

## Lesson Plan for the NMU Information Literacy and Leadership Institute

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Title of Lesson: “America was not discovered by Columbus” Research and Presentation

Subject Area: English Language Arts

Grade Levels: 11-12

Approximate Time to Do Lesson: 2 Weeks

**Rationale:** The theme of this lesson is to research Native American topics through primary sources in the Upper Peninsula and how they affected that area and others. The importance of this lesson to student learning is to gain research skills, especially with primary sources, work through the writing process, and create and give a presentation. Lesson methodology should include: teacher reading, annotation, research, lecture and scaffolded practice of APA formatting, mini-lessons on presentation skills, credibility, and primary source analysis, and student public speaking. This lesson addresses critical information literacy by encouraging students to research topics from a Native American perspective in order to analyze the effects of various social factors on Native Americans in the U.P. and beyond.

**Standards Addressed:**

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

#### CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Modifications for Diverse Learning Needs:

- Transkribus for reading difficult writing ([app.transkribus.org](http://app.transkribus.org))
- TTS Reader for text to speech (<https://ttsreader.com/>)
- Typing Notes in Google Docs for those with writing accommodations
- Extended Time for those with time accommodations
- One-on-One Presentations for those that are unable to present in front of the class

#### Lesson Objectives:

1. Students will apply credibility and the search for primary sources to their research.
2. Students will engage with each other to research and create presentations.
3. Students will create a presentation using APA formatting and primary sources.
4. Students will present their research in paired groups to the class.

#### Lesson Procedures:

These plans are situated in 50-minute class periods over two weeks.

Week 1					
Monday	Introduce the Mini-Unit Main Concepts: Discuss Native American History,	Primary Source Analysis Worksheet: Discuss how to use it and clarify any sections (5	Teacher Read Aloud: Read the speech summary of “America was not discovered by Columbus”	Whole Class Analysis: Use the worksheet to analyze the speech summary and discuss each answer as a	Wrap-Up: Discuss what they learned today and mention what tomorrow holds for them (5

	Research Skills, and APA Formatting (10 minutes)	minutes)	(10 minutes)	group (20 minutes)	minutes)
Tuesday	Warm-Up: Write in your Writer's Notebook - "What is the most important thing that you learned yesterday?" (5 minutes)	Discuss APA Formatting Basics: In-text Citations and Reference Pages - Encourage students to take notes during lecture and then hand out the cheat sheet after students try to make their own (10 minutes)	Create an APA Citation as a whole class: Use the speech summary from yesterday and create both a full reference page citation and an in-text citation (10 minutes)	Begin Primary Source Analysis of Judge Garfield W. Hood's Oral History Interview - Students will work in groups of 2-4 to fill out a primary source worksheet for a section of the interview (15 minutes)	Wrap-Up: Group to Group Discussion - Have groups pair up and discuss what they found in their interview sections (10 minutes)
Wednesday	Warm-Up: Discuss with someone new (compared to yesterday) one new thing you learned and one thing that was reinforced for you yesterday (5 minutes)	Create an APA Citation - Each student should try to create their own in-text and reference page citations for the interview (10 minutes)	Compare to Exemplar Citations - Go over how to properly cite the interview and have students edit and/or revise what they wrote (10 minutes)	Discuss Credibility - Remind students about how to find credible sources and where to find excellent primary source documents (10 minutes)	Wrap-Up: Find partner for research project, discuss topic list to determine which groups will cover which topics, and begin some initial research (15 minutes)
Thursday	Warm-Up: Discuss with partners what direction you would like	Discuss Research and Project Goals - Go over primary and	Continue Research - Spend time researching the topic at	Wrap-Up: Each pair should create a goal for tomorrow's	

