UNIT OF STUDY: Ben Reifel, Native American politician

TITLE OF LESSON PLAN: Where in the World?

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

Geography:

3.G.1.1 Students are able to identify and use map components.

U.S. History

4.US.2.2 Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.

ASSESSMENT STRATEGIES:

- Class discussions
- Observation while working on maps
- Maps of South Dakota reservations

LEARNING OBJECTIVES:

- Students will identify map components using a South Dakota Highway Map.
- Students will locate reservations on the South Dakota Highway Map.
- Students will construct a map using map components.
- Students will understand why we have reservations and how they have changed through history.

TIME REQUIRED:

- Two class periods of 45 minutes each
MATERIALS/TECHNOLOGY NEEDED:

- South Dakota Highway Maps
- Outline map of South Dakota (provided)
- Markers, colored pencils, crayons, etc.
- Access to research materials via the Internet

BACKGROUND INFORMATION:

Ben Reifel was born in 1906 on the Rosebud Indian Reservation. South Dakota has nine major reservations that help make up the geography and culture of our state.

LESSON DESCRIPTION:

1. Discuss with the class what an Indian reservation is and why we have several reservations in South Dakota.
2. Explain to the students that Ben Reifel was born on the Rosebud Indian Reservation in 1906.
3. Pass out to the students South Dakota Highway maps. (You may do this in groups or have enough maps for each student in the class.)
4. Have the students unfold the maps and discuss the features on a map such as title, map key, compass rose, boundary lines, etc.
5. Have the students locate the Rosebud Indian Reservation.
6. Next, as you write the names of the nine Indian reservations on the board, have the students locate them on the South Dakota Highway Map.
7. Pass out South Dakota map outline. (provided in this unit)
8. Working alone, have each student make their own map of the nine Indian reservations in South Dakota. Instruct them that their maps must include map components such as a title, map key, compass rose, etc. that were discussed earlier. You may want the students to also include rivers, cities, and other features on their maps that would be important to life on the reservation.
9. If possible, once the students are finished, hang them on a bulletin board or on a wall for the class to see.
ENRICHMENT:

1. Have the students make a map of just the Rosebud Reservation and the major towns included within its borders. The students may also include rivers and streams of the Rosebud Reservation. Make sure the students use map components in drawing their maps.

2. Have the students do research and write an essay about one of the reservations. Have them include in their essay why the reservation is located where it is, why it has the boundary borders that it does and how the boundary lines have changed over time.

BIBLIOGRAPHY/RESOURCES:

- South Dakota Highway Maps
- http://www.kstrom.net/isk/maps/dakotas/sd.html
- South Dakota Art Museum Collection
  - Ben Reifel