Sheltered Instruction Lesson Plans

Unit: Native Americans of the Midwest During the 1700's

Grade 4 Mainstream Class with Integrated English Language Learners

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Introduction
Title of unit: Native Americans of the Midwest during the 1700’s

Grade level: Grade 4

Target group: Mainstream class with integrated ELL students

Source of written reading material: This is My Country
Houghton Mifflin Co., 1994
Pages 154 - 158

Source of lessons: 3 Teacher’s Edition of This is My Country.
2 Teacher-created plans

Learning Goals:
- to understand the geography of the Midwest during the 1700’s,
- to understand the life of the Sioux Indians, and
- to understand the life of the Miami Indians
### AWARENESS

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>STRATEGIES</th>
</tr>
</thead>
</table>
| By the end of this unit, students should be aware that:  
1. Non-fiction text is organized differently than fictional text. | By the end of this unit, students should be aware that:  
1. Native Americans depended on natural resources.  
2. Native Americans valued and took care of nature. | By the end of this unit, students should be aware that:  
1. Note-taking assists in memorizing information.  
2. Graphic organizers assist in organizing information.  
3. Venn Diagrams graphically show comparisons. |

### KNOWLEDGE

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>STRATEGIES</th>
</tr>
</thead>
</table>
| By the end of this unit, students should know:  
1. The meaning and use of vocabulary related to the unit | By the end of this unit, students should know:  
1. The geographical regions where the Sioux and the Miami Indians lived during the 1700’s  
2. How the Sioux and the Miami Indians used natural resources  
3. Facts about the cultures of the Sioux and Miami Indians, with respect to their homes, food, and lifestyle | By the end of this unit, students should know:  
1. Which graphic organizers are useful for note-taking  
2. Which graphic organizers are useful for comparing and contrasting  
3. Which strategies are helpful in clarifying new vocabulary  
4. Which strategies are helpful in clarifying ideas and concepts |

### SKILLS

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>STRATEGIES</th>
</tr>
</thead>
</table>
| By the end of this unit, students should be able to:  
1. Describe the geography of the Midwest in the 1700’s  
2. Discuss elements of the cultures of the Miami and the Sioux Indians  
3. List ways in which the culture of the Miami and the Sioux Indians are alike and ways in which they are different  
4. Write an expository paragraph comparing the cultures of the Miami and the Sioux Indians | By the end of this unit, students will be able to:  
1. Shade a map to show the region where the Miami and the Sioux Indians lived during the 1700’s  
2. Make a model of the home of either the Miami or the Sioux Indians  
3. Show how the Indians made paint from natural resources | By the end of this unit, students should be able to:  
1. Record pertinent notes while reading assigned text  
2. Distinguish similarities and differences  
3. Apply clarifying strategies to new vocabulary  
4. Apply clarifying strategies to aid in comprehension of concepts |
The Importance of Implementing Sheltered Instruction Strategies

The purpose of using sheltered strategies is to make the input comprehensible and accessible to all students. The lessons which follow have been modified to include strategies that will make content and language objectives attainable by students of all levels of language proficiency. Numerical notations in brackets <> refer to the specific modifications, as identified in Figure 1 – The Sheltered Instruction Observation Protocol (SIOP), following this narrative. <AC> refers to ‘affective considerations’. <LS> refers to the explicit teaching of ‘learning strategies’.

The lessons provide vocabulary that is appropriate for various levels of language proficiency, while preserving vocabulary that is pertinent to the topic. Phrasal structures provide assistance with oral and written communication.

Throughout the lessons, concepts and vocabulary should be presented explicitly with clearly-enunciated speech that is naturally fluent. Pauses between phrases, facial expressions, and body language augment comprehensibility.

Students should be engaged in communicative discourse in a variety of settings. They should communicate with partners in pairs and in small group settings. Learning is further enhanced through the sharing of ideas in whole group settings. The teacher should be attentive and available to assist the students in negotiating meaning in all types of group settings. In whole group communication, the teacher should provide scaffolding by paraphrasing what others contribute, as needed.

Questions posed to the students should be stated clearly and in simple structure. They should include factual, as well as critical thinking questions. Adequate wait time should be provided before students are given a signal to raise their hands.

Constructive, positive feedback should be provided, when appropriate. Encouragement and acceptance of any amount of sharing is advised.
Lesson 1
**Title:** Native Americans of the Midwest during the 1700's  
**Grade Level:** 4  
**Target Group:** Mainstream classroom with integrated ELL students

**Lesson 1**

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**Functional / Notional Chart**

<table>
<thead>
<tr>
<th><strong>Function</strong></th>
<th><strong>Situation</strong></th>
<th><strong>Formula</strong></th>
<th><strong>Notions</strong></th>
<th><strong>Grammar Structure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and Shade</td>
<td>Midwest regional area</td>
<td>...the area which is now... It borders with ____</td>
<td>borders, states, region, north, south, east, West</td>
<td>past tense, directional phrases</td>
</tr>
<tr>
<td>Describe geographical features</td>
<td></td>
<td>The area was mostly... The area had... The area was covered by...</td>
<td>plains, river valley, prairie, flat, forested, trees, farming, hills</td>
<td>past tense, prepositional phrases, adjectives</td>
</tr>
</tbody>
</table>
Lesson Plan

Objectives: <I,1,2,3>
Students will identify and shade the Midwest region on a map
Students will describe the geography of the Midwest during the 1700’s

Materials: <I,4>
Large U.S. relief map, transparency and copies of timeline, transparency of a scene in the
Midwest during the 1700’s, transparency and 2 copies of a U.S. map per student,
students’ Social Studies texts which contain maps with map keys, crayons

Procedure:

(1A) Build Background <I,1,2,4> <II,(1),7,8,9> <II,(2),12> <II,(4),16> <II,(6),25>
Elicit prior knowledge of regions studied previously:
Using a relief map, review the locations and geographical features of other regions. As
students review locations, list directional phrases and geographical features on the board
for all to see. Briefly, but explicitly, discuss the meanings of each. Seek student-input
for this.
Using the transparency of the timeline of 1600 – present (time period studied in Grade 4
Social Studies curriculum), model how to shade 1700 – 1800, and have students shade
their own copies.
In small groups, have students brainstorm what they already know about the Midwest in
the 1700’s (no large cities, modes of transportation, etc.). List ideas on the board, using
simple phrases which may contain pertinent vocabulary. Show and discuss the
transparency of the scene in the Midwest during the 1700’s.
Post and discuss the content and language objectives (see above) for today’s lesson.

