities</li> </ul> </li> </ul> </li> <li>Scaffolding for Success/Interventions: <ul style="list-style-type: none"> <li>What are things that people must have to survive and thrive? (food, water, shelter)</li> <li>Students may work in small groups or with partners.</li> </ul> </li> <li>Assessment for Learning (Formative): Students will add state borders and major towns to the map to compare our choices of settlement. They will notice the importance of rivers for human settlement.</li> </ul> <p>Lesson may go up to 4 days in this model lesson</p>
<p><b>Differentiation (3)</b></p>	<p>Assessment for learning feedback will help determine speed of lesson and how much think/read aloud needs to occur.</p>



### Reflecting After Teaching Lesson/Units or Even at End of the Year

Reflection is key to self-efficacy for professionals. At the end of a lesson you ask, What would you change in the lesson now that you have taught the lesson? What went well? Think about strategies, resources, activities.

After a unit of instruction and at the end of the year the Iowa Teaching Standards ask us to reflect on the some key questions that get at the intent of the teaching standards. Those questions are organized around three key concepts:

- Using standards-based school improving processes,
- Sharing with peers, and
- Effect on students.

#### Use (U)

*Standard 2: What resources do you use to integrate and align your instruction with content standards, students' developmental needs, backgrounds, and interests?*

*Standard 3: How do you differentiate curriculum and instruction to meet students' developmental needs, backgrounds, and interests as you plan to develop and/or sequence instruction and support student learning?*

*Standard 4: What research-based practices do you use to address the full range of student cognitive levels and their social-emotional/physical needs*

*Standard 5: In what ways are you using your classroom assessment evidence: 1) to adjust your lesson/unit planning and instruction, 2) to guide lessons in the assessment of their own learning?*

*Standard 6: How do you establish high expectations for learning and build a positive classroom environment? How do you build and maintain student ownership for their learning and appropriate classroom behavior?*

#### Sharing (S)

*Standard 7: How has your learning contributed to your personal growth and to the collective growth of your colleagues and school district? (How do you know?) What is your evidence?*

*Standard 8: In what ways do you collaborate and communicate with students, families, colleagues, and the community to enhance student learning and the teaching profession?*

#### Effect (E)

*Standard 1: What does your data/evidence tell you about student achievement on district standards*

#### RESOURCES


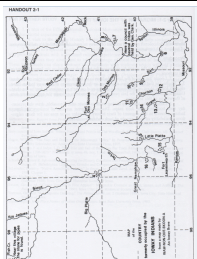
#### Rubrics (2)

Rubrics are at end of this lesson.

