**Lesson Plan Sheet**

Name: Time Allotted: 35 min

Subject: Grade Level: Date

**Instructional Objectives: (The student will be able to…)**

-outline various Indian periods

**Materials Needed:**

**Scope and Sequence of the Lesson**

**SCORE**

**Introduction**:

**Lesson:** (Verbal input and visual modeling)

**Split students into 4 groups to summarize dif sections**

Summarize your section

-make a list of the important points

Origin?

What was the climate like

What did they eat? Plenty?

What did they use for tools/weapons?

Where/how did they live?

Changes?

**-make one person scribe**

**-copy points onto b-board**

**While students are in groups, WRITE headings on b-board**

-assist groups

**Discuss each group**

**Paleo-Indian Period**

-means “ancient Indians”

-probably came across Bering Strait

-some of land covered w/ ice

-hunted mastodons, wololly mammoths, and saber-toothed tigers as well as deer and fish

-ate berries, nuts, leaves, and roots

-used wooden spears

Archaic-Indian Period

-climate warmed, trees started growing

-lived in small groups, constantly on the move

-game more plentiful

-used nets as well as spears

-no farming

-only dogs as pets

Woodland Indian Period

-called Algonquians

-started using bow and arrows

-at first moved to follow food

-first lived in caves and shelters made from saplings

Late Woodland Period

-began planting crops

-stayed more in one place

-healthier, lived longer

-larger families

-better houses

**Guided Practice:** (Teacher assisted Practice)

**SEE above**

**Closure:** (check for understanding)

Copy info on b-board

-hand in to slot

**Independent Practice:** (Assignment-seat work/homework)

Copy info on b-board; READ pg 27-28

**Evaluation:**

Of teacher and lesson- Evaluate on a scale of 1 (low) to 10 (high)

\_\_\_\_\_\_ My degree of success in reaching my goal

\_\_\_\_\_\_ Student interest / motivation / participation

\_\_\_\_\_\_ Classroom management skills

\_\_\_\_\_\_ Meeting the special needs (learning style, handicapped)

Something(s) I’d do differently, or do again if I taught this lesson another time: