

# Frontier Grant Lesson Plan

**Teacher:** Kim Schumacher

**Topic:** Native American Tribes of Idaho

**Grade/Subject:** 4<sup>th</sup> grade/Social Studies

**Lesson Duration:** Approximately six 45 minute class periods

## Idaho Standards:

**Goal 1.3: Identify the role of American Indians in the development of the United States.**

- 4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.
- 4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.
- 4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.
- 4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.

**Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.**

- 4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.

**Goal 3.1: Explain basic economic concepts.**

- 4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

- 4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.



## **Guiding/Essential Questions:**

What are the 6 main tribes of Idaho?

Where are they located on a map?

How are the tribes unique? How are they similar?

## **Learning Activities:**

Individually, complete the six CSI activities. Complete a group informational poster for each tribe – detailed expectations on each CSI form.

## **Assessment Methods:**

Students will be assessed on their completed CSI folder and informational posters.

## **Host File # Nimi'ipuu**

When the white man first came to Idaho, this Indian tribe was located in the Central area of Idaho. Your mission, should you chose to accept it, is to identify the tribe, explain what “Ne-Mee-Poo” means, and explain how come they had so many horses.

The tribe . . . _____
“Nimi'ipuu (pronounced “Ne-Mee-Poo”) means . . . . .
_____
_____
They had so many horses because . .
_____
_____

## **Primary Source Document**

<http://www.native-languages.org/idaho.htm>

## **Informational Poster**

Now that you’ve identified the tribe of Idaho, work in your group to create an informational poster. You will need to search and print the following from the computer lab:

- Tribe Name (word art)
- Map of Idaho showing the tribe’s location
- Pictures of foods they ate (2)
- Pictures of houses they lived in (2)
- Pictures of them (2)
- Informational paragraph which needs to begin with a topic sentence and include two detail sentences.

## **Host File # River People**

When the white man first came to Idaho, this small Indian tribe was located in the Northern area of Idaho. Your mission, should you chose to accept it, is to identify the tribe, explain why they were often called the “River People”, and explain what kind of decision you would make if you were chosen to be chief.

The tribe . . . _____
They are called the “River People” because . . . . .
_____
_____
If you are chosen chief, you . . .
_____
_____

## **Primary Source Document**

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## **Informational Poster**

Now that you’ve identified the tribe of Idaho, work in your group to create an informational poster. You will need to search and print the following from the computer lab:

- Tribe Name (word art)
- Map of Idaho showing the tribe’s location
- Pictures of foods they ate (2)
- Pictures of houses they lived in (2)
- Pictures of them (2)
- Informational paragraph which needs to begin with a topic sentence and include two detail sentences.

## **Host File # Pend'Oreille**

When the white man first came to Idaho, this Indian tribe was located in the Northern area of Idaho. Your mission, should you chose to accept it, is to identify the tribe, explain why they were often called the "Pend d'Oreille," and explain how they used a stampede to aide their hunting trips.

The tribe . . . \_\_\_\_\_

They are called the "Pend'Oreille" because . . . . .

\_\_\_\_\_

\_\_\_\_\_

A stampede helped them in their hunting trips because . . .

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## **Informational Poster**

Now that you've identified the tribe of Idaho, work in your group to create an informational poster. You will need to search and print the following from the computer lab:

- Tribe Name (word art)
- Map of Idaho showing the tribe's location
- Pictures of foods they ate (2)
- Pictures of houses they lived in (2)
- Pictures of them (2)
- Informational paragraph which needs to begin with a topic sentence and include two detail sentences.

## **Host File # Snake**

When the white man first came to Idaho, this old Indian tribe was located in the Southeastern area of Idaho.

Your mission, should you chose to accept it, is to identify the tribe, explain why they were called the “Snake Indians,” and explain why they lived on nuts and insects.

The tribe . . . \_\_\_\_\_

They were called the “Snake Indians” because . . . .

\_\_\_\_\_

They lived on nuts and insects because . . .

\_\_\_\_\_

\_\_\_\_\_

## **Primary Source Document**

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## **Informational Poster**

Now that you’ve identified the tribe of Idaho, work in your group to create an informational poster. You will need to search and print the following from the computer lab:

- Tribe Name (word art)
- Map of Idaho showing the tribe’s location
- Pictures of foods they ate (2)
- Pictures of houses they lived in (2)
- Pictures of them (2)
- Informational paragraph which needs to begin with a topic sentence and include two detail sentences.

## **Host File # Awl**

When the white man first came to Idaho, this Indian tribe was located in the North Central area of Idaho.

Your mission, should you chose to accept it, is to identify the tribe, explain why their name means “heart of an awl”, and explain why they didn’t use horses very much.

The tribe . . . \_\_\_\_\_

Their name means “heart of an awl” because . . . . .

\_\_\_\_\_

They didn’t use horses much because. . .

\_\_\_\_\_

\_\_\_\_\_

## **Primary Source Document**

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## **Informational Poster**

Now that you’ve identified the tribe of Idaho, work in your group to create an informational poster. You will need to search and print the following from the computer lab:

- Tribe Name (word art)
- Map of Idaho showing the tribe’s location
- Pictures of foods they ate (2)
- Pictures of houses they lived in (2)
- Pictures of them (2)
- Informational paragraph which needs to begin with a topic sentence and include two detail sentences.



**Host File # - - - - -**

When the white man first came to Idaho, this Indian tribe was located in the Southwestern area of Idaho.

Your mission, should you chose to accept it, is to identify the tribe, explain how they may have gotten their name from a hair style, and explain why they didn't own very many things.

The tribe . . . _____
They may have gotten their name from a hair style because . . . . _____ _____
They didn't own very many things because . . . _____ _____

**Primary Source Document**

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**Informational Poster**

Now that you've identified the tribe of Idaho, work in your group to create an informational poster. You will need to search and print the following from the computer lab:

- Tribe Name (word art)
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- Pictures of foods they ate (2)
- Pictures of houses they lived in (2)
- Pictures of them (2)
- Informational paragraph which needs to begin with a topic sentence and include two detail sentences.