**This Land is Our Land?**

**Lesson Plan**

**Author:** Julie Chasse, Memorial Middle School, ELA/SS, teacher, grade 7

**Suggested Grade Level:** grade levels 6-9

**Subject Area:** Social Studies, Language Arts, Writing

**Learning Results/Common Core:**

Applications of Social Studies and Performance Indicator Labels:

 Identify and evaluate how early American history influences who we are today.

Economics:

 Describe and understand economic aspects of Native American cultures in Maine and the U.S.

Geography:

 Identify and explain the role of geography in the development of America.

 Describe the dynamic relationship between geographic features and Native American culture.

History:

 Explain how history can help one better understand and make informed decisions about the present and future.

**Local Essential Learning Targets:**

Functional Economics:

 Understands how individuals, families, and communities in Maine, including Native Americans, are influenced by economic factors.

Engagement and other 21st Century skills of collaborating, communicating, and inquiry.

**Time Required:**

3-4 weeks

**Learning Objectives:**

Students will understand what a primary source is, give examples of primary sources, and analyze them.

Students will read and think historically; sourcing, contextualizing, corroborating, and close reading documents.

Students will identify aspects of our life which are similar to that of the early Native Americans, relative to the five themes of geography.

Students will understand economic systems; goods, services, scarcity, and its relationship to natural resources.

Students will understand the economic aspects of unity and diversity in Maine and regions of the United States, including Maine Native Americans.

**Materials and Resources Required:**

Library Of Congresswebsite for primary source documents

Discovery Education site - “Four Hundred Years of Conflict”

Maine Memory Network - “Finding Katahdin”

Maine History Online

Tecumseh - “Address to the Osages”

Digital History website

American History textbook; Glencoe/McGraw-Hill

**Preparation Required/Preliminary Discussion:**

Five themes of geography lessons; begin with descriptions of South Portland, on to identifying and defining the five themes (Location, Place, Region, Movement, Human/Environment Interaction); labeling the previous descriptions according to theme.

Students will answer these questions: Who does the United States belong to? Who owns the land? How was it acquired? Save responses to compare to end-of-unit responses.

**Lesson Outline:**

Activate prior knowledge of Native Americans.

Students draw a picture of a Native American.

Students compare their drawing to at least two illustrations of Native Americans in their history book and internet sources. Note and discuss inaccuracies with peers.

Students will locate Native American tribes on a blank map of the 13 original colonies, as well as on a map of early Maine.

Discuss Primary Source documents; guide through the process of analyzing documents/illustrations/artifacts. Answer questions to source documents.

Read the history textbook chapter on Native Americans, and compare that information to information found in primary source documents. Determine differing information and/or points of view. Some of the primary source documents will be a Land Claims Act, a sales record for exchange of land between Native Americans and early colonists, and a Cherokee Constitution.

Share/discuss learnings; discuss inaccurate information from beginning of unit, as well as the process of trade and land transfer in the early colonies. Students must come up with an alternative to the taking of Native American land, and examine the ways the U.S. Government has tried to “make up” for the taking of their land.

**Assessment Summary:**

Students must create a keynote slideshow presentation of Native American tribes from Maine and New England. Students must include facts, cited, as well as inaccuracies or misconceptions they discovered. Students must include a drawing/picture of a Native American, as well as an explanation which describes possible accuracies and/or inaccuracies. Students must include interaction between natural resources and the Native American economy, as well as similarities to our economy today. Students must answer the question, “Whose land is this?” and defend their answer, citing evidence from their research.