(1B) Facilitate New Learning <I,6> <II,(1),9> <II,(2),12> <II,(4),16> <II,(6),25>
Whole class – Using a large U.S. relief map with the Midwest region outlined, allow
students to feel the raised features of the region. Elicit students’ description of the
location and the geographical features. Explicitly refer to and add to the list of phrases
on the board. Using an overhead transparency of a U.S. map, encourage students to
outline the Midwest region and to take turns illustrating geographical features on the
transparency. Using the list of phrases on the board, seek volunteers to elaborate the
description of each geographical feature with a descriptive adjective. Add these details to
the list of phrases.
Distribute paper map handouts. Using maps and map keys from the Social Studies text as models, students work in pairs to outline and shade the Midwest region and to illustrate the geographical features of the area. Combine pairs to form small groups of 4. Have students orally describe their map shadings and features, and allow the students to modify the maps as they see fit. Listen to the students as they engage in discussion. Encourage each small group to share with the class the geographical features the group agreed upon. If possible, allow students at the beginner proficiency level to share in their native language. Again, allow students to modify their maps as they see fit. Pose critical-thinking questions to the group regarding how the specific geographical features might have affected the way people lived in the region. Provide adequate wait time before calling on any students. Examples: Why do you think people lived near rivers? Which kinds of animals do you think lived in the region? Why do you think that? After groups share and the discussion ends, review all pertinent vocabulary and concepts. Seek student-input for what is important to include in the review.

Distribute U.S. maps. Assign tasks based on proficiency levels. Explain, with examples, the directions for all assignments. (It should be explained to all students, at the beginning of the year, that assignments will vary among students, and that each student is expected to complete at least the assignments given to him/her. Additional work might yield extra credit.)

Assignment for all students: Make a dark line around the Midwest. Shade inside with crayon. Draw lakes and rivers. Show them in a map key.

Assignment for students with low levels of language proficiency and students with limited literacy skills: Use phrases from the board to write simple sentences about the Midwest.

Assignment for students with intermediate or advanced levels of language proficiency: use phrases from the board to write a paragraph describing the location of the Midwest and its geographical features.
Timeline

1600 1700 1800 1900 2000
Lesson 2
Title: Native Americans of the Midwest during the 1700’s
Grade Level: 4
Target Group: Mainstream classroom with integrated ELL students

Lesson 2

**Functional / Notional Chart**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Notions</th>
<th>Grammar Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build</td>
<td>Native American Home</td>
<td>tipi</td>
<td>wigwam Native Americans Sioux Indians Miami Indians</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>Native American Home</td>
<td>This is a model of a ______.</td>
<td>twigs cloth straw</td>
<td>present tense past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is made of ______.</td>
<td>(other materials used by the students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ was a good choice because ______.</td>
<td>tipi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Indians used ______.</td>
<td>wigwam natural resources fur skins bones (other natural resources used by Indians)</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

Objectives: <1,1,2,3>
Students will make a model of the home of either the Miami or the Sioux Indians. Students will describe how the Native Americans used natural resources to build their homes.

Materials: <1,4>
Transparency and copies of homes used by Native Americans, samples of natural resources which could be used to build the models (provided by students)

Procedure:

(2A) Build Background <1,1,2,3> <11,2,12> <11,3,15> <11,4,16,17> <11,6,23,24>

In pairs, have students draw what each thinks the homes might have looked like (one or 2 drawings. Post all drawings on the board and discuss similarities. In a whole group setting, explore reasons for certain features. Sample questions: “How are many drawings alike?” “Why do you think it was important for homes to be that way?” “Look for drawings that are very different. What is different about them?” “Why do you think homes were build this way?” “Raise your hand if you think the homes were high (gesture with arms) ... low (gesture with arms) ... long (gesture with arms) ... short (gesture with arms).”

Post and discuss the content and language objectives (see above) for today’s lesson.

(2B) Facilitate New Learning <1,3,4> <11,1,9> <11,2,12> <11,3,15> <11,4,16,17>

Distribute copies of illustrations of homes of Sioux Indians and Miami Indians. In groups of 3 or 4, have students discuss parts of the homes and materials used for building. Using transparencies to point to the parts, seek volunteers to share the findings of the group. As descriptions are given, list key vocabulary on the board, supplementing with any pertinent vocabulary that was not included in the students’ descriptions (skins, fur, twigs, sticks, clay, grass, bark, dirt, mud, stones, bones, etc.) Discuss all vocabulary listed on the board.

Elicit critical thinking: “Why would this kind of home be good Sioux Indians?” “Why would this kind of home be good for Miami Indians?” “Where would the Indians have found the materials used?” Elicit conclusions about the value of natural resources to the Native Americans.

Post and display illustrations of the homes of these two tribes and all key vocabulary for the remainder of the unit. Students will refer to these, as needed.
(2C) Application (over the period of 2 or 3 classes)  
<l,6> <l,(3),14,15> <l,(4),16,17,19> <l,(6),25> <l,(9),30> <AC>

Request that students gather materials and bring them in to school. Individually, each student designs their own drawing of the home he/she will build (similar to a blueprint of the outside of a home). Students will work at stations which are equipped with materials students have brought in. Depending on the proficiency level of the ELL’s in the class, you may have students work in pairs or individually. Either way, cooperation by all in assisting others, as needed, is encouraged. Acknowledge and provide positive feedback when cooperation is evident. You should circulate and assist, as needed, building students’ confidence and seeking students’ input: “Why did you choose ______ for this part?”

At the end of each class period, seek volunteers to share and explain their work in progress. If possible, allow students at the beginner proficiency level to share in their native language. This discussion helps students who may need ideas for building their own. It also models verbalization of the process, increasing the chance that less proficient students will volunteer to share their work. As students complete their models before others, encourage them to volunteer in helping anyone who wishes assistance.

(2D) Practice / Informal Assessment  <l,(4),16,17> <l,(9),29> <AC>

After all students have completed their models, have each student share his/her model with a partner. Then, have each student share his/her model in a group of 4 or 5 students. Finally, after having had the opportunity to share twice, and having listened to 4 or 5 other students share theirs, encourage students to share with the whole class. Provide positive feedback for any amount of sharing. If the student sharing seems comfortable, elicit questions about the model from other students (peer interaction in a whole group setting).

(2E) Review:  <l,(3),15> <l,(9),27,28>

Using the upgraded, posted list of vocabulary, in a whole group setting, discuss how each term is related to the topic. Guide the students to draw conclusions about the dependence on natural resources by the Sioux and Miami Indians. “What natural resources do you think the Indians looked for when they chose a place to live?” “How do you think the Indians took care of the natural resources?” “Why was it important to take care of the resources?”
9 A thatched temple of the Taënsa (neighbours of the Natchez), standing on its earthen mound, shows a last ripple of influence from classical Mexico. Mississippian culture of the 16th century.

18 A 15th century Iroquois village in New York State. Maize growing, hunting and skin clothing typified the various Iroquois tribes before European contact.
Lesson 3
Title: Native Americans of the Midwest during the 1700’s  
Grade Level: 4  
Target Group: Mainstream classroom with integrated ELL students

Lesson 3

### Functional / Notional Chart

<table>
<thead>
<tr>
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<th>Situation</th>
<th>Formula</th>
<th>Notions</th>
<th>Grammar Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate</td>
<td>the process of making paint from natural resources</td>
<td></td>
<td>red, blue, green, brown, yellow</td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td>how the Indians made paint from natural resources</td>
<td>The Indians made paint from _____ by ____.</td>
<td>red, blue, green, brown yellow, grinding, crushing, (types of berries and plants)</td>
<td>past tense prepositional phrases noun phrases verb phrases</td>
</tr>
</tbody>
</table>
Lesson Plan

Objectives: <1,1,2,3>
Students will demonstrate how the Indians used natural resources to make paint.
Students will explain how the Indians used natural resources to make paint.

Materials: <1.4>
Transparencies of painted Indian faces, list of natural resources used for making paint:
(wildflowers, bark, different types of berries, nuts, roots), pestles, rolling pins, wax paper,
water, mixing sticks, disposable bowls, plastic gloves, aprons, Making Paint Recording
Sheet for each student

Procedure:

(3A) Build Background <1,1,2,3> <II,(1),9> <II,(2),12> <II,(3),15> <II,(4),16,17,18>
Share the transparency of painted Indian faces. In small groups, guide the students in
discussing origin of the paint. Elicit critical thinking: “Where do you think the Indians
got the paint?” (They made it.) “How do you think they made it?” “Where do you think
they got what they needed?” Provide sufficient wait time for thinking and responses.
In a whole group setting, seek volunteers to share what was discussed in the small
groups. Record key vocabulary used by student volunteers. Add and discuss additional
key vocabulary not mentioned. Use gestures and objects to demonstrate the actions of
cutting/slicing, crushing/grinding.
Post and discuss content and language objectives (see above) for today’s lesson.

(3B) Facilitate New Learning <1,4> <II,(1),9> <II,(2),12> <II,(3),15> <II,(4),16,18>
In a whole group setting, display natural resources. Allow students to examine them.
Seek volunteers to identify them. List responses on the board and label the natural
resources as they are identified. Supply the names of the resources not identified and
label them. Post all key vocabulary used in a location of the room that will be visible
during the duration of the unit. Add new terms as they are used.
Elicit critical thinking: As you point to each natural resource, ask “What color do you
think the Indians made from this?” “What did they do to this?” Provide sufficient wait
time for thinking and responses. Seek a volunteer to demonstrate the process suggested.
Allow time for questions, answers, and/or comments.
(3C) Application <1,6> <II,(2),12> <II,(4),16,17> <AC>

Direct students to explore and record their actions and products. Distribute a recording sheet to each student. Using a transparency for the whole class to see, model how to use it for recording.
Assign a student with very low English communication skills to a group with a student who has slightly better English communication skills. The student with very low communication skills will learn from the LEP peer, as well as from the native English speakers, without feeling that his/her language skills are so much lower.
At stations with supplies and natural resources, in small groups of 4 or 5, students experiment using the natural resources to make paint.

(3D) Practice / Informal Assessment <1,6>

Independently, have students design painted faces on white paper. Using the paint made in the previous activity, paint the face drawings. Seek volunteers to share their painted designs. Encourage students with low language proficiency levels to show theirs, and using the labels of the natural resources, to say the names of the items used to make each color. Students at the intermediate and advanced levels of proficiency should be encouraged to use sentences when sharing theirs. Display all finished products.

(3E) Review <II,(6),25> <III,27,28>

Revisit the content and objectives with the whole group. Using input from the students, review the new vocabulary and concepts.
## Making Paint Recording Sheet

**What I used:**

- 
- 
- 
- 
- 
- 
- 
- 

**What I did:**

- 
- 
- 
- 
- 
- 
- 

*
Title: Native Americans of the Midwest during the 1700’s
Grade Level: 4
Target Group: Mainstream classroom with integrated ELL students

Lesson 4

### Functional / Notional Chart

<table>
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<tr>
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<th>Situation</th>
<th>Formula</th>
<th>Notions</th>
<th>Grammar Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare</td>
<td>cultures of Miami and Sioux Indians</td>
<td>homes</td>
<td>nouns, verbs, prepositional phrases</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>activities location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read</td>
<td>non-fiction, adapted text</td>
<td>tipi, wigwam farming, hunting</td>
<td>noun phrases, verb phrases, prepositional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>buffalo, Midwest, natural</td>
<td>phrases</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>resources, culture, shelter,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>beliefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record</td>
<td>key information</td>
<td>(same as above)</td>
<td>noun phrases, verb phrases, prepositional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>phrases</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>similarities and differences of</td>
<td>tipi, wigwam, farming, hunting</td>
<td>noun phrases, verb phrases, prepositional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sioux and Miami Indians</td>
<td>buffalo, Midwest</td>
<td>phrases</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

Objectives: <I,1,2,3>

Students will compare the cultures of the Sioux and Miami Indians.
Students will read adapted non-fiction text about both tribes.
Students will record notes about the culture of both tribes.
Students will list similarities and differences of the cultures of the Sioux and the Miami Indians.

