

FORT ABRAHAM LINCOLN STATE PARK

LUKE KAISER- CEMETERY

MARYELIZABETH SMITH- CUSTER WALK

ASHLEY KLING- NATURE HIKE

CASEY MCDONALD- VISITOR CENTER

AMBER JUST- NATIVE GAMES

MADISON KURLE- NATIVE GAMES

THE KEY TO OUR SUCCESS

- CLASS MANAGEMENT
 - SPLIT INTO GROUPS
 - STAYED IN GROUPS WHOLE TRIP
- TEAM BUILDING
 - INVOLVED IN ALL LESSON PLANS
- COMMUNICATION
 - OPEN TO OTHERS OPINIONS
 - LEAD TO ADAPTABILITY WITHIN LESSONS/TRIP
- BUILDING RELATIONSHIPS WITH THE KIDS
 - SPLITTING INTO GROUPS ALLOWED US TO BUILD A BETTER RELATIONSHIP IN A SHORTER TIME



VISITOR CENTER

STANDARDS

- **H.3_5.3** - DESCRIBE THE NORTH DAKOTA NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS
- **H.3_5.8** - EXPLAIN HOW INDIVIDUALS CONTRIBUTED TO THE UNITED STATES THROUGHOUT DIFFERENT HISTORICAL ERAS USING PRIMARY AND SECONDARY SOURCES
- **4 RF. 4 A** - READ WITH SUFFICIENT ACCURACY AND FLUENCY TO SUPPORT COMPREHENSION. READ GRADE-LEVEL TEXT WITH PURPOSE AND UNDERSTANDING

OBJECTIVE

- BY THE END OF THE LESSON, THE STUDENTS WILL USE THEIR READING AND LISTENING COMPREHENSION SKILLS TO GAIN A BETTER UNDERSTANDING OF THE NATIVE CULTURE.

VISITOR CENTER (PLAN)

- PREVIEW TO WHAT THE STUDENTS WILL BE LEARNING THROUGHOUT THE DAY
- BREAK CLASS INTO GROUPS AND TOUR THE VISITOR CENTER (ALL START AT DIFFERENT AREAS)
- THE LEADER OF EACH GROUP WILL ASK THE STUDENTS QUESTIONS AND HAVE THEM TAKE TURNS READING THE DIFFERENT EXHIBITS SO THEY CAN STAY ENGAGED THROUGHOUT THE LESSON



Upper Missouri River Route

Development beginning in the Upper Missouri river to the aid in the 1820's was... (text continues)



The Fair West

The Fair West was built for the Cotton Packet Co. in 1876 and served as a freight... (text continues)



The Fair West in the service of the Army

On May 17, 1876, the Little Bighorn battle under the command of General Alfred Terry... (text continues)



REFLECTION

- THE STUDENTS WERE ENGAGED AND EXCITED TO SEE EVERYTHING IN THE VISITOR CENTER
- THEY TOOK TURNS READING THE EXHIBITS AND EACH GROUP LEADER DID A GOOD JOB ANSWERING QUESTIONS AND SHARING THEIR THOUGHTS AND IDEAS WITH THE STUDENTS
- MS. TELLO STATED "VERY ORGANIZED. GREAT USE OF GROUPS AND SPACE"

CUSTER WALK

- **DISCUSS THE DIFFERENT RANKS AND POSITIONS WITHIN THE CAVALRY.**
- **BREAK INTO OUR GROUPS**
- **PARTICIPATE IN ROLE PLAYING WITH THE DIFFERENT BRANCHES OF THE CAVALRY.**
- **LEARN A MARCHING ROUTINE THAT THAT SOLDIERS DID.**
- **HAVE THEM READ THE SIGN BEFORE ENTERING THE HOME OF THE CUSTER HOMES.**



STANDARDS

- **WH.6_12.6 EXPLAIN HOW PAST EVENTS CONNECT TO THE PRESENT.**
- **WH.6_12.3 ANALYZE THE EFFECTS OF DIFFERENT POLITICAL SYSTEMS ON PEOPLE.**



- I forgot to account for the time that it would take to walk from the visitor center to the Custer Homes.
- We stopped at the sign and did the activities there.
- Students were rowdy while walking over so we decided to do the march while we were walking over.
- My group reported back to me that my explanations of the different were not very clear. Next time I would plan out more time for the introduction.

CUSTER WALK REFLECTION

4TH GRADE TAXONOMIST'S NATURE WALK

- AN INQUIRY-BASED COLLABORATIVE NATURE-WALK THAT INVOLVES OBSERVING ORGANISMAL CHARACTERISTICS FOR CLASSIFICATION VIA A MADE-UP SCIENTIFIC NAME.





STANDARDS



“Performance Standard 4-LS1-1 Construct an argument that plants, and animals have internal and external structures that function to support survival, growth, behavior, and reproduction” (p. 81).

