

# People of the Plains: Focus on American Indians - Final

## PPHM: Field Trip Plan

The Big Questions: Explain that as they participate in the activities the students will be seeking the answers to these questions.

1. Who are the “People of the Plains?” - The American Indians, pioneers and settlers, modern inhabitants
2. What evidence do we have as to how the first “People of the Plains” met their basic needs and what does the evidence tell us?”food, water, shelter, clothing, transportation
3. How did the American Indians meet these needs? In the artifacts they left behind we see the technology they used: clay pottery, bone tools, animal skins

### Materials:

1. a clipboard
2. copy of the note taking form
3. Modeling clay for at school follow up activity

### The Field Trip Lesson:

1. Engagement: Gather your students at the beginning of the “People of the Plains” permanent exhibit under the sign entitled “Experiments in Living.”
  - a) Identify three groups of people representing three eras of living on the Plains as: Native Americans, pioneers/settlers, and modern inhabitants such as these students.
  - b) Ask students to identify the basic needs of life. The sign may be used as a resource. A good list contains: food, water, shelter, clothing, and transportation.
  - c) Identify how people acquire these needs: manufacture or trade.
  - d) Direct students to respond to Big Questions 1 and 2 in their notes
  
3. Exploration: How do we know the way the American Indians met these needs?
  - a) artifacts - An object produced or shaped by human craft <sup>1</sup>
  - b) Move the students to the display of pots just around the corner from the beginning point. Point out the large pot and the place to find information on this pot.
  - c) Ask students to identify its use and which of the groups it represents: American Indians, pioneers/settlers, or modern people.

d) Send your students on an “artifact discovery” to locate a specific American Indian artifact and its use. Instruct students to complete the second portion of their notes once they choose an object. Explain that they may be called upon to speak about what the object they chose.

- i.* Remind students to discover this information through reading.
- ii.* Give students a reasonable time period and boundaries such as ten minutes within the limits of the “People of the Plains” exhibit room.

e) Recall students and ask several to act as “tour guides” to identify an artifact and its use.

f) Instruct students to complete Big Question 3.

5. Elaboration: Move inside the Antelope Creek exhibit so students can see the display of artifacts found there.

- a) Each student will locate an American Indian artifact in the “People of the Plains” exhibit area. Inform students that this object will be recreated with modeling clay at school. Students may choose to make only a piece of the artifact such as a pottery shard.
- b) Students will sketch the object and take notes so they can write a description for their “artifact” similar to the placards seen in the exhibits.
- c) Direct students to add additional information to Big Question 3

6. Evaluation: Gather the students to debrief their visit

- a) Ask the students to respond to the Big Questions that were introduced at the beginning of the tour using their notes.

7. This portion will take place back at school

- a) To demonstrate their learning each student will fashion a model of their sketch from a piece of modeling clay. (Remind students a model does not need to be actual size.)
- b) Next, students create a placard to accompany their artifact.
- c) Suggestion: Display the artifacts and placards in a showcase similar to an exhibit at the museum, or create a “dig site” similar to the one in the floor of the museum near the Antelope Creek exhibit.

8) Suggested accommodations for special needs students:

- a) In steps 3 and 5, accompany students that need help reading the information cards or understanding the ways needs are met.
- b) In step 5, guide students to artifacts they can reasonably recreate with clay.

9) Suggested accommodations for G/T students:

- a) In step 3, locate a common item with everyday uses that is also notable for its artistic details.
- b) For step 6, instruct a group of G/T students to locate artifacts that may be grouped by theme such as hunting or farming items. There should be no repetition of artifacts within a group. Students may arrange the artifacts to create an archeological dig site.