Materials: <I,4,5>

Adapted non-fiction text, copies of the original Social Studies text, graphic organizer for note-taking, Venn diagram graphic organizer, pencil, crayons, board space

Procedure:

(4A) Build Background <II,(1),7,9> <II,(3),14> <II,(4),16,17> <LS>

Distribute and explain the graphic organizer which will be used for note-taking. In small groups, students write what they already know about each category. In a whole group setting, seek volunteers to share what they recorded. Allow students opportunity to add new information to their notes. As key vocabulary is used, record it for all to see. Discuss the vocabulary terms in context.

Post and discuss the content and language objectives (see above) for today’s lesson.

(4B) Facilitate New Learning <I,5> <II,(3),13,14> <II,(4),16,17,19> <III,29> <AC> <LS>

Determine which students will use the adapted text and distribute accordingly. Others will use their text. Pair up students who are using similar text; both partners should be reading either the adapted text or the original text. Any pre-literate ELL students should be paired with students of high beginner or low intermediate levels of language proficiency. Students read and record information on their note-taking graphic organizer. Circulate, listening, and providing feedback which uses key vocabulary and reinforces information they have recorded.

In a whole group setting, allow students to share their notes. If possible, allow students at the beginner proficiency level to share in their native language. Encourage others to add information to their own note-taking graphic organizer.
tribes using the same color. For example, since both tribes lived in the Midwest, references to that would be connected with a crayon line. If there are pre-literate students in the class, they should be allowed to draw the crayon line connecting similarities. This will serve as a visual guide with which to record similarities and differences.

(4C) Application  <II,(3),14>  <II,(4),16>  <III,29,30>  <LS>
Using a transparency, discuss how information is organized in a Venn Diagram. With a partner, each student, including any pre-literate students, copies information from their note-taking organizer to their Venn diagram. Circulate, assisting and providing feedback.

(4D) Practice  <II,(4),16,17>
Students return to the non-fiction text which they originally read. They reread it in search of any other information. In small groups, they share the similarities and differences.

(4E) Review  <III,27,28,29,30>
In a whole group setting, seek volunteers to identify similarities and differences. For each vocabulary term, ask, “How is this related to the Native Americans of the Midwest?”
Adapted text for lesson on Plains and Forest Indians

(Passive mode changed to active mode; complex sentences changed to simple sentences; key vocabulary is not changed)

Hunters on the Plains (pp. 155 – 156)

Indian tribes hunted buffalo in the late 1700’s on the Great Plains of the Midwest. Many Indian tribes lived on the Great Plains. The Sioux (Soo) were one of these tribes. They lived in the area of South Dakota.

Other Indian tribes lived in other parts of the Midwest. The Miami lived in the forests of Ohio and Indiana. In this lesson you will learn more about the Sioux and the Miami.

Buffalo fed on the grasses of the plains. They were the most important resource for the Sioux. The Sioux’s culture used the buffalo. Culture is a people’s way of life. It includes their food, clothing, shelter, activities, and beliefs. Each Sioux family lived in a tent called a tipi. Tipis were made of buffalo skin. The Sioux people dressed in buffalo skins and ate buffalo meat. They used the horns and bones from the animal to make tools and weapons, such as spoons and spearheads. They made many other products from buffalo and other plains animals.

The Sioux had no permanent homes. They moved often, always following the buffalo. Sioux families could carry all of their belongings from place to place. A group of these Indians was called a band. A band could be ready to move in less than two hours. The Sioux took care of the land and nature.

Farmers in the River Valleys (pp. 157 – 158)

Bands of Sioux traveled across all the northern plains, on both sides of the great Missouri River. Far to the east lived another Indian people, the Miami. These people made their homes in the thick forests near the Ohio River. Look at the map on p. 151 to help you locate the places where the Miami lived.
The Miami were hunters, like the Sioux. But the Miami culture was very different from the Sioux culture. Much rain fell where the Miami lived. The rain made the lands easier to farm than the dry plains of the Sioux. The Miami were both farmers and hunters.

Miami women grew corn, beans, and squash on large fields where they had cut down the trees. The men hunted deer and other animals for food and for skins. Men, women, and children gathered nuts and berries from the forests.

A Forest Culture (p. 158)

The Miami lived in permanent villages near their fields; they did not travel all the time like the Sioux. Their homes, called wigwams, were made of wood and were shaped like domes. The walls of the wigwams were made of bark from the trunk of the trees. The Miami also built canoes. They fished from these canoes in the rivers near the villages.

The Midwest in the 1700’s was a good home to many different Indian cultures. Some were buffalo hunters; others were farmers. Over the next 100 years, many settlers from the United States and Europe would move to this region. The way people in the Midwest used their land would change soon.
LESSON 1

Plains and Forest Indians

From on top of a small hill an Indian boy looks out over the wide, flat, treeless land. This is his first buffalo hunt, and he is excited and proud. His father and his uncles watch with him there, but no one speaks. The hunters keep very still. The only sounds are the soft whinnying of their horses and the easy breeze blowing through the tall, dry grass.

Then, in the far distance, the boy spots a herd of buffalo grazing on the grassy plains. His heart races at the sight of these great shaggy beasts with their long sharp horns. The boy cries out and the hunters charge. The thundering hooves of the buffalo and the Indians' horses raise up a huge cloud of dust. Five mighty buffalo fall in the rain of the hunters' arrows.

It has been a good hunt. The tribe offers a prayer of thanks. Soon the women of the family will begin to clean the hides and prepare a great feast for the tribe. The Indian boy's mother will make a special buffalo-hide robe for him.

