

Prehistoric Indians

Lesson Objective:

Alabama Standard: Alabama's Earliest Inhabitants number seven page thirty-six.:

Identify the major characteristic of prehistoric Indians: Paleo, Archaic, Woodland, Mississippian.

- ✓ Approximate times of existence
- ✓ Government
- ✓ Economy
 - Hunting
 - Farming
 - Trading

The students will be able to identify the four prehistoric tribes in Alabama. The students will also be able to recognize how the Pale Indians crossed the land bridge to venture towards Alabama.

Materials:

Pencils
 Expo markers
 Graphic organizer
 Note cards
 Alabama History book
 Alabama Map

Preparation:

The teacher will prepare for the lesson by doing appropriate research on the land bridge that connected Russia and Alaska. The teacher will copy recommended graphic organizers to distribute to the class.

Lesson Procedures:

The teacher will begin by reviewing what the students know about Indians in general. The teacher will establish a time frame for the students by having them mentally picture the time period they are in. The teacher will distribute the graphic organizer to be used in the lessons.

The teacher will begin by asking where Indians originally came from/ Here the teacher will be able to establish what the prior knowledge is and know exactly where to begin. The teacher will begin with archeologist and their research. The teacher will also focus on the Paleo tribe.

Directed Teaching:

The teacher will explain to the students what a land bridge is and have them visualize a log in order to set up the idea of how small the land bridge was in comparison to the continent size. The teacher will then explain to the students that the prehistoric Indians eventually crossed the land bridge and migrated/immigrated toward the south. The teacher will continue to ask questions such as "What mode of transportation did the

Indians have.” Why did the Indians keep moving and not settle. Where did the Indians sleep at night.

Guided Practice:

The teacher will help the students complete their graphic organizer through questioning and reviewing.

The students are actively engaged with questioning and interacting in the discussion. The students are also working on their active listening skills.

Accommodations and Modifications:

Cognitive- students will actively be thinking during the lecture

Communication- students will be actively discussing and answering questions during the lecture

Motoric/kinesthetic- students will be working on holding pencils correctly, hand eye coordination and handwriting.

Tactile- these students will be able to write during the lesson so they will be actively touching something

Visual- the teacher will hand write the parts of the graphic organizer along with drawing pictures so that the children can get a general picture in their head where the book leaves blanks.

The lesson shall be modified so that there is a written graphic organizer on the board so that the children can copy it straight down and be able to concentrate on gaining some knowledge on things that might be foreign.

Archaic and Woodland Indians

Lesson Objective:

Alabama Standard: Alabama's Earliest Inhabitants number seven page thirty-six.:

Identify the major characteristic of prehistoric Indians: Paleo, Archaic, Woodland, Mississippian.

- ✓ Approximate times of existence
- ✓ Government
- ✓ Economy
 - Hunting
 - Farming
 - Trading

The students will be able to identify the four prehistoric tribes in Alabama. The students will also be able to recognize the Archaic and Woodland Indians and discuss their way of live and survival.

Materials:

Pencils

Expo markers

Graphic organizer

Note cards

Alabama History book

Alabama Map

Preprinted graphic organizer large enough for class

Preparation:

The teacher will prepare for the lesson by doing appropriate research on the Archaic and Woodland Indians. The teacher will prepare note cards to assist her in the lecture in order to hit high spots.

Lesson Procedures:

The teacher will begin by reviewing what the students know about the Paleo Indians and the land bridge. The teacher will review the students Compare and Contrast graphic organizer.

The teacher will begin by writing Paleo, spear, and nomadic on the board. From here the teacher will ask the students to tell what they know about the words and if they think these things will change over time.

Directed Teaching:

The teacher will begin by reviewing yesterday's lesson with the students. The teacher will then ask the students why the archeologist classified the prehistoric Indians into separate classifications instead of tribes. When the teacher receives the answer of "because their culture changes" the teacher will begin telling the students about the Archaic Indian and Woodland Indians and the advances they made.

