



A Lesson on Potawatomi Prairie by Kevin Walker

Grade Level: Grade 8

Subject Area: English Language Arts

Lesson Length: More than 3 hours

Lesson Keywords: Collaborative work, critical thinking, creative writing

Lesson Description: Students will read and understand all information pertaining to the Potawatomi passage.

Students will understand and define all vocabulary words pertaining to the Potawatomi Passage.

Students will answer all questions pertaining to the Potawatomi passage.

Students will be placed in groups to collaboratively discuss the Potawatomi tribe.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Write narratives to develop real or imagined experiences or events using : Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

Potawatomi Prairie

by

Content: The Potawatomi tribe came to this area several hundred years ago and established a home here for many decades. In summer, the families all relocated to one large village, while, in winter, they set up separate, smaller camps. The following paragraphs describe a typical year for a Potawatomi family in this area a couple hundred years ago. Can you imagine their homes as you read about their routines in the different seasons??

In the summer, we live in a big village where we use large poles to build our new house. Even though we cook outside, we build the roof so that it is a shelter over the cooking area as well. Therefore, the roof covers more than just the floor space, where we sleep. In the big village, my mother and I use a shoulder bone from a deer to plow our fields and plant our seeds. It is very difficult work; though, because of our hard work, we will have an abundant amount of food in the fall and can even share with other families if they do not have enough. We get to see our friends and the entire extended family, and there are so many exciting things to see and do in the summer. All of that makes summer my sisters favorite season, and it really is a fun time for all of us. My siblings and I get to roam and explore and go swimming. My mother also likes it because being with our big family means there are people to assist with the work and other people to talk with; she also gets to see her own brothers and sisters. My father gets to sit with the other men and he doesn't have to worry about us having enough food for a while. There is plenty of work to do, but everyone helps and there is company.

In the fall, we have a great amount of food: big squashes and pumpkins and corn, as well. Every day, I am able to harvest even more beans. We dry the big gourds to eat in the winter, when we will have less food and when it will be too cold to want to search for more. My father found salt from a salt spring, which we are using to dry the meat. This is so exciting because we sometimes run out of meat before the winter ends, or often times it spoils before we have a chance to eat it. I search for nuts and berries from the forest. Occasionally, I eat them when I find them, but I try to bring most of them home and we dry those too. Soon we will move to our winter site.

It is now winter and when we started looking for a place for our winter camp, we saw deer and raccoons. Therefore, we knew this would be a good place for hunting, and that we will even be able to have fresh meat this year. We set up a wigwam, which will be our house for the winter months. We stuck one end of tree branches in the ground and then tied them together in the middle. In the winter, we cook inside and we had to remember to leave a gap for the smoke from the fire to get out. In order for the wigwam to stay warm on the inside, we had to paste bark on the outside to insulate it and to help trap the heat inside. Today, it is cold and it just snowed. My father says that he will be able to see the tracks of elk in the snow and can more easily hunt them now. He will soon go to hunt and my mother says that afterwards we will have plenty of food, but also plenty of work as well; we will have to cut the meat from the animal and separate the skin to make blankets and rugs. If we don't have enough food in this place, we may move our camp to another location, with more animals. We will look for a place with even more animal tracks.

It is starting to get warmer, which means the spring is coming! In the spring, we can always find my favorite food: maple syrup. We make a hole in a tree and then the sweet juice comes out of the tree. My father made a fishing net from deer sinew and will go out to fish soon. He tied shells to the bottom of the net and when they fill with water, it sinks to the bottom of the stream. This summer, my brother will get to fish, as well. He has a line and a hook, which he uses to fish in the lake. Since we get fish in the winter only when we go out and cut through the ice, fishing is primarily a spring and summer job. I like fish and like to watch my father and my brother standing by the lake or the stream. My father likes the spring best. He says it is a time of hope because we start to see all the things that went to sleep in the winter waking up again. He hears the birds sing and sees the plants start to grow again. I like spring, too because soon we will see the flowers.

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Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Harvest **WordPhraseTier:** 2

Question: The author says "Everyday, I am able to harvest more beans." What does the word "harvest" mean in this sentence?

- A: We have to harvest the house.
- B: We have to change the harvest until tomorrow.
- C: We have to harvest the peas tomorrow.
- D: We have a harvest of flowers

Question: Which of the sentences below uses the word "harvest" correctly?

- A: We can show our harvest at the market.
 - B: There is no good reason to harvest parts.
 - C: We had an outstanding harvest this year.
 - D: There is nothing like a harvest moon.
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Q: 2 WordPhrase: Insulate **WordPhraseTier:** 2

Question: The author says, "we had to paste bark on the outside to help trap the heat inside" What does the word "insulate" mean in this sentence?

- A: To stop the sun from burning your skin.
- B: To insure your house is warm.
- C: To make sure your feet are cold.
- D: To ensure your meat is warm.

Question: Which one of the sentences below uses the word "insulate" correctly?

- A: I would like to insulate myself from the sun.
 - B: We can insulate insulate our house with layers of deer hide.
 - C: To insulate you must use leaves and branches.
 - D: Many people in the village use bark to insulate inside their wigwams.
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Q: 3 WordPhrase: Roam **WordPhraseTier:** 3

Question: The author says, "My siblings and I get to roam and explore" What does this word "roam" mean in this sentence?

- A: Run
- B: Back track
- C: Hike
- D: Travel aimlessly

Question: Which one of the sentences below uses the word "roam" correctly?

- A: The team is on a mission to roam.
 - B: I would like to travel all over without a map.
 - C: There are two books you can look through.
 - D: What is the perfect restaurant to go to?
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Q: 4 WordPhrase: Tracks **WordPhraseTier:** 3

Question: The author says, "Elk can be tracked by their tracks in the snow" What does the word "tracks" mean in this sentence?

- A: Antler size
- B: Their size
- C: footprints
- D: Fur markings

Question: Which one of the sentences below Uses the word "tracks" correctly?

- A: My last dollar was lost on the train tracks.
 - B: Come and listen to my music tracks with me.
 - C: To find my dog, I just follow his tracks.
 - D: We seem to have lost all tracks of time.
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Task 2: Forum Discussion

Instructions: Instructions: As a collaborative group (already formed) you will answer all three questions about the Potawatomi Passage. One member of the group will post your answers to the questions and the other group members will be responsible for posting one peer response to all other groups posts. (There will be no negative posts.)? Note: Use critical thinking and research to come up with your answers is a must. A minimum of 150 words for the answers and 75 word minimum for the peer response post.

1 - Why did the Potawatomi live in a large village during the summer months?

What were the advantages and disadvantages of living in a large village during the summer months?

2 - Why did the Potawatomi live in separate villages during the winter months?

What were the advantages and disadvantages in living in seperate villages during the winter months?

3 - Who was the main chief of the village during the summer months or what type of leadership did the Potawatomi have?

What, if any, were the advantages and disadvantages of being a tribal chief or any type of leadership during the summer months?

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Task 3: Writing Activity

Instructions: The students will write and post a 500 word essay on how you would create your own tribe, by using your creativity,?imagination, internet resources, and the Potawatomi passage to guide you.??

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