**THINKING FOCUS**

Key Terms

- culture

*What can you tell about the geography of the Great Plains from this painting of a buffalo hunt by George Catlin?*
Hunters on the Plains

A buffalo hunt like this one might have happened in the late 1700s on the Great Plains of the Midwest. Many Indian tribes lived on the Great Plains. The Sioux (Soo) were one of these tribes. They lived in what is now South Dakota.

Other Indian tribes made their homes in forested river valleys in other parts of the Midwest. The Miami lived in the wooded valleys of what is now Ohio and Indiana. In this lesson you will learn more about the Sioux and the Miami.

The huge herds of buffalo that fed on the grasses of the plains were the most important resource for the Sioux. The Sioux's whole culture was based on the buffalo. Culture is a people's way of life. It includes their food, clothing, shelter, activities, and beliefs. Each Sioux family lived in a buffalo-skin tent called a tipi (TEE pee). The Sioux people dressed in buffalo skins, and ate buffalo meat. Horns and bones from the animal were made into tools and weapons.

UNDERSTANDING CULTURE

Your culture is as much a part of you as your hair or eyes. But unlike your body, culture is not something you are born with. Culture is something that you learn. You learn culture mostly from your parents, teachers, and friends. Culture includes all the customs, beliefs, and traditions they teach you. The foods you learn to eat and the songs you learn to sing are also part of your culture.

The culture of the Indians was based on a deep respect for nature. The Sioux and the Miami taught their children to value the land on which they lived.

When European settlers came to this country, they brought their own culture with them. Their clothing, food, and religious beliefs were not the same as those of the Indians. The way the settlers lived and the way they used the land was different.

Today we sing songs and celebrate holidays that come to us from people who lived here hundreds of years ago. These traditions are part of our culture. When you celebrate Thanksgiving Day, you are remembering the meal that European settlers and Indians once shared. Many people from different lands now live in the United States. They all enrich the culture of this country.
such as spoons and spearheads. Products made from buffalo and other plains animals supplied the Sioux with most of their daily needs. To learn about the culture of a different Indian people, the Chippewa, look at A Moment in Time on page 157.

The Sioux had no permanent homes. They moved often, always following the buffalo herds that roamed the plains. Sioux families could easily carry all of their belongings from place to place. A band, or group, of these Indians could break camp and move in two hours time.

The Sioux thought of the plains as a loving mother who fed and clothed them. They studied the natural world carefully. In 1933, Sioux chief Luther Standing Bear wrote of the Indian's love for nature in Land of the Spotted Eagle.

Sometimes we boys would sit motionless and watch the swallow, the tiny ants, or perhaps some small animal at its work... The world was a library and its books were the stones, leaves, grass, brooks, and the birds and animals that shared, alike with us, the storms and blessings of earth.

Farmers in the River Valleys

Bands of Sioux roamed across all the northern plains, on both sides of the great Missouri River. Far to the east lived another Indian people, the Miami. These people made their homes in the thick forests that grew in the valleys of
A Chippewa Gatherer

5:13 p.m., early Spring, 1750
A stand of maple trees near Cass Lake, Minnesota

Maple Sap
She will heat the sap by throwing hot stones from a fire into large wooden bowls of the sap. The heated sap will thicken into syrup. The tribe will use the syrup to make sweet drinks and season vegetables and meat.

Birchbark Container
She had placed the container at the foot of a maple tree in the early morning. Drop by drop sap had dribbled into the container from the tap she had cut into the tree.

Leather Food Pouch
A pouch filled with a mixture of dried blackberries and moose fat hangs from her belt by birch twine. She has been eating this all winter, and she'll be glad for warm weather—and fresh fruit!

Snowshoes
The wet snow of early spring is still deep. These snowshoes made of birch wood and beaver skin help her to move easily without sinking into the slushy snow.

Deerskin Clothing
She made her deerskin clothes, using cedar bark thread and a bone needle, while sitting by the fire during winter evenings. The rabbit fur in her robe helps to keep her warm in the cool evening air.
the Ohio and other smaller rivers. Look at the map on page 151 to help you locate the places where the Miami lived.

The Miami were hunters, like the Sioux. The Miami culture, however, was very different from that of the Sioux. Plentiful rains fell in the valleys where the Miami lived. The rain made the lands easier to farm than the dry and dusty plains of the Sioux. The culture of the Miami was based on farming as well as hunting.

Miami women grew corn, beans, and squash on large fields that had been cleared of trees. In forests and meadows, the men hunted deer and other animals for food and for skins. Men, women, and children gathered nuts and berries from the forests.

A Forest Culture

Unlike the wandering Sioux, the Miami lived in permanent villages near their fields. Trees from the rich forests gave them plenty of wood to make their dome-shaped houses, or wigwams. Bark from the same trees made the walls of the wigwams. The Miami also used birch tree bark to build light, strong canoes. Fishing from these canoes in rivers near their villages was another important part of their culture.

The Midwest in the 1700s was a good home to many different Indian cultures, from the ever-moving buffalo hunters of the plains, to the settled farmers of the river valleys. Over the next 100 years, many settlers from the United States and Europe would also make their homes in this region. The way people in the Midwest used their land would soon change a great deal.

1. **FOCUS** How did Indians in the Midwest use the natural resources of the region?
2. **CONNECT** How was the culture of the Miami like the culture of the Indians in the Northeast?
3. **GEOGRAPHY** How did the geography of their lands influence the cultures of the Indians in the different parts of the Midwest?
4. **CRITICAL THINKING** One group of Native Americans often traded goods with another. What goods might Sioux and Miami Indians have exchanged if they had traded with each other?
5. **ACTIVITY** The painting on page 154 tells a lot about the geography of the Great Plains. Make a painting or drawing of your own that show's Miami farmers in their fields. What can you show about the geography of the Miami lands?
Graphic Organizer for Note-taking

_Sioux Indians:_

Where did they live?

Information about their homes:

Did they hunt?

Did they fish?

Did they farm?

Other information:

_Miami Indians:_

Where did they live?

Information about their homes:

Did they hunt?

Did they fish?

Did they farm?

