

Indigenous Lands of Indiana

Indiana State Academic Standards for
Lesson 4 of Hoosier History and Indiana
State Parks elementary school curriculum.



Activity:	Standards:	Benchmarks:	Assessment Tasks:	Key Concepts:
Home and Language	SS.4.1.2	Identify and describe historic Native American groups who lived in Indiana before the time of early European exploration, including ways that the groups adapted to and interacted with the physical environment.	Be able to name the various American Indian tribes who called Indiana home and where in the state they lived.	Indiana Indian tribes Indian removal Indiana rivers “Home” and what it means Indiana Indians today
	SS.4.3.9	Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana, and in the state’s location as a crossroad of America.	Identify important rivers in Indiana and explain their value to people and parks across time.	
	ELA.4.RV.2.5	Consult reference materials, both print and digital, to find the pronunciation and clarify the precise meanings of words and phrases.	Understand that the way we write and pronounce Indian words is different than how they may have originally been spoken.	
Disruption of Tribal Life	SS.4.1.5	Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s.	Be able to describe the reasons why the American Indians were removed and where they ended up settling, and understand the lifeways and landscape that were so important to American Indians living in Indiana before (and after) removal.	
What I Remember	ELA.4.W.3.3	Write narrative compositions in a variety of forms that establish an introduction, with a context to allow the reader to imagine the world of the event or experience, organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases, use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations, employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events, provide an ending that follows the narrated experiences or events.	Understand what “home” means to different people, and be able to write/speak descriptively to share the significance of a place	