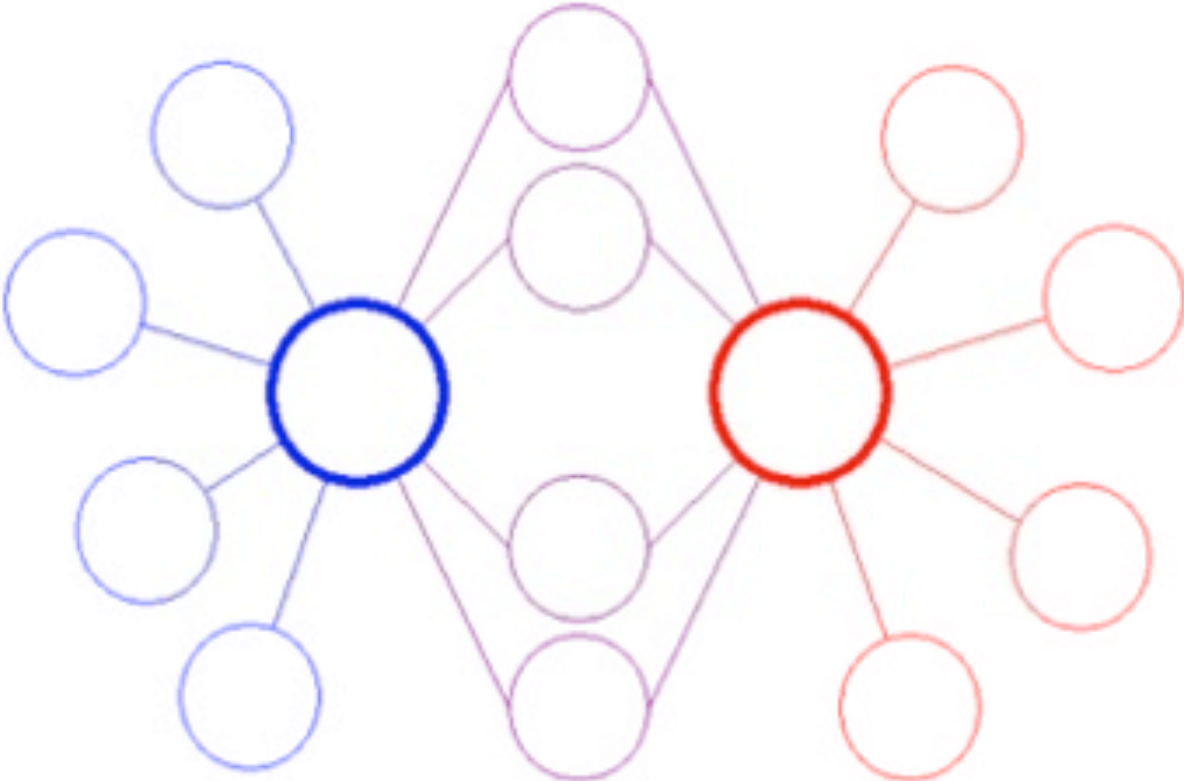
#### Copy Ready Handout

You will find copy ready handouts attached at the end of the lesson.

#### COPYRIGHT

Primary	Image	Description	Citation	URL
		Black Hawk Date: unknown Creator: unknown Category: People Type: Photograph Permission: Chicago Historical Society Source: Chicago Historical Society	Source Univesity of Iowa library ; Lincoln lib @ n. illinois e.g.	<a href="http://lincoln.lib.niu.edu/blackhawk/gal/blackhawk1.html#">http://lincoln.lib.niu.edu/blackhawk/gal/blackhawk1.html#</a>
Secondary	Image	Description	Citation	URL
		Map of the country formerly occupied by the Ioway Indians from a map made by Waw-non-que-skoon-a, an Ioway brave. It denotes the chronology of the migrations of the Ioway Indians by showing sixteen fixed residences.	Neilsen, Schwieder, Morian. Teacher's Guide for Iowa Past to Present: The People of the Prairie 3 <sup>rd</sup> Edition. 2002. Iowa State Press. P. 14	

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## **Contextual Redefinition**

This vocabulary strategy (Cunningham, Cunningham and Arthur, 1981) will help students identify unfamiliar terms and associate the term's meaning with its use in context. Students first determine what they think the words mean outside of the context. After students have discussed what they think the words mean, the teacher will record suggested definitions on the whiteboard or chart paper. Students will then read the assigned text, noting the vocabulary in context. Students will then discuss and revise their initial definitions based on the use of the word in the text. The teacher and students can also discuss how context affects multi-meaning words.

### **Websites on Contextual Redefinition:**

#### **Contextual Redefinition**

<http://www.justreadnow.com/strategies/context.htm>

#### **Literacy Connects: Contextual Redefinition**

<http://rpd.net/literacyFiles/39Literacyconnects16.pdf>

#### **Contextual Redefinition**

<http://www.mjsd.k12.wi.us/map/staff/LarsenH/documents/ContextualRedefinition.pdf>

#### **Contextual Redefinition**

<http://www.blwd.k12.pa.us/schools/es/readii/Shared%20Documents/Vocabulary/Contextual%20Definition.pdf>

### **Teach 21 Home**

**Activating Prior Knowledge**

**Vocabulary Development**

**Comprehension Strategies**

**Summarization Techniques**

**Writing Across the Curriculum**

**Getting to Know Students**

**Technology Tools**

## *General Rubric*

4

The student uses two or more facts to explain a bigger idea by making connections between those facts. All of the information is correct, and the connections and conclusions are correct. The question or task is completed correctly and contains additional, unexpected, or outstanding features.