Other information:
# Making Paint Recording Sheet

**What I used:**

- 
- 
- 
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- 
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- 
- 
- 
- 

**What I did:**

- * 
- * 
- * 
- * 
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- * 
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Lesson 5
Title: Native Americans of the Midwest during the 1700’s
Grade Level: 4
Target Group: Mainstream classroom with integrated ELL students

Lesson 5

Functional / Notional Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Notions</th>
<th>Grammar Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write</td>
<td>an expository paragraph</td>
<td>The tribes were alike in _______. The tribes were different in _______. They both _______. For example, _______.</td>
<td>alike, different, similar culture both</td>
<td>past tense</td>
</tr>
</tbody>
</table>
Lesson Plan

Objectives: <I,1,2>
Students will write the draft of an expository paragraph which compares the Sioux Indians and the Miami Indians.

Materials: <I,4>
Completed Venn diagrams, paper, pencil, model of paragraph format

Procedure:

(5A) Build Background <I,1,2,3> <II,(1),7>
Review elements of an expository paragraph: main idea sentence, 6 or more detail sentences, conclusion sentence.
Post and discuss the language objective (see above) for today’s lesson.

(5B) Facilitate New Learning <II,(2),11,12> <II,(4),16>
Using large chart paper, share a Venn diagram which compares and contrasts two students in the class. (Refer to sample, but prepare a Venn Diagram which compares two students the class knows). Discuss the similarities and differences. Using an overhead, and with input from students, prepare a color-coded expository paragraph which uses the information from the Venn diagram. Guide the students in identifying the main idea sentence in blue and the conclusion sentence in green. Discuss why the first sentence is a good main idea sentence, and why the last sentence is a good conclusion sentence. Together, read the detail sentences (red) which state the similarities and the detail sentences which state the differences, pointing to each corresponding detail on the Venn diagram. Display for all to see and distribute copies to be used for reference.

(5C) Application <II,(3),13,14> <II,(4),16> <III,29,30> <LS>
Give a skeletal paragraph to ELL’s that need it. If possible, work with ELL’s who are least proficient. Others work independently for about 5 minutes. Have volunteers share to give ELL’s some guidance. Allow them to continue while you circulate, providing feedback on their work. After about 10 minutes, allow volunteers to share what they have written so far. This will serve as scaffolding for those that need it.
Upon completion, students engage in self-monitoring by identifying the main idea sentence with a blue underline, and the conclusion sentence with a green underline. They should underline details about "how the tribes were alike" in orange and details about "how the tribes were different" in purple. This serves as a learning strategy and self-monitoring tool.

(5D) Practice <II,(4),16,17,19>

Reinforce the format of an expository paragraph by having students work in pairs, sharing their main idea sentences with each other. If possible, allow students at the beginner proficiency level to share in their native language. Then, share similarity details with each other, differences details with each other. Finally, share the conclusion sentence with each other.

(5E) Review <II,(4),16> <III,27,28>

Referring to the posted format of an expository paragraph, seek a volunteer to explain the elements of an expository paragraph.
Format of Expository Paragraph

(main idea sentence)

(6 or more detail sentences)

(conclusion or ending sentence)
Checklists
Observer: __________________________
Date: __________________________
Grade: __________________________
Class: __________________________

Teacher: __________________________
School: __________________________
ESL level: ________________________
Lesson: Multi-day  Single-day
 thruout the lesson (e.g., literal, analytical, and interpretive questions)

(4) Interaction
16. Frequent opportunities for interactions and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
17. Grouping configurations support language and content objectives of the lesson
18. Consistently provides sufficient wait time for student response
19. Ample opportunities for students to clarify key concepts in L1

(5) Practice/Application
20. Provides hands-on materials and/or manipulatives for students to practice using new content knowledge
21. Provides activities for students to apply content and language knowledge in the classroom
22. Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking)

(6) Lesson Delivery
23. Content objectives clearly supported by lesson delivery
24. Language objectives clearly supported by lesson delivery
25. Students engaged approximately 90–100% of the period
26. Pacing of the lesson appropriate to the students’ ability level

III. Review/Assessment
27. Comprehensive review of key vocabulary
28. Comprehensive review of key content concepts
29. Regularly provides feedback to students on their output (e.g., language, content, work)
30. Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson

Source: From Jana Echevarria, Maryellen Vogt, & Deborah Short, Making content comprehensible for English language learners: The SIOP model. Published by Allyn and Bacon, Boston, MA. Copyright © 2000 by Pearson Education Inc. Reprinted with permission of the publisher.
Sheltered ELL Strategies Checklist

The following references correspond with the ( ) in each lesson, identifying where each strategy is implemented.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson</th>
<th>Lesson</th>
<th>Lesson</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<tr>
<td>4</td>
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<td>5</td>
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<td></td>
</tr>
</tbody>
</table>

*Contextualized Lesson*

- **Visuals (Realia, Manipulatives, Gestures)**
  - Lesson 1A, B, C, D
  - Lesson 2A, B
  - Lesson 3A, B, C
  - Lesson 4B, C
  - Lesson 5B
- **Model (Instructions, Processes)**
  - Lesson 1A
  - Lesson 2A
  - Lesson 3A, C
  - Lesson 4A, B, C
  - Lesson 5B
- **Activate Background Knowledge**
  - Lesson 1A
  - Lesson 2A
  - Lesson 3A
  - Lesson 4A
  - Lesson 5A

*Make Text Comprehensible*

- **Graphic Organizers**
  - Lesson 1A, B
  - Lesson 2B
  - Lesson 3A, B
  - Lesson 4A
- **Develop Vocabulary**
  - Lesson 1A, B
  - Lesson 2B
  - Lesson 3A, B
  - Lesson 4A
- **Simplify Written Text**
  - Lesson 1A, B
  - Lesson 2A
  - Lesson 3A
  - Lesson 4A
  - Lesson 5A

*Make Talk Comprehensible*

- **Graphic Organizers**
  - Lesson 1A, B, C, D
  - Lesson 2A, B, C, D
  - Lesson 3A, B, C, D
  - Lesson 4A, B, C, D
  - Lesson 5A, B, C, D
- **Frame Main Ideas**
  - Lesson 1A, B, C, D
  - Lesson 2A, B, C, D
  - Lesson 3A, B, C, D
  - Lesson 4A, B, C, D
  - Lesson 5A, B, C, D
- **Pace Speech**
  - Lesson 1A, B, C, D
  - Lesson 2A, B, C, D
  - Lesson 3A, B, C, D
  - Lesson 4A, B, C, D
  - Lesson 5A, B, C, D