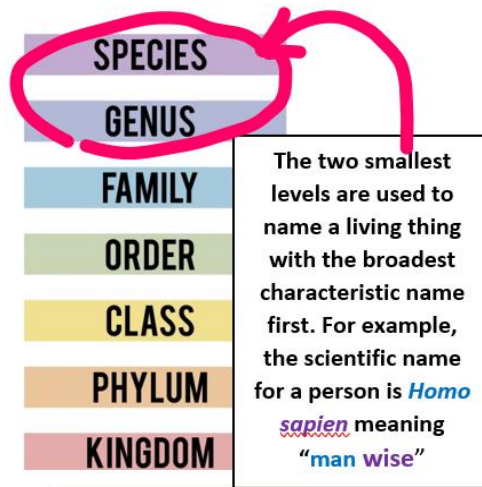


“Performance Standard 4-LS1-2 Form an explanation to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways” (p. 82).

NATURE WALK PLAN

- **STEP 1-ARRANGING GROUPS**
 - COOPERATING TEACHER ARRANGED THE GROUPS BEFORE THE FIELD TRIPS
 - 1 COLLEGE STUDENT LEADER PER GROUP
 - KEPT THE SAME GROUPS THROUGHOUT THE ENTIRE DAY
- **STEP 2- WHOLE CLASS EXPECTATIONS**
 - PROVIDE BACKGROUND INFORMATION
 - GIVE ACTIVITY DIRECTIONS
 - CLARIFY ANY CONFUSION AND CHECK FOR UNDERSTANDING
 - GIVE VISUAL AND VERBAL EXAMPLES
- **STEP 3- ACTIVITY**
 - SEND GROUPS OUT OF THE TRAIL ONE AT A TIME
 - GROUPS WILL WORK TOGETHER TO COMPLETE THEIR ACTIVITY
 - GROUP LEADERS WILL ANSWER QUESTIONS, FACILITATE, MANAGE, AND PROVIDE SCAFFOLDING SUPPORT
- **STEP 4- WHOLE CLASS DISCUSSION AND REVIEW**
 - DISCUSS GROUPS' SCIENTIFIC NAMES
 - QUICK CONTENT REVIEW
 - COLLECT FORMATIVE ASSESSMENTS

HIERARCHY OF BIOLOGICAL CLASSIFICATION



Animal

Scientific Name: _____

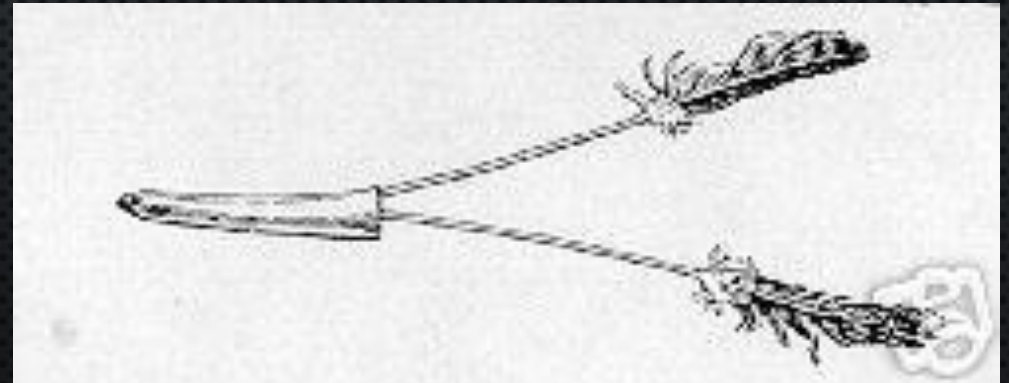
Find an animal and give it your own scientific name based upon unique characteristics. Draw it and then write down as many characteristics that you can find that it has below.

Describe at least 3 Characteristics

1		Draw your animal here.
2		
3		

NATIVE AMERICAN GAME- ICE GLIDERS

- **4.2.6** DESCRIBE THE DAILY LIVES (E.G., ROLES, SHELTER, SIGNIFICANCE OF BUFFALO) OF THE FIRST INHABITANTS OF NORTH DAKOTA
- **SST-04.2.03** IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN PAST EVENTS AND CURRENT EVENTS IN NORTH DAKOTA
- **H.3_5.8** EXPLAIN HOW INDIVIDUALS AND GROUPS CONTRIBUTED TO NORTH DAKOTA.
 - HAVE STUDENTS UNDERSTAND WHY NATIVE AMERICAN PEOPLE PLAYED THIS GAME
 - MATERIALS THAT WERE USED
 - WEATHER CONDITIONS



