

Indians or Native Americans?

Grade Level or Special Area: Kindergarten, History and Geography

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Length of Unit: Eleven lessons approximately 40 minutes each (with additional 20 minutes of craft activities)

I. ABSTRACT

This unit integrating math, reading, and writing skills with the Core Knowledge history and geography content for Native Americans allows students the opportunity to use higher level thinking and map skills to learn about how societies are affected by the regions they live in and how they change over time. Specific skills include comparing and contrasting, predicting, distinguishing between fact and fiction, and using their creativity to write a legend.

II. OVERVIEW

A. Concept Objectives

1. Understand that societies are diverse and have changed over time. [**Colorado State Standard History 3**]
2. Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources. [**CSS Geography 5**]
3. Read and understand a variety of materials. [**CSS Language Arts 1**]

B. Content from the *Core Knowledge Sequence*

1. **History and Geography:** Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: (p. 12)
 - a. Pacific Northwest: Kwakiutl
 - b. Great Basin: Ute
 - c. Southwest: Hopi
 - d. Plains: Lakota (Sioux)
 - e. Eastern Woodlands: Wampanoag
2. **History and Geography:** Maps and globes: what they represent, how we use them (p. 11)
3. **History and Geography:** Identify and locate North America on a map and globe (p. 11)
4. **History and Geography:** Locate the Atlantic and Pacific Oceans. (p. 11)
5. **History and Geography:** Rivers, lakes, and mountains: what they are and how they are represented on maps and globes (p. 11)
6. **History and Geography:** Locate North America, the continental United States. (p. 12)
7. **History and Geography:** Name and locate the town, city, or community, as well as the state where you live. (p. 12)
8. **Language Arts:** Story: *The Legend of Jumping Mouse* (Native American: Northern Plains legend) (p. 9)
9. **Language Arts:** Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. (p. 8)
10. **Language Arts:** Distinguish fantasy from realistic text. (p. 8)
11. **Language Arts:** Listen to and understand a variety of texts, both fiction and nonfiction. (p. 8)
12. **Language Arts:** Write his or her own name (first and last). (p. 8)

13. **Language Arts:** Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”). (p.8)
 14. **Math:** Interpret simple pictorial graphs. (p. 17)
 15. **Math:** Extend a sequence of ordered concrete objects. (p. 17)
- C. Skill Objectives
1. Students will be able to follow the oral directions of the teacher.
 2. Students will write their first and last names.
 3. Students will be able to identify the letter that makes the beginning sound of a word (Pacific=P, Atlantic=A).
 4. Students will be able to identify the letter that makes the beginning sound of a word (Canada=C, Mexico=M).
 5. Students will locate, label, and color the Pacific Ocean.
 6. Students will locate, label, and color the Atlantic Ocean.
 7. Students will locate, label, and color Canada.
 8. Students will locate, label, and color Mexico.
 9. Students will locate, label, and trace the borders of the continental United States.
 10. Students will locate and trace rivers on a map.
 11. Students will locate and color lakes on a map.
 12. Students will locate and trace mountains on a map.
 13. Students will listen to and discuss a non-fiction story about maps.
 14. Students will locate their state (Colorado) on a map.
 15. Students will locate their city (Denver) on a map.
 16. Students will discuss why maps are important.
 17. Students will listen to and discuss a non-fiction story.
 18. Students will compare and contrast the many tribes in the story.
 19. Students will write one thing that they think they know about Native Americans.
 20. Students will use their knowledge of maps to predict what a region’s living conditions are like.
 21. Students will record what they learn about the tribe on a graph.
 22. Students will compare their predictions to facts on a graph.
 23. Students will locate and record where a tribe lived, on a map.
 24. Students will write about one of their own accomplishments and create a nickname to go with that event.
 25. Students will write their name.
 26. Students will contemplate how Native Americans communicated before they had an alphabet.
 27. Students will learn several symbols that Native Americans used to communicate.
 28. Students will make a decorated tepee or vest using symbols that they learned.
 29. Students will listen to a story and predict what will happen next.
 30. Students will answer questions about a story.
 31. Students will distinguish if the story is fiction or non-fiction.
 32. Student will write their own legend describing how birds got their feathers.
 33. Students will use their letter-sound knowledge to write words.
 34. Students will compare and contrast their former beliefs (stereotypes), recorded in a previous lesson, with what they have learned during the unit.
 35. Students will listen to and discuss how the different nations of Native Americans have changed over time.
 36. Students will answer questions about all things they have learned in this unit on a quiz.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Ashrose, C. *The Very First Americans*. New York: Grosset & Dunlap, Publishers, 1993. 0-448-10168-1.
 - 2. Ciment, J. & LaFrance, R. *Scholastic Encyclopedia of the North American Indian*. New York: Scholastic Inc., 1996. 0-590-22790-4.
 - 3. Fowler, A. *North America*. New York: Children's Press, 2001. 0-516-27299-3.
- B. For Students
 - 1. Columbus's mistaken identification of "Indies" and "Indians" (p. 12)
 - 2. Maps and globes: what they represent, how we use them (p. 11)
 - 3. Basic experience with the four cardinal directions (N, S, W, E)
 - 4. The Equator
 - 5. ABC patterns

IV. RESOURCES

- A. *The Very First American*, by Cara Ashrose (Lesson Four)
- B. *Scholastic Encyclopedia of the North American Indian*, by James Ciment (Lesson Eleven)
- C. *The Ute*, by Craig and Katherine Doherty (Lesson Seven and Eleven)
- D. *North America*, by Allan Fowler (Lessons One and Two)
- E. *What Your Kindergartner Needs to Know*, by E. D. Hirsch Jr. and John Holdren (Lesson Ten)
- F. *The Hopi*, by Elaine Landau (Lesson Six)
- G. *The Wampanoag Indians*, by Bill Lund (Lesson Nine)
- H. *Native American Activity Book*, by Linda Milliken (Lesson Eight)
- I. *...If You Lived With The Sioux Indians*, by Ann McGovern (Lesson Eight)
- J. *The Kwakiutl Indians*, by G. S. Prenstzas (Lesson Five)
- K. *Me on the Map*, by Joan Sweeney (Lesson Three)
- L. *The Hopi*, by Ann Heinrichs Tomchek (Lesson Six)

V. LESSONS

Lesson One: What and where is North America? (approximately 40 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
 - 2. Lesson Content
 - a. Identify and locate North America on a map and globe
 - b. Locate the Atlantic and Pacific Oceans.
 - c. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - d. Locate North America, the continental United States.
 - 3. Skill Objective(s)
 - a. Students will be able to follow the oral directions of the teacher.
 - b. Students will write their first and last names.
 - c. Students will be able to identify the letter that makes the beginning sound of a word (Pacific=P, Atlantic=A).
 - d. Students will locate, label, and color the Pacific Ocean.
 - e. Students will locate, label, and color the Atlantic Ocean.

- B. *Materials*
1. *North America* by Allan Fowler, if you are unable to find this book read from *What Your Kindergartner Needs to Know* by E. D. Hirsch and John Holdren, p. 126
 2. A globe of the world
 3. A map of the world
 4. One copy of Appendices A and B for each student
 5. One copy of Appendix A copied onto an overhead transparency
 6. Overhead projector
 7. Vis-à-vis markers (overhead markers)
 8. Pencils
 9. Crayons or markers
- C. *Key Vocabulary*
1. Continents - one of the seven large land masses that cover the world
 2. Map – an accurate picture/drawing of the world on a flat piece of paper
 3. Globe – an accurate representation or model of the planet Earth
 4. Climate – the typical weather conditions in a certain region
 5. Region – an area that has several things in common (i.e. the southeastern area of the United States has a lot of everglades)
- D. *Procedures/Activities*
1. Display a world map that clearly shows the continents. *This is a map.* Ask the students if they know what a map is, and give the definition.
 2. *What do you notice on this map?* Accept all answers (i.e., water and land).
 3. *Does anyone know what a continent is?* Accept all answers and then give the definition referring to the map as you do.
 4. *There are seven continents and I would like us to count them.* Count the continents with the students' help on the map.
 5. Display a globe. *This is a globe.* Ask the students if they know what a globe is, and give the definition.
 6. *I would like to count the continents on the globe. Do you think there will be seven continents on the globe?* Accept all answers and then as a class count the continents.
 7. *We all live on one of these continents. Does anyone know which continent we live on?* Accept all answers.
 8. *We live on the continent of North America.* Point to North America.
 9. *Since we live here you might think that you know all there is to know about North America, but I bet there are some things that you don't know about our continent.*
 10. *I am going to read a book to you about our continent of North America. I want you to notice things that you did not know about our continent.*
 11. Show the book (or selection) that you will be reading to the students. Here is a possible way to introduce the book:
 - a. *The title of this book is: North America.*
 - b. *The author of this book is Allan Fowler.*
 - c. *Do you think that this book will be about clowns?* Accept all answers.
 - d. *What tells you what this book is about?* The title and the picture on the front cover.
 12. Read the book *North America* by Allan Fowler to the students, drawing their attention to the pictures. If you are unable to find this book read from page 126 of *What Your Kindergartner Needs to Know* by E. D. Hirsch and John Holdren.
 13. Discuss different things from the book. Possible discussion questions are:

- a. *There are many different climates and regions in North America. Give the definitions for climate and region.*
 - b. *What were some of the climates or regions you noticed from the book?* Possible answers are: mountains, deserts, plains, everglades, cold, wet, hot, dry.
 - c. Point to North America in the book or on a map. *What do you notice about North American when you look at it?* It is surrounded by water and the tip of it touches another continent.
 - d. *The continent it touches is South America.*
 - e. *The water surrounding North America is made up of two oceans. Does anyone remember the name of those oceans?* The Pacific and Atlantic.
14. Bring out the globe again. Have the students locate North and South America and then the Pacific and Atlantic Oceans.
 15. We are going to be working with our own map today to help us remember things that we learn about North America.
 16. Hand a copy of Appendix A to each of the students and have them write their first and last name on it (to save paper you may want to put Appendix B on the other side of it).
 17. Display your overhead of Appendix A. *Does anyone know what this is a map of?* North America.
 18. *This is a map of North America. Do you see the oceans on both sides of North America?* Yes.
 19. Point to the oceans. *I want you to color these oceans blue to represent the water. Do this on the overhead for an example and walk around the room to make sure the students have understood your directions.*
 20. *Now it is important for us to know which ocean is which. Point to the Pacific Ocean. This is the Pacific Ocean.*
 21. *What letter do you hear at the beginning of Pacific?* P.
 22. *Please write a capital letter P on the Pacific Ocean. Do this on your overhead and check student work for understanding.*
 23. Point to the Atlantic Ocean. *This is the Atlantic Ocean. What letter do you hear at the beginning of Atlantic?* A.
 24. *Please write a capital letter A on the Atlantic Ocean. Do this on your overhead and check student work for understanding.*
 25. *Tomorrow we will learn more about our North America maps.*
- E. *Assessment/Evaluation*
1. Teacher observation during map completion
 2. Use rubric from Appendix B for the map (Appendix A)

Lesson Two: Lines on a Map (approximately 40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
 2. Lesson Content
 - a. Identify and locate North America on a map and globe
 - b. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - c. Locate North America, the continental United States.