3

The student uses two or more facts to attempt to explain a bigger idea by making connections between those facts. The facts or the connections may have minor errors, but the question or task is completed correctly.

2

The student provides two or more facts that are related to the task or questions asked, but does not make any connections between the facts. The answer or task is partly correct; it has no big mistakes.

1

The student provides one fact that is related to the task or question asked. The answer or task contains big mistakes, or does not answer the question that was asked, but gives information that is related.

0

The student does not answer the question, does not complete the task, or gives an answer that has nothing to do with what was asked.

## **PRIMARY SOURCE MATERIAL: Henry Schoolcraft's Account of the Migration of the Ioway Tribe (unabridged)**

The original outlines of the Indian map were drawn in the rough by Waw-non-que-skoon-a, an Iowa Indian, with a black-lead pencil on a large sheet of white paper, furnished at the mission-house on their reservation on the Kansas-Nebraska border (No. 16 on the map.) It has been reduced in size, and its rigid lines adapted to the surveys of the public lands on the Missouri and Mississippi. The original is retained in the Indian Bureau.

The object of Waw-non-que-skoon-a was to denote the places where the Iowas had lived using the sixteen migrations which preceded their residence at their present location, the Missouri; and, in truth, it nearly exhausts their history. The marks to denote a fixed residence, are a symbol for a lodge. These are carefully preserved, with their exact relative position. Their order, as given, is also preserved by figures. Could eras be affixed to these residences, it would give entire accuracy to the modern part of their history.

As it is, it depicts some curious facts in the history of predatory and erratic tribes, showing how they sometimes crossed their own track, and demonstrates the immense distances to which they rove.

The earliest date to which their recollection extends, as indicated by location No. 1, is at the junction of Rock River with the Mississippi. This was, manifestly, in or very near Winnebago territory, and confirms the traditions of several of the Missouri tribes. ... From this point they migrated down the Mississippi to the river Des Moines and fixed themselves at No. 2, on its south fork. They next made an extraordinary migration, abandoning the Mississippi and all its upper tributaries, and ascending the Missouri to a point of land formed by a small stream, on its east shore, called by the Indians Fish Creek, which flows in from the direction of, and not far from, the celebrated Red Pipe stone quarry, on the heights of the Coteau des Prairies. No. 3.

They next descended the Missouri to the junction of the Nebraska, or Great Platte river, with that stream. No. 4. They settled on the west bank, keeping the buffalo ranges on their west. They next migrated still lower down the Missouri, and fixed themselves on the head-waters of the Little Platte river. No. 5.

From this location, when circumstances had rendered another change desirable, they returned to the Mississippi, and located themselves at the mouth of Salt river. No. 6. Here passed another period. They next ascended the Mississippi, and settled on its east bank at the junction of a stream in the present area of Illinois. No. 7. Their next migration carried them still higher on that shore, to the junction of another stream, No. 8 which is well nigh to their original starting point at No. 1.

They receded again to the south and west, first fixing themselves on Salt river, No. 9, above their prior site, No. 6, and afterwards changing their location to its very source. No. 10. They then passed, evidently by land, to the higher forks of the river Chariton, of Missouri, No. 11, and next descended that stream to near its mouth No. 12. The next two migrations of this tribe were to the west valley of the Grand river, and then to its forks. No. 14. Still continuing their general migrations to the south and west, they chose the east bank of the Missouri, opposite the present site of Fort Leavenworth, No. 15, and finally settled on the west bank of the Missouri, between the mouth of the Wolf and Great Namahaw, No. 16, where they now reside.

These migrations are deemed to be all of quite modern date, not exceeding the probable period to which well-known tradition could reach. They do not, it would seem, aspire to the area of their ancient residence on the lower and upper Iowa rivers, and about the region of St. Anthony's falls. ...