	your research to go today (5 minutes)	secondary sources and Discuss the Rubric for the presentation (10 minutes)	hand via primary and secondary sources (30 minutes)	research (5 minutes)	
Friday	Warm-Up: Class Discussion - What questions do you have about your research, APA, and/or the presentation project? (5 minutes)	Continue Research - This is the last full day for focused research (40 minutes)	Wrap-Up: Begin Discussing Presentations - How do you want to present your information? (5 minutes)		
Week 2					
Monday	Warm-Up: Expectations for the Project in Writer's Notebooks- Write down what you expect for yourself, your partner, and your pair in regards to this presentation project (5 minutes)	Share Expectations - Discuss in pairs what each partner expects and how to move forward with a plan (5 minutes)	Discuss Presentation Formats and Give Basic Overviews - Google Slides, Canva, Podcast, or Documentary (20 minutes)	Presentation Creation - Work in pairs to decide which format to use and begin creating that presentation (15 minutes)	Wrap-Up: Create a work list for the next two days - Who will do which parts? (5 minutes)
Tuesday	Get in and start creating! No warm-up; just a work day.	Work on Creating Your Presentation (50 minutes)			

Wednesday	Get in and start creating! No warm-up; just a work day.	Work on Creating Your Presentation (50 minutes)			
Thursday	Warm-Up: Write in Writer's Notebooks - What do you need to finish and practice? (5 minutes)	Discuss Submission Expectations - Go over how to submit each particular project (5 minutes)	Project Polishing and Practice - Finish project creation, edit GUMS, and practice presentation (35 minutes)	Wrap-Up: Debrief with partners and hype each other up for presentations tomorrow (5 minutes)	
Friday	Warm-Up: Get into pairs and make final adjustments and/or discuss final notes for presentation (10 minutes)	Presentation Time! (35 minutes)	Wrap-Up: Exit Ticket - What did you enjoy about this project? What could have been improved in this project? (5 minutes)		

Assessment: Presentation Graded with Rubric

Supporting Materials:

Summary of Tom Buckanaga at KBIC Tribal Center in Baraga: "America was not discovered by Columbus"

(<https://uplink.nmu.edu/islandora/object/nmu%3A97625?search=The%2520Nishnawbe%2520News%252C%25201972-06>)

Judge Garfield W. Hood Oral History Interview (Transcript)

(<https://uplink.nmu.edu/islandora/object/nmu%3A131783>)

Primary Source Analysis Worksheets (<https://www.archives.gov/education/lessons/worksheets>)

APA Citation Cheat Sheet

([https://docs.google.com/document/d/e/2PACX-1vTvqs7ks2dh3SYdcKWF\\_wym6X2TpAx6t4k2GqLuvUafV2-IgzaTXJHs\\_2NX2K6TPpAi03Gb-xDlt6st/pub](https://docs.google.com/document/d/e/2PACX-1vTvqs7ks2dh3SYdcKWF_wym6X2TpAx6t4k2GqLuvUafV2-IgzaTXJHs_2NX2K6TPpAi03Gb-xDlt6st/pub))

Student Research Topic List

([https://docs.google.com/document/d/e/2PACX-1vSqRa7XEEIGOHIsycvL5OFH0ZL7QMDf3A\\_IZFyofiORqS7ItmVAQ3fGg6G47KKqwl6ZlXTzpjiq2C5j/pub](https://docs.google.com/document/d/e/2PACX-1vSqRa7XEEIGOHIsycvL5OFH0ZL7QMDf3A_IZFyofiORqS7ItmVAQ3fGg6G47KKqwl6ZlXTzpjiq2C5j/pub))

Presentation Explanation and Rubric

([https://docs.google.com/document/d/e/2PACX-1vRinzVG3VoFGthKtno2s1HqdiKSXA\\_OtQQ0WpQwt-bGTtOV5WKCqUm6RKJY8X7G0R4xovl7DdV34QWv/pub](https://docs.google.com/document/d/e/2PACX-1vRinzVG3VoFGthKtno2s1HqdiKSXA_OtQQ0WpQwt-bGTtOV5WKCqUm6RKJY8X7G0R4xovl7DdV34QWv/pub))

Extension Resources:

American Indian Responses to Environmental Challenges:

<https://americanindian.si.edu/environment/>

Fred Dakota Interview Transcript:

<https://uplink.nmu.edu/islandora/object/nmu%3A2370?search=fred%2520dakota>

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