

## EDU 367 Capstone Lesson Plan

<b>Grade:</b> 3-8		<b>Subject:</b> ND Studies	
<b>Materials:</b> SEND suitcase with artifacts such as beaver pelts, laminated items/cards for trade?, masking tape for the floor trade routes		<b>Technology Needed:</b> n/a	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> <b>Guided practice</b> <input checked="" type="checkbox"/> <b>cooperative learning</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input checked="" type="checkbox"/> <b>Simulations/Scenarios</b> <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <u>ND Studies Standards:</u>  ND.6_12.3.1 Describe the early economic activities of our state prior to 1900 and how they developed into North Dakota's modern economy.  <u>Math Standards:</u>  4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.  4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.  <b>This lesson fits with NDNAEU 6: Native Contributions. Native Americans made a huge economic contribution to the world throughout the fur trade.</b>		<b>Differentiation</b> <b>Below Proficiency:</b> These students will need extra guidance for the trade activity.  <b>Above Proficiency:</b> These students can assist the students who are below proficiency. This can be through helping them trade for the correct proportions, trading with students who are struggling.  <b>Approaching/Emerging Proficiency:</b> Students at this level will be able to complete the activity with some support from whoever is leading the activity.  <b>Modalities/Learning Preferences:</b> Students who prefer to learn through hands-on activities will benefit from this activity.  <b>Accommodations:</b> Students with physical impairments will be placed with the Mandan group to decrease the amount of movement necessary. Students with hearing impairments will also go with the Mandan group because Sarah and Grace will be able to communicate with them. If we have two different ages of students at the same time, the younger students could either be given an older student as a partner, or we would have the younger kids trade with each other and the older kids trade with each other.	
<b>Objective(s)</b> TLW... <ul style="list-style-type: none"> <li>• Describe how the fur trade connected European traders and Native Americans in ND.</li> <li>• Describe how trade in ND was mutually beneficial for Europeans and Native Americans.</li> <li>• Explain how competition and other factors affected early trade in ND.</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> Remember, Understand, Apply, Analyze, Evaluate			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Break into two groups, one group will learn language/native role in trade while the other learns about European role in trade. We will begin trading activity after both groups have explained the activity and assigned roles to students. Native group will be mostly stationary during the activity while the European group must use the trade routes to get to the two different native groups.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected by their teachers to be on their best behavior because they are out of the classroom, however, if students act up, we will use proximity or give students a more involved role in the activity to increase engagement and therefore prevent misbehavior. If needed, we could also contact their classroom teachers if the misbehavior is inhibiting the lesson for other students.	
<b>Minutes</b>	<b>Procedures</b>		
<b>5-10</b>	<b>Set-up/Prep:</b> Tape two trade routes on the floor? Work with other group to determine which students go where in the gallery		
<b>7</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <i>One or two people will direct students to one entrance from the outside to make splitting them into groups easier. The rest of our group members will be welcoming the students into the gallery. After all the students are in the gallery, we will split the students into two groups (one for the purple group and one for the yellow group). Once the students are separated, we will split our students into two groups: the "European group" and the "Native American group"</i>		

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Split students into two groups-

TRADE/European GROUP (Stephanie, Leif, Annie): Learns about trade from the European POV

helpful link with a great pic of different beaver hats:

<https://humwp.ucsc.edu/cwh/feinstein/A%20brief%20history%20of%20the%20beaver%20trade.html>

who: competing fur trading companies

what: establishing trading forts, traveling to and trading with native peoples

where: through present-day Canada and into the northern Great Plains

when: early 1800s, when beaver pelts were most profitable

why: To trade goods for beaver pelts which would be shipped back to Europe to be used for fashion (hats, etc)

artifact (to put in their hands): furs

1. We will begin with a bit of direct instruction that includes much of the basics of the fur trade, mostly what is listed above, in a sort of narrative form.
2. We will walk students from the lab part of the gallery to the interactive map and the furs. Here, students will get to see the trade routes that crossed the continent. They will also get to touch furs and pelts that the traders would have acquired on their journeys.
3. Next, we will show students an example of a hat made from beaver pelts and pass it around, and explain that everyone in Europe wanted fashionable hats made from beaver pelts
4. Explain how different companies competed to see who could trade the most effectively, and that they had to supply native people with different trade goods in order to get the beaver pelts they wanted.

LANGUAGE/TRADE/Native GROUP (Grace, Sarah, Shelby): Learns about trade from the Native POV

Who: Mandan Native American Tribe

What: trading with Europeans

Where: through present-day Canada and into the northern Great Plains

When: early 1800's

Why: To trade beaver pelts for goods such as beads, muskets, hatchets, knives, kettles

1. For the first two minutes we will be giving the background of the Mandan Native American Tribe. We will be explaining the leadership that was used in each tribe and how they worked as a team during trading.
2. For the next minute we will be explaining how there were multiple languages during this time period, and not everyone spoke the same language. We will teach them the words trade and beaver pelt by using sign language. This will be showing how some Indians may have had to learn different languages in order to communicate and trade with the Europeans.
3. For the next two minutes we explain what Native Americans will be needing for their trade and why it is important for them. We explain the importance of weapons, beads, food, and other goods that they might be able to get in a trade. We will also be passing around beads and beaver pelts to the students for them to touch and feel and understand what the objects are.
4. For the next two minutes we will then have the students split up into two different groups (tribes). We will ask each group a question from the information they had just learned and whoever answers first in each group will be the chief of their tribe. We will then give each group a list of the objects they are able to receive in the trade and how many beaver pelts will be needed for each good. We will then give them a certain amount of beaver pelts. They will then have to decide as a tribe as to which goods are the most needed by the tribe.
  - a. Throughout the activity we will be having the students asking us questions and us asking them questions to keep them engaged. The two trivia questions that are asked at the end will have already been answered during the lesson, this way the students will know the answer and shows that they were paying attention during the lesson.

### **Explain: (concepts, procedures, vocabulary, etc.)**

Both will introduce the trade activity to their group and assign roles. At this point, the students in the trade group will become the European traders, and the other group will become the native group.

TRADE/European GROUP (Stephanie, Leif, Annie):

1. Split students into 2 'companies.' (Maybe let the students come up with a name for their company?) One of us will go with each company and the other will oversee the activity?
2. Distribute cards with trade goods on them
3. (Trivia question to?) determine which group gets to take which route
4. Once on the trade route, there is a point where students must stop and take on an obstacle (trivia question). If they get it right, they keep going, if they get it wrong there is a consequence (boat tipped over! Lost supplies!?)
5. Each of the two trade routes leads to a different tribe. This will spread students out better.

We may need 'zones' taped on the floor for this activity.

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	<p>LANGUAGE/TRADE/Native GROUP (Grace, Sarah, Shelby):</p> <ol style="list-style-type: none"> <li>For 2 ½ minutes, the students will be deciding which goods they need in the tribe and which ones they can get based on the amount of beaver pelts they have. Throughout this part, Grace, Sarah, and Shelby will be going in between both groups and answering questions they may have. We will also be observing and making sure the students are on the right track.</li> <li>For the last 30 seconds we will check in with the groups and make sure they did the math right with how many beaver pelts to goods they have. Once this is done, we will start on our way to trade with the Europeans!</li> </ol>																				
10	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>TRADE ACTIVITY:</p> <p>One group will be American Indians and one group will be European traders. The European traders group can be split into two different ‘companies’ and take two different trade routes (these routes can be taped on the floor) and lead to two different native groups (to spread students out). It is possible that the trade routes could have some sort of obstacles (i.e. your boat tipped over and you lost some of your trade goods). American Indian group can do an activity to determine how many beaver pelts they have to trade (i.e. everyone starts with one and if you want more, you can rock-paper-scissors one of us to get more). The groups will then come together to trade the beaver pelts for the goods. The goal of the companies is to get more pelts, and the goal of the Native group is to get all the trade goods they need, so maybe each student could choose something they want to acquire and they have to find someone who has it and trade with them.</p> <p>Items for trade activity:</p> <p><b>European Traders (2 companies):</b></p> <table border="0"> <tr> <td>MB/item</td> <td>Items (total)</td> </tr> <tr> <td>1 ½ lb</td> <td>Beads: 8x ½ lb</td> </tr> <tr> <td>11/1</td> <td>Muskets: 2x1</td> </tr> <tr> <td>1/2</td> <td>Hatchets: 2x2</td> </tr> <tr> <td>1/8</td> <td>Knives: 2x8</td> </tr> <tr> <td>1/1</td> <td>Kettles: 4x1</td> </tr> <tr> <td>1/1</td> <td>Blankets: 6x1</td> </tr> <tr> <td>1/2 lbs</td> <td>Sugar: 4x2lbs</td> </tr> <tr> <td>1/20</td> <td>Ammunition: 2x20</td> </tr> <tr> <td>1/20</td> <td>Fishhooks: 2x20</td> </tr> </table> <p>(32 items total, 16 per company)</p> <p>**The number of items per company will be based on how many students are in each company since ideally each student in the company will be responsible for a different item.</p> <p><b>American Indians (2 groups):</b></p> <p>Beaver pelts: 60 total</p> <p>**The beaver pelts may be distributed evenly between the two groups, or one may get more than the other to create a challenge. The group with fewer beaver pelts will be challenged to get the most out of their resources.</p>	MB/item	Items (total)	1 ½ lb	Beads: 8x ½ lb	11/1	Muskets: 2x1	1/2	Hatchets: 2x2	1/8	Knives: 2x8	1/1	Kettles: 4x1	1/1	Blankets: 6x1	1/2 lbs	Sugar: 4x2lbs	1/20	Ammunition: 2x20	1/20	Fishhooks: 2x20
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5	<p><b>Review (wrap up and transition to next activity):</b></p> <p>At the end of the activity we will allow time for the students to ask questions they may have. We will also ask the students a few of the trivia questions they may have got wrong in the beginning to see what they have learned. Also, ask the students what their favorite part or most interesting part of the activity was. This will help us make changes for the next groups that come through.</p> <p>Allow time for questions and connect the trade activity to what the students will be learning in the other half of the innovation gallery. (Will need to see a copy of yellow group lesson plan)</p> <p><b>After 25 minutes we will transition our groups into the other section of the gallery to work with the yellow group.</b> We will transition students within their small groups to save time for the yellow group, and they will do the same for us.</p>																				
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Euro group: trivia questions throughout, checking for understanding, allowing students to ask questions</p> <p><b>Consideration for Back-up Plan:</b></p> <p>Group time: If time allows, we can talk about the various impacts on the Native American people that the fur trade had (enhanced culture, smallpox epidemic, etc. If there is less time, we can shorten our discussion about certain topics, not include the trivia question portion, etc.</p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <p>Students will be asked to verbally share what they learned from the activity.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <p>N/A</p>																				