*Engage: Opportunities for Output*

- **Teacher Questioning Strategies**
  - Lesson 1C
  - Lesson 2A, B
  - Lesson 3A, B
  - Lesson 4E
  - Lesson 5B
- **Teacher Response Strategies**
  - Lesson 2A, B, C
  - Lesson 3A, B, D
  - Lesson 4B, C, E
  - Lesson 5B, C
- **Instructional Conversations**
  - Lesson 1A, C
  - Lesson 2B, C
  - Lesson 3C
  - Lesson 4B, D
  - Lesson 5B, D

*Engage at Appropriate Language Proficiency Levels*

- **Use appropriate questions for level**
  - Lesson 1C
  - Lesson 2A, B
  - Lesson 3A
  - Lesson 4E
  - Lesson 5B
- **Assign appropriate tasks for varying levels**
  - Lesson 1D
  - Lesson 2C
  - Lesson 3D
  - Lesson 4B
  - Lesson 5C

*Literacy/Academic Development*

- **Allow use of L1 for planning and Conceptualizing**
  - Lesson 1A, C
  - Lesson 2B, C
  - Lesson 3C, D
  - Lesson 4B, D
  - Lesson 5B
- **Lots of real oral and written language**
  - Lesson 1A, C
Functions Check List

Native Americans of the Midwest During the 1700's
Lessons 1 – 5
ESOL

The numbers on this list refer to the lessons in which the functions are implemented.

<table>
<thead>
<tr>
<th>Language Proficiency Level:</th>
<th>Pre-literate</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>Identify</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Shade</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Describe (words)</td>
<td>1,2</td>
<td>1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe (sentences)</td>
<td></td>
<td></td>
<td>1,2</td>
<td>1,2</td>
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<tr>
<td>Build</td>
<td>2</td>
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<tr>
<td>Demonstrate</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Explain (words)</td>
<td>1,2,3,4,5</td>
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<tr>
<td>Explain (sentences)</td>
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<tr>
<td>Compare (connecting lines)</td>
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<tr>
<td>Read</td>
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<tr>
<td>Record</td>
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<tr>
<td>List</td>
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<tr>
<td>Write (paragraph)</td>
<td></td>
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<td>5</td>
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</tbody>
</table>
Grammar Check List

Native Americans of the Midwest During the 1700’s
Lessons 1 – 5
ESOL

The numbers on this list refer to the lessons in which the grammar points are addressed.

<table>
<thead>
<tr>
<th>Grammar Points:</th>
<th>Pre-literate</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tr>
<td>Noun Phrases</td>
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<tr>
<td>Verb Phrases</td>
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<td>2,3,4,5</td>
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<td>2,3,4,5</td>
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<tr>
<td>Prepositional Phrases</td>
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<td>1,3,4,5</td>
<td>1,3,4,5</td>
<td>1,3,4,5</td>
</tr>
<tr>
<td>Directional Phrases</td>
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<td>Present Tense</td>
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<td>2,3</td>
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<td>2,3</td>
</tr>
<tr>
<td>Past Tense</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>
Original Lessons
Original Lessons and Text
Lesson 1:

Explain to students that in this lesson they will learn about two different geographical areas of the Midwest—the plains and the river valleys—and the Indians who lived there. Point out that a people’s culture, or way of life, is greatly influenced by the natural resources in their geographical environment. Refer the students to the painting on this page. Ask them if they know what things the plains environment provided for the first people to live there. Tell students that they will learn in this lesson about many resources that the natural environment provided for Indians and how these resources influenced the way they lived.

Lesson 2:

As students become familiar with Lesson 1, divide them into two groups. Have one group construct a model of a tipi and the other a model of a wigwam. First, review with them the materials that Indians used to construct these shelters. Students can use cloth, sticks, straw, clay, and other natural materials, such as grasses, twigs, stones, bark, and dirt. They may want to consult an encyclopedia or library books for detailed drawings or explanations about the tipi and the wigwam.
Lesson 3:

After they have finished reading Lesson 1, direct students to additional background material on how the Sioux, Miami, or Chippewa used natural materials for dyes and paint to decorate themselves. Divide the students into small groups. Depending on the time of year, collect and dry wildflowers, bark, berries, nuts, roots, or seed pods. Have students “grind” each dried sample with a wooden pestle or rolling pin to make a powder. Ground berries and barks may be diluted with water to make an ink or paint. Have students use the powders and inks to decorate.

Lesson 4:

Objective: Compare and contrast the culture of the Sioux Indians and the Miami Indians

Materials: Venn Diagram organizer, readings on the Indian tribes

Activity: After reading about both tribes, students list information about each tribe in the respective section of the Venn diagram. Information pertinent to both tribes is written in the overlapping section of the Venn diagram. Share diagrams and discuss.
Lesson 5:

Objective: Write an expository paragraph about the Souix and Miami Indians.

Materials: Venn Diagram with comparison

Activity: Review the elements of an expository paragraph. Review information about both Indian tribes. Students include the information about both tribes in an organized manner. Share paragraphs with class.
LESSON 1

Plains and Forest Indians

From on top of a small hill an Indian boy looks out over the wide, flat, treeless land. This is his first buffalo hunt, and he is excited and proud. His father and his uncles watch with him there, but no one speaks. The hunters keep very still. The only sounds are the soft whinnying of their horses and the easy breeze blowing through the tall, dry grass.

Then, in the far distance, the boy spots a herd of buffalo grazing on the grassy plains. His heart races at the sight of these great shaggy beasts with their long sharp horns. The boy cries out and the hunters charge. The thundering hooves of the buffalo and the Indians' horses raise up a huge cloud of dust. Five mighty buffalo fall in the rain of the hunters' arrows.

It has been a good hunt. The tribe offers a prayer of thanks. Soon the women of the family will begin to clean the hides and prepare a great feast for the tribe. The Indian boy's mother will make a special buffalo-hide robe for him.

