

A GUIDE TO NORTH AMERICAN INDIAN CULTURE

Grade Level: Fifth Grade
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Length of Unit: 2 to 3 weeks (8 lessons)

I. ABSTRACT

This is a unit for 5th grade on North American Indians and how they lived. It will cover details in the geography of where they lived to what they lived in and how American Government policies led to many conflicts. This unit also covers many aspects of their culture, from the art of weaving to what their ceremonies meant. The unit is comprised of 8 lessons, several of which will take more than one day. These lessons are designed to help 5th graders understand Native Americans and the culture from which they come.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students will observe the cultures and relationships of Native North Americans.
- B. Content from the *Core Knowledge Sequence*
 - 1. **Culture and Life** – Great Basin and Plateau (for example, Shoshone, Ute, Nez Perce) Northern and Southern Plains (for example, Arapaho, Cheyenne, Lakota [Sioux] Blackfoot, Crow) Pacific Northwest (for example, Chinook, Kakiutl, Yakima) pg 117
 - 2. **American Government Policies** – Bureau of Indian Affairs; Forced removal to reservations; Attempts to break down tribal life; Assimilation policies, Carlisle School pg 118
 - 3. **Conflicts** – Sand Creek massacre; Little Big Horn: Crazy Horse, Sitting Bull, Custer’s Last Stand; Wounded Knee; Ghost Dance pg 118
- C. Skill Objectives
 - 1. The students will identify different dwellings for different tribes and locations.
 - 2. The students will identify different weapons used by Native Americans and how they were used for hunting and defending.
 - 3. The students will demonstrate knowledge of the different ways Native Americans hunted and used every part of the buffalo.
 - 4. The students will demonstrate knowledge of Native American symbols and pictographs.
 - 5. The students will demonstrate knowledge of Native American ceremonial symbols used in sand paintings.
 - 6. The students will demonstrate knowledge of weaving and how it was part of Native American culture.
 - 7. The Students will demonstrate knowledge of how the American Government interacted with the Native Americans.
 - 8. The students will demonstrate, through multimedia, knowledge of the different Native American Tribes and their parts in American History.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Ciment, James. *Scholastic Encyclopedia of the North American Indian*. New York, NY: Scholastic Inc.
 - 2. Mateo, Mary Ann. *Portraits of Native American Indians*. Carthage, IL: Good Apple

3. Waldman, Carl. *Atlas of The North American Indian*. New York, NY: Checkmark Books. 2000

B. For Students

1. Background knowledge on early exploration and settlement of the Americas (1st grade)
2. Background knowledge on Westward expansion (2nd grade)
3. Background knowledge on the earliest Americans (3rd grade)
4. Background knowledge on the exploration of North America (3rd grade)

IV. RESOURCES

- A. Artman, John, *Indian – An Activity Book*. Torrance, CA: Good Apple Inc.
- B. Milliken, Linda. *Native American Activity Book*. Dana Point, CA: Edupress, Inc.

V. LESSONS

Lesson One: Dwellings and cultural differences

A. *Daily Objectives*

1. Concept Objective
 - a. Students will observe the cultures and relationships of Native North Americans.
2. Lesson Content
 - a. Culture and Life – Great Basin and Plateau (ex. Shoshone, Ute, Nez Perce); Northern and Southern Plains (ex. Arapaho, Cheyenne, Lakota [Sioux], Blackfoot, Crow); Pacific Northwest (ex. Chinook, Kakiutl, Yakima)
3. Skill Objective
 - a. The students will identify different dwellings for different tribes and locations.

B. *Materials*

1. Map of locations for different tribes
2. Popsicle sticks and balsa wood planks
3. Construction paper
4. Brown paper bags
5. Straw or long grass or hay
6. Paint, markers, pencils, crayons
7. Twine, Scissors
8. Dirt
9. Glue
10. *Indian Crafts* by D'amato, pgs. 4-15

C. *Key Vocabulary*

1. Lashing – the wrapping of poles together
2. Vertical – the placing of something in the up and down position
3. Horizontal – the placing of something in the side to side position
4. Shingles – sheets of overlapping materials used for siding and roofing
5. Lodge – a type meeting house used by different groups
6. Pueblo – dwellings made of bricks covered in adobe
7. Adobe – a building material made from mixing mud, clay and straw.
8. Totem poles – a pole decorated and used to designate family and placed in front of dwellings

D. *Procedures/Activities*

1. Assign each student a North American tribe so as each student may keep notes and research the culture of that tribe through out the unit.
 2. Be sure to talk about the different building styles for the different locations or regions and why each would be good for that region.
 3. Discuss how each tribe might have gone about building their dwellings.
 4. Review on map of tribes the locations of each
 5. Read selections of different types of dwellings and which tribe lived in each.
 6. Discuss differences in location and type of dwellings there.
 7. Have students in groups and assign a tribe and dwelling to each.
 8. Give students instructions on each dwelling and let them build models of each.
- E. *Assessment/Evaluation*
1. Let students describe how each of their dwellings were built and why it was used by their assigned tribe.

Lesson Two: Indian Weapons

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will observe the cultures and relationships of Native North Americans.
 2. Lesson Content
 - a. Culture and Life – Great Basin and Plateau (ex. Shoshone, Ute, Nez Perce); Northern and Southern Plains (ex. Arapaho, Cheyenne, Lakota [Sioux], Blackfoot, Crow); Pacific Northwest (ex. Chinook, Kakiutl, Yakima)
 3. Skill Objective
 - a. The students will identify different weapons used by native Americans and how they were used for hunting and defending.
- B. *Materials*
1. Cardboard
 2. Tempera paint (various colors)
 3. Feathers (real or cut from construction paper)
 4. Paint brushes
 5. Scissors
 6. Glue
 7. Encyclopedias
 8. *Mystic Warriors of the Plains* by Thomas E. Mails pg. 405 – 470
 9. *Native American Activity Book* by Linda Millikan pg. 32 & 33
- C. *Key Vocabulary*
1. Bola – consisted of 2 or more weights attached to thongs attached to longer lines. Spun around and thrown to tangle around legs to make the fleeing object fall.
 2. Blowgun – a tube through which a dart or stone pellets are discharged by blowing through the tube
 3. Tomahawk – a type of war club
 4. War club – a club designed as a striking weapon.
 5. Bow and arrow – a piece of wood tied by a catgut line, used to shoot arrows farther and faster than could be thrown by hand.
 6. Spear – a long pole with a sharpened end or with a hand made arrowhead attached to the end. Used to throw at an object.
- D. *Procedures/Activities*

1. Talk about survival for Native Americans. How they hunted, defended themselves, cut wood for fires, etc.
 2. Read about different types of weapons and how they were used for hunting and defense.
 3. Let students make a sample weapon from construction paper, cardboard, etc., that their assigned tribe was fond of using.
- E. *Assessment/Evaluation*
1. Let students share with the class their project.

Lesson Three: Hunting Buffalo

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will observe the cultures and relationships of Native North Americans.
 2. Lesson Content
 - a. Culture and Life – Great Basin and Plateau (ex. Shoshone, Ute, Nez Perce); Northern and Southern Plains (ex. Arapaho, Cheyenne, Lakota [Sioux], Blackfoot, Crow); Pacific Northwest (ex. Chinook, Kakiutl, Yakima)
 3. Skill Objective(s)
 - a. The students will demonstrate knowledge of the different ways Native Americans hunted and used every part of the buffalo.
- B. *Materials*
1. Coke flats (cardboard boxes)
 2. Dirt, rocks and twigs
 3. *Indians of the Plains* by the editors of American Heritage, pgs. 26-33
- C. *Key Vocabulary*
1. Pemmican - an Indian food made of dry and pulverized meat mixed with melted fat and dried berries.
 2. Culture - the customary beliefs, social forms, material traits of a racial, religious or social group.
 3. Tribe - A group of people usually having a common name for themselves, a common language, territory and culture.
 4. Impounding - A way of hunting buffalo, done by building a corral and luring the buffalo into it, in order to kill the animals in the corral.
 5. The surround - A way of hunting buffalo, done by a group of hunters separating a part of the herd, then forming a circle around that part of the herd in order to kill the animals in the circle.
- D. *Procedures/Activities*
1. Point out different hunting tools used
 2. Point out the many different uses for the whole buffalo.
 3. Read the selections and discuss the different uses of buffalo in the Indian culture, and the different ways of hunting them.
 4. Have students in groups and assign each group a technique of hunting before horses were introduced. (let students with imaginations make-up a new way to trap the buffalo.)
- E. *Assessment/Evaluation*
1. Finished models will be shared and each explained how it would work.

Lesson Four: Sand Painting

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will observe the cultures and relationships of Native North Americans.
 2. Lesson Content
 - a. Culture and Life – Great Basin and Plateau (ex. Shoshone, Ute, Nez Perce); Northern and Southern Plains (ex. Arapaho, Cheyenne, Lakota [Sioux], Blackfoot, Crow); Pacific Northwest (ex. Chinook, Kakiutl, Yakima)
 3. Skill Objective(s)
 - a. The students will demonstrate knowledge of Native American symbols and pictographs.
- B. *Materials*
1. Large paper bags
 2. Tempera paint and brushes or colored markers or crayons
 3. Thread
 4. Glue
 5. Masking tape
 6. *Native American Activity Book* by Linda Millikan pg. 7 – 13
 7. *Indians An Activity Book* by John Artman pg.42 - 46
- C. *Key Vocabulary*
1. Coup – an act of bravery in battle
 2. Petroglyphs– picture writing on rocks
 3. Pictograph – picture writing
 4. Effigy – a representation of a person or animal in a painted or drawn image
- D. *Procedures/Activities*
1. Talk about major battles and the importance of coup and the use of symbols in the Native American culture.
 2. Discuss how the making of pictures can tell a story.
 3. Discuss a Winter Count and how pictures were used to keep inventory.
 4. Distribute paper bags to students, they should crinkle the paper til it looks like leather.
 5. Give students copies of symbols from *Native American Activity Book* and *Indians An Activity Book* , have them make a coup shield or winter count of their own.
- E. *Assessment/Evaluation*
1. Let students share with the class their project and explain their picture writing.

Lesson Five: Sand Painting

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will observe the cultures and relationships of Native North Americans.
 2. Lesson Content
 - a. Culture and Life – Great Basin and Plateau (ex. Shoshone, Ute, Nez Perce); Northern and Southern Plains (ex. Arapaho, Cheyenne, Lakota [Sioux], Blackfoot, Crow); Pacific Northwest (ex. Chinook, Kakiutl, Yakima)
 3. Skill Objective(s)

- a. The students will demonstrate knowledge of Native American ceremonial symbols used in sand paintings.
- B. *Materials*
1. Colored sand (at least 5 different colors)
 2. *North American Indian Design Coloring Book* renderings by Paul E. Kennedy
 3. Construction paper
 4. Scissors
 5. Bottled glue
 6. Popcicle sticks (to spread the glue)
 7. Paper cups (to put the sand in)
- C. *Key Vocabulary*
1. Zia - the symbol of the sun and four winds
 2. Rainbow doll – the symbol of the beginning and the end
 3. Animal shapes – the belief that animals gave their strength to humans
- D. *Procedures/Activities*
1. Discuss the Indian belief that symbols were connected to ceremonies and healing.
 2. Show the different symbols and talk about how they were used.
 3. Let students pick a symbol to make the sand painting from.
 4. Put colored sand into paper cups for students to use at their tables.
 5. Glue should be put in small areas on the symbols at one time and use only one color at a time to keep colors from mixing.
 6. Make sure the glue is smooth and thick in the area to be covered with sand.
- E. *Assessment/Evaluation*
1. Let students share with the class their project.

Lesson Six: Indian Weaving

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will observe the cultures and relationships of Native North Americans.
 2. Lesson Content
 - a. Culture and Life – Great Basin and Plateau (ex. Shoshone, Ute, Nez Perce); Northern and Southern Plains (ex. Arapaho, Cheyenne, Lakota [Sioux], Blackfoot, Crow); Pacific Northwest (ex. Chinook, Kakiutl, Yakima)
 3. Skill Objective(s)
 - a. The students will demonstrate knowledge of weaving and how it was part of Native American culture.
- B. *Materials*
1. Brown or yellow straw
 2. Glue
 3. Scissors
 4. *Native American Activity Book* by Linda Millikan pg. 43
 5. *Atlas of The North American Indian* by Carl Waldman
- C. *Key Vocabulary*
1. Loom – a hand operated simple machine to help in weaving
 2. Dye – colors for clothing, artwork and body painting were obtained from many natural resource such as bark roots twigs leaves, flowers, weed, berries and vegetables

3. Weave – the laying and overlapping of materials to form a design.
- D. *Procedures/Activities*
1. Talk about the importance of weaving in Native American history, baskets, mats, blankets, etc.
 2. Read about different types of weaving, baskets, hats, roof coverings, floor mats, blankets, clothing, etc.
 3. Let students weave their own place mat.
- E. *Assessment/Evaluation*
1. Let students share with the class their project.

Lesson Seven: American Government Policies

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will observe the cultures and relationships of Native North Americans.
 2. Lesson Content
 - a. Culture and Life – Great Basin and Plateau (ex. Shoshone, Ute, Nez Perce); Northern and Southern Plains (ex. Arapaho, Cheyenne, Lakota [Sioux], Blackfoot, Crow); Pacific Northwest (ex. Chinook, Kakiutl, Yakima)
 3. Skill Objective
 - a. The students will demonstrate knowledge of how the American government interacted with the Native Americans.
- B. *Materials*
1. *Atlas of the North American Indian* pg. 215 – 241
 2. Group character cards (appendix A)
- C. *Key Vocabulary*
1. BIA – Bureau of Indian Affairs, created in 1824 by the US government as a go between for the Indians and the government.
 2. Treaties – a formal agreement between Indian leaders and the government
 3. Agents – the person the government assigned to work with the Indian tribe as the BIA representative
- D. *Procedures/Activities*
1. Discuss how corrupt the BIA agents were, how the settlers felt, how the Indians people felt, and how the Army tried to play peace keeper and antagonist at the same time.
 2. Separate students into 5 groups.
 3. Assign character parts for each group to play – BIA agents, Indian Chiefs, Settlers, Indian people, US Army
 4. Give each group their roles to play (appendix A) and let groups interact to solve the situation.
- E. *Assessment/Evaluation*
1. Observe student participation.

Lesson Eight: American Indians Tribes

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will observe the cultures and relationships of Native North Americans
 2. Lesson Content

- a. Culture and Life – Great Basin and Plateau (ex. Shoshone, Ute, Nez Perce); Northern and Southern Plains (ex. Arapaho, Cheyenne, Lakota [Sioux], Blackfoot, Crow); Pacific Northwest (ex. Chinook, Kakiutl, Yakima)
- 3. Skill Objective
 - a. The students will demonstrate, through multimedia sources, knowledge of the the different Native American Tribes and their parts in American history.
- B. *Materials*
 - 1. Encyclopedias
 - 2. *Portraits of Native American Indians* by Mary Ann Mateo
 - 3. *Scholastic Encyclopedia of the North American Indian* by James Ciment
 - 4. *Encyclopedia of Native American Tribes* by Carl Waldman
- C. *Key Vocabulary*
 - 1. Little Big Horn – also know as Custer’s Last Stand
 - 2. Wounded Knee – The massacre of over 150 Sioux for participating in the Ghost Dance.
 - 3. Sand Creek Massacre – The massacre of over 200 Souix Indians under the white flag of truce.
 - 4. Black Kettle – Cheyenne Chief
 - 5. Crazy Horse – Oglala Sioux warrior
 - 6. Cochise – Apache Chief
 - 7. Geronimo – Apache War Leader
 - 8. Red Cloud – Oglala Sioux Chief
 - 9. Sitting Bull – Lakota Chief
 - 10. Ghost Dance – a religious dance that called for a return to traditional ways of life and honoring the dead while predicting their resurrection.
- D. *Procedures/Activities*
 - 1. Review various tribes and major events, battles, treaties, etc.
 - 2. Discuss the importance of the American Indian leaders on events in history.
 - 3. Distribute research web and explain to students what will be needed for the research paper. Research should include the location, dwellings, culture (hunters or gatherers), important people or events (conflicts), ceremonies, weapons or crafts, and what the tribe is like today.
 - 4. Students visit the Library for web access and books.
- E. *Assessment/Evaluation*
 - 1. Students should have 2 hand written pages of research to turn in, assessed by a rubric.

Rubric Sample:	Behavior during research	30%
	Bibliography	10%
	Content	50%
	Grammar	10%

VI. CULMINATING ACTIVITY (Optional)

- A. Research project (lesson 8)

VII. HANDOUTS/WORKSHEETS

- 1. Appendix A – Tribe Names
- 2. Appendix B – Character cards
- 3. Appendix C – Research web

VIII. BIBLIOGRAPHY

1. Artman, John, *Indians – An Activity Book*. Good Apple Inc., Torrance, CA: ISBN 0 - 86653 - 012 - 6
2. Ciment, James. *Scholastic Encyclopedia of the North American Indian*. Scholastic Inc., New York, NY ISBN 0-50-22790-4
3. Hirsch, E.D. *What Your 5th Grader Needs To Know*. Dell Publishing, New York, NY: ISBN 0 - 385 - 31464 - 7
4. Kennedy, Paul E. *North American Indian Design Coloring Book*. Dover Publications, New York, NY: 1971 ISBN 0-486-21125-8
5. Mails, Thomas E. *The Mystic Warriors of the Plains*. Marlow & Company, New York, NY ISBN 1-56924-843-5
6. Mateo, Mary Ann. *Portraits of Native American Indians*. Good Apple, Carthage, IL: ISBN 0 - 86653 - 669 - 8
7. Milliken, Linda. *Native American Activity Book*. Edupress, Inc., Dana Point, CA: 1996. ISBN 1- 56472 - 000 - 4
8. Waldman, Carl. *Encyclopedia of Native American Tribes*. Check Mark Books, New York, NY ISBN 0-8160-3964
9. Waldman, Carl. *Atlas of The North American Indian*. Checkmark Books, New York, NY: 2000 ISBN 0 - 8160 - 3975 – 5

Appendix A

Cherokee

Cree

Blackfoot

Chinook

Hopi

Navajo

Apache

Ute

Pawnee

Mohawk

Choctaw

Commanche

Arapaho

Sioux

Cheyenne

Huron

Iroquois

Crow

Seminole

Shawnee

Nez Perce

Seneca

Appendix B

Settlers

You are a family who has moved west to make a new start. You have paid money for land and want to farm and raise some cows on your new land. Indians keep raiding your home, stealing your cows, and tearing down the fence you worked so hard to put around your property. You are demanding that the US Army do something to help you with this problem.

BIA Agents

You have been assigned by the president to try and keep peace between the settlers and Indian people. You are supposed to be sure that government assistance (food and supplies) is given to the tribe, but you have been selling most of the supplies to make money for yourself (The savages don't need all of that stuff, they can live off the land like they always have). You have been told by the president to have the Indian tribe moved to another location that would give them more room, game to hunt, etc.(it is really just a few hundred acres and is the new reservation land for this tribe.)

Indian People

You are on the land where your people have lived for generations. The white people have killed all of the buffalo, which used to sustain your people. More white people are moving into your lands and "cutting it up with fences." The fences get in the way when hunting so you take them down to get through the land.

The whites have huge herds of cows, surely they wouldn't mind or miss a few every now and then when your people have so little and are very hungry.

Indian Chiefs

You are trying to live up to the treaties made with the white people, but more and more things are not done as agreed. The government was to provide food and supplies to help your starving people, but what is given is never enough. More white people move onto your lands everyday. Many have ruined the sacred burial grounds your ancestors have been laid to rest in for centuries. You are now trying to get help from the local BIA agent.

US Army

You have been told to keep the peace and protect the settlers. When the settlers ask for help, you go to the Indian village and gather what has been stolen if it has not been eaten already. The Indians get angry with you for taking their meals away. The settlers want more done to the Indians for stealing (stealing cattle is a hanging offense). You are caught between keeping peace and killing the trespassers. You have also just been given orders to help the BIA agent move the Indian tribe to a new location.

Appendix C