We are taught something by these migrations. They were probably determined by the facility of procuring food. They relied, ever, greatly on the deer, elk, and buffalo. As these species are subject to changes, it is probable they carried the Indians with them. It is not probable that their locations were of long continuance at a place. Not over a dozen years at a location, on the average. It might be longer at some places, and less at others. This would not give a period of more than 180 years, before their arrival at their present place. Marquette found them, in 1673 at the mouth of the Des Moines. This, it is seen, was their first location.

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FROM: Henry R. Schoolcraft. 1853. *Information Respecting the History, Condition and Prospects of the Indian Tribes of the United States*, III. Philadelphia: Lippincott, Grambo and Company, pp. 256-58.

Current Source: Nielsen, Schwieder, Morain. 2002. *Teacher's Guide for Iowa Past to Present: The People and the Prairie*. 3<sup>rd</sup> Edition. Iowa State Press, pp17-18. An adapted version may be found in student text on page 22.

## PRIMARY SOURCE MATERIAL: Sarah Nossaman's Story

These recollections of pioneer life were written by Sarah Welch Nossaman so that her children would have some record of her early life. She recalls her family's move to Indiana in 1831 when she was only six years old. In 1835 her family moved again to Bonaparte, Iowa, where her father build a pottery. In 1841 they moved to a new settlement near Pella, Iowa. Unfortunately, her record ends abruptly in 1844 and does not chronicle the Nossamans' later efforts at hotel-keeping and store-keeping in Pella.

On the following April the Black Hawk War broke out, and some of our neighbors were killed near us, but we were providentially spared. While the war was raging at its hottest my mother urged my father to go to Jacksonville, the county seat of Morgan County, Illinois, and get his brother, which is old Uncle Johnny Welch of this place, to come and take us down to Jacksonville where he lived. ... In 1835 my father moved to what is now Iowa, but at that time it was part of Wisconsin Territory. We settled one mile below where Bonaparte now is, in Van Buren County. we had but a few neighbors, among them being old Uncle Sammy Reed and his brother Isaac, and an Indian trader by the name of Jordan. ... It was here we had for neighbors Black Hawk, Keokuk, Wapello, Hard Fish, Kiskakosh, Naseaskuk and a score of others of the Sac and Fox Indians. Here we had hard times and often went hungry. We lived there five years. ... While we lived there black Hawk and his son were frequent visitors and often partook of my father's hospitality.

In 1837 or 1838, I don't remember which, Black Hawk died of malaria fever. One of our neighbors, Dr. James Turner, thought if he could only steal Black Hawk's head he could make a fortune out of it by taking it east and putting it on exhibition. After two weeks' watching he succeeded in getting it. Black Hawk's burial place was near old Iowaville, on the north side of the Des Moines River, under a big sugar tree. It was there Dr. Turner severed the head from the body. At the time it was done I was taking care of his sick sister-in-law, Mrs. William Turner. The doctor made his home with his brother. We knew the evening he went to steal the head and sat up to await his coming. he got in with it at four o'clock in the morning and hid it till the afternoon of the same day, when he cooked the flesh off the skull. So I can say that I am the only one now living that witnessed that sight, for it was surely a sight for me. If the rest of Black Hawk's bones were ever removed it was a good many years after his head was stolen.

The second morning after their ruler's head was stolen ten of the best Indian warriors came to William Turner's and asked for his brother, the doctor. They were painted war style. He told them he did not know where his brother was. They told him they would give him ten days to find his brother, and if he did not find him in that time he would pay the penalty for his brother's crime. But he knew where his brother was. He was at the home of a neighbor named Robb, Uncle Tommy Robb as he was called by everyone, on the south side of the Des Moines River. But he did not want to find his brother and sent a boy to tell him to fly for Missouri, which he did. The while they were holding council William Turner and his wife made their escape in a canoe down the river. William Turner kept a little store in new Lexington. He got his neighbors to pack and send his goods after him.

