

### Native People of WI Lesson Plan

Target grade level: second grade

<p>What are the specific content objectives? What do you want your students to be able to know or do? Standards?</p>	<p>-Students are able to work on empathy/<u>social imagination</u> skills, while also learning some of the history of the Ho-Chunk nation (specifically the times they were forced to move and the implications of this)</p> <p>Social Imagination: “allows students to connect to “the other” with whom, on the surface, they may appear to have little in common” (1994, Bigelow &amp; Christensen).</p> <p>-To feel some of the emotions (in a smaller degree) of being forced to move.</p> <p>-To understand some of the effects of colonization on the Ho-Chunk tribe</p> <p>-They will also work on vocalizing their thoughts and opinions (in part two of the activity)</p>
<p>What previous knowledge do your students need to engage with the content/topic of this lesson?</p>	<p>-Part 1: No prior knowledge is necessary</p> <p>-Part 2: Students will need to know the traditions, customs, and life of the Ho-Chunk people before colonization. This will lead to a discussion of what happened during and after colonization and the removal pattern the Ho-Chunk people experienced.</p>

<p>What funds of knowledge, relevant experiences etc are your students bringing to this lesson? How will you engage this?</p>	<ul style="list-style-type: none"> <li>-Students bring their thoughts, misconceptions, and ideas about Native life that they have learned or acquired in and outside of school</li> <li>-Students have the ability to put themselves in other people's positions, and a willingness to do so</li> <li>-Students have the ability to relate to others (family's and friends outside of school), which aids in the group project portion of the activity</li> <li>-I will welcome their thoughts even those that may be a misconception, incorrect, or stereotypical. Hopefully, the first part of the activity will open the door for real and honest conversations. I will need to focus on not correcting students misconceptions, but actively listening to them, and helping them come to new realizations.</li> </ul>
<p>How will you introduce the lesson, preview the content, or start the routine? How will you set expectations?</p>	<ul style="list-style-type: none"> <li>-This lesson will be in the middle of a unit focusing on the Ho-Chunk people.</li> <li>-I will not introduce the lesson with any context, but explain simple directions of the activity. My reason for doing so, is that I do not want to give too much information and therefore alter the children's thoughts and feelings on the activity.</li> <li>-I will explain to them that the normal classroom rules apply</li> <li>-I will also let them know that the activity may be confusing and frustrating and that we will have time at the end to talk about it, instructing them to try and refrain from asking questions during the activity.</li> </ul>