3. Skill Objective(s)
 - a. Students will be able to follow the oral directions of the teacher.
 - b. Students will be able to identify the letter that makes the beginning sound of a word (Canada=C, Mexico=M)
 - c. Students will locate, label, and color Canada.
 - d. Students will locate, label, and color Mexico.
 - e. Students will locate, label, and trace the borders of the continental United States.
 - f. Students will locate and trace rivers on a map.
 - g. Students will locate and color lakes on a map.
 - h. Students will locate and trace mountains on a map.
- B. *Materials*
1. *North America* by Allan Fowler, if you are unable to find this book read from *What Your Kindergartner Needs to Know* by E. D. Hirsch and John Holdren, p. 126
 2. A globe of the world
 3. A map of the world
 4. One copy of Appendix B (previously used) for each student
 5. One copy of Appendix C for each student
 6. One copy of Appendix C copied onto an overhead transparency
 7. Overhead projector
 8. Vis-à-vis markers (overhead markers)
 9. Pencils
 10. Crayons or marker
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Review previous lesson. Possible review questions are:
 - a. *Yesterday we read a book about North America. What are some things you remember from the book?*
 - b. Read portions of the book again if students have trouble remembering.
 - c. *The book mentioned that North America is made up of three countries. Does anyone remember the name of those countries? Canada, the United States, and Mexico.*
 2. Hand a copy of Appendix C to each of the students and have them write their first and last name on it.
 3. Display your overhead transparency of Appendix C. *What continent is this? North America.*
 4. *This is a closer look at North America. You are looking mainly at the country that we live in. What is the name of our country? The United States of America.*
 5. *Above the United States is another country, what is the name of that country? Canada.*
 6. *Please lightly color Canada yellow. Do this on your overhead and check student work for understanding.*
 7. *What letter do you hear at the beginning of Canada? C.*
 8. *Please label Canada with a capital letter C. Do this on your overhead and check for student understanding.*
 9. *Below the United States is another country, what is the name of that country? Mexico.*
 10. *Please lightly color Mexico yellow. Do this on your overhead and check student work for understanding.*

11. *What letter do you hear at the beginning of Mexico? M.*
 12. *Please label Mexico with a capital letter M. Do this on your overhead and check for student understanding.*
 13. *Now the space in between Canada and Mexico (the part not colored) is the United States of America. Please trace around the border of the U.S. with a green crayon. Do this on your overhead and check for student understanding.*
 14. *The United States of America goes by many names. What are some of those other names? The United States, The U.S., The U.S.A, and America.*
 15. *We are going to label the United States with the letters U.S.A. Do this on your overhead and check for understanding.*
 16. *This map looks different from the map we used yesterday. How is it different? Parts of it are cut off, there are words on it, extra marks are on it (curvy lines, stars, upside down triangles, etc.)*
 17. *The curvy lines on this map are rivers. On a map or a globe they show up usually as blue curvy lines. Please trace over all of those lines on your map with a blue crayon. Do this on your overhead and check student work for understanding.*
 18. *Point out the lakes on the map. These darker sections on this map are lakes. On most maps and globes they appear blue. Please color all of your lakes blue. Do this on your overhead and check student work.*
 19. *The upside down v's (^) are mountains. This is how they appear on most maps and globes. Sometimes on globes they will actually stick out of the globe so that you can feel them with your hands. Show the students a relief globe (a globe that has the mountains sticking out).*
 20. *Please trace over your mountains with a purple crayon. Do this on your overhead and check student work for understanding.*
 21. *Now you have a basic map of North America. We didn't learn about all of the things on this map today. We will be using this map over the next few days to help us learn about a special people.*
 22. *Save the map for future lessons.*
- E. *Assessment/Evaluation*
1. *Teacher observation during map completion*
 2. *Use rubric from Appendix B for the map (Appendix C)*

Lesson Three: Put Me On a Map! (approximately 40 minutes)

- A. *Daily Objectives*
1. *Concept Objective(s)*
 - a. *Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources.*
 2. *Lesson Content*
 - a. *Maps and globes: what they represent, how we use them*
 - b. *Listen to and understand a variety of texts, non-fiction.*
 - c. *Name and locate the town, city, or community, as well as the state where you live.*
 3. *Skill Objective(s)*
 - a. *Students will listen to and discuss a non-fiction story about maps.*
 - b. *Students will locate their state (Colorado) on a map.*
 - c. *Students will locate their city (Denver) on a map.*
 - d. *Students will discuss why maps are important.*

B. *Materials*

1. One copy of Appendix D (if you do not live in Colorado)
2. *Me On The Map* by Joan Sweeny
3. Student copies of Appendix C from previous lesson
4. A world map
5. A United States map
6. A globe
7. Star stickers or crayons
8. Highlighters
9. Vis-à-vis markers
10. Overhead projector
11. One copy of Appendix C on overhead transparency used during previous lesson
12. One copy of Appendix E
13. One copy of Appendix F for every four students

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Review the previous lesson. Possible review questions are:
 - a. Display a map and a globe. *Which one of these is a map?* The flat one.
 - b. *Which one is a globe?* The round one.
 - c. Point to North America. *What is this continent called?* North America.
 - d. *What countries are in North America?* Canada, Mexico, and the United States.
 - e. Point to Mexico. *Which country am I pointing to?* Mexico.
 - f. Point to the United States. *Which country is this?* The United States of America.
 - g. Point to Canada. *Which country is this?* Canada.
 - h. *What do rivers look like on a map or globe?* They are blue lines. (Have someone locate a river on your map.)
 - i. *What do lakes look like on a map or globe?* They are spots that are blue. (Have a student locate a lake on your map.)
 - j. *What do mountains look like on a map or globe?* On a map they look like upside down v's, on a globe they sometimes stick out or are bumpy. (Have a student locate mountains on a map and on a globe.)
2. *Why do you think it is important for us to know how to use a map or globe?*
Accept all answers.
3. *I am going to read a book to you that shows one of the reasons that maps are important. I want you to try and figure out that reason while we read the story.*
4. Show the book that you will be reading to the students. Here is a possible way to introduce the book:
 - a. *The title of this book is: Me On The Map. What is a title?* The name of the book.
 - b. *What do you think this story could be about?* Accept all answers.
 - c. *The author of the book is Joan Sweeny. What does the author do?* The author writes the book.
 - d. *The illustrator of the book is Annette Cable. What does the illustrator do?* The illustrator draws the pictures.
5. Take the students on a picture walk of the story. You will page through the book stopping to show key pictures. (Point out things you have discussed such as rivers.) Have the students predict what they think will happen in the story.

6. Read the story *Me on the Map* by Joan Sweeny. (In this book a child describes how her room, her house, her town, her state, and her country become part of a map of her world.)
 7. Discuss the story. Possible discussion questions are:
 - a. *The little girl in this story made a lot of maps. Why did she think maps were important?* So you can locate yourself with a map.
 - b. *What kinds of maps did she use?* She used a world map, a U.S.A. map, a state map, a city map, a street map, a house map, and a room map.
 - c. *Do you think that we could find ourselves on a map too?* Yes.
 8. Hand out the students' copies of Appendix C and display your copy on the overhead.
 9. *What is this map of?* North America or the United States.
 10. *Do we live in the United States?* Yes.
 11. *Everyone put your finger on the United States. You are touching our country now.*
 12. *After she found her country what did she look for?* Her state.
 13. *Does anyone know the name of our state?* Colorado.
 14. Show students a United States map that shows states. Point to Colorado.
 15. *This is Colorado. This is also on our map that we worked on yesterday. Everyone point to Colorado on your map.* (If you do not live in Colorado you will need to use Appendix D and modify it to show your state.)
 16. *I would like you to take a highlighter and trace around the borders of Colorado.* Do this on your overhead and check for student understanding.
 17. *What did the little girl look for after she found her state?* Her city.
 18. *What city do we live in?* Denver.
 19. Point to the star on the map. *This is Denver. Please point to Denver on your map.*
 20. *I am going to give you a star sticker and I would like you to put it on Denver.* Do this on your overhead and check for student understanding. (If you do not have stickers you could just have the students color the star.)
 21. *Now we have located what city we live in on a map.*
 22. *Do you think it is important to be able to find our city on a map?* Accept all answers.
 23. *If you were to travel out of state and meet someone do you think you could show him/her where you lived with a map? That is one of the reasons we learned how to find our city.*
 24. *Another reason we learned this is because we are going to be learning about a very special people that live in this country and we want to be able to find where they live on the map in relation to where we live.*
 25. Collect the maps for future lessons.
- E. *Assessment/Evaluation*
1. Anecdotal Notes, Appendix E
 2. Checklist for map, Appendix F

Lesson Four: Native Americans or Indians? (approximately 40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Read and understand a variety of materials.
2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation.

- b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - c. Listen to and understand a variety of texts, non-fiction.
 - d. Write his or her own name (first and last).
 - e. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).
 - 3. Skill Objective(s)
 - a. Students will listen to and discuss a non-fiction story.
 - b. Students will compare and contrast the many tribes in the story.
 - c. Students will write one thing that they think they know about Native Americans.
 - d. Students will write their first and last names.
- B. *Materials*
 - 1. *The Very First Americans* by Cara Ashrose, if you are unable to find this book read from *What Your Kindergartner Needs to Know* by E.D. Hirsch Jr. and John Holdren, pp. 135-137
 - 2. One copy of Appendix G for each student (you may want to copy this onto construction paper)
 - 3. One copy of Appendix H for each student
 - 4. One copy of Appendix I for every two students
 - 5. Chart paper
 - 6. Marker
- C. *Key Vocabulary*
 - 1. Native Americans - the group of people who lived in North America first; incorrectly referred to as “Indians”
 - 2. Stereotype – to have the idea that all of a kind of people are the same or act a certain way
 - 3. Chickees - houses that have roofs made out of palm branches and no walls (sides open for cool breezes)
- D. *Procedures/Activities*
 - 1. To keep track of all paperwork, you may want to assemble all student copies of the appendices (including those already used) into a book for each student. Appendix G will be the cover for this book. The appendices you will need for this book are: A, C, G, H, J, M, N, P, R, and a small baggie stapled into the book to help keep track of all small pieces and crafts made. The following Appendices are optional for the booklet: B, D, E, F, I, L, Q, and S.
 - 2. Review previous lesson. Possible review questions are:
 - a. *What state do we live in?* Colorado.
 - b. *What city do we live in?* Denver.
 - c. *Who can find these on our maps?* Chose a student to find Colorado and Denver on a map.
 - 3. *Yesterday I said we were going to learn about a special group of people. Those people are Native Americans.*
 - 4. *I want you to tell me everything you know about Native Americans.*
 - 5. Accept all answers. Write student answers down on a chart for all to see. Keep these as a reference for the end of the unit. (This will help you see what misinformation you may need to correct during your teaching and what stereotypes were held.)
 - 6. *We are going to learn about five different tribes of Native Americans.*

