

Name : Jean Dunstan Email : jeand1@excite.com
Stanton Township Public Schools School phone: 906-482-2797 Workshop: Face in the Rock ~Sept. 28, 2002

SUBJECT(S) IN WHICH UNIT WILL BE TAUGHT:

Language Arts Class (One 45-50 minute class period per day).
Social Studies Class (One 45-50 minute class period per day).

TARGET GRADE

Middle School 7th or 8th grade. (This unit was piloted with 7th grade students).

UNIT OVERVIEW

The lesson plan unit focuses on European and Native American interactions in the Upper Peninsula of Michigan during the 19th century and early 20th century. Lessons will expand students' knowledge of the lives of Lewis Cass, Henry Schoolcraft, Henry Wadsworth Longfellow, and their interaction with the Chippewa Indians of the Upper Peninsula of Michigan during the 19th century and early 20th century. The final project for the unit is a power point slide presentation depicting the central characters featured in the book *A Face in the Rock*.

REFERENCES CONSULTED

Biography of Henry Wadsworth Longfellow www.americanpoems.com/poets/longfellow

Daily Mining Gazette *20th Century in the Upper Peninsula: Pioneers Kawbawgam and White die*. Houghton, MI. 1999.

Graham, Loren R. *A Face in the Rock; The Tale of a Grand Island Chippewa*. University of California Press, Berkeley and Los Angeles, CA. 1995.

Hanson, Ashley; Rulison, Linda; Smith, Ruth Ann *A FACE IN THE ROCK: Legend, Lore and Loss of a Culture*. Hancock Middle School, Hancock, MI. October, 1999.

Historical information on Lewis Cass.

<http://www.clements.umich.edu/Webguides/Arlenes/C/Cass.html>

Information on Lewis Cass' unsuccessful bid for the presidency against Zachary Taylor.

<http://dig.lib.niu.edu/message/candidates-cass.html>

Longfellow, Henry Wadsworth. *The Song of Hiawatha*. YEAR ??

Quotes attributed to Lewis Cass, Michigan's Territorial Governor.

<http://www.brainyquote.com/quotes/quotes/l/q106124.html>

Schoolcraft, Henry R. *A Biography*. <http://www.ancestry.com/search/rectype/inddb/4167.htm>

Schoolcraft, Henry, R. *Schoolcraft's Ojibwa Lodge Stories: Life on the Lake Superior Frontier* Michigan State University Press, East Lansing, MI. 1997.

Schoolcraft, Henry, R. 1831 Map (Western U.P and Northern Wisconsin).

<http://www.marshfield.k12.wi.us/socsci/discovery/maps/schcrft.htm>

The Architect of the Capitol; Lewis Cass <http://www.aoc.gov/cc/art/nsh/cass.htm>

U.S. Forest Service Grand Island National Recreation Area Map

OBJECTIVES

Students will be able to:

1. Integrate technology into the Language Arts and Social Studies curriculum with power point slide presentations;
2. Conduct historical research using the internet;
3. Recognize the importance of preserving local, regional, and state history for the benefit of future generations.

PROCEDURE

ACTIVITY 1 – 10 to 15 minutes

Map Knowledge

MI Content Standards Addressed:

Science – Strand V – Geosphere 1.1

Describe and identify surface features using maps

Social Studies Strand V – Inquiry Content Standard 1 (1.2,1.3).

All students will acquire information from books, maps, newspapers, data sets, and other sources...

A map of Michigan is displayed along with the U.S. Forest Service map of Grand Island to orient the students to the area of study for this teaching unit. Class discussion centers on student knowledge of the landforms and topographical features of the Upper Peninsula and knowledge of island ecosystems.

ACTIVITY 2 – 15-20 minutes

KWL Chart

MI Content Standards Addressed:

Social Studies – Strand II Geographic Perspective 1.3

Explain why people live and work as they do in different regions

Discussion is centered on the student's prior knowledge of Grand Island's location, topography, landforms, vegetation, animal life, culture, and island residents.

Sample questions for initiating discussion for the KWL chart:

Where is Grand Island located?

Who are Native Americans?

How many Native American tribes were there in the Upper Peninsula in the 19th Century? Who were they?

Where did they come from?

What are their traditions?

How is their culture the same as yours?

How is their culture different from yours?

Students contribute their ideas for a KWL chart on the class chalkboard or whiteboard, and transfer these ideas into their own notebooks.

K- students write down what they KNOW about Grand Island.

W – students write down what they WANT to know about Grand Island.

L – students write down what they have LEARNED about Grand Island; this step is completed at the end of the teaching unit.

ACTIVITY 3 – 35-45 minutes

Language Arts Theme: Meaning and Communication

MI Content Standards Addressed:

English Language Arts Content Standard 1 (1.1-1.5)

All students will read and comprehend general and technical material.

English Language Arts Content Standard 3 (3.5,3.6, 3.8)

All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational, and civic contexts.

English Language Arts Content Standard 5 (5.1,5.3, 5.4,5.5)

All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

In-class reading of the book, A Face in the Rock begins on day one and continues at the rate of a chapter per day (20-30 minutes per day). On day one, the teacher reads the prologue to the students to acclimate the students to the developing story. After the prologue is read and discussed, a student reader is assigned to read Chapter 1: The Idyllic Life. Students take notes during the reading regarding characters, setting, legends, cultural events, and the language of the Grand Island Chippewa Indians. Class discussion of each chapter focuses on Meaning and Communication.

Day 2

ACTIVITY 1 – 20-30 minutes

Language Arts Theme: Meaning and Communication

MI Content Standards Addressed:

English Language Arts Content Standard 1 (1.1-1.5)

All students will read and comprehend general and technical material.

English Language Arts Content Standard 3 (3.5,3.6, 3.8)

All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational, and civic contexts.

English Language Arts Content Standard 5 (5.1,5.3, 5.4,5.5)

All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

In-class reading, note taking and discussion of A Face in the Rock, Chapter 2: From Peace to War.

ACTIVITY 2 – 20-30 minutes

MI Content Standards Addressed:

English Language Arts Content Standard 1 (1.1-1.5)

All students will read and comprehend general and technical material.

Reading comprehension small group activity – 3-4 students per group

Students are put in groups of three or four. Group members share their notes with each other, categorizing the characters, vocabulary, places (locations), and events from the story thus far. The following notes indicate what characters, vocabulary, places, and events are central to the development of the story. The students should understand these concepts from Chapter 1. This format is followed throughout the reading of the book. Students are placed in small groups to discuss the story when time permits, otherwise the comprehension questions are posed to the entire class.

Sample Notes from Chapter 1 – The Idyllic Life

Lakes and landforms - page 12

Social lakes – formed by a society of nonhuman animals

Echo Lake – Beaver population – giant beavers lived over 700 yrs ago

Native Americans and beavers lived in balance. (MI Content Std. Middle School Science - Ecosystems 5.3).

What did the Native Americans use the beavers for? (MI Content Std. Middle School Science – Ecosystems 5.5).

How did the Native Americans live in balance?

Eagle Lake – known as Duck Lake now.

Between the lake and Murray Bay a sacred place existed. This was where the Chippewa buried their dead. Abraham Williams and family are buried there; known today as Cemetery Beach.

Grand Island Formation - page 15

Science versus legend – Manito – created Grand Island in a fit of pleasure

Science Vocabulary (Science link to English Language Arts theme of Meaning and Communication).

Hydrostatic pressure –

Rectilinear –

Clastic dikes –

Slurry-

Grand Island Cultural Traditions – pages 16 and 17

Feast Days – Stone pots – talk about the formation of the pots.

The only way to feed a crowd.

Mishosha the Legend

MINONG – now called Isle Royale

Agates, carnelian, copper, etc.

Running was valued – a means of hunting and sport – they ran down the game

Characters

Mishosha – magic canoe; the legend

Characters (continued)

Panigwun – Last Wing Feather

Pangijishib – Little Duck

Pikwakoshib – Autumn Duck Chief of the Grand Islanders; Little Duck’s Father

Medweackwe – Sound of Wind in the Trees; Little Duck’s Mother

Setting

Where does Little Duck run? – Trout Bay

Why does Little Duck run?

Emotional experience – time to himself

Physical experience – runs to keep himself in shape and to be a good hunter.

Michipocoten Island – locate this island on a map.

Day 3

ACTIVITY 1 – 20-30 minutes

Language Arts Theme: Meaning and Communication

MI Content Standards Addressed:

English Language Arts Content Standard 1 (1.1-1.5)

All students will read and comprehend general and technical material.

English Language Arts Content Standard 3 (3.5,3.6, 3.8)

All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational, and civic contexts.

English Language Arts Content Standard 5 (5.1,5.3, 5.4,5.5)

All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

In-class reading, note taking and discussion of A Face in the Rock; Chapter 3 The Battle of the Cavern.

ACTIVITY 2 – 20-30 minutes

MI Content Standards Addressed:

English Language Arts Content Standard 1 (1.1-1.5)

All students will read and comprehend general and technical material.

Reading comprehension small group activity – 3-4 students per group

Students are put in groups of three or four. Group members share their notes with each other, categorizing the characters, vocabulary, places (locations), and events from the story thus far. The teacher circulates from group to group, monitoring the students' comprehension. This format is followed throughout the reading of the book, when necessary to make sure students are keeping on task. Students are placed in small groups to discuss the story when time permits, otherwise comprehension questions are posed to the entire class.

ACTIVITY 3 – 20-30 minutes

CONDUCTING HISTORICAL RESEARCH

MI Content Standards Addressed:

Social Studies Strand V. Inquiry Content Standard 2 (2.2,2.3,2.4)

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting investigations)

Students will begin to conduct web searches, encyclopedia, and library searches of central characters to the story A Face in the Rock. Broad search terms are first utilized when using search engines, such as entering *Grand Island Chippewa* as a search term.

Students keep a log of the results of their search, including the URL of each web site visited, and a bibliography of other sources.

Day 4

ACTIVITIES 1 AND 2 FROM DAY 3 ARE REPEATED ON DAY 4.

ACTIVITY 3 – 20-30 minutes

CONDUCTING HISTORICAL RESEARCH

MI Content Standards Addressed:

Social Studies Strand V. Inquiry Content Standard 2 (2.2,2.3,2.4)

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting investigations)

Students are given a list of European American characters who are central figures in future chapters of A Face in the Rock. The students choose one character from the list to research today.

European Americans featured in A Face in the Rock:

Lewis Cass, Henry Rowe Schoolcraft, Henry Wadsworth Longfellow

Information gathered on each character focuses on the following questions:

Who was this person?

What was this person's profession?

What connection do you think this person has with the story,

A Face in the Rock?

What do you find interesting about this person?

What surprises you about this person?

Students record their findings and write down the URL for each web site they visit and a bibliography of all other sources while conducting their historical research.

The following information is given to the students to get them started with their search:

www.encyclopedia.com

www.americanpoems.com/poets/longfellow

<http://www.clements.umich.edu/Webguides/Arlen/C/Cass.html>

<http://dig.lib.niu.edu/message/candidates-cass.html>

<http://www.brainyquote.com/quotes/quotes/l/q106124.html>

<http://www.ancestry.com/search/rectype/inddb/4167.htm>

<http://www.marshfield.k12.wi.us/socsci/discovery/maps/schcft.htm>

chive/poetry/Henry_Wadsworth_Longfellow/longfellow_hiawatha_contents.htm

Encarta encyclopedia on CD rom

Day 5

ACTIVITY 1 FROM DAY 3 IS REPEATED (STUDENT READING OF ONE CHAPTER FROM A FACE IN THE ROCK).

