

LESSON PLAN

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Title: Report Writing

Background:

I have used this model to introduce report writing to my students. It can be adapted to have them research animals, insects, cultures. In this lesson I have adapted it to study a specific Native American Culture.

Overview:

This lesson starts out with the premise that your students are just learning how to write a report. The chart works as an organizer to help a student pick a tribe to research and to develop the students' ideas into a completed project.

Objectives:

1. Students will complete a 5 paragraph report.
2. Students will be introduced to the idea that Native Americans have a living culture.
3. Students will compare the historical life of a Native American Tribe with the contemporary aspects of tribal life today.

Materials:

Report Organizer

Research a Tripe Sheets for taking notes

Report Checklist

Encyclopedias

Reference Tools

World Almanac - (Information about Reservations & Trust Lands)

State Maps

Biographies

"Houses of snow, skin and bones" by Bonnie Shemie

"Houses of Bark" by Bonnie Shemie

"Houses of Wood" by Bonnie Shemie

"The Tipi: A center of Native American Life" by David & Charlotte Yue

Procedures:

This report will take several weeks to complete, depending on available time and resources.

Go over the first page (Step by Step) this is the outline for completing the report. Students can check off each step as they complete them.

The first section covers shelter. The three books by Bonnie Shemi and the book by David & Charlotte Yue provide a good introduction to types of shelter. I usually read excerpts from each book as a teaser. Multiple copies help. Inter Library Loan is one way to obtain multiple copies for

The second section deals with where most of the tribal members live. The Bureau of Indian Affairs keeps records. Census Records are available also information can be found in the World Almanac for some information. Congressmen and Congress Women are good sources for this type of data.

The third section is the biographical section of the report. Most libraries have some biographies but they may not be very extensive. This section is very valuable because the American Culture has been greatly influenced by Native American Tribes. "Benjamin Franklin said that the idea of the federal government, in which certain powers are given to a central government and all other powers are reserved for the states, was borrowed from the system of government used by the Iroquoian League of Nations." (quoted from "A Curriculum Guide to Learning about American Indians" Distributed by the Office of Public Instruction, Helena,

Student Worksheet: Step by Step

1. Choose a Plains Indian Tribe. Write the name of the tribe here. _____
Some possible choices are: Cheyenne, Crow, Teton Dakota, Mandan, Hidatsa, Arikara, Assiniboine, Arapaho, Blackfoot
2. You might find information about the tribe you are researching in the following places: books, documentaries, encyclopedias, interviews. Locate pictures. Take notes on the "Research a Tribe" sheet.
3. Write a paragraph comparing the type of shelter that tribal members used long ago with the type of shelter they live in now. How did their homes help them in their daily lives? Name three of the most common types of homes.
4. Using information from your notes, write a paragraph describing the location of the tribe you have chosen to learn about. Some tribes now live in locations that are different from their original homeland.
5. Write a paragraph telling about one of the tribal leaders or heroes.
6. Write a riddle that introduces your report.
7. Write an ending paragraph for your report.
8. Draw a map of the present day reservation. In the key tell the population, size of reservation, type of land, location of major communities.
9. Complete the Report Checklist page with a partner. Then use it to revise your report.
10. Read your report to three classmates. Ask the first person to check that each sentence ends with the correct punctuation mark. Ask the second person to look for words that need capital letters. Have the third person look for misspelled words. Have your three classmates write their initials here:

11. Rewrite your report in your best handwriting or type it on the computer. Make sure you correct any mistakes that you found.

Student Worksheet: Research a Tribe

What type of shelter?

- a. Long time ago
 - (1) What was it made from?
 - (2) What made it a good choice?
 - (3) What was the weather like?
- b. Today
 - (1) What was is the shelter made from?
 - (2) What made it a good choice?
 - (3) What are the weather conditions like?

Where did the people live?

- a. Long time ago
 - (1) Where did the people live? (state, province etc)
 - (2) Did they live in one place or did they travel?
 - (3) What type of food did they eat?
- b. Today
 - (1) Where do the people live? (state, province etc)
 - (2) Do they live in one place or do they travel?
 - (3) What type of food do they eat?

Reservation Maps

Locate a map of the reservation where many of the tribal members live. Some tribes are split so they are located in different areas. What state or states is the reservation located in. Are there any adjoining reservations? What is the land like? What resources are available on the reservation? What is the population?

Draw a map and make a key that explains what you included. Things you might include: type of land (forest, desert, plains), cities, rivers, battle sites, colleges, industry, roads (interstate, paved, dirt), nearest hospital or medical facilities, population.

Student Worksheet: Research a Tribe (contd)

Tribal Leaders and Heroes

This is probably one of the hardest sections of your report. Finding current information that reflects a balanced view of tribal leaders is difficult. To locate information start with the encyclopedias, you may find names of leaders listed in information about Indian battles and wars. In your library you may find information about the different tribes and some of the chiefs.

The American Indian Athletic Hall of Fame located at the Haskell Indian Junior College in Lawrence, Kansas may provide some inspiration.

I have included the names of only a few Native Americans that you may want to learn about.

Maris Bryant Pierce	Jim Thorpe	Luther Standing Bear
Sweetgrass	Nampeyo	Dr Susan LaFlesche Picotte
Black Elk	Henry Chee Dodge	Lame Deer
Sitting Bull	Minnie Kellogg	Sequoyah
Tecumseh	Black Hawk	Chief Joseph
Chief Plenty Coups	William Rogers	Jay Silverheels
Chief Dull Knife	Chief Two Moons	Ben Night Horse Campbell
Bill Yellowtail	Billy Mills	Maria Tallchief
Charles Curtis	Jonny Bench	Jonny Cash
Buffy St. Marie		

Directions: This part of the note sheet will help you take notes on important or interesting details about the life of the person you have decided to learn about. After you have gathered the information, you will use your notes to write your paragraph. If you have any questions that the book does not answer, write them at the bottom of your paper.

Important ideas from _____

Accomplishments _____

Events in _____ life or career

Why do people remember this person? (Why are they famous?)

What major events or issues in American history affected their life?

List three heroic characteristics that this person has and give an example of the characteristics.

Influences on their life (education, family, tribe, friends, government etc) _____

Interests _____

What questions do you still have about _____?

List the sources you used to find your information?

Report Checklist

Read the report with your partner. Have your partner complete the checklist. Then together talk about the questions and answers below.

Partners name: _____

Is there an introduction? Yes No

Is there a paragraph describing the type of shelter used by this tribe? Yes No

Is there a paragraph describing where the tribe lives? Yes No

Is there a paragraph telling about a tribal leader or hero? Yes No

Is there an ending paragraph?

1. What part of the report do you like best? Why?

Author

Partner

2. What questions do you have about the tribe or report?

Author

Partner