7. *I am going to read you a story about many of the different tribes that have lived in North America. These tribes all have many differences. While you listen to the story see if you notice any of these differences.*
 8. Show the book that you will be reading to the students. Here is a possible way to introduce the book:
 - a. *What do you see on the cover of this book?* Native Americans putting up tepees.
 - b. *What do you think this book will be about?* Accept all answers.
 - c. *The title of this book is: The Very First Americans.*
 - d. *The author of this book is Cara Ashrose.*
 - e. *The illustrator of this book is Bryna Waldman.*
 9. Read the book *The Very First Americans* by Cara Ashrose to the students. If you are unable to find this book read pages 135-137 from *What Your Kindergarten Needs to Know* by E.D. Hirsch Jr. and John Holdren.
 10. Discuss the book with the students. Possible discussion questions are:
 - a. *What were some things in this book that made the Native Americans different from each other?* Accept all answers.
 - b. *I noticed that there were a lot of different ways that Native Americans lived. What did some of them live in?* Tepees, longhouses, clay houses, and chickees.
 - c. *Did you realize that not all Native Americans live in tepees?* Accept all answers.
 11. *There are a lot of things that people think they know about Native Americans.*
 12. *The reason that we learn about the Native Americans is so that we don't stereotype them.*
 13. Give the definition for stereotype.
 14. *Sometimes people call them Indians. Have you ever heard them called Indians?* Yes.
 15. *The reason we don't call the Native Americans, Indians, is because you need to live in India to be called an Indian.* Show the students where India is on a map.
 16. *A very long time ago a man came to this country, but he thought he had landed in India. His name was Christopher Columbus. He called the Native Americans Indians because he thought he had landed in India.*
 17. *For some reason, that name has always been used until recently. So, we are learning about the Native Americans so that we can know how they really lived.*
 18. *I would like you to write something that you think you know about Native Americans. It can be from the story or from somewhere else.*
 19. Hand out Appendix H to each student. Instruct the students to write their name on the page.
 20. Encourage the students to sound out their words while writing what they know about Native Americans. Write a translation underneath so you know what it really says.
 21. If there is time afterwards have the students share what they wrote with their classmates.
- E. *Assessment/Evaluation*
1. Appendix I, checklist for writing
 2. Teacher observation of students during discussion

Lesson Five: The Kwakiutl Tribe (approximately one hour)

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation such as: Pacific Northwest: Kwakiutl
 - b. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - c. Interpret simple pictorial graphs.
 - d. Listen to and understand a variety of texts, non-fiction.
3. Skill Objective(s)
 - a. Students will use their knowledge of maps to predict what a region's living conditions are like.
 - b. Students will record what they learn about the tribe on a graph.
 - c. Students will compare their predictions to facts on a graph.
 - d. Students will locate and record where a tribe lived, on a map.

B. Materials

1. Student copies of Appendix C
2. One copy of Appendices J and L for each student
3. One copy of Appendix M for every three students (precut)
4. *The Kwakiutl Indians*, by G.S. Prentzas. pp. 17-23, 27, 33-34, if you are unable to find this book try *Scholastic Encyclopedia of the North American Indian*, by James Ciment, pp. 84-85
5. Appendix C on overhead transparency (used in prior lessons)
6. One copy of Appendix K on overhead transparency
7. One copy of Appendix M on overhead transparency (precut)
8. Overhead projector
9. Vis-à-vis markers
10. Pencils
11. Glue
12. Egg Carton Totem Pole Materials (optional)
 - a. One piece of construction paper for each student
 - b. Wiggly eyes
 - c. Colored feathers
 - d. Half of an egg carton for each student (lid cut off and discarded, carton cut lengthwise so each student has half)
 - e. Markers
 - f. Any other craft items desired
13. Clay Totem Pole Materials (optional)
 - a. Crayola Model Magic (self hardening clay)
 - b. Wiggly eyes
 - c. Colored feathers
 - d. Paper plates
 - e. Any other craft items desired

C. Key Vocabulary

1. Totem pole - a post that was carved and painted with symbols (usually animals) to represent family members and ancestors
2. Predict - to make a guess about the outcome of events

3. Hunter - someone who captures and kills an animal for food
 4. Gatherer - someone who gathers food such as vegetables, fruit, and seeds
 5. Breechcloth – a piece of cloth that passes between the legs and is tied with a belt
- D. *Procedures/Activities*
1. Review previous lesson. Possible review questions are:
 - a. *Who are Native Americans?* The people who lived in America first.
 - b. *Did all Native Americans live in tepees?* No.
 - c. *What other kinds of homes did Native Americans live in?* Clay houses, long houses, and chickees.
 2. *We will be learning about the Kwakiutl Native Americans today.*
 3. Display your overhead copy of Appendix C and point to the NW corner of the map. (The Kwakiutl lived on the northern and eastern shores of Vancouver Island and nearby British Columbia. You will need to direct the students' attention to the island and land area at the U.S./Canadian border.)
 4. Circle this area on your overhead so the students will know where you are talking about.
 5. *This is the area that the Kwakiutl People lived. They lived mostly in the country of Canada. What ocean do they live next to?* Pacific Ocean.
 6. *What do you notice about this section of the map?* It is an island and next to the island on land there are mountains.
 7. *Think about what it might be like for weather if you lived on an island next to the Pacific Ocean and if you also lived near mountains. What do you think it would be like in that area of the country?* Accept all answers.
 8. Display your overhead copy of Appendix K (you may want to cover the bottom half of the page so the students don't get confused looking at two graphs).
 9. *We are going to be using a graph to keep track of all the things we learn about Native Americans.*
 10. Explain the graph to the students, pointing as you go.
 11. Point to tribe and go down the row. *These are the names of the tribes that we will be learning about. Underline Kwakiutl. This is the tribe we are learning about today, Kwakiutl.*
 12. *Next to the tribe picture there are many other pictures. The first picture shows regions or the type of land the Native Americans live on. The next picture shows a buffalo and corn, the next shows a headdress, the next picture shows a bow and arrow, and the final picture shows a tepee.*
 13. *We are going to put happy and sad faces in each of these boxes to show if the Kwakiutl were hunters or gatherers, if they wear a headdress, if they are war-like, and if they lived in a tepee.*
 14. Give the vocabulary definitions for hunters and gatherers.
 15. *In the first box, however, we are going to draw what region the Kwakiutl People lived in.*
 16. *I have two copies of this graph. On one graph we are going to predict how the Kwakiutl lived. On the other graph we will write how the Kwakiutl really lived.*
 17. Point to the word 'predict.' Explain the vocabulary word predict.
 18. *Before we learn any more about the Kwakiutl we need to decide as a class what we want the answers to be on this prediction graph.*
 19. As a class discuss what the students think should be drawn for the region. Draw whatever the class consensus is.
 20. Next go through the rest of the columns and as a group decide if the answers will be yes or no (make happy or sad faces on your graph to show yes or no).

21. When you have finished filling out the graph as a class, review the results. Cover the 'predict' graph and uncover the 'actual' graph.
22. *This is the graph where we will record the real answers.*
23. *I am going to read to you a section out of a book about the Kwakiutl People.*
24. Read sections out of *The Kwakiutl Indians* by G.S. Prentzas. Good pages to read from are: 17-23, 27, and 33-34.
25. After reading the sections about the Kwakiutl discuss the answers for the graph while filling it out. Possible discussion questions are:
 - a. *What was the region like?* It had lots of trees, cold winters, warm summers, and was very rainy. (Draw this on the graph)
 - b. *What did the Kwakiutl eat?* Fish and some other vegetables.
 - c. *Should we consider fishing the same as hunting? Why?* Yes, because you have to trap it. (Make a happy face under the hunter/gatherer category).
 - d. *What did they wear for clothes?* Cedar bark blankets, breechcloths, and small skirts. (Make a sad face under the headdress.)
 - e. *How did the Kwakiutl treat visitors?* They welcomed them and traded with them. (Make a sad face under the war-like picture.)
 - f. *What did they live in?* Wooden houses on stilts in the winter and temporary houses in the summer. (Make a sad face under the tepee).
26. As a group compare and contrast the answers on the 'predict' graph and the 'actual' graph.
27. Give each student a copy of Appendix J and have him/her fill it out for the Kwakiutl People. Make sure you cover up the 'predict' graph to avoid confusion.
28. Give a copy of Appendix M to every three students (precut).
29. Display your own copy of Appendix M on the overhead.
30. *These are labels for each tribe. It is sometimes hard to remember where each tribe lived, so we will be gluing these labels on our maps to help us remember.*
31. *One of the things we read about with the Kwakiutl was their totem poles. The label for the Kwakiutl starts with the letter K and has a totem pole in the picture. Please point to that label.*
32. Point to your own and check the students to see if they have understood.
33. *Cut out the label for the Kwakiutl Tribe and set the rest of your labels to the side.*
34. Display your overhead of Appendix C and place your label of the Kwakiutl Indians on the appropriate spot.
35. *You are going to take your label and glue it on your map to show where the Kwakiutl live.*
36. Pass out the students' copies of Appendix B and circulate around the room to check for understanding.
37. When students are done collect all work for evaluation and continuing lessons.
38. Egg Carton Totem Poles (optional):
 - a. Beforehand: Cut the lids off the egg cartons and discard. Cut the egg cartons lengthwise, so that each child will have half of an egg carton. You may want to set out all materials in small containers at each table.
 - b. The students will first put glue on the bottom edges of their egg carton.
 - c. Next they need to place the egg carton on top of a piece of construction paper and hold it down for approximately 20 seconds.
 - d. The students then decide what kind of animals are going to be on his/her totem pole and pick out the materials needed to make that animal.