ACTIVITY 2 – 30-60 minutes (Continuation of Day 4, Activity 3)

CONDUCTING HISTORICAL RESEARCH

MI Content Standards Addressed:

Social Studies Strand V. Inquiry Content Standard 2 (2.2,2.3,2.4)

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting investigations)

Students are given a list of European American characters who are central figures in future chapters of A Face in the Rock. The students choose one character from the list to research today. Each student will research two of the following three people.

European Americans featured in A Face in the Rock:

Lewis Cass, Henry Rowe Schoolcraft, Henry Wadsworth Longfellow

Information gathered on each character focuses on the following questions:

Who was this person?

What was this person's profession?

What connection do you think this person has with the story,

A Face in the Rock?

What do you find interesting about this person?

What surprises you about this person?

Students record their findings and write down the URL for each web site they visit, as well as a bibliography for all other sources, while conducting their historical research. (Students may use the same web sites from Day 4, Activity 3).

Day 6

ACTIVITY 1 60-90 minutes

CONDUCTING HISTORICAL RESEARCH

MI Content Standards Addressed:

Social Studies Strand V. Inquiry Content Standard 2 (2.2,2.3,2.4)

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting investigations)

Students review their notes to come up with a list of Native Americans who are central characters (e.g., Powers of the Air, Shingwauk, Autumn Duck, Pearl Whisper) in the story A Face in the Rock. Students then conduct an internet, library and encyclopedia search for one or more of these characters, recording their findings as well as the URL's and a bibliography for each source visited while conducting their searches. Students will be responsible for researching two of the Native Americans featured in the book, A Face in the Rock.

Information gathered on each character focuses on the following questions:

Who was this person?

What was this person's position in life?

What connection does this person have with the story,

A Face in the Rock?

What do you find interesting about this person?

What surprises you about this person?

Students may use general search terms such as:

Ojibwa Indians

Chippewa Indians

Grand Island Chippewa Indians

Sioux Indians

Native Americans

Tips for teachers – Students will have a harder time finding information on the internet that relates to the Native American characters portrayed in Loren R. Graham's book, A Face in the Rock. Some of the information on central Native American figures will be found in the writings of Henry Rowe Schoolcraft

and Lewis Cass. Reference may be made to the list of sources used in the book, A Face in the Rock, as well as using information from the book itself.

Day 7

CONDUCTING HISTORICAL RESEARCH

MI Content Standards Addressed:

Social Studies Strand V. Inquiry Content Standard 2 (2.2,2.3,2.4)

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting investigations)

Students will begin to compile their internet and library search information into a power point presentation. The presentation will include at least two Native American characters and at least two European American characters from the book, A Face in the Rock. The rubric for the power point presentation is outlined in the next section, titled *Assessment*.

Teaching Tips: In order to complete the reading of the book A Face in the Rock, in this manner, it will take at least 15 thirty-minute sessions of students reading orally to the class. The students may begin working on the historical research for the power point presentation prior to completing the book. However, in order for the students to be able to tie the European American and Native American characters together in one presentation on Michigan/American History, it is recommended that the due date for the presentation follow the completion of the reading of the novel.

The specifics for setting up a power point presentation are not outlined here. It is assumed that students have the knowledge required to put together a slide show presentation, prior to beginning this unit.

ASSESSMENTS

Reading Comprehension

Student's reading comprehension is monitored throughout the reading of the book A Face in the Rock. Students will write down the vocabulary words they aren't familiar with on a vocabulary worksheet. This worksheet is worth 20 points. Students may submit up to five vocabulary worksheets during the reading of the book for credit.

