

## Lesson Plan 13 - Native American History

### Objective(s) for the Lesson

- SS.0.08.05.03 Point out characteristics of various Native American cultures in West Virginia from pre-Columbian period to the arrival of Europeans.
- SS.0.08.05.09 Evaluate the cultural conflict between the Europeans and Native Americans as it relates to western Virginia.
- SS.0.08.05.11 Research and critique the role of ethnic and racial minorities, men, women and children in West Virginia who have made significant contributions to our history in the public and/or private sectors; choose the person you believe contributed the most significant contribution and explain your choice (e.g., statehood, abolition, education, industry, literature, government).
- SS.0.08.05.14 Point out and locate places of historical importance in West Virginia that can be visited by tourists.

### Time Frame

30 minutes (to teach); assignment due in two weeks

### Title(s) and Page Number(s) in the *West Virginia Encyclopedia* which provide content background for the teacher

Adena	p. 1
Aracoma	p. 21
Aracoma Hotel	p. 22
Archeology	p. 22
Boling Baker	p. 36
Bens Run Earthworks	p. 52
Buckongahelas	p. 88
Buffalo Archeological Site	p. 89
Buffalo Mask	p. 90
Captain Bull	p. 111
Cherokees	p. 130
Clover Archeological Site	p. 146
Cornstalk	p. 169
Cotiga Mound	p. 170
Fort Ancient Culture	p. 257
Grave Creek Mound	p. 294
Grenadier Squaw	p. 303
Indian Mound Cemetery	p. 360
Indian Trails	p. 360
Indian Wars	p. 360
Indians	p. 361
Iroquois	p. 369
Kanawha Madonna	p. 392

Kanawha Trail	p. 394
Killbuck	p. 402
Kyashuta	p. 406
Chief Logan	p. 432
Logan's Speech	p. 432
Marshall's Pillars	p. 455
May Moore Mound	p. 462
Mound Builders	p. 504
Painted Trees	p. 553
Seneca	p. 647
Seneca Rocks	p. 648
The Seneca Trail	p. 649
Shawnee	p. 653
Shenandoah River	p. 654
South Charleston Mound	p. 668
Joseph Tomlinson	p. 708

**Title(s) and Page Number(s) in the *West Virginia Encyclopedia* which provide instructional opportunities for the students**

*(optional)*

See teacher's list (above).

**Materials Needed**

*The West Virginia Encyclopedia*

**Procedures/Strategies**

*(Individual work)*

1. Provide students with the attached information sheet and rubric on Native Americans and myths and legends.
2. Divide the above list among the students (one per student).
3. The students will read their assigned article and write a myth or legend based on one or two facts in their reading.

For example, one can read in the article on Marshall's Pillars that quite often young lovers from different Native tribes were not allowed to marry and would jump to their death upon this news. One could write a myth about a young maiden turning into a Hawk upon her death to avenge and protect her warrior lover while in battle.

**Assessment**

Rubric

**Supporting Resources**

Rubric for Native American Study

## Native American Study

*Objective of study:* Student will demonstrate knowledge of his/her assigned article by incorporating one or two fact(s) from the article into the myth.

Student has listed their fact(s) below: ( 1 2 3 4 5 )

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

For example, one can read in the article on Marshall's Pillars that quite often young lovers from different Native tribes were not allowed to marry and would jump to their death upon this news. One could write a myth about a young maiden turning into a Hawk upon her death to avenge and protect her warrior lover while in battle.

Expository writing is writing that informs or explains a topic to a reader. Begin by following these foundational steps.

1. Consider your topic: what are the facts that you want to cover?
2. Consider your purpose: what is your reason for writing?
3. Consider your audience: who will read or listen to your writing?
4. Elaboration: add details to make your writing more interesting.

*Use the following guide for grading purposes:*

1. Student's myth shall be composed of at least 5 paragraphs. ( 2 4 6 8 10 )
2. Each paragraph shall have a MAIN IDEA. ( 2 4 6 8 10 )
3. Each paragraph shall have no less than 6 sentences. ( 2 4 6 8 10 )
4. Review each paragraph and add in DETAILS. ( 2 4 6 8 10 )
5. The essay has a clear beginning, middle and end. ( 2 4 6 8 10 )