Key Terms

culture

What can you tell about the geography of the Great Plains from this painting of a buffalo hunt by George Catlin?
Hunters on the Plains

A buffalo hunt like this one might have happened in the late 1700s on the Great Plains of the Midwest. Many Indian tribes lived on the Great Plains. The Sioux (Soo) were one of these tribes. They lived in what is now South Dakota.

Other Indian tribes made their homes in forested river valleys in other parts of the Midwest. The Miami lived in the wooded valleys of what is now Ohio and Indiana. In this lesson you will learn more about the Sioux and the Miami.

The huge herds of buffalo that fed on the grasses of the plains were the most important resource for the Sioux. The Sioux's whole culture was based on the buffalo. **Culture** is a people's way of life. It includes their food, clothing, shelter, activities, and beliefs. Each Sioux family lived in a buffalo-skin tent called a tipi (TEE pee). The Sioux people dressed in buffalo skins, and ate buffalo meat. Horns and bones from the animal were made into tools and weapons.

![](image)

**Understanding Culture**

Your culture is as much a part of you as your hair or eyes. But unlike your body, culture is not something you are born with. Culture is something that you learn. You learn culture mostly from your parents, teachers, and friends. Culture includes all the customs, beliefs, and traditions they teach you. The foods you learn to eat and the songs you learn to sing are also part of your culture.

The culture of the Indians was based on a deep respect for nature. The Sioux and the Miami taught their children to value the land on which they lived.

When European settlers came to this country, they brought their own culture with them. Their clothing, food, and religious beliefs were not the same as those of the Indians. The way the settlers lived and the way they used the land was different.

Today we sing songs and celebrate holidays that come to us from people who lived here hundreds of years ago. These traditions are part of our culture. When you celebrate Thanksgiving Day, you are remembering the meal that European settlers and Indians once shared. Many people from different lands now live in the United States. They all enrich the culture of this country.
Sheltered Instruction Lesson Plans

Unit: Native Americans of the Midwest During the 1700's

Grade 4 Mainstream Class with Integrated English Language Learners

Georgia Montes
May 12, 2003
such as spoons and spearheads. Products made from buffalo and other plains animals supplied the Sioux with most of their daily needs. To learn about the culture of a different Indian people, the Chippewa, look at A Moment in Time on page 157.

The Sioux had no permanent homes. They moved often, always following the buffalo herds that roamed the plains. Sioux families could easily carry all of their belongings from place to place. A band, or group, of these Indians could break camp and move in two hours time.

The Sioux thought of the plains as a loving mother who fed and clothed them. They studied the natural world carefully. In 1933, Sioux chief Luther Standing Bear wrote of the Indian’s love for nature in Land of the Spotted Eagle.

Sometimes we boys would sit motionless and watch the swallow, the tiny ants, or perhaps some small animal at its work. . . . The world was a library and its books were the stones, leaves, grass, brooks, and the birds and animals that shared, alike with us, the storms and blessings of earth.

Farmers in the River Valleys

Bands of Sioux roamed across all the northern plains, on both sides of the great Missouri River. Far to the east lived another Indian people, the Miami. These people made their homes in the thick forests that grew in the valleys of
A Chippewa Gatherer

5:13 p.m., early Spring, 1750.
A stand of maple trees near Cass Lake, Minnesota

Birchbark Container
She had placed the container at the foot of a maple tree in the early morning. Drop by drop, sap had dribbled into the container from the tap she had cut into the tree.

Maple Sap
She will heat the sap by throwing hot stones from a fire into large wooden bowls of the sap. The heated sap will thicken into syrup. The tribe will use the syrup to make sweet drinks and season vegetables and meat.

Leather Food Pouch
A pouch filled with a mixture of dried blackberries and moose fat hangs from her belt by birch twine. She has been eating this all winter, and she'll be glad for warm weather—and fresh fruit!

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The wet snow of early spring is still deep. These snowshoes made of birch wood and beaver skin help her to move easily without sinking into the slushy snow.

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She made her deerskin clothes, using cedar bark thread and a bone needle, while sitting by the fire during winter evenings. The rabbit fur in her robe helps to keep her warm in the cool evening air.
After clearing the fields of trees, the Miami Indians grew crops, like the acorn squash pictured above, on their farms. The Ohio and other smaller rivers. Look at the map on page 151 to help you locate the places where the Miami lived.

The Miami were hunters, like the Sioux. The Miami culture, however, was very different from that of the Sioux. Plentiful rains fell in the valleys where the Miami lived. The rain made the lands easier to farm than the dry and dusty plains of the Sioux. The culture of the Miami was based on farming as well as hunting.

Miami women grew corn, beans, and squash on large fields that had been cleared of trees. In forests and meadows, the men hunted deer and other animals for food and for skins. Men, women, and children gathered nuts and berries from the forests.

A Forest Culture

Unlike the wandering Sioux, the Miami lived in permanent villages near their fields. Trees from the rich forests gave them plenty of wood to make their dome-shaped houses, or wigwams. Bark from the same trees made the walls of the wigwams. The Miami also used birch tree bark to build light, strong canoes. Fishing from these canoes in rivers near their villages was another important part of their culture.

The Midwest in the 1700s was a good home to many different Indian cultures, from the ever-moving buffalo hunters of the plains, to the settled farmers of the river valleys. Over the next 100 years, many settlers from the United States and Europe would also make their homes in this region. The way people in the Midwest used their land would soon change a great deal.

1. **FOCUS** How did Indians in the Midwest use the natural resources of the region?
2. **CONNECT** How was the culture of the Miami like the culture of the Indians in the Northeast?
3. **GEOGRAPHY** How did the geography of their lands influence the cultures of the Indians in the different parts of the Midwest?
4. **CRITICAL THINKING** One group of Native Americans often traded goods with another. What goods might Sioux and Miami Indians have exchanged if they had traded with each other?
5. **ACTIVITY** The painting on page 154 tells a lot about the geography of the Great Plains. Make a painting or drawing of your own that shows Miami farmers in their fields. What can you show about the geography of the Miami lands?