Vocabulary Worksheet

Find four words from your reading or conversations that you are unsure of and complete the exercise below. (The words may not be found by "reading" a dictionary.) Worksheet Points: Questions 1-4 are worth 5 points each; 1 point is given for each correct answer. Vocabulary words must be spelled correctly in order to receive full credit.

1. Word: _____

Source: (Page #, title of source, and exact sentence or context of conversation in which you heard the word.)

Your definition: (Use context clues to help you decide.)

Dictionary Definition :

(Make sure you choose the most fitting definition if there is more than one.)

Use the word in a sentence that shows you understand its meaning.

2. Word: _____

Source: (Page #, title of source, and exact sentence or context of conversation in which you heard the word.)

Your definition: (Use context clues to help you decide.)

Dictionary Definition :

(Make sure you choose the most fitting definition if there is more than one.)

Use the word in a sentence that shows you understand its meaning.

3. Word: _____

Source: (Page #, title of source, and exact sentence or context of conversation in which you heard the word.)

Your definition: (Use context clues to help you decide.)

Dictionary Definition :

(Make sure you choose the most fitting definition if there is more than one.)

Use the word in a sentence that shows you understand its meaning.

4. Word: _____

Source: (Page #, title of source, and exact sentence or context of conversation in which you heard the word.)

Your definition: (Use context clues to help you decide.)

Dictionary Definition :

(Make sure you choose the most fitting definition if there is more than one.)

Use the word in a sentence that shows you understand its meaning.

POWER POINT PRESENTATION RUBRIC

Design.....25 possible points										
Consistent background throughout presentation.....	0	1	2	3	4	5				
Maximum of two fonts per presentation.....					0	1	2	3	4	5
Animation enhances the presentation	0	1	2	3	4	5				
Visual aids used; pictures, graphs, etc.....	0	1	2	3	4	5				
Timing - allows the viewer to read all information..	0	1	2	3	4	5				

TOTAL DESIGN

Content.....20 possible points.....										
European American research is evident.....	0	1	2	3	4	5				
Native American research is evident.....	0	1	2	3	4	5				
The characters' connection to the book <u>A Face in the Rock</u> is displayed.....	0	1	2	3	4	5				
The central theme of Native American and European American interaction is displayed..	0	1	2	3	4	5				

TOTAL CONTENT

Historical research.... 15 possible points.....

Reputable sources	0	1	2	3	4	5				
Sources are listed (Title of web page, URL's).....	0	1	2	3	4	5				
Sources other than internet used.....	0	1	2	3	4	5				

TOTAL RESEARCH

Overall quality of presentation ..5 possible points	0	1	2	3	4	5				
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TOTAL QUALITY

PRESENTATION TOTAL (65 POSSIBLE POINTS)

Brainstorming Ideas for Face in the Rock Lessons

- Internet search for historical characters.
- Pre-assessment or KWL

Q: Who are Native Americans?

- Q: Where did they come from?
- Q: What are their traditions?
- Q: How is their culture the same as yours?
- Q: How is their culture different from yours?

Each day read 10-15 minutes at the beginning of the day - designated readers

Timeline of characters lives - relate to different U.P. residents
Cass and Schoolcraft

Topography – follow the path of Powers of the Air

Art project – draw map with landmarks

Grand Island – Native Americans were self-sufficient on Grand Island. Can this be accomplished today?

Giant Beavers – as big as big bears

Burial traditions – compare European to Native American

Seven Grandfathers – English words and Anishanabe words (ask Delores for a translation).

Henry Wadsworth Longfellow – The Legend of Hiawatha. Identify parts of the poem that describe Powers of the Air's story

What is Gitchee Gumee? Translation?

Translate Native American place names: Pequaming, Keweenaw, Calumet, Ashwaubenon

Do Native American Crafts – Beaded necklace, two lungs

Find copies of the books described in Face in the Rock (Lewis Cass 1820 p. 67 in book; Williams 1840)