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Trading Sequence: If students are unable to trade correctly, we can give an example of a correct trade (e.g. show them how to trade 2 beaver pelts for a pound of beads). If students are off task or being chaotic, we can force the students to trade with a specific person or get a specific trade item. If students are progressing faster, we can include other trade items (e.g. other pelts) that we can trade for.

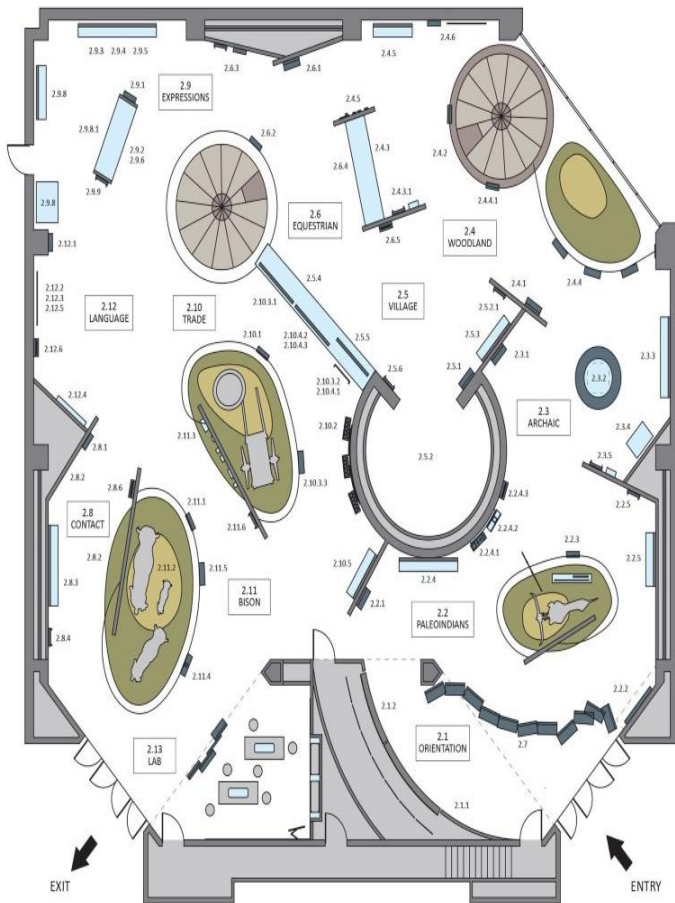
### **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

At the end of the activity we will allow time for the students to ask questions they may have. We will also ask the students a few of the trivia questions they may have got wrong in the beginning to see what they have learned. Also, ask the students what their favorite part or most interesting part of the activity was. This will help us make changes for the next groups that come through.


The most difficult part of our lesson to master would have been transitions. They would have gotten smoother throughout the day. No matter how much planning we did, it would still be new in practice and more logistical issues would have arisen. Although throughout the entire planning process we worked to make sure our lesson would fit in the time constraint of 25 minutes, time might still have been an issue during the event, but by the end of the day we would have had the cadence down.

## EDU 367 Capstone Lesson Plan Artifacts

Layout of Innovation Gallery



Items from SEND suitcase



# SEND

Suitcase Exhibits for North Dakota

### PACKING INSTRUCTIONS: TRUNK A

**ITEMS MAY VARY SLIGHTLY BY TRUNK**  
**Teacher's Guide (binder):** Fit into lid opening.  
**Photograph Boards (12):** Place against left wall of trunk.  
**Other Media:** Place against left wall of trunk.