Guided Practice:

The teacher will guide the students through the completion of their graphic organizer and the advancement of the two cultures. The teacher will continue to guide the students through leading questions.

The students are actively engaged with questioning and interacting in the discussion. The students are also working on their active listening skills.

Accommodations and Modifications:

Cognitive- students will actively be thinking during the lecture

Communication- students will be actively discussing and answering questions during the lecture

Motoric/kinesthetic- students will be working on holding pencils correctly, hand eye coordination and handwriting.

Tactile- these students will be able to write during the lesson so they will be actively touching something

Visual- the teacher will hand write the parts of the graphic organizer along with drawing pictures so that the children can get a general picture in their head where the book leaves blanks.

The lesson shall be modified so that there is a written graphic organizer on the board so that the children can copy it straight down and be able to concentrate on gaining some knowledge on things that might be foreign.

Mississippian Indians

Lesson Objective:

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Identify the major characteristic of prehistoric Indians: Paleo, Archaic, Woodland, Mississippian.

- ✓ Approximate times of existence
- ✓ Government
- ✓ Economy
 - Hunting
 - Farming
 - Trading

The students will be able to identify the four prehistoric tribes in Alabama. The students will also be able to recognize the Mississippian Indians and the beginning of the Mound Builder culture.

Materials:

Pencils

Expo markers

Graphic organizer

Note cards

Alabama History book

Alabama Map

Preprinted graphic organizer large enough for class

Preparation:

The teacher will prepare for the lesson by doing appropriate research on the Mississippian Indians and the town of Moundville. The teacher will prepare note cards to assist her in the lecture in order to hit high spots. The teacher will also prepare accommodating worksheets for the children with special needs.

Lesson Procedures:

The teacher will begin by reviewing what the students know about the Paleo Indians and the land bridge, the Archaic Indians and the Woodland Indians. The teacher will review the students Compare and Contrast graphic organizer to show the differences that have developed with weaponry and housing.

The teacher will begin by writing key questions on the board:

- How did the prehistoric Indians come to the United States originally?
- What county did the Paleo Indians settle in ?
- What kind of weapons did the Paleo Indians have?
- What is an archeologist?
- What is an artifact?

Directed Teaching:

The teacher will begin by reviewing yesterday's lesson with the students. The teacher will begin by asking the students the questions that are on the board. From here the teacher will then begin to explain how the Indians have progressed to form a culture that has begun to break into kinships that throughout Alabama along the Tennessee River and the Black Warrior River. The teacher will then introduce the Mississippian Indians. She will use graphic, whether hand drawn or computer generated to help show the students that may not be from Alabama the landscape and the general idea of what the landscape looks like. The teacher will continue to tell of the high priest and elders of the tribe. Using a graphic the teacher will explain how the elders and the high priest lived on top of the mounds that were created. The mounds were made to have large bases and built to have homes that they would live in. The other members of the tribe would live in houses made out of cane and mud. The teacher will explain that the Indians started using more solid structures because they were more settled due to trade and developing an economy.

Guided Practice:

The teacher will guide the students through the completion of their graphic organizer and the advancement of the culture. The teacher will continue to guide the students through leading questions.

The students are actively engaged with questioning and interacting in the discussion. The students are also working on their active listening skills.

E. Accommodations and Modifications:

Cognitive- students will actively be thinking during the lecture

Communication- students will be actively discussing and answering questions during the lecture

Motoric/kinesthetic- students will be working on holding pencils correctly, hand eye coordination and handwriting.

Tactile- these students will be able to write during the lesson so they will be actively touching something

Visual- the teacher will hand write the parts of the graphic organizer along with drawing pictures so that the children can get a general picture in their head where the book leaves blanks.

The lesson shall be modified so that there is a written graphic organizer on the board so that the children can copy it straight down and be able to concentrate on gaining some knowledge on things that might be foreign.