But the Indians demanded their ruler's hear, and for three weeks we expected an outbreak every day, but through the influence of their agent and the citizens together they gave up hostilities for a time. The whites told them they would bring Turner to justice if he could be found. The sheriff chased Turner around for a while, which only give him the more time to get out of the way. The Turner family finally all went to St. Louis where the Doctor was found again, and to keep the Indians quiet the sheriff went to St. Louis in search of him, but he did not find him. He did not want to find him. but Turner got frightened and took Black Hawk's skull to Quincy, Illinois, and put it in the care of a doctor there for safe-keeping. (I forget the doctor's name) till the Indians would get settled down, and then he intended to take it east. But when he got ready to go east with it the doctor in Quincy refused to give it up, and he did not dare to go to the law about it, so after all his trouble and excitement he lost Black Hawk's skull, and not only made Turners endless trouble, but put the lives of all settlers in jeopardy for months. We lived principally on excitement and that was a poor living. But they finally got over it till all was peace and then we were happy. The doctor that had the head took ti to Burlington and sold it to a museum and the museum burned down, so Black Hawk's skull is not now in existence. The Turner family were warm friends of my father's family. They stayed in St. Louis two or three years. I don't remember just how long, and they all three died with the cholera. So I am left alone to tell the story.

FROM: Sarah Welch Nossaman. "Pioneering at Bonaparte and Near Pella." *Annals of Iowa* 13 (1922). 443-45.

Current Source: Nielsen, Schwieder, Morain. 2002. *Teacher's Guide for Iowa Past to Present: The People and the Prairie*. 3<sup>rd</sup> Edition. Iowa State Press, pp17-18. An adapted version may be found in student text on page 22.

