

4th grade Social Studies

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Title: Nez Perce Native American Tribe

Description:

There was an unexpected Indian outbreak that flared on June 1877. The Nez Perce of Oregon and Idaho were affected by this outbreak. In 1855 settlers began to appear in their country and the Native American tribes were forced off their land. There were many battles over land with the Nez Perce. This tribe had to travel through Yellowstone National Park to reach a new place to live in Bear Paw Mountains.

Prior Knowledge:

The students have been learning about Native American Tribes in North America. The following terms are prerequisites for this lesson: trade, natural resources, and nomadic. Map skills have already been introduced to the students as well.

Time Required: 60 minutes

Essential questions:

Who are the Nez Perce?

Why are they forced off their land?

What were their travels like going through Yellowstone?

Common Core Social Studies:

Native American Cultures:

SS4CC30 describe how early Native American cultures developed in North America.

SS4CC31 locate important physical features and man-made features in the United States.

ELA4CC85 write an informational piece in the various content areas that is organized, uses appropriate facts and details, and reflects the intended audience.

Materials:

Slide show of the Nez Perce

Pencil, and paper

Book "Chief Joseph's People and Their War" by Alvin M. Josephy Jr.s

Objectives:

Students will be able to describe the Native American culture of the Nez Perce. They will travel the same route the Native Americans took through Yellowstone. The students will be able to understand the physical features of Yellowstone and have a better understanding of what the Nez Perce went through on their journey.

Procedures:**Introduction:**

The students will watch a slide show on the Nez Perce Tribe. This slide show includes how they helped Lewis and Clark travel through the North West. It shows their homes, tools natural resources, trade, clothing, and why they are nomadic. It also has pictures of Nez Perce creek in Yellowstone. The slide show is attached. In the slide show has a short video clip under trade.

Content Development:

1. Have the students write on paper what they learned from the slide show. They need to include homes, tools, natural resources, trade and clothing.
2. Discuss with the students why they were forced off their land.
3. Share with students "Chief Joseph's People and Their War."
4. Show the students on a map how they got through their Nez Perce Reservation in Idaho through Yellowstone National Park to Bear Paw Mountains in Montana.
5. Have students in groups to discuss what landforms they had to travel through to get to Bear Paw Mountain.
6. In whole group have the students share what they learned.
7. Share with the students the different landforms that are in Yellowstone and what this Native American tribe must have gone through.

8. Give each student a map of the United States.

STATE CAPITALS



Produced by the Dept. of Geography
The University of Alabama

9. Have each student draw the route that the Nez Perce took and label Yellowstone National Park.

Summary and closing:

Have each child draw the different landforms they learned about when the Nez Perce went through Yellowstone.

Have students share their drawings.

Follow up and Evaluation:

Have the students fill in the table below.

Tribe and Region	Land and Landforms	Available Resources	Shelter	Clothing	Food	Permanent? Nomad?
Nez Perce						

Resources:

A.M Josephy Chief Joseph's People and Their War, The Yellowstone Association for Natural Science, History, & Education, Inc. 1964

The States Capital map was produced by the Department of Geography. The University of Alabama