A Beginning Review of Prehistoric Indians

Lesson Objective:

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- ✓ Approximate times of existence
- ✓ Government
- ✓ Economy
 - Hunting
 - Farming
 - Trading

The students will be able to actively recognize the four pre-historic tribes and how they came to Alabama and how their culture and economy developed.

B. Materials:

Pencils

Expo markers

Graphic organizer

Vocabulary and Context Clue worksheet

Alabama History book

Alabama Map

Preparation:

The teacher will prepare by having review worksheets copied. The teacher will also be prepared with review questions to reconnect the material.

Lesson Procedures:

The teacher will begin by reviewing the graphic organizer that the students have been working on. The teacher will have prepared the context clues worksheet so that student can begin reviewing for their test on Wednesday.

Directed Teaching:

The teacher will review the four prehistoric tribes. From here the teacher will review the graphic organizer that the students have been working on. The teacher will then explain the context clues organizer and how to complete it.

Guided Practice:

The teacher will guide the students through the completion of their context clues vocabulary worksheet.

Accommodations and Modifications:

Cognitive- students will actively be thinking during the completion of their vocabulary worksheet.

Communication- students will be actively discussing and answering questions during the worksheet

Motoric/kinesthetic- students will be working on holding pencils correctly, hand eye coordination and handwriting.

Tactile- these students will be able to write during the lesson so they will be actively touching something

Visual- the teacher will hand write the parts of the graphic organizer along with drawing pictures so that the children can get a general picture in their head where the book leaves blanks.

The teacher will have an aide to help the children with needs to read and understand the vocabulary worksheet.

Review of Prehistoric Indians

Lesson Objective:

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Identify the major characteristic of prehistoric Indians: Paleo, Archaic, Woodland, Mississippian.

- ✓ Approximate times of existence
- ✓ Government
- ✓ Economy
 - Hunting
 - Farming
 - Trading

The students will be able to actively recognize the four pre-historic tribes and how they came to Alabama and how their culture and economy developed.

Materials:

Pencils

Review Sheet

Graphic organizer

Vocabulary and Context Clue worksheet

Alabama History book

Alabama Map

Preparation:

The teacher will prepare by having review worksheets copied. The teacher will also be prepared with review questions to reconnect the material.

Lesson Procedures:

Directed Teaching:

The teacher will review the four prehistoric tribes.

Guided Practice:

The teacher will guide the students through the completion of their review sheet for their test on Thursday.

Accommodations and Modifications:

Cognitive- students will actively be thinking during the completion of their review sheet

Communication- students will be actively discussing and answering questions during the worksheet

Motoric/kinesthetic- students will be working on holding pencils correctly, hand eye coordination and handwriting.

Tactile- these students will be able to write during the lesson so they will be actively touching something

Visual- the teacher will hand write the parts of the graphic organizer along with drawing pictures so that the children can get a general picture in their head where the book leaves blanks.

The teacher will prepare two versions of the review worksheet. Both are on proper grade level and subject material.

Jeopardy Review of Prehistoric Indians

Lesson Objective:

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Identify the major characteristic of prehistoric Indians: Paleo, Archaic, Woodland, Mississippian.

- ✓ Approximate times of existence
- ✓ Government
- ✓ Economy
 - Hunting
 - Farming
 - Trading

The students will be able to actively recognize the four pre-historic tribes and how they came to Alabama and how their culture and economy developed.

Materials:

Bell

Jeopardy game board

Review index cards

Preparation:

The teacher will prepare review cards for the class to answer for their test on Thursday.

Lesson Procedures:

The students will be quizzed on their knowledge of the material taught over the past five days. The students will have a question read to them and they will answer questions by ringing a bell.

Accommodations and Modifications:

Cognitive- students will actively be thinking during the answering of questions

Communication- students will have to communicate their answers through proper grammar usage

Motoric/kinesthetic- students will be working on hand eye coordination by trying to ring the bell and the students shall be moving to and from the game board

Tactile- the students will be able to hold onto the board as they are asked the questions

Visual- the teacher will have prepared different colored cards so that they are not the same color