

The Earliest Americans

Grade Level or Special Area: Third Grade

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Length of Unit: Eleven lessons – approximately 28 days – 45 minutes per day

I. ABSTRACT

Travel back in time and cross Beringia with the Earliest Americans. Build an igloo with the Inuit, or try your hand at scrimshaw. Find out why corn was important to the desert dwellers. Your third graders will enjoy journeying through ancient America as they learn about civilizations that built their homes in cliffs, buried their treasures in mounds, and whose ancestors live on today in our country, keeping many traditions alive from their past. They will learn how man has struggled to survive in this wilderness and how their struggles have helped make our country what it is today.

II. OVERVIEW

A. Concept Objectives

1. Students understand how physical processes shape Earth’s surface patterns and systems. (*Colorado Model Content Standard for Geography, Standard 3*)
2. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (*Colorado Model Content Standard for Geography, Standard 1*)
3. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (*Colorado Model Content Standard for Geography, Standard 4*)
4. Students know how to use the processes and resources of historical inquiry. (*Colorado Model Content Standard for History, Standard 2*)
5. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (*Colorado Model Content Standard for History, Standard 1*)
6. Students understand that societies are diverse and have changed over time. (*Colorado Model Content Standards for History, Standard 3*)

B. Content from the *Core Knowledge Sequence*

1. The Earliest Americans – Crossing the Land Bridge (p. 71)
 - a. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait).
 - b. Different peoples, with different languages and ways of life, eventually spread out over the North and South American Continents.
 - c. These people include:
 - i. Inuits (Eskimos)
 - ii. Anasazi, pueblo builders and cliff dwellers
 - iii. Mound builders
2. The Earliest Americans – Native Americans (p. 71)
 - a. In the Southwest
 - i. Pueblos (Hopi, Zuni)
 - ii. Dine (Navajo)
 - iii. Apaches
 - b. Eastern “Woodland” Indians
 - i. Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem

- ii. Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)

C. Skill Objectives

1. Student will explain that the Earth's climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge. (*adapted from Colorado Suggested Grade Level Expectations for Geography, Standard 3.1*)
2. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans. (*adapted from Colorado Suggested Grade Level Expectations for Geography, Standard 1.2*)
3. Student will describe differences between prehistoric and modern human settlements in this part of the country. (*adapted from Colorado Suggested Grade Level Expectations for Geography, Standard 4.4*)
4. Students will identify the causes of human migration. (*adapted from Colorado Model Content Standards for Geography, Standard 4.1*)
5. Student will explain the meaning of topographical features such as isthmus and strait. (*adapted from Colorado Suggested Grade Level Expectations for Geography, Standard 1.2*)
6. Student will identify how art works are used to record history. (*adapted from Colorado Suggested Grade Level Expectations for History, Standard 2.6*)
7. Student will identify how historical photographs and art works are used to record history. (*adapted from Colorado Suggested Grade Level Expectations for History, Standard 2*)
8. Student will create an historical informative/narrative of their own, establish a chronology for the story, providing a beginning, a middle, and an end. (*adapted from Colorado Suggested Grade Level Expectations for History, Standard 1.3*)
9. Student will identify ways that people in communities have helped and supported each other in the past. (*adapted from Colorado Suggested Grade Level Expectations for History, Standard 3.4*)
10. Student will group events by broadly defined eras in the history of their country. (*adapted from Colorado Suggested Grade Level Expectations for History, Standard 1.4*)
11. Student will identify the cultural heritage evident in a community. (*adapted from Colorado Suggested Grade Level Expectations for History, Standard 3.2*)
12. Student will develop knowledge about how to compare evidence we have from settlers in the west, Native American Indians and others that show how various people lived in North America in the past. (*adapted from Colorado Suggested Grade Level Expectation for History, Standard 2.8*)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hakim, Joy. *A History of US: The First Americans*. New York: Oxford University Press, 1999. 0-19-512752-8. (pp. 11-61)
2. *Pearson Learning Core Knowledge History and Geography: Level Three*. New Jersey: Pearson Education, Inc., 2002. 0-7690-5024-7. (pp. 105-127) (a free sample copy of this book can be obtained by contacting your local Pearson Learning representative; see www.coreknowledge.com and follow the link to the Pearson Learning website)

3. Hirsch, E.D., Jr., *What Your Third Grader Needs to Know: Fundamentals of a Good Third-Grade Education*. New York: Doubleday, 2001. 0-385-49719-9. (pp.120-129)
 4. Griffin-Pierce, Trudy. *The Encyclopedia of Native America*. New York: Viking/Penguin Group, 1995. 0-670-85104-3.
- B. For Students
1. Students need knowledge of where the continent of Asia is located relative to the location of North America. (*Core Knowledge Sequence*, History and Geography: Grade 3, World Geography: Spatial Sense, p. 69)
 2. Students should be familiar with the geography of North America. (*Core Knowledge Sequence*, History and Geography: Grade 3, World Geography: Spatial Sense, p. 69)
 3. Students should be able to write a short, informative paragraph using a graphic organizer. (*Core Knowledge Sequence*, Language Arts: Grade 3, Writing, p. 65)
 4. Students should be able to write a short, informative narrative paragraph in first person using a graphic organizer. (*Core Knowledge Sequence*, Language Arts: Grade 3, Writing, p. 65)
 5. Students should have a basic knowledge of Westward Expansion and the Cherokee Trail of Tears. (*Core Knowledge Sequence*, American History and Geography: Grade 2, Westward Expansion: Native Americans, p. 49)
 6. Students should have a basic knowledge of the pyramids of Egypt in relation to them being burial places. (*Core Knowledge Sequence*, History and Geography: Grade 2, World History and Geography: Early Civilizations, Ancient Egypt, p. 27)
 7. Students should have a basic knowledge of the location of the Mississippi River and the Great Lakes. (*Core Knowledge Sequence*, American History and Geography: Grade 2, Geography of the Americas: North America, p. 51)

IV. RESOURCES

- A. *A History of US: The First Americans*, by Joy Hakim (Lesson One – Thirteen)
- B. *