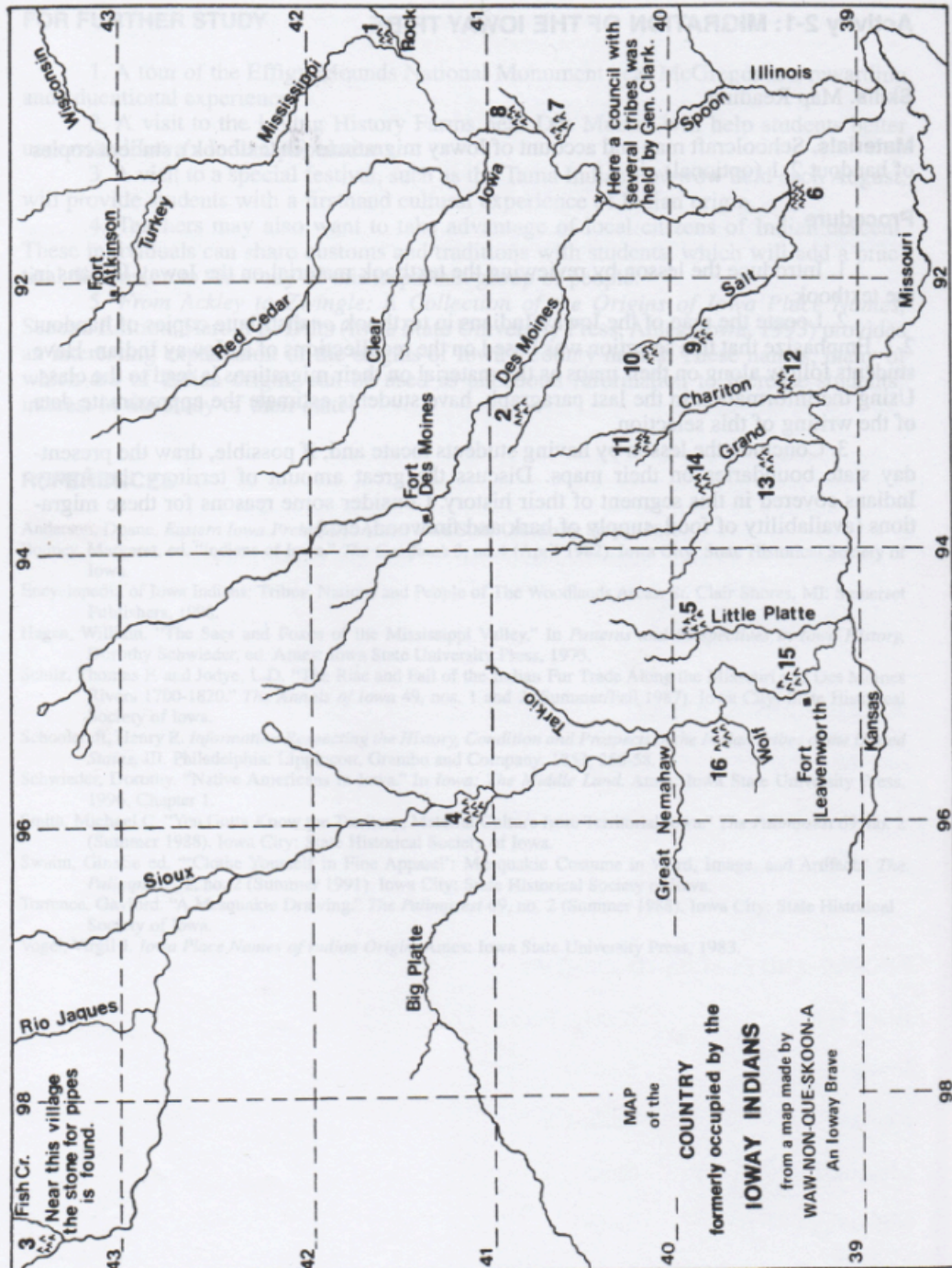


## THE DEATH OF BLACKHAWK

Following the Black Hawk War of 1832, Chief Black Hawk was put in prison for a short time, first in St. Louis and then in Virginia. When President Andrew Jackson arranged for his release, Black Hawk returned to Iowa, the land he loved. Iowa was Black Hawk's last home. He build a home along the Des Moines River in Central Iowa.

Black Hawk died in October of 1838. But even in death he was not free from humiliation. During his life, Black Hawk's land had been taken by pioneer settlers moving west. Now in his death they robbed his grave. His body was dug up and plans were made to display his skull and bones like a circus sideshow. Some of Black Hawk's friends appealed to Governor Robert Lucas, who demanded that the bones be returned from Illinois to Iowa. They were placed in a Burlington museum, which burned in 1855.

Nielsen, Schwieder, Morain. 2002. *Teacher's Guide for Iowa Past to Present: The People and the Prairie*. 3<sup>rd</sup> Edition. Iowa State Press, p. 19.