- e. Students will glue wiggly eyes on and any other items needed to create the animals.
 - f. Students may then name their totem poles if desired. The construction paper makes these totem poles easy to hang up on a bulletin board!
39. Clay Totem Poles (optional):
- a. Give each student a piece of Crayola Model Magic (self-hardening clay) and have him/her squeeze or roll the clay to elongate it. (To avoid messes try to have students work on a paper plate).
 - b. Flatten the bottom so that the 'totem pole' stands.
 - c. Then decorate the pole. Push wiggly eyes, feathers, and other craft materials into the clay. Use your pencil to carve.
 - d. Let the clay dry and you have a standing totem pole.
- E. *Assessment/Evaluation*
- 1. Appendix L, Rubric for each tribe recorded on Appendices C and J
 - 2. Teacher observation during activity

Lesson Six: The Hopi Tribe (approximately one hour)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
 - 2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation such as: Southwest: Hopi
 - b. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - c. Interpret simple pictorial graphs.
 - d. Listen to and understand a variety of texts, non-fiction.
 - 3. Skill Objective(s)
 - a. Students will use their knowledge of maps to predict what a region's living conditions are like.
 - b. Students will record what they learn about the tribe on a graph.
 - c. Students will compare their predictions to facts on a graph.
 - d. Students will locate and record where a tribe lived, on a map.
- B. *Materials*
- 1. *The Hopi*, by Ann Heinrichs Tomcheck, pp. 5-8, 20, 25-28, and 37-39, if you are unable to find this book try *Scholastic Encyclopedia of the North American Indian*, by James Ciment, pp. 71-72
 - 2. *The Hopi*, by Elaine Landau, p. 35
 - 3. Student copies of Appendices C, J, and M
 - 4. Copies of Appendix L from previous lesson
 - 5. One copy of Appendices C and K on overhead transparency (used in prior lessons)
 - 6. One copy of Appendix M on overhead transparency (precut-used in prior lesson)
 - 7. Overhead projector
 - 8. Vis-à-vis markers
 - 9. Pencils
 - 10. Glue
 - 11. A map of North America
 - 12. Clay Pot Materials (optional)

- a. Crayola Model Magic (self hardening clay)
 - b. Paint
- C. *Key Vocabulary*
- 1. Pueblo – homes made out of clay from the ground
 - 2. Desert - a place where very little rain falls (very dry)
 - 3. Mesa - a high flat land formation with sharp, steep sides
- D. *Procedures/Activities*
- 1. Review previous lesson. Possible review questions are:
 - a. *What tribe did we learn about yesterday?* The Kwakiutl.
 - b. *Where did this tribe live?* In Canada.
 - c. Display a map of North America. *Who can point to where the Kwakiutl Native Americans lived?* Choose a student to point this out.
 - d. *What kinds of houses did the Kwakiutl live in?* Cedar (wood) houses.
 - e. *What kinds of food did they eat?* Fish and vegetables.
 - 2. *Today we are going to learn about the Hopi tribe. The Hopi Indians lived in the Southwest part of the United States.*
 - 3. Display your overhead of Appendix C and point to where the Hopi lived. (The Hopi lived in Northeast Arizona and New Mexico.)
 - 4. *What do you notice on the map at this spot?* Mountains and a white spot with a word on it.
 - 5. *The word say desert.* Explain the vocabulary word desert.
 - 6. *What is closer to the equator, the Hopi's living spot or Colorado?* The Hopi's home.
 - 7. *What happens when you get closer to the equator?* It gets warmer.
 - 8. *Do you think the Hopi's home will be warmer than Colorado? Why?* Yes, because it is closer to the equator.
 - 9. Display Appendix K on overhead, covering up the lower portion. Underline the Hopi tribe on the graph.
 - 10. *We need to make our predictions about the Hopi's way of life.*
 - 11. As a class discuss what the students think should be drawn for the region. Draw whatever the class consensus is.
 - 12. Next go through the rest of the columns and as a group decide if the answers will be yes or no (make happy or sad faces on your graph to show yes or no).
 - 13. When you have finished filling out the graph as a class, review the results. Cover the 'predict' graph and uncover the 'actual' graph.
 - 14. Read selections from *The Hopi*, by Ann Heinrichs Tomcheck, pp. 5-8, 20, 25-28, and 37-39.
 - 15. Also read *The Hopi*, by Elaine Landau, p. 35.
 - 16. After reading the sections about the Hopi discuss the answers for the graph while filling it out. Possible discussion questions are:
 - a. *What was the region like?* It was a very dry desert. (Draw this on the graph.)
 - b. *What did the Hopi eat?* Lots of corn and other vegetables. (Make a sad face under the hunter/gatherer category.)
 - c. *What did they wear for clothes?* Woven cloth. (Make a sad face under the headdress.)
 - d. *Were the Hopi war-like people?* No, they were peaceful. (Make a sad face under the war-like picture.)
 - e. *What did they live in?* Pueblos-clay houses (Make a sad face under the tepee.)

17. As a group compare and contrast the answers on the 'predict' graph and the 'actual' graph.
 18. Give each student a copy of Appendix J and have him/her fill it out for the Hopi tribe. Make sure you cover up the 'predict' graph to avoid confusion.
 19. Give the students their copy of Appendix M from the previous lesson.
 20. Display your own copy of Appendix M on the overhead.
 21. *We need to locate our label for the Hopi tribe. What letter do you hear at the beginning of Hopi? H.*
 22. *So Hopi begins with H.*
 23. *One of the things we read about with the Hopi was their Pueblos. The label for the Hopi starts with the letter H and has a pueblo in the picture. Please point to that label.*
 24. Point to your own and check the students to see if they have understood.
 25. *Cut out the label for the Hopi Tribe and set the rest of your labels to the side.*
 26. Display your overhead of Appendix C and place your label of the Hopi on the appropriate spot.
 27. *You are going to take your label and glue it on your map to show where the Hopi lived.*
 28. Pass out the students' copies of Appendix C and circulate around the room to check for understanding.
 29. When students are done collect all work for evaluation and continuing lessons.
 30. Clay pot craft (optional): (adapted from *Make it Work! North American Indians*. by Andrew Haslam and Alexandra Parsons, p. 35)
 - a. Take a portion of the clay and flatten it out to make a base.
 - b. Take the rest of the clay and roll it out into thin snake-like ropes.
 - c. Stack the ropes, one at a time, on top of the base (coiling it).
 - d. Widen the pot as you get higher and eventually narrow it for the top.
 - e. Smooth out the sides.
 - f. Use your pencil to trace patterns in the clay.
 - g. Let pot dry and decorate with paint.
- E. *Assessment/Evaluation*
1. Appendix L, Rubric for each tribe recorded on Appendices C and J
 2. Teacher observation during activity

Lesson Seven: The Ute Tribe (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
 2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation such as: Great Basin: Ute
 - b. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - c. Interpret simple pictorial graphs.
 - d. Listen to and understand a variety of texts, non-fiction.
 3. Skill Objective(s)
 - a. Students will use their knowledge of maps to predict what a region's living conditions are like.
 - b. Students will record what they learn about the tribe on a graph.

- c. Students will compare their predictions to facts on a graph.
 - d. Students will locate and record where a tribe lived, on a map.
 - e. Students will write about one of their own accomplishments and create a nickname to go with that event.
 - f. Students will write their name.
- B. *Materials*
- 1. *The Ute*, by Craig and Katherine Doherty, pp. 4-7, 9-19, 26, 29, if you are unable to find this book try *Scholastic Encyclopedia of the North American Indian*, by James Ciment, pp. 191-192
 - 2. Student copies of Appendices C, J, and M
 - 3. Copies of Appendix L from previous lesson
 - 3. One copy of Appendices C and K on overhead transparency (used in prior lessons)
 - 4. One copy of Appendix M on overhead transparency (precut-used in prior lesson)
 - 5. Overhead projector
 - 6. Vis-à-vis markers
 - 7. Pencils
 - 8. Glue
 - 9. A map of North America
 - 10. Name Tag Activity Materials (optional)
 - a. One copy of Appendix N for each student
 - b. One copy of Appendix O for every three students (copied on tag board and precut)
 - c. Yarn or string
 - d. Paper puncher
- C. *Key Vocabulary*
- 1. Great Basin - vast, dry, flat, and high, it gets its name from the fact that its few rivers flow inward, not to the sea
- D. *Procedures/Activities*
- 1. Review previous lesson. Possible review questions are:
 - a. *What tribe did we learn about yesterday?* The Hopi.
 - b. *What region did the Hopi live in and what was it like?* The Southwest, it was dry. They also lived on mesas.
 - c. *What did they live in?* Pueblos-clay houses.
 - d. *What did they eat?* Corn.
 - e. *Were they war-like?* No.
 - f. Have a volunteer show on the map where to find the Hopi land and the Kwakiutl land.
 - 2. Display your overhead copy of Appendix C. Point to the Great Basin Area and the northwestern corner of Colorado. *We are learning about the Ute tribe today. The Ute tribe lived in Utah and part of Colorado.* Circle this part of the map so the students can tell where you are talking about.
 - 3. *What do you notice about this part of the map?* There are mountains, rivers, it touches Colorado, and there is a white spot on the map with words.
 - 4. *The words you see say Great Basin. The Ute lived in the Great Basin area.* Give the definition for the vocabulary word “Great Basin.”
 - 5. Display Appendix K on overhead, covering up the lower portion. Underline the Ute tribe on the graph.
 - 6. *We need to make our predictions about the Ute’s way of life.*
 - 7. As a class discuss what the students think should be drawn for the region. Draw whatever the class consensus is.

8. Next go through the rest of the columns and as a group decide if the answers will be yes or no (make happy or sad faces on your graph to show yes or no).
9. When you have finished filling out the graph as a class, review the results. Cover the 'predict' graph and uncover the 'actual' graph.
10. Read selections from *The Ute*, by Craig and Katherine Doherty, pp. 4-7, 9-19, 26, and 29. If you are unable to find this book try *Scholastic Encyclopedia of the North American Indian*, by James Ciment, pp. 191-192.
11. After reading the sections about the Ute discuss the answers for the graph while filling it out. Possible discussion questions are:
 - a. *What was the region like? They lived on mountaintops with a lot of forest. (Draw this on the graph.)*
 - b. *What did the Ute eat? Nuts, seeds, berries, fish, vegetables, fruits, and some meat. (Make a sad face under the hunter/gatherer category.)*
 - c. *What did they wear for clothes? Very plain clothing, although the Ute's that were in contact with the Plains Indians dressed in more decoration. (Make a happy face under the headdress.)*
 - d. *Were the Ute war-like people? Yes, they raided many other tribes. (Make a happy face under the war-like picture.)*
 - e. *What did they live in? Tepees and willow shaped domes*
 - f. *When did the Ute's begin to live in tepees? After they acquired horses and made contact with the Plains Indians.*
 - g. *So which of these homes do you think is their traditional home? The willow shaped domes. (Make a sad face under the tepee.)*
12. As a group compare and contrast the answers on the 'predict' graph and the 'actual' graph.
13. Give each student a copy of Appendix J and have him/her fill it out for the Ute tribe. Make sure you cover up the 'predict' graph to avoid confusion.
14. Give the students their copy of Appendix M from the previous lesson.
15. Display your own copy of Appendix M on the overhead.
16. *We need to locate our label for the Ute tribe. What letter do you hear at the beginning of Ute? U.*
17. *So Ute begins with U.*
18. *One of the things we read about with the Ute was their willow dome shelter. The label for the Ute starts with the letter U and has a dome shelter in the picture. Please point to that label.*
19. Point to your own and check the students to see if they have understood.
20. *Cut out the label for the Ute Tribe and set the rest of your labels to the side.*
21. Display your overhead of Appendix C and place your label of the Ute on the appropriate spot.
22. *You are going to take your label and glue it on your map to show where the Ute lived.*
23. Pass out the students' copies of Appendix C and circulate around the room to check for understanding.
24. When students are done collect all work for evaluation and continuing lessons.
25. Nametag Activity (optional):
 - a. *One of the things we listened to on page 9 of: The Ute, was about the many names and nicknames each person had. One of the ways they got their nicknames had to do with what their accomplishments were or something they were known for.*
 - b. *Today we are going to make up our own nicknames.*

- c. Hand out Appendix N to each student. *On this page you are going to write at the top what you are known for and at the bottom what you think your nickname should be.*
 - d. Give the students an example for yourself. *For example, I am known for teaching kindergartners. I am also known for reading a lot of books. So my nicknames could be: Teacher of Young Children, Bookworm, Reader, Lover of Books, etc.*
 - e. Encourage the students to write their first and last name at the top of the page and to sound out their words.
 - f. When the students have finished with their writing page write a translation underneath.
 - g. Hand out a copy of Appendix O to every three students. (This should be copied onto tag board and cut out before the lesson. You may also want to punch holes into the nametag and sting the yarn through it so it can be worn as a necklace.)
 - h. Have the students write their nickname on the nametag and decorate it.
- E. *Assessment/Evaluation*
- 1. Appendix L, Rubric for each tribe recorded on Appendices C and J
 - 2. Teacher observation during activity
 - 3. Finished nickname reflects a distinguishing characteristic or accomplishment

Lesson Eight: The Lakota (Sioux) Tribe (approximately one hour)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
- 2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation such as: Plains: Lakota (Sioux)
 - b. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - c. Interpret simple pictorial graphs.
 - d. Listen to and understand a variety of texts, non-fiction.
- 3. Skill Objective(s)
 - a. Students will use their knowledge of maps to predict what a region's living conditions are like.
 - b. Students will record what they learn about the tribe on a graph.
 - c. Students will compare their predictions to facts on a graph.
 - d. Students will locate and record where a tribe lived, on a map.
 - e. Students will contemplate how Native Americans communicated before they had an alphabet.
 - f. Students will learn several symbols that Native Americans used to communicate.
 - g. Students will make a decorated tepee or vest using symbols that they learned.