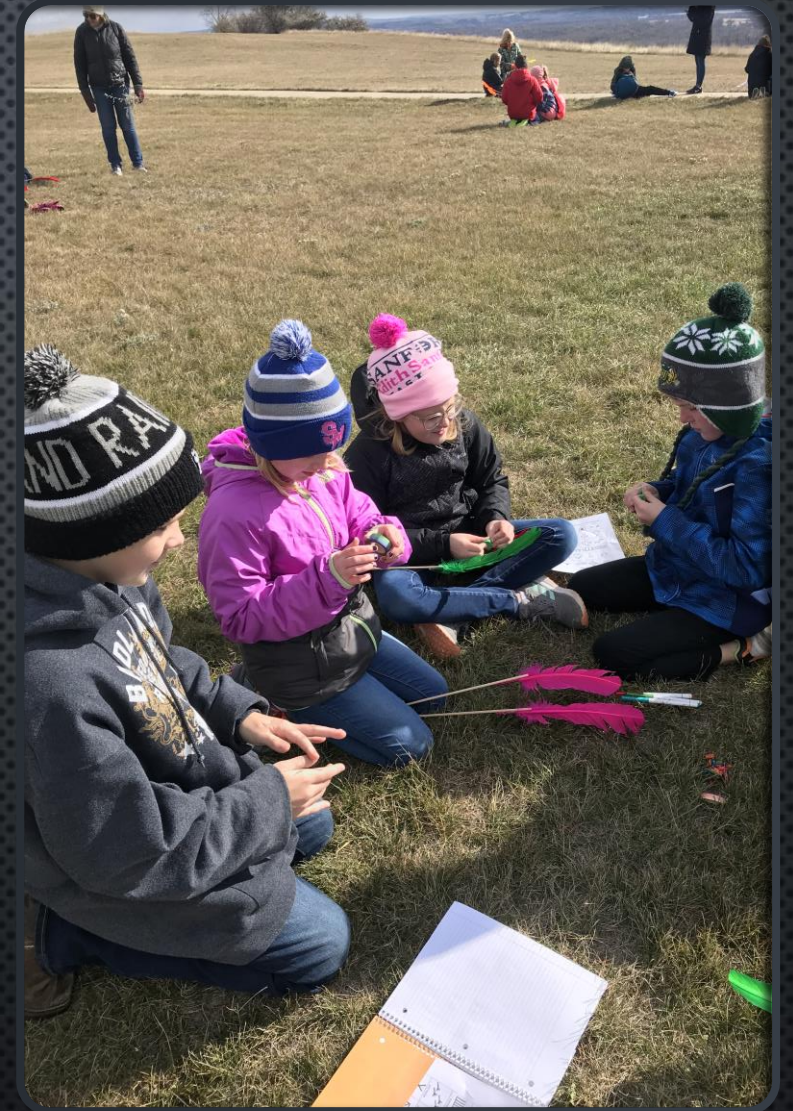
NATIVE AMERICAN GAME CONT.

- **VA:Cn10.4 A.** CREATE WORKS OF ART THAT REFLECT COMMUNITY CULTURAL TRADITIONS.
 - STUDENTS WILL PERSONALIZE THEIR OWN ICE GLIDER WITH NATIVE AMERICAN SYMBOLS
 - ALL STUDENTS WILL BE PARTICIPATING
 - GROUPS OF TWO
 - TAKE TURNS THROWING



REFLECTION

- OVERALL, IT WENT VERY WELL
 - STUDENTS FOLLOWED THE RULES AND TOOK TURNS THROWING
 - "AWESOME ACTIVITY FOR THE KIDS"- MRS. TELLO
- STUDENTS WERE FAMILIAR WITH NATIVE AMERICAN SYMBOLS
- COMMUNICATION BETWEEN GROUP MADE FOR A SMOOTH TRANSITION FROM INFANTRY TO NATIVE GAMES.



CEMETERY WALK/LESSON PLAN

- STUDENTS WILL ENGAGE IN THE FORT LINCOLN CEMETERY IN 3 ESSENTIAL WAYS

3.5.8 EXPLAIN HOW INDIVIDUALS AND GROUPS CONTRIBUTED TO NORTH DAKOTA.

3.5.9 DESCRIBE THE EVENTS AND DEVELOPMENTS THAT LED TO THE STATEHOOD OF NORTH DAKOTA.

OBJECTIVES

STUDENTS WILL IDENTIFY AND COMPARE INDIVIDUALS, CAUSES OF DEATH, ASPECTS OF INDIVIDUALS AND THEIR ETHNICITIES TO GAIN AN UNDERSTANDING OF WHO SHAPED THE BATTLE OF LITTLE BIGHORN BY ANSWERING QUESTIONS IN A SCAVENGER HUNT.

STANDARDS



Can you find A woman that is buried here in the Cemetery?

Can you find 2 Native Americans?