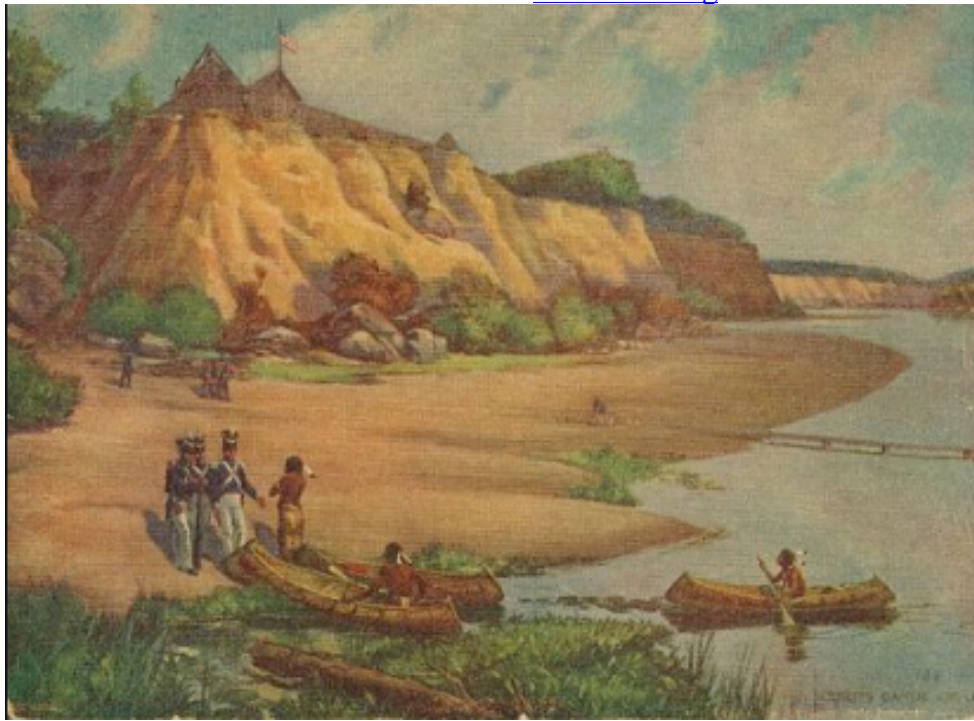


Crossing Platte River 1871 Painting by Thomas Whittredge  
<http://www.the-athenaeum.org/art/list.php?m=a&s=du&aid=471>



Cedar River Image at [www.iowahighwayends.net](http://www.iowahighwayends.net)





George Catlin's (1836) *Pipestone Quarry on the Coteau des Prairies*

George Catlin made this sketch in 1836, when he made his well-documented journey to the Pipestone Quarry in today's Minnesota, where Plains Indians harvested the red steatite to make their pipe bowls. He was not the first white man to visit the sacred quarry, but he was the first to record its appearance. He wrote of the journey and the site: "For many miles we had the Coteau in view in the distance before us, which looked like a blue cloud settling down in the horizon . . . On the very top of this mound or ridge, we found the far-famed quarry or fountain of the Red Pipe, which is truly an anomaly in nature. The principal and most striking feature of this place, is a perpendicular wall of close-grained, compact quartz, of twenty-five and thirty feet in elevation, running nearly North and South with its face to the West, exhibiting a front of nearly two miles in length, when it disappears at both ends by running under the prairie . . . At the base of this wall there is a level prairie, of half a mile in width, running parallel to it; in any and all parts of which, the Indians procure the red stone for their pipes, by digging through the soil and several slaty layers of the red stone, to the depth of four or five feet. From the very numerous marks of ancient and modern diggings or excavations, it would appear that this place has been for many centuries resorted to for the red stone; and from the great number of graves and remains of ancient fortifications in its vicinity, it would seem, as well as from their actual traditions, that the Indian tribes have long held this place in high superstitious estimation; and also that it has been the resort of different tribes, who have made their regular pilgrimages here to renew their pipes." (Truettner, *The Natural Man Observed*, 1979; Gurney and Heyman, eds., *George Catlin and His Indian Gallery*, 2002)

at <http://americanart.si.edu/collections/search/artwork/?id=4319>



**Map of Lower 48 Rivers** by Nelson Minar.

Can you see Iowa? Can you see the Ioway territory? How would you navigate all of these rivers without bridges?



## Rubric for Evaluating Self on the Iowa Teaching Standards 2 and 3

Source: Mt. Pleasant CSD

<b>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.</b>				
<b>CRITERIA</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Understands and uses underlying themes, relationships, and different perspectives related to the content area.</b>	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.
<b>Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</b>	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.
<b>Relates ideas and information within and across content areas.</b>	Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
<b>Understands and uses instructional strategies that are appropriate to the content area.</b>	Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.
<b>Standard 3: Demonstrates competence in planning and preparing for instruction.</b>				
<b>Uses student achievement data, local standards, and the district curriculum in planning for instruction.</b>	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	Some of the instructional goals are assessed through the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results affect planning for these students only minimally.
<b>Sets and communicates high expectations for social, behavioral, and academic success of all students.</b>	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all students to learn.	No standards of conduct appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.
<b>Uses student's developmental needs, backgrounds, and interests in planning for instruction.</b>	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
<b>Selects strategies to engage all students in learning.</b>	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
<b>Uses available resources, including technologies, in the development and sequencing of instruction.</b>	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.