- *Lewis and Clark: Sounds of Discovery* [CD]

**TRAY 1** – Fit into bottom of trunk

- Jefferson Peace Medal
- Powder Horn
- Shot Pouch and Shot
- Tinder Box (and contents)
- Steel Trap

**TRAY 2** – Place over tray 1

- Clay Pipe
- Hide Flesher
- Moccasin
- Bead Samples on Leather
- Thimble
- Tobacco Twist
- *12 Voyageur Songs* (cassette tape)

**TRAY 3** – Place over tray 2

- Felt Hat

**TRAY 4** – Place over tray 3

- Voyageur Sash
- Wool Blanket Samples (3)
- Cloth Sample

**TRAY 5** – Place over tray 4

- Buffalo/Bison Hide
- Beaver Pelt

**SHIPPING ENVELOPE** – Place white plastic envelope on top.  
 Envelope Contains:

- Packing List
- Pre-Paid Return Shipping Label
- Evaluation Form
- Outreach Coordinator's Business Card

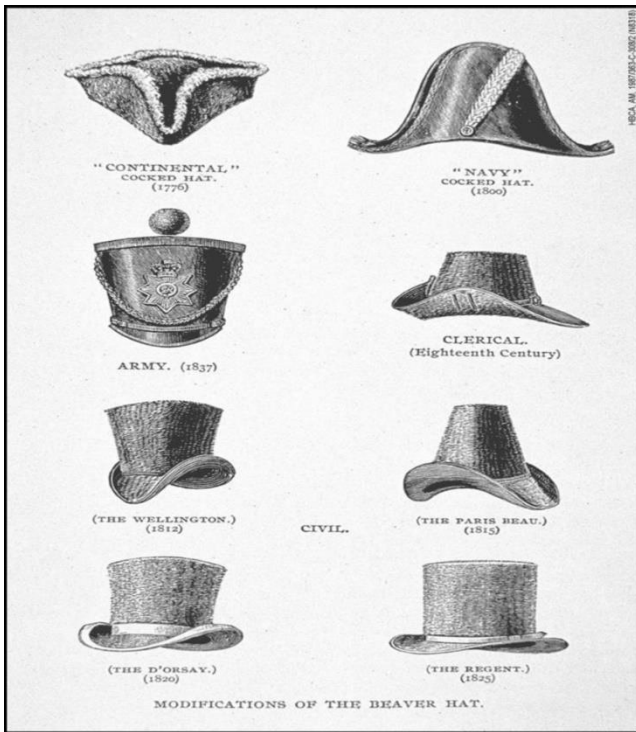
**Returning a SEND trunk:**  
 When you are ready to return the SEND trunk to the State Historical Society of North Dakota, remove the old shipping label and as much of the plastic envelope as possible from the trunk. Place the pre-paid return shipping label in its self-stick envelope on the trunk where the old label had been. Make sure to close the and tighten the fasteners. Unless UPS already makes scheduled stops to your location, you will have to call them to pick up the trunk, or you will have to return the trunk to the nearest UPS shipping center.

This is the part of the gallery the European group would utilize for their direct instruction



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Pictures of beaver hats to show students why Europeans wanted beaver pelts in the first place.





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Progress as of Friday, March 13:

On Friday, our group worked to add more details to our lesson plan.

One of the major things our group did was decide which trade goods would be included in our activity and added those to our lesson plan. We are going to put each item on a notecard to make it easier for students to trade the 'items.' We had to decide how many of each item we will incorporate into the activity, and then based on this determine how many cards we will need for each of these items as well as how many cards we will need to make that are 'Made Beaver Pelts.'

Our group also determined that the Native group will have students work together to decide which trade items they are going to purchase with their beaver pelts. This will allow students to determine the importance of each item and will help them better pool their beaver pelts to get the most effective combination of trade goods based on what they need. We also discussed giving the two different groups different scenarios they must prepare for by trading. One group could be preparing for winter while the other group might be preparing for a big hunt or something along those lines. These scenarios would influence which trade goods they will need.

We also talked about how many Made Beaver pelts to distribute to students for trading. Younger students might be given more pelts so they don't have to work as hard to prioritize while older students will need to be challenged to prioritize the needs of their groups by providing them with fewer resources.

Trivia was also part of our discussion, and we came up with a few ideas for relevant trivia questions. We decided the trivia will need to be based on what we have taught them so that it is an accurate assessment of their understanding of our instruction and the activity.

In general, our lesson plan gained quite a bit of structure this week. Next time, we need to continue to add more detailed content to our lesson plan and determine how in depth our lesson needs to go based on the age and number of students as well as time constraints. We will also need to talk more with the yellow group about the logistics of splitting 80 students into four groups of 20 and how we will keep these groups separate as we move students throughout the gallery and between our two groups. (Can we somehow label students? Color