Can you find Someone who drowned?

Can you find Someone who died of a sickness?

Can you find A soldier? (Can be any rank of soldier)

Can you find The youngest person in the cemetery?



SCAVENGER HUNT

PLANNED ACTIVITIES

- GROUPS WILL BE DIVIDED INTO 9 GROUPS OF 5 WITH 1 CLIPBOARD PER GROUP.
- STUDENTS WILL RECEIVE A BRIEF HISTORY OF THE CEMETERY
- GROUPS MUST SEARCH OUT AND ANSWER THE QUESTIONS BASED ON CAUSES OF DEATH, NAMES AND NATIONALITIES.
- STUDENTS WILL PLAY "SOLDIER SAYS" WITH LEFT OVER TIME FEATURING COMMON SOLDIER POSITIONS.
- PLANNING WAS DONE WITH CRYSTAL



WHAT ACTUALLY HAPPENED

- GROUPS WERE DIVIDED INTO 5 GROUPS OF 5 WITH 1 CLIPBOARD PER GROUP.
- STUDENTS RECEIVED A BRIEF HISTORY OF THE CEMETERY
- GROUPS SEARCHED OUT AND ANSWER THE QUESTIONS BASED ON CAUSES OF DEATH, NAMES AND NATIONALITIES.
- DR. TAYLOR GAVE A COMPREHENSIVE DEMONSTRATION OF THE MEANING OF TOBACCO AND SAGE WITH STUDENTS BEING ABLE TO DISPERSE IT.





REFLECTION



REVIEW/COMMENTS FROM TEACHER

- INTRODUCTION WAS GOOD
- GOOD KNOWLEDGE OF NO SOLDIERS CURRENTLY BEING BURIED
- THE STUDENTS WERE FASCINATED WITH THE SCAVENGER HUNT

Review/Comments from Self- Reflection

- The activity went smoothly
- Adapted to unexpected multiple groups at the cemetery, but went well
- By separating and leading small groups, the students were not distracted and engaged in our specific activity
- We achieved the overall objectives

LESSON PLAN VISITOR CENTER

Grade: 4 th		Subject: Social Studies	
Materials: none		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard <ul style="list-style-type: none"> H.3_5.3 - Describe the North Dakota Native American Essential Understandings H.3_5.8 - Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources 4 RF. 4 a - Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding 		Universal Design for Learning Below Proficiency: Above Proficiency: Modalities/Learning Preferences: <ul style="list-style-type: none"> Visual: looking through the visitor center at the different objects Auditory: asking questions/have students <u>read</u> out loud Kinesthetic: Objects are available to touch at the visitor center for more <u>hands on</u> learning Tactile: Moving around the visitor center 	
Objectives By the end of the lesson, the students will use their reading and listening comprehension skills to gain a better understanding of the native culture.			
Bloom's Taxonomy Cognitive Level: Knowledge and Comprehension			
Classroom Management- (grouping(s), movement/transitions, etc.) -Divide the class into small groups and have one person lead each group.		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) -Students are expected to follow direction and be respectful to their peers and their leaders	
Minutes	Procedures		
40 mins at the visitor center	Set-up/Prep before lesson: -Make groups prior -Make sure each group member is on the same page and ready for the day. -Work with the other group to determine which side of the visitor center to work on.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Ask questions to get the student's attention ("has anyone ever been to Fort Lincoln before?" and "What do you think the purpose is for being here today?") -Re-introduce <u>ourselves</u> and explain to them what we will be doing today		
	Explain: (teacher-led) -Explain the rules and behavior expectations in the visitor center. -"Okay class, we will begin our day exploring the visitor center. This is a preview of everything we will be learning throughout the day".		

	-Once we are in the visitor center say "how should we behave in here? Can I get a couple volunteers to raise their hands and explain some rules?" Examples of rules to go over: No running, quiet voices, read signs carefully, <u>No</u> touching the objects (unless it says otherwise)	
	Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) -Get into groups -20 mins on each side of visitor center -Ask <u>questions/have</u> the students read out loud and stay engaged	
	Closure (wrap up and transition to next activity): Ask some wrap up questions to the class: "What were some interesting things you learned?" "What do you want to learn more about?"	
	Formative Assessment: (linked to objective, during learning) <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) Ask questions throughout the lesson to make sure that the students are engaged.	Summative Assessment (linked back to standard, END of learning) N/A
Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, the activity in the visitor center went very well. We split the class into groups prior to the field trip where we each lead about 4 students throughout the day. We began by introducing ourselves to the class and putting them in their groups. From there, we broke off and went through the visitor center in our small groups (each starting at different spots). The students were <u>excited</u> and everyone seemed really engaged while in the visitor center. The students would take turns reading the exhibits and were determined to look at everything. All the groups seemed on task and each leader did a great job asking the students questions and answering their questions as well. <u>Our teacher Ms. Tello</u> , explained that it was greatly organized and a good way to start off the day. She also stated that "the leaders kept small groups engaged with discussion topics at hand. Leaders shared their thoughts and asked students about their ideas. Great use of groups and space!". If I were to change one thing about this lesson, I would have maybe <u>came</u> up with questions to ask the students a head of time, rather than just thinking about them on the spot. With that being said, I was still very impressed by the way the rest of my group members were able to discuss the different exhibits with their groups and help the students to learn about Fort Lincoln and understand more about the Native culture. It was a successful activity and I'm the glad the students were able to get a lot out of it.		