B. *Materials*

- 1. *If You Lived With The Sioux Indians*, by Ann McGovern, if you are unable to find this book try *The Sioux Indians*, by Bill Lund
- 2. Student copies of Appendices C, J, and M
- 3. Copies of Appendix L from previous lesson

4. One copy of Appendices C and K on overhead transparency (used in prior lessons)
5. One copy of Appendix M on overhead transparency (precut-used in prior lesson)
6. Overhead projector
7. Vis-à-vis markers
8. Pencils
9. Glue
10. Teepee or vest/symbol writing activity (optional)
 - a. Package of soft tortilla shells or large paper bags (precut to look like a vest)
 - b. Toothpicks
 - c. Markers
 - d. Picture of painted buffalo skin from *If You Lived With the Sioux Indians*, by Ann McGovern, p. 37, or any other Sioux book with buffalo skin paintings
 - e. Picture Writing from *Native American Activity Book*, by Linda Milliken, pp. 8-9
 - f. String
11. Headdress/Feather activity (optional)
 - a. Many colored feathers
 - b. Long strips of cloth (could be torn from an old sheet)
 - c. Markers
 - d. Picture Writing from *Native American Activity Book*, by Linda Milliken, pp. 8-9

C. *Key Vocabulary*

1. Symbol writing – use of symbols or pictures to communicate instead of the alphabet

D. *Procedures/Activities*

1. Review previous lesson. Possible review questions are:
 - a. *What tribe did we learn about yesterday?* The Ute.
 - b. *What region did the Ute live in and what was it like?* The Great Basin, it was dry.
 - c. *What did they live in?* Willow covered domes and teepees.
 - d. *What did they eat?* Nuts, vegetables, fish, and some meat.
 - e. *Were they war-like?* Yes.
 - f. Have a volunteer show on the map where to find the Ute, Hopi, and the Kwakiutl lands were located.
2. Display your overhead copy of Appendix C. Point to the Plains area. *We are learning about the Sioux tribe today. The Sioux tribe lived in Minnesota, North Dakota, Wisconsin, and Nebraska.* Circle this part of the map so the students can tell where you are talking about.
3. *What do you notice about this part of the map?* There are no mountains, there are rivers, and it is in the middle of the country.
4. Display Appendix K on overhead, covering up the lower portion. Underline the Sioux tribe on the graph.
5. *We need to make our predictions about the Sioux's way of life.*
6. As a class discuss what the students think should be drawn for the region. Draw whatever the class consensus is.
7. Next go through the rest of the columns and as a group decide if the answers will be yes or no (make happy or sad faces on your graph to show yes or no).

8. When you have finished filling out the graph as a class, review the results. Cover the 'predict' graph and uncover the 'actual' graph.
9. Read selections from *If You Lived With the Sioux Indians*, by Ann McGovern, pp. 11-16, 20-25, and 61-63.
10. After reading the sections about the Sioux discuss the answers for the graph while filling it out. Possible discussion questions are:
 - a. *What was the region like?* It was flat and grassy. (Draw this on the graph)
 - b. *What did the Sioux eat?* Buffalo and some vegetables. (Make a happy face under the hunter/gatherer category.)
 - c. *What did they wear for clothes?* Leggings, shirts, vests, moccasins, gloves, and sometimes headdresses. (Make a happy face under the headdress.)
 - d. *Were the Sioux war-like people?* Sometimes. (Make a happy face under the war-like picture.)
 - e. *What did they live in?* Tepees (Make a happy face under the tepee.)
11. As a group compare and contrast the answers on the 'predict' graph and the 'actual' graph.
12. Give each student a copy of Appendix J and have him/her fill it out for the Sioux tribe. Make sure you cover up the 'predict' graph to avoid confusion.
13. Give the students their copy of Appendix M from the previous lesson.
14. Display your own copy of Appendix M on the overhead.
15. *We need to locate our label for the Sioux tribe. What letter do you hear at the beginning of Sioux?* S.
16. *So Sioux begins with S.*
17. *One of the things we read about with the Sioux was their Tepees. The label for the Sioux starts with the letter S and has a tepee in the picture. Please point to that label.*
18. Point to your own and check the students to see if they have understood.
19. *Cut out the label for the Sioux Tribe and set the rest of your labels to the side.*
20. Display your overhead of Appendix C and place your label of the Sioux on the appropriate spot.
21. *You are going to take your label and glue it on your map to show where the Sioux lived.*
22. Pass out the students' copies of Appendix C and circulate around the room to check for understanding.
23. When students are done collect all work for evaluation and continuing lessons.
24. Tepee or vest/Symbol writing activity (optional):
 - a. *How might you write a story if the ABC's/alphabet did not exist?* Accept all answers, such as telling, showing, acting out, drawing, etc.
 - b. *The Sioux did not have an alphabet for a long time, so they used pictures to communicate.*
 - c. Display a chart of picture writing from *Native American Activity Book*, by Linda Milliken, pp. 8-9. Discuss the meaning of the pictures.
 - d. *When Native Americans wrote stories they did so on a variety of materials such as skins and sticks. Show picture on p. 35 of If You Lived With the Sioux Indians*, by Ann McGovern.
 - e. *Today you will be writing your own stories on a "skin."*
 - f. If you are making a tepee:
 - i. Hand out a soft tortilla shell for each student.
 - ii. The students will write their name with a marker on one side.

- iii. The students will decorate the shell with Native American symbols to create a story.
- iv. When the shells are finished the students will roll the shell to form a tepee shape and use the toothpicks to close them.
- v. You can also poke a sting through the tepees so that they can be hung from the ceiling when finished.
- vi. Allow a day or two for the tepees to dry and display.
- g. If you are making a vest:
 - i. Hand out a large paper bag to each student. (Precut these so they look like vests.)
 - ii. The students will write their name with a marker on the inside.
 - iii. The students will decorate the vest with Native American symbols to create a story.
 - iv. When the vests are finished the students can fringe the edges with their scissors.
 - v. Allow the students to wear their vests around the classroom.
- 25. Headdress/Feather Activity (optional)
 - a. Display a chart of picture writing from *Native American Activity Book*, by Linda Milliken, pp. 8-9. Discuss the meaning of the pictures.
 - b. Give each student a strip of cloth. Using markers, have them decorate it with Native American symbols.
 - c. Tie the strip of cloth around each child's head and stick a feather through (between their head and the cloth) to show a simple headdress.

E. *Assessment/Evaluation*

- 1. Appendix L, Rubric for each tribe recorded on Appendices C and J
- 2. Teacher observation during activity
- 3. Finished tepees/vests have correct use of Native American symbols

Lesson Nine: The Wampanoag Tribe (approximately one hour)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
- 2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation such as: Eastern Woodlands: Wampanoag
 - b. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - c. Listen to and understand a variety of texts, non-fiction.
 - d. Interpret simple pictorial graphs.
 - e. Extend a sequence of ordered concrete objects.
- 3. Skill Objective(s)
 - a. Students will use their knowledge of maps to predict what a region's living conditions are like.
 - b. Students will record what they learn about the tribe on a graph.
 - c. Students will compare their predictions to facts on a graph.
 - d. Students will locate and record where a tribe lived, on a map.

B. *Materials*

- 1. *The Wampanoag Indians*, by Bill Lund, if you are unable to find this book, try *The Wampanoag*, by Katherine and Craig Doherty

2. Student copies of Appendices C, J, and M
 3. Copies of Appendix L from previous lesson
 4. One copy Appendices C and K on overhead transparency (used in prior lessons)
 5. One copy of Appendix M on overhead transparency (precut-used in prior lesson)
 6. Overhead projector
 7. Vis-à-vis markers
 8. Pencils
 9. Glue
 10. Wampum Belt Materials (optional)
 - a. One shoestring for each student
 - b. Colored beads with holes (large enough to let a shoestring pass through) in the middle
- C. *Key Vocabulary*
1. Wetu – a round building with a round roof, usually covered with tree bark and grasses
 2. Wampum belt – a belt worn by the Wampanoag Indians used at first as decoration, it later became something to show status and for trading
- D. *Procedures/Activities*
1. Review previous lesson. Possible review questions are:
 - a. *What tribe did we learn about yesterday?* The Sioux.
 - b. *What region did the Sioux live in and what was it like?* The Plains, it was flat, green, and had cold winters and warm summers.
 - c. *What did they live in?* Tepees.
 - d. *What did they eat?* Buffalo and some vegetables.
 - e. *Were they war-like?* Yes.
 - f. Have a volunteer show on the map where to find the Sioux, Ute, Hopi, and the Kwakiutl lands were located.
 2. Display your overhead copy of Appendix C. Point to the northeastern area of the U.S. The Wampanoag lived in southeastern Massachusetts. *We are learning about the Wampanoag tribe today. The Wampanoag tribe lived in Massachusetts.* Circle this part of the map so the students can tell where you are talking about.
 3. *What do you notice about this part of the map?* There are mountains and it is near the Atlantic Ocean.
 4. Display Appendix K on overhead, covering up the lower portion. Underline the Wampanoag tribe on the graph.
 5. *We need to make our predictions about the Wampanoag's way of life.*
 6. As a class discuss what the students think should be drawn for the region. Draw whatever the class consensus is.
 7. Next go through the rest of the columns and as a group decide if the answers will be yes or no (make happy or sad faces on your graph to show yes or no).
 8. When you have finished filling out the graph as a class, review the results. Cover the 'predict' graph and uncover the 'actual' graph.
 9. Read *The Wampanoag Indians*, by Bill Lund.
 10. After reading about the Wampanoag, discuss the answers for the graph while filling it out. Possible discussion questions are:
 - a. *What was the region like?* They lived in the Eastern Woodlands. In the summers they lived on the coast because it was warm. In the winter they lived in the forest so the trees could protect them from the wind. (Draw this on the graph)

- b. *What did the Wampanoag eat?* Lots of fish, meat, corns, and beans. (Make a happy face under the hunter/gatherer category).
 - c. *What did they wear for clothes?* Animal skins, both men and women wore breechcloths and they added on more animal skins in the winter. They also wore wampum belts. (Make a happy face under the headdress.)
 - d. *Were the Wampanoag war-like people?* No, they were usually peaceful. (Make a sad face under the war-like picture.)
 - e. *What did they live in?* Wetus (Make a sad face under the tepee).
11. As a group compare and contrast the answers on the 'predict' graph and the 'actual' graph.
 12. Give each student a copy of Appendix J and have him/her fill it out for the Hopi tribe. Make sure you cover up the 'predict' graph to avoid confusion.
 13. Give the students their copy of Appendix M from the previous lesson.
 14. Display your own copy of Appendix M on the overhead.
 15. *We need to locate our label for the Wampanoag tribe. What letter do you hear at the beginning of Wampanoag?* W.
 16. *So Wampanoag begins with W.*
 17. *One of the things we read about with the Wampanoag was that they used canoes. The label for the Wampanoag starts with the letter W and has a canoe in the picture. Please point to that label.*
 18. Point to your own and check the students to see if they have understood.
 19. *Cut out the label for the Wampanoag Tribe.*
 20. Display your overhead of Appendix C and place your label of the Wampanoag on the appropriate spot.
 21. *You are going to take your label and glue it on your map to show where the Wampanoag lived.*
 22. Pass out the students' copies of Appendix C and circulate around the room to check for understanding.
 23. When students are done collect all work for evaluation and continuing lessons.
 24. Wampum Belt Activity (optional):
 - a. Review what a wampum belt is. *Today we are going to be making our own wampum belts.*
 - b. Give every student a shoestring.
 - c. Explain to the students that you want them to make their wampum belt with an ABC pattern (i.e., blue, black, purple, blue, black, purple).
 - d. Have the students tie a knot at the end of their shoestring (or have someone do it for them).
 - e. Students will string the beads onto the shoestring in an ABC pattern. If the beads are very large it may help to tie a knot in between each grouping (if the students are able).
 - f. When the students finish stringing their beads on, tie a knot at the end so that none of the beads can slide off.
 - g. Tie the belts around each child's waist.
- E. *Assessment/Evaluation*
1. Appendix L, Rubric for each tribe recorded on Appendices C and J
 2. Teacher observation during activity
 3. Wampum belts have an observable ABC pattern

Lesson Ten: Legends (approximately 40 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Read and understand a variety of materials.
2. Lesson Content
 - a. Story: *The Legend of Jumping Mouse* (Native American: Northern Plains legend)
 - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - c. Distinguish fantasy from realistic text.
 - d. Listen to and understand a variety of texts, fiction.
 - e. Write his or her own name (first and last).
 - f. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).
3. Skill Objective(s)
 - a. Students will listen to a story and predict what will happen next.
 - b. Students will answer questions about a story.
 - c. Students will distinguish if the story is fiction or non-fiction.
 - d. Student will write their own legend describing how birds got their feathers.
 - e. Students will use their letter-sound knowledge to write words.

B. Materials

1. *What Your Kindergartner Needs to Know*, by E.D. Hirsch Jr. and John Holdren, pp. 56-60
2. One copy of Appendices P and Q for each student
3. Pencils

C. Key Vocabulary

1. Legend – a fiction story that was made up to explain something

D. Procedures/Activities

1. Review previous lesson. Possible review questions are:
 - a. *What tribe did we learn about yesterday?* The Wampanoag.
 - b. *What region did the Wampanoag live in and what was it like?* The Eastern Woodlands, lots of trees, by the ocean.
 - c. *What did they live in?* Wetus.
 - d. *What did they eat?* Fish, meat, and vegetables.
 - e. *Were they war-like?* No.
 - f. Have a volunteer show on the map where to find the Wampanoag, Sioux, Ute, Hopi, and the Kwakiutl lands were located.
2. *We have learned many things about tribes. One thing that many tribes have in common is legends.*
3. Give the definition for legend.
4. *I am going to read a legend to you from the Plains Native Americans. What tribe did we learn about that lived on the plains?* The Sioux.
5. Read *The Legend of Jumping Mouse* found in *What Your Kindergartner Needs to Know*, by E.D. Hirsch Jr. and John Holdren, pp. 56-60.
6. As you read the story stop and ask prediction questions. Possible prediction questions are:
 - a. Pg. 56 after the third paragraph: *How do you think the mouse could get across the river?* Accept all answers and continue reading.

- b. Pg. 58 after the third paragraph: *How do you think the mouse got fat? By sitting around and eating all day.*
 - c. *What do you think he will do now? Accept all answers and continue reading.*
 - d. Pg. 58 after the ninth paragraph: *What do you think this new name will do for the buffalo? What do you think it will do for the mouse? Accept all answers and continue reading.*
 - e. Pg. 59 after the seventh paragraph: *What do you think the mouse will do for the wolf? Accept all answers and continue reading.*
 - f. Pg. 60 after the third paragraph: *Do you think that Jumping Mouse will find his way to the far-off land? Why or why not? Accept all answers and continue reading.*
7. After reading the story discuss what happened. Possible discussion questions are:
 - a. *What did the mouse want to do at the beginning of the story? Go to the far-off land.*
 - b. *Who helped him get across the river? How? Magic Frog gave the mouse a new name 'Jumping Mouse' which gave him the ability to jump.*
 - c. *Do you think that after the Magic Frog named the mouse Jumping Mouse that the frog could jump anymore? Why or why not? No, because whenever the mouse named other creatures he lost that ability.*
 - d. *Who did Jumping Mouse help? The buffalo and the wolf.*
 - e. *What did he do for them? He gave his sight to the buffalo and his smell to the wolf.*
 - f. *When Jumping Mouse got to the far off land he couldn't enjoy it because he had lost his sense of sight and his sense of smell. Who helped him and how? Magic Frog turned Jumping Mouse into an eagle.*
 - g. *What does this legend explain? It explains where eagles came from.*
 - h. *Was this a fiction story or a non-fiction story? Fiction, because animals can't talk.*
 8. *Today we are going to write our own legend. You are going to explain how birds got feathers in your legend.*
 9. *Be sure to put you first and last name on the top line and to sound out all of your words.*
 10. Hand out Appendix P to the students and have them write their legend.
 11. Afterwards write a translation underneath each students work.
 12. If there is time afterwards have the students share their legends with one another.
 13. You could also share other legends from the many tribes.
- E. *Assessment/Evaluation*
1. Appendix Q, Checklist for writing
 2. Observation during discussion questions

Lesson Eleven: Tribes in the Present (approximately 40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation.
 - b. Locate North America, the continental United States.

- c. Maps and globes: what they represent, how we use them
 - 3. Skill Objective(s)
 - a. Students will compare and contrast their former beliefs (stereotypes), recorded in a previous lesson, with what they have learned during the unit.
 - b. Students will listen to and discuss how the different nations of Native Americans have changed over time.
 - c. Students will answer questions about all things they have learned in this unit on a quiz.
- B. *Materials*
 - 1. *Scholastic Encyclopedia of the North American Indian*, by James Ciment, pp. 12-13
 - 2. *If You Lived With the Sioux Indians*, by Ann McGovern, pp. 74-76
 - 3. *The Ute*, by Craig and Katherine Doherty, pp. 29-30
 - 4. One copy of Appendix R for each student (two pages)
 - 5. One copy of Appendix S (answer key to quiz)
 - 6. Chart from Lesson Three (what we know about Native Americans)
- C. *Key Vocabulary*
 - 1. Reservation – an area for use of an Native American tribe
- D. *Procedures/Activities*
 - 1. *We have learned a lot about Native Americans. Do you think Native Americans still live in North America?* Accept all answers.
 - 2. *The Native Americans do still live here, some live just as they used to on a reservation.*
 - 3. Give the definition of a reservation.
 - 4. *Some Native Americans live the same way that we live.*
 - 5. *Who did the Native Americans meet that started to change the way they lived?* The Europeans or the white men.
 - 6. Read *If You Lived With the Sioux Indians*, by Ann McGovern, pp. 74-76.
 - 7. Read *Scholastic Encyclopedia of the North American Indian*, by James Ciment, pp. 12-13 (the section about forced moves).
 - 8. *How would you feel if your family was forced to move like the Native Americans were forced?* Accept all answers.
 - 9. Read *The Ute*, by Craig and Katherine Doherty, pp. 29-30 (the section labeled “The Ute Today”).
 - 10. *The Native American’s way of life has changed because of their contact with different people and how the land is used.*
 - 11. Display the chart from lesson three showing what the students thought they knew about Native Americans. Review it as a class.
 - 12. *Are there stereotypes on here? Did all Native Americans live in tepees?*
 - 13. *This is why we learned about Native Americans, so that we could learn about what they were really like instead of what we may have learned from TV.*
 - 14. Review all things that you have learned up to this point and pass out Appendix R (two pages or double sided).
 - 15. This is a quiz. You will need to walk through it very slowly with the students. Make sure that the students are spaced so that they can’t look at one another’s paper.
 - 16. Read each question one at a time and circulate around the room to make sure that no one gets confused.
- E. *Assessment/Evaluation*
 - 1. Appendix R – Quiz

2. Teacher observation during discussion

VI. CULMINATING ACTIVITY

- A. Game day- Have students play a variety of Native American games. The following books have a variety of games in them: *Native American Activity Book* by Linda Milliken, *Native Americans: Projects, Games, and Activities for Grades K-3* by Diane Teitel Rubins, and *MakeIt Work! North American Indians* by Andrew Haslam and Alexandra Parsons.
- B. Pow-wow- have students dress up like a particular tribe and have a party

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: North America Map
- B. Appendix B: Rubric for maps, Lessons One and Two
- C. Appendix C: North America-U.S. Map
- D. Appendix D: U.S.A. Maps
- E. Appendix E: Anecdotal notes for Where Do I Really Live
- F. Appendix F: Map Evaluation Checklist
- G. Appendix G: Native American book cover
- H. Appendix H: What is something you think you know about Native Americans?
- I. Appendix I: Checklist for writing (Something you know...)
- J. Appendix J: Native American Life Graph
- K. Appendix K: Predict and Actual Native American Life Graphs
- L. Appendix L: Tribe Recording Rubric, Lessons Five-Ten
- M. Appendix M: Tribe Labels
- N. Appendix N: Nickname writing page
- O. Appendix O: Nickname tags
- P. Appendix P: My Legend: How the bird got its feathers.
- Q. Appendix Q: Checklist for "My Legend: How the bird got its feathers" writing
- R. Appendix R: Native American Quiz (two pages)
- S. Appendix S: Native American Quiz Answer Key