<p>What will you do throughout the lesson? What will your students be doing? (please detail this!—what instructional strategies will you be using, what are some of the key points, what will you say, what activities will you be doing, what materials will you use, etc. This should be the majority of your lesson plan)</p>	<p><u>Preparation:</u> -The Ho-Chunk's removal route occurred over 33 year period (Malone, Oberle, &amp; Loew, 2003, p. 99). I took this number and calculated the proportion of years of each removal, and then found the equivalent proportions for a 15 minute period. For instance, The first time the Ho-Chunk people were removed from Wisconsin they were sent to Iowa, in which they stayed 14 years. I took 14 divided by 33, which is 0.42. This number was then multiplied by 15, which is 6.4, rounded to the nearest minute, 6. I did this for all of the times the Ho-Chunk people moved, whether by being tricked, forced, or by choice (Loew, 2003). The final numbers: 6 minutes, 4 minutes, 4 minutes, 1 minute.</p>
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<p>Part One</p>	<p>-I will begin by saying, “Right now you will get your materials for your group project and start with your team members where you left off last. At some point during the work time I will need to interrupt you with some important instructions. Make sure that you listen to them and follow the directions when the time comes.”</p> <p>-The students will be sitting in groups with all of their materials out for a project in another subject (example: research project, diorama, book report, poster project, etc.). Whatever the project, a lot of materials will be involved. After 6 minutes I will tell them to move,</p> <p>“Everyone stand up, take all your belongings that you can hold and immediately move to another spot in the room and continue working with your group.” This will happen again after 4 minutes, 4 more, and then 1 minute.</p> <p>-There will be no explanation of why they are moving but they will be instructed to take what they want/need but they must move quickly and continue to work on their projects with their group at a new table, carpet spot, or other area in the room.</p>
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<p>What are some guiding questions you might ask? What are some ways you might differentiate this lesson for students (include ideas about language demands)?</p> <p style="text-align: center;">Part Two</p>	<p>-There will be no questions during the first part of the activity</p> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>-What did it feel like to have to move?</li> <li>-What kind of feelings did you have towards me/the teacher?</li> <li>-Did you leave anything behind? Why did you leave it behind? Did you forget it? Or did you make a decision to leave it?</li> <li>-Who can tell me how this is similar or different from what the Ho-Chunk might have experienced?</li> <li>-Why do you think they were forced/tricked in to moving?</li> </ul> <p>**Differentiation listed below in Modifications section</p>
<p>How will you know if your lesson was successful?</p>	<ul style="list-style-type: none"> <li>-If I see the students embody some of the sadness and frustration of being forced out of an area they have settled in or been comfortable in.</li> <li>-If every student is actively participating in the discussion portion of the lesson in some form (partner sharing, whole group sharing, or writing their thoughts)</li> <li>-If they question why this happened and want to know more about these historical injustices.</li> </ul> <p>This will lead in to other lessons about Native people being forcibly removed from their homes. We will have opportunities to talk more specifically about the Ho-Chunk's experience but also will be able to connect it to other nations who have also been removed from their homelands.</p>

<p>Modifications</p>	<p><u>Emergent Bilinguals:</u></p> <ul style="list-style-type: none"> <li>-I will give the students time to write or draw what they felt or thought about the activity.</li> <li>-There will also be different participation scaffolds set up for the group discussion: <ul style="list-style-type: none"> <li>-Think, Pair, Share</li> <li>-Write and Share</li> <li>-Share your partner's answer</li> <li>-Discuss in a group, one student as a spokesman</li> </ul> </li> </ul> <p><u>Other:</u></p> <ul style="list-style-type: none"> <li>-Pre-conference: meeting with some students about the activity before it happens and explaining what will happen. Telling or showing them what is expected may support the students success. This may help students with certain behavioral needs or perhaps a student with a specific disability.</li> <li>-Pairings/Groupings: being conscious of the groupings and intentionally pairing/grouping individuals so that every student can succeed</li> </ul>
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One consideration I had to make that caused me some conflict was whether or not to say beforehand the purpose of the lesson, or a general idea of what to think about. In one sense, it may help the students take it more seriously or think more deeply about what they were doing. In another sense, it may effect the authenticity of their emotions, preventing them to react naturally. Each instructional decision is a trade-off with its cost and benefits. I decided to go with the second option, not telling them the purpose, to protect the authenticity of their feelings.

I felt tentative about this lesson plan and activity because I did not want to try and assume I understood how the Ho-Chunk people felt and I certainly did not want to paint

this activity as comprehensive. This small lesson does not cover all the injustices or hurts that these people felt, and so hopefully my students would walk away understanding that this is just a glimpse of what the Ho-Chunk might have experienced or felt. I do feel like this would be an authentic and original way of learning about one of the critical issues that this nation faced. Additionally, it is relatable to other nations since many went through similar tragedies. It would lead in to many other discussions and activities and would be an engaging way of looking at history.

## References

Bigelow, B., & Christensen, L. (1994). Promoting social imagination through interior monologues. *Rethinking our classrooms: Teaching for equity and justice*, 110-111.

Loew, P. (2003). The Ho-Chunk Nation. *Native people of Wisconsin* (pp. 50-65). Madison, Wis.: Wisconsin Historical Society Press.

Malone, B., Oberle, K., & Loew, P. (2003). *Native people of Wisconsin: teacher's guide and student materials*. Madison, Wis.: Wisconsin Historical Society.