Grade: Fourth		Subject: Social Studies
Materials:		Technology Needed:
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input checked="" type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> WH.6_12.6 Explain how past events connect to the present. WH.6_12.3 Analyze the effects of different political systems on people. 		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s) <ol style="list-style-type: none"> The students will be able to successfully identify the different branches that were in the cavalry. The students will be able to demonstrate the different roles of the branches. The students will be identifying the effects of the past army, on present day. 		
Bloom's Taxonomy Cognitive Level:		

Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Split the students into three groups with two leaders per a group to compose a quick skit, about how each rank effected the next.		The students will constantly be active. There will not be much of an opportunity for them to misbehave. I expect them to follow all instructions, and participate in activities, and listen attentively while the presenter is speaking.
Minutes	Procedures	
5	Set-up/Prep: The students will need to be separated into three groups. Two leaders per a group.	
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The students will learn how to do a basic military march.	
15	Explain: (concepts, procedures, vocabulary, etc.) The teacher will explain what the cavalry used to do in their free time. Then they will go off into groups and create skit like the soldiers used to do.	
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)	

LESSON PLAN CUSTER WALK

10	Review (wrap up and transition to next activity): I will do a summary of what the students learned in this lesson. Then the next leader will come up and tell us where we are going next, and what for.	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Consideration for Back-up Plan: If one task takes longer than the expected, then we will do everything as a large group, and I will close my eyes and point to a random group of students rather than sending them off into separate groups.	Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Custer Walk Lesson Plan Reflection My lesson plan went well. But, not as planned. We were supposed to go to Custer Houses to look around and do activities there. But I noticed that we were short on time while we were walking to the houses, so I decided to do our activities at the sign before the houses. Also, the children were rowdy while walking over so we marched while we were walking over to keep them focused. I had the students read the sign themselves aloud to keep them engaged. Then I explained the different ranks of the cavalry and asked them to break-up into their group with their leaders and create a skit that portrays the different ranks that I discussed. From what I have heard from my group members they said that they were a little confused themselves, I could have spent more time explaining the differences. But the students did seem to enjoy the fact they were able to be creative and showcase their creative abilities. Also, my group reported back to me that it was difficult for them to keep the students under control while they were discussing what their plan was for the play. But, after a minute or two they were able to have a better handle over the children. If we were to redo this lesson plan, I would first account for the time it takes to get from the visitor center to the cluster houses. I would create a better representation for the different ranks of the army. Next I would add a new system of organization for the students to follow, while they are discussing what to do in their skit. Therefore, the lesson plan did not go as I had planned but, I do believe that we handled the challenges cleverly.		

LESSON PLAN CLUSTER WALK



Grade: 4 th Grade Materials: Clip boards with pencils attached to them via string for each student group; Taxonomist worksheet; Taxonomic Tree Picture; A “buffalo” poster/ picture that points out its unique characteristics and features and their importance to the Native Americans; Include buffalo specimens for students to look at and pictures of the mass sport killings and market hunting that nearly made <i>Bison bison</i> extinction; water buffalo picture; pictures of an animal, plant, fungi, and examples to facilitate understanding.	Subject: The Taxonomist Nature Walk Technology Needed: I pads for taking pictures and researching if they are available.
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input checked="" type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) “Performance Standard 4-LS1-1 Construct an argument that plants, and animals have internal and external structures that function to support survival, growth, behavior, and reproduction” (p. 81). “Performance Standard 4-LS1-2 Form an explanation to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways” (p. 82).	Differentiation Scaffolding support will be provided by group leaders. Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s) Bloom’s Taxonomy Cognitive Level: <ol style="list-style-type: none"> To introduce the students to the art of taxonomy in science that was utilized by a lot of naturalists such as Lewis Merriweather and other naturalists that were often sent to commissioned forts and Students will learn how being able to identify and observe the behaviors of different living things helped the Native Americans to make a livelihood. Students will learn the taxonomic hierarchy of classifying organisms and its importance to science Students will exercise critical, observational inquiry, and collaborative skills during a nature hike that involves looking for characteristics in which to sort and classify 	

different living organisms that they see and/or in which they find evidence of their presence via tracks, scat, or remains. <ol style="list-style-type: none"> Students will work in groups of 5 with an adult leader to find at least 1 organism that belongs to each of the kingdom of animals, plants, and fungi. Students will describe the characteristics of that organism that would place them in their kingdom and draw or take a picture of their observations. Students will identify the organisms common name or make one up if they do not know what the organism is. Students will research the scientific name of the organism or make up their own scientific name based upon their observed characteristics of the organism. 									
Classroom Management- (grouping(s), movement/transitions, etc.) Each of the groups will be formed heterogeneously with the cooperating teacher’s advice and knowledge of the students that will foster the greatest level of collaboration. Each group will be divided into 5 students with one member of our practicum group leading and facilitating each group by asking probing, diagnostic, and inquiring questions as well as answering their questions as best as they can.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Full participation								
<table border="1"> <thead> <tr> <th>Minutes</th> <th>Procedures</th> </tr> </thead> <tbody> <tr> <td>30 min</td> <td> Set-up/Prep: Set up travelable taxonomic tree and “buffalo” posters and specimens. Pass worksheets with clipboards that have pencils attached by a string for each student group. </td> </tr> <tr> <td>5 min</td> <td> Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Let the students interact with <i>Bison, bison</i> specimens but do not tell them from what animal they are from. Ask the question, from what animal or what kind of animal did these specimens come from, do you think? Why? </td> </tr> <tr> <td>5 min</td> <td> Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> Explain the concept of Taxonomy and why it is important to science. Give this example: Ask the students if they have a dog and if they do what kind of dog that they have? Does your dog look this dog? Show a picture of a specific breed of dog. What makes it that kind of dog? What characteristics does it have? Give the students the different hierarchy classifications of living thing: Kingdom, Phylum, Class, Order, Family, Genus, Species: Kids, Playing Chess On Freeways Get Squashed. Use the classification of <i>Bison bison</i> as an example. Why can scientist not just use the common name Buffalo? Would they get confused and think the person referring to the water buffalo in Africa? Scientific names let scientists know the exact organism someone is referring to and tells them something about their characteristics. Give the scientific name for human beings for an example. <i>Homo Sapiens</i> mean Wise Man in Latin. Isn’t that a unique characteristic of human beings? </td> </tr> </tbody> </table>	Minutes	Procedures	30 min	Set-up/Prep: Set up travelable taxonomic tree and “buffalo” posters and specimens. Pass worksheets with clipboards that have pencils attached by a string for each student group.	5 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Let the students interact with <i>Bison, bison</i> specimens but do not tell them from what animal they are from. Ask the question, from what animal or what kind of animal did these specimens come from, do you think? Why?	5 min	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> Explain the concept of Taxonomy and why it is important to science. Give this example: Ask the students if they have a dog and if they do what kind of dog that they have? Does your dog look this dog? Show a picture of a specific breed of dog. What makes it that kind of dog? What characteristics does it have? Give the students the different hierarchy classifications of living thing: Kingdom, Phylum, Class, Order, Family, Genus, Species: Kids, Playing Chess On Freeways Get Squashed. Use the classification of <i>Bison bison</i> as an example. Why can scientist not just use the common name Buffalo? Would they get confused and think the person referring to the water buffalo in Africa? Scientific names let scientists know the exact organism someone is referring to and tells them something about their characteristics. Give the scientific name for human beings for an example. <i>Homo Sapiens</i> mean Wise Man in Latin. Isn’t that a unique characteristic of human beings? 	
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LESSON PLAN NATURE WALK

Fort Lincoln Lesson Plan

	<ol style="list-style-type: none"> Talk about the formation of a scientific name. It usually has two parts. One for the Genus level and one on the Species level; going from a broad characteristic to a narrow characteristic. It is usually italicized and in Latin, but you will. Why are the characteristics of buffalo important? Tell the students about what the Native Americans needed to know about <i>Bison bison</i> in order to hunt them and why were they important to the Native Americans? Explain the demise of <i>Bison bison</i> and why the students will probably not see a living one on the nature walk. Divide students into groups, probably by numbering if necessary, and give them directions about what they are to do. They will work in their groups to find one organism that is from the animal kingdom, one organism from the plant kingdom, and one organism from the fungi kingdom (give the mushroom on top of pizza as an example and prototype examples for each kingdom). You will draw or take a picture of the organism or evidence of its presence, describe its unique characteristics such as shape, color, diet, etc. Write a <u>made up</u> scientific name for each of them. It could be real ones or made up ones, but you must explain why you gave them those names. <p>*Give examples as needed and asked "does anyone have any questions?" Pick a random student to tell us what we asked them to do.</p>
25 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> Students will conduct critical observations during a nature hike involving looking for characteristics in which to sort and classify different living organisms that they see and/or in which they find evidence of their presence via tracks, scat, or remains. Students will work in groups of 5 to find at least 1 organism that belongs to each of the kingdoms of animals, plants, or fungi. Students will describe the characteristics of that organism that would place them in their kingdom and draw or take a picture of their observations. Students will identify the organisms common name or make one up if they do not know what the organism is. Students will research the scientific name of the organism or make up their own scientific name based upon the observed characteristics of the organism.
5 min	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> Ask the student groups to discuss with another group what types of organism they discovered, their unique characteristics, what names they gave them, and why. Review the term taxonomy, the different hierarchical levels of classification, and the importance of a scientific name using the example pictures.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Consideration for Back-up Plan: Diagnostic Questions: What kingdom does that organism belong to? Why did you name your organism that? What characteristics make that organism unique? Why does that organism need that characteristic to survive?</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Groups will give us the scientific name for each of their 3 organisms, tell me what kingdom it belongs to and explain what characteristic they have that merit their name and kingdom classification. If applicable- overall unit, chapter, concept, etc.:</p> <p>NA</p>

Fort Lincoln Lesson Plan

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
 The fact that we asked our cooperating teacher to create groups for each student leader, in order to enhance student cooperation and inquiry for every activity throughout the field-trip, was key for allowing our group to build deeper relationships with each student, learn each student's name, facilitate positive classroom management, and allow for smooth transitions.

The students were excited during the lesson activity when they spotted white-tailed deer, animal tracks, various kinds of scatt, and they were fascinated by the smell of both the lavender and sage that they found on the trail. Some students wanted to keep specimens of lavender and sage and the group leaders had the cooperating teacher discern if this would be acceptable. There excitement was as if they saw these things for the first time; especially regarding the white-tailed deer.

We started the activity later and the activity ran a little bit longer, so we cut the nature walk short by cutting through the trail to get to the infantry post faster. In addition, students and leaders were getting tired.

Some groups participated in the formative assessment of the activity more than others. If I were to do this lesson again as a teacher in the future, I would monitor groups more closely in order to determine the best ways to facilitate greater involvement in working together to write out their observations. We also ran out of time and were unable to have a class-wide summative review of the lesson and to discuss some scientific names that the groups created. In the future, it would be better to give some exemplar examples of more thoughtful, creative, and detailed scientific names as the student's names were often not very specific and broad. The scientific names often only included color/size or were common names of what they found. The students also could have had more time to collaborate as a group about making a creative name. For example, the student's formulated group names for themselves, naturally, that were very creative. I would have liked to see more of that creativity in their scientific names. The formative assessment was very helpful in helping me to get a good idea of what they understood involving the concepts that I was trying to portray and cover.

References

North Dakota Science Content Standards. (2019). Retrieved from <https://www.nd.gov/dpi/sites/www/files/documents/AcademicSupport/Science2019.pdf>. PDF.

LESSON PLAN NATURE WALK

LESSON PLAN NATIVE GAMES

Lesson Plan Template

Grade: 4 th grade		Subject: ND studies	
Materials: styrofoam, dowel rods, feathers, markers, glue		Technology Needed: none	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology Integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.2.6 Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota SST-04.2.03 Identify similarities and differences between past events and current events in North Dakota H.3_5.8 Explain how individuals and groups contributed to North Dakota. VA:Cn10.4 a. Create works of art that reflect community cultural traditions.		Differentiation Below Proficiency: Does not take part in activity Above Proficiency: Student puts deep thought into their artwork on the glider and can be heard talking to peers about the constructed piece and environment as well as the time period. Student will be able to name several fun facts about native American culture and identify at least 3 similarities or differences between the games played in the past and present. Approaching/Emerging Proficiency: Student is able to successfully understand the concept of the glider and has a few art pieces on their glider. Student will also be able to mention 2 fun facts about the glider and native American culture. Modalities/Learning Preferences: Visual Kinesthetic auditory	
Objective(s) Student's will be able to <ul style="list-style-type: none"> Name 3 similarities or differences between the games played today and in the past Identify ways individuals contributed to North Dakots Know 3 fun facts about Native American culture Be able to use their artwork to create a culturally relevant story Be able to identify the time period and culture their artwork was created for. 			
Bloom's Taxonomy Cognitive Level: Creating Application remembering			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be split into groups of 4 or 5 and then split into pairs within the groups.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) This will be a fairly loud activity, students will be creating and testing their own ice glider from materials given. There will be no tolerance with the materials being misused in anyway, if caught misusing the materials or the ice glider the student will be removed from the activity for the safety of everyone.	
Minutes	Procedures		
5	Set-up/Prep: materials will be spread out within the allotted groups		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask students if they know what an ice glider is. Take guesses on what they are and how they are used Ask students if they can think of a game today that is like it		
5	Explain: (concepts, procedures, vocabulary, etc.) Rules: no throwing gliders at eachother, work together, no yelling, be respectful to eachother, will be removed if the rules are not followed Students will be shown an ice glider that we made and be given one they can decorate themselves They will have materials within their group they can look at and use to improve the ice glider. Students will then be given a time frame to build their ice glider And told we will be testing them at the end		

Lesson Plan Template

20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will be creating their gliders using materials given within the group, teachers will be helping students pick the materials by using questions to help them decide what they think will make them move farther, they will also be drawing on them with the guidance of the instructors of telling a story like the native americans did with theirs.
10	Review (wrap up and transition to next activity): The last 10 minutes will be spend testing out the gliders within the groups
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. ask questions about the project throughout creating it.	
Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:	
Consideration for Back-up Plan: Native American stick games	

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

The whole project went well. The students knew the winter counts already, we were able to set up the project while the other group leaders led the students through the infantry, I had them sit down so I could see them better while explaining and going over the rules and there were no wonderers. During the project we kept time and gave a 5 minute warning before testing them out within the groups.

Lesson Plan Template

Grade: 4th Grade		Subject: Social Studies
Materials: Clipboards, Pencils, Worksheets		Technology Needed: N/A
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) <input type="checkbox"/> 3.5.8 Explain how individuals and groups contributed to North Dakota. <input type="checkbox"/> 3.5.9 Describe the events and developments that led to the statehood of North Dakota.		Differentiation Below Proficiency: Individuals in Groups who are below proficiency will naturally take on less items to find and will be supported by the above proficiency learners. Above Proficiency: Individuals in Groups who are above proficiency will naturally take on more items to find and will support the below proficiency learners. Approaching/Emerging Proficiency: Individuals in Groups who are approaching proficiency will naturally take on an even number of items to find and will support the below proficiency learners and be supported by the above proficiency learners. Modalities/Learning Preferences: Paring/Collaboration, Visual, Audio & Kinesthetic Learning is all incorporated.
Objective(s) Students will identify and compare individuals, causes of death, aspects of individuals and their ethnicities to gain an understanding of who shaped the Battle of Little Bighorn by answering questions in a scavenger hunt. Bloom's Taxonomy Cognitive Level: Analyzing		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be grouped based on classroom. Students will begin by being divided in their groups, given the history of the Cemetery and transitioning into the Scavenger Hunt until everyone is completed where we will move into "Soldier Says".		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to follow instructions, listen to the history of the cemetery for 10 minutes and then actively engage in the moving activities.
Minutes	Procedures	
	Set-up/Prep: We will have clipboards, worksheets and pencils.	
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) We will give a brief explanation of the History of the Cemetery so that students will be able to gage the importance of the historical events.	
	Explain: (concepts, procedures, vocabulary, etc.) We will explain the Scavenger Hunt, leave time for questions and release them in groups to collaborate and solve the answers by working together.	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Throughout the Scavenger Hunt we will be actively engaged asking probing questions such as "what do you think about this" or "how did you determine this answer?" We will also be available to answer any questions they may have.	
	Review (wrap up and transition to next activity): Students will complete "Soldier Says" as a breakdown to prepare for the next activity.	

Lesson Plan Template

Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.		Summative Assessment (linked back to objectives) End of lesson: N/A If applicable- overall unit, chapter, concept, etc.: N/A
We will constantly be monitoring, probing questions and checking on the rate of completion of the activities. Students will also have a finalized worksheet when completed demonstrating that they engaged with the cemetery and learned information about the individuals which were buried there.		
Consideration for Back-up Plan:		
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, the cemetery went extremely well, and we met the standards, "3.5.8 Explain how individuals and groups contributed to North Dakota. 3.5.9 Describe the events and developments that led to the statehood of North Dakota." We ultimately did this successfully through meeting our objectives, "Students will identify and compare individuals, causes of death, aspects of individuals and their ethnicities to gain an understanding of who shaped the Battle of Little Bighorn by answering questions in a scavenger hunt." In detail, the cemetery consisted of three dual parts which individually built upon each other, despite including an unplanned beneficial aspect. The explanation of the cemetery took less time than originally planned, roughly 5 minutes instead of 10, but ultimately was comprehensive and gave background to the students about the cemetery and the soldiers buried. Secondly, the scavenger hunt successfully engaged students while keeping them in organized small groups. On the scavenger hunt they learned about different ways people could die reflecting the state of nature in war, but also reflecting the different groups interaction within the war. We understand the students learned this by the questions they asked, comments they had and reactions. Likewise, the final part was extremely beneficial to describe tribal rituals for the buried developed by American Indians. This included Sage or Tobacco releasing into the wind, provided with an in-depth explanation by Dr. Taylor.		

LESSON PLAN

CEMETERY