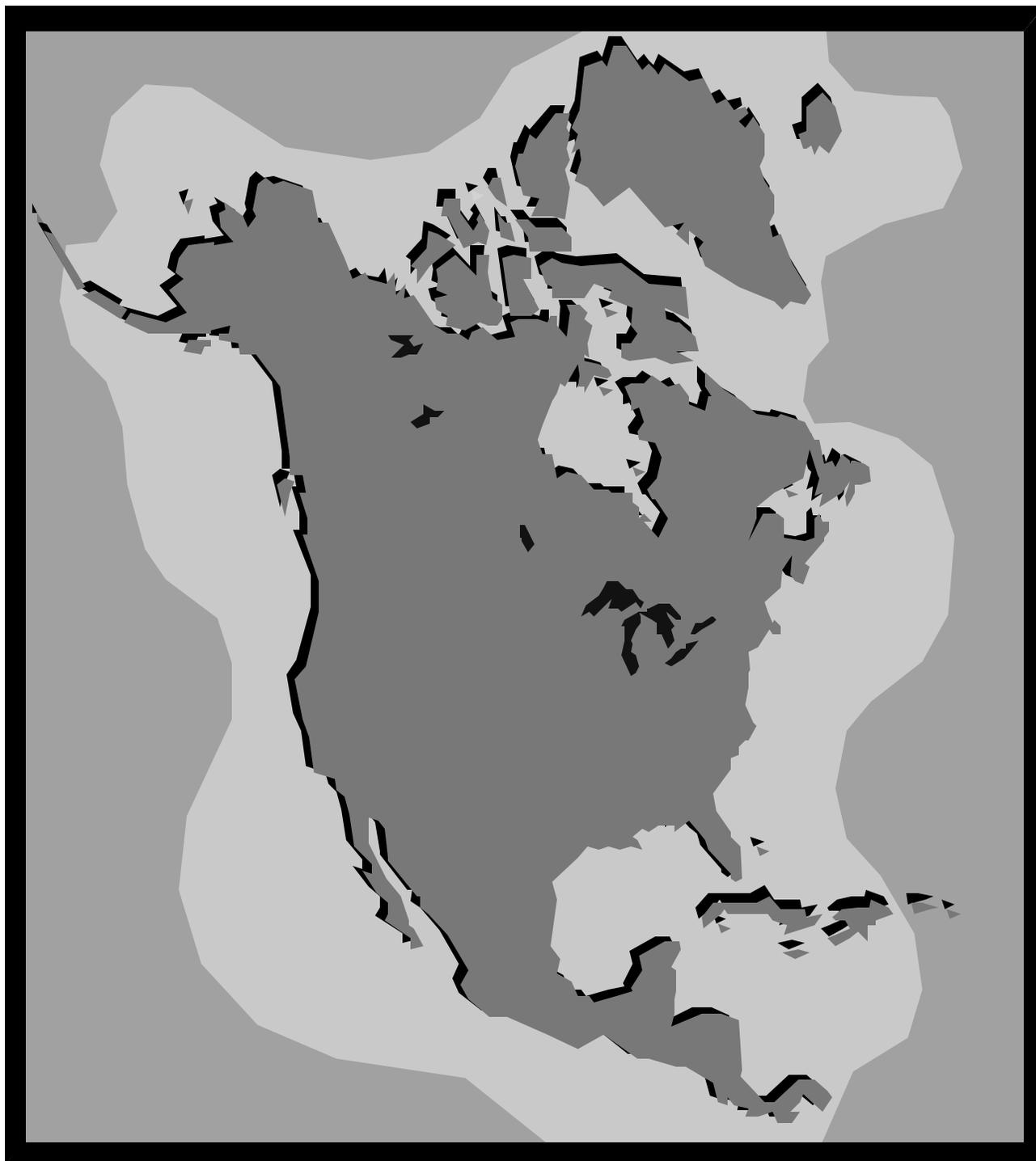
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Appendix A
North America Map

Name _____



Appendix B Rubric for Maps

Student Evaluated: _____

Date of Evaluation: _____

		2	1	0
Map A	First Name	Correctly written	Incorrectly written	Not attempted
	Pacific Ocean	Colored blue and labeled with a "P"	Colored blue or labeled with a "P"	Not attempted
	Atlantic Ocean	Colored blue and labeled with an "A"	Colored blue or labeled with an "A"	Not attempted
Map C	Last Name	Correctly written	Incorrectly written	Not attempted
	Canada	Colored yellow and labeled with a "C"	Colored yellow or labeled with a "C"	Not attempted
	Mexico	Colored yellow and labeled with an "M"	Colored yellow or labeled with an "M"	Not attempted
	U.S.A.	Border traced green and labeled with USA	Border is traced green or labeled with USA	Not attempted
	Rivers	All rivers are traced blue	Some rivers traced blue or rivers traced with wrong color	Not attempted
	Lakes	All lakes are colored blue	Some lakes colored blue or lakes colored wrong color	Not attempted
	Mountains	All/Most mountains traced purple	Some/few mountains traced purple or mountains wrong color	Not attempted

20-16 pts. Excellent

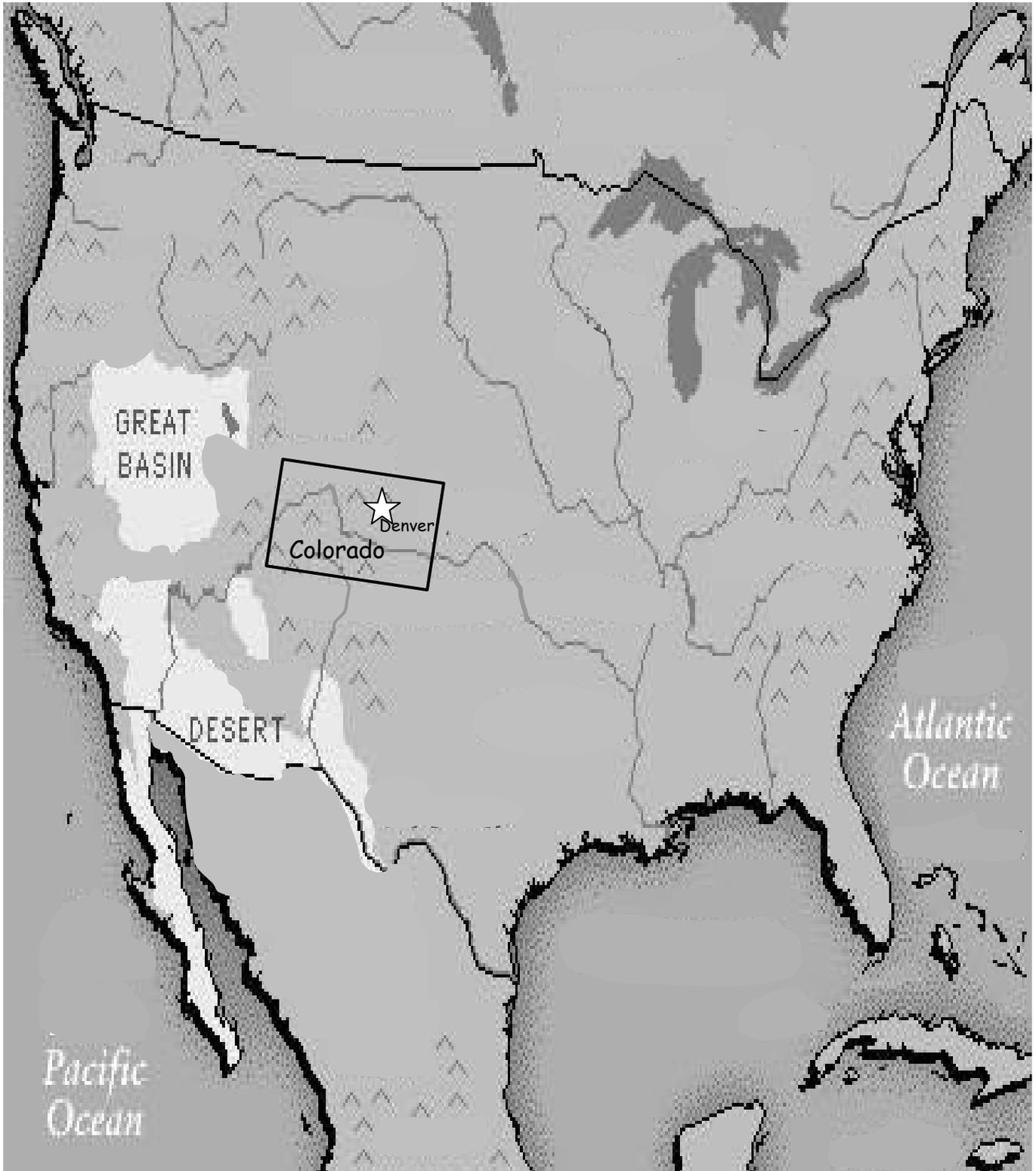
15-12 pts. Good Work

11 - 0 pts. Needs Improvement

Student's points: pts./20pts.

Appendix C
North America-U.S. Map

Name _____



Appendix D U.S.A. Maps



Appendix E

Anecdotal Notes for Where Do I Really Live (Lesson Three)

Date _____

As a class, were the students able to accurately answer the questions?

Were there any students in particular who did not understand parts of the lesson?

Were there any questions or tasks that the students, as a class, had a difficult time with?

Are there students who seem to have a strong grasp of the content taught in this lesson?

Is there anything you should try to change for the next time you teach this lesson?

Comments:

Appendix F

Lesson Three, Map Evaluation Checklist:

Student Name: _____

1. Did the student highlight the borders of Colorado? Yes No
2. Did the student correctly mark Denver? Yes No

Comments:

Lesson Three, Map Evaluation Checklist:

Student Name: _____

1. Did the student highlight the borders of Colorado? Yes No
2. Did the student correctly mark Denver? Yes No

Comments:

Lesson Three, Map Evaluation Checklist:

Student Name: _____

1. Did the student highlight the borders of Colorado? Yes No
2. Did the student correctly mark Denver? Yes No

Comments:

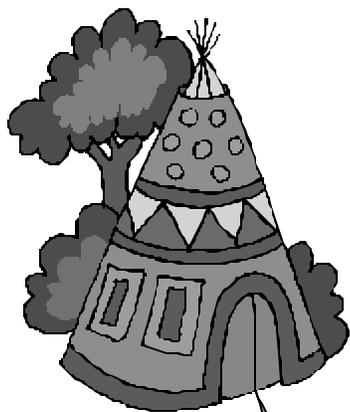
Lesson Three, Map Evaluation Checklist:

Student Name: _____

1. Did the student highlight the borders of Colorado? Yes No
2. Did the student correctly mark Denver? Yes No

Comments:

Appendix G
Native American Book Cover



Native Americans

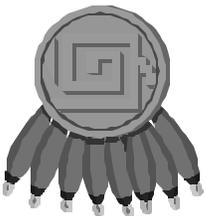
by _____





Name _____

**What is something you
think you know about
Native Americans?**



Appendix I

Checklist for writing (Something you know...)

Student Evaluated: _____

Date of Evaluation: _____

Did the student write his/her first and last name? Yes ____ No ____

Did the student's writing tell something that he/she thought about Native Americans? Yes ____ No ____

Did the student use initial and final consonants in his/her words? Yes ____ No ____

Comments:

Checklist for writing

Student Evaluated: _____

Date of Evaluation: _____

Did the student write his/her first and last name? Yes ____ No ____

Did the student's writing tell something that he/she thought about Native Americans? Yes ____ No ____

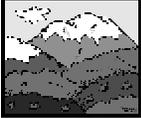
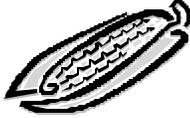
Did the student use initial and final consonants in his/her words? Yes ____ No ____

Comments:

Appendix J

Native American Life Graph

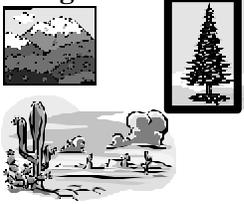
Name _____

<p>Tribe</p> 	<p>Region</p>   	<p>Hunters ☺ Gatherers ☹</p>  	<p>Headdress</p> 	<p>Warlike</p> 	<p>Tepee</p> 
<p>Kwakiutl (Pacific Northwest)</p>					
<p>Hopi (Southwest)</p>					
<p>Ute (Great Basin)</p>					
<p>Lakota or Sioux (Midwest or Plains)</p>					
<p>Wampanoag (Eastern)</p>					

Appendix K

Native American Life Graph Predict/Actual

PREDICT

Tribe	Region	Hunters ☺ Gatherers ☹	Headdress	Warlike	Tepee
					
Kwakiutl (Pacific Northwest)					
Hopi (Southwest)					
Ute (Great Basin)					
Lakota or Sioux (Midwest or Plains)					
Wampanoag (Eastern)					

ACTUAL

Tribe	Region	Hunters ☺ Gatherers ☹	Headdress	Warlike	Tepee
					
Kwakiutl (Pacific Northwest)					
Hopi (Southwest)					
Ute (Great Basin)					
Lakota or Sioux (Midwest or Plains)					
Wampanoag (Eastern)					

Appendix L

Student Name: _____

Tribe Recording Rubric

Kwakiutl Date: _____

Did the student:	Yes	No
Draw the correct region?		
Make a ☺ for hunt/gather?		
Make a ☹ for headdress?		
Make a ☹ for war-like?		
Make a ☹ for tepees?		
Glue label in correctly?		

____ pts./6pts.

Hopi Date: _____

Did the student:	Yes	No
Draw the correct region?		
Make a ☹ for hunt/gather?		
Make a ☹ for headdress?		
Make a ☹ for war-like?		
Make a ☹ for tepees?		
Glue label in correctly?		

____ pts./6pts.

Ute Date: _____

Did the student:	Yes	No
Draw the correct region?		
Make a ☹ for hunt/gather?		
Make a ☺ for headdress?		
Make a ☺ for war-like?		
Make a ☹ for tepees?		
Glue label in correctly?		

____ pts./6pts.

Sioux Date: _____

Did the student:	Yes	No
Draw the correct region?		
Make a ☺ for hunt/gather?		
Make a ☺ for headdress?		
Make a ☺ for war-like?		
Make a ☺ for tepees?		
Glue label in correctly?		

____ pts./6pts.

Wampanoag Date: _____

Did the student:	Yes	No
Draw the correct region?		
Make a ☺ for hunt/gather?		
Make a ☺ for headdress?		
Make a ☹ for war-like?		
Make a ☹ for tepees?		
Glue label in correctly?		

____ pts./6pts.

Student's Total Points:

____ pts./ 30 pts.

30-27 points = Outstanding!

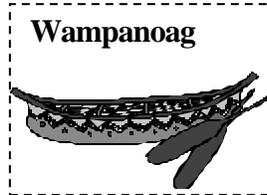
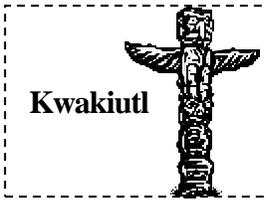
26-24 points = Good Job!

23-21 points = Okay

20-18 points = Keep trying

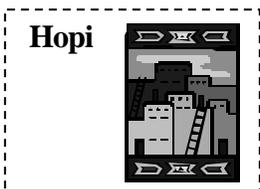
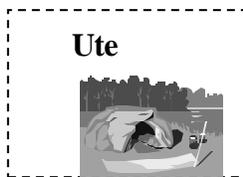
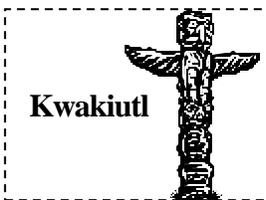
17-0 points = Needs improvement

**Appendix M
Tribe Labels**



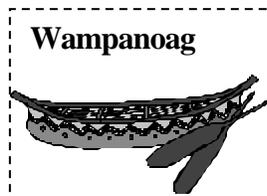
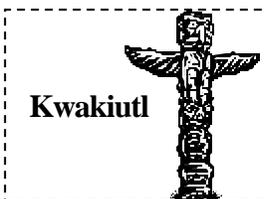
Name _____

Tribe labels



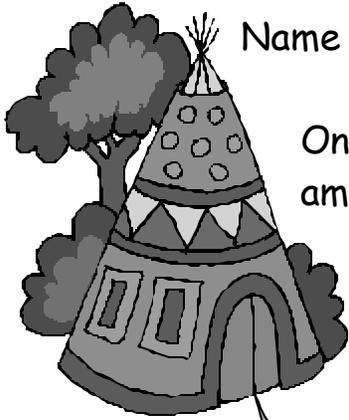
Name _____

Tribe Labels



Name _____

Appendix N
Nickname Writing Page



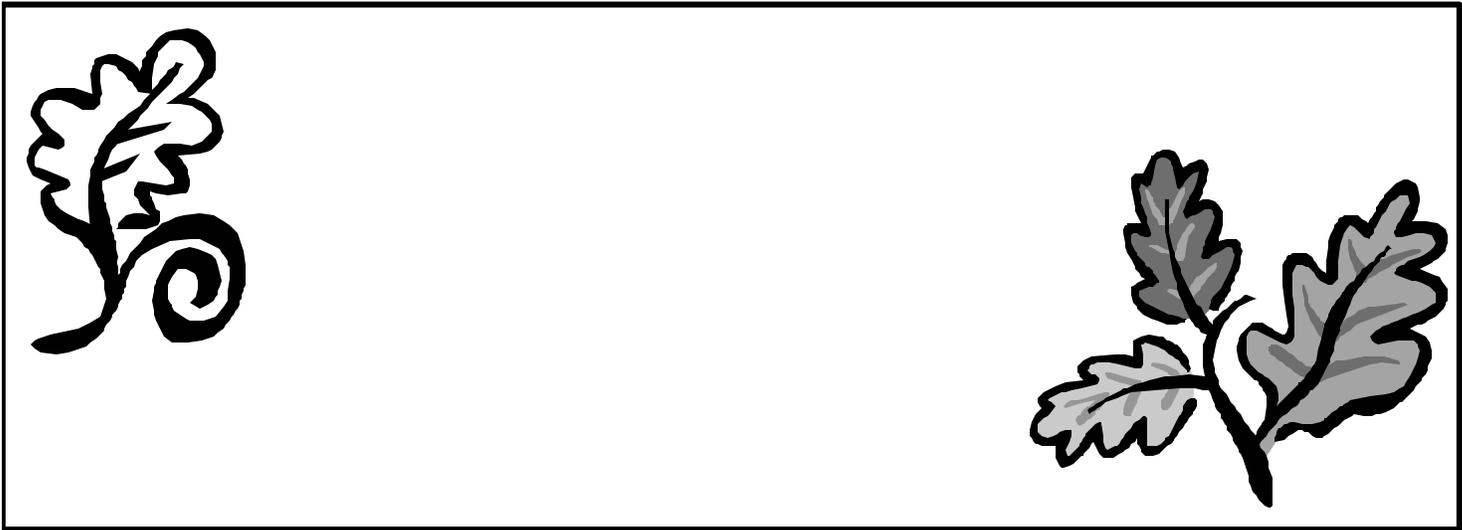
Name _____

One of my accomplishments, or something that I
am know for is:

I think my nickname would be:

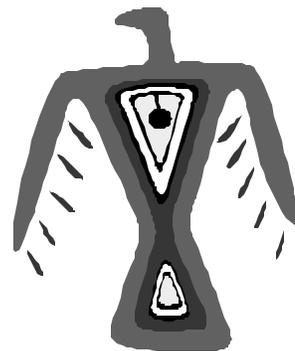


Appendix O
Nickname tags

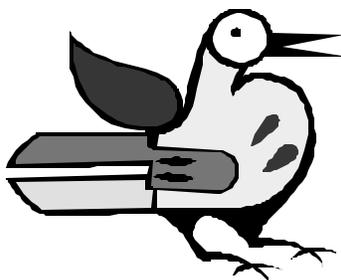




My Legend:
How the Bird Got its
Feathers.



by _____



Appendix Q

Checklist for “My Legend: How the bird got its feathers” writing:

Student Evaluated: _____

Date of Evaluation: _____

Did the student write his/her first name?

Yes _____ No _____

Did the student write his/her last name?

Yes _____ No _____

Did the student write a legend to explain how birds got their feathers?

Yes _____ No _____

Did the student use initial and final consonants in their words?

Yes _____ No _____

Comments:

Appendix R
Native American Quiz

Name _____

1. What country are Indians from?



North
America



India

2. Are Native Americans from North America?



3. Do all Native Americans live in tepees?



4. Circle the home that was not a Native American home:



Wetu



Tepee

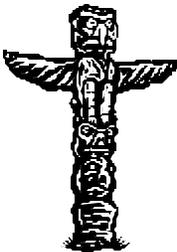


Pueblo



Castle

5. Circle the totem pole:



6. Were all Native Americans war-like?



Appendix R, page 2

7. Draw a picture of something Native Americans ate.

8. Do all Native Americans wear headdresses?



9. If you eat vegetables as your main source of food are you a hunter or a gatherer?



hunter



gatherer

10. In The Legend of Jumping Mouse, the mouse eventually became a:



cat



eagle



bear



buffalo

Appendix S

NATIVE AMERICAN QUIZ ANSWER KEY

1. What country are Indians from?



North America



India

2. Are Native Americans from North America?



3. Do all Native Americans live in tepees?



4. Circle the home that was not a Native American home:



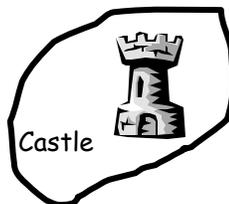
Wetu



Tepee

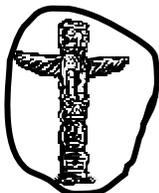


Pueblo



Castle

5. Circle the totem pole:



6. Were all Native Americans war-like?



7. Draw a picture of something Native Americans ate.

Students could draw practically any food: fish, buffalo, deer, vegetables, fruit, nuts, etc.

8. Do all Native Americans wear headdresses?



9. If you eat vegetables as your main source of food are you a hunter or a gatherer?



hunter



gatherer

10. In The Legend of Jumping Mouse, the mouse eventually became a:



cat



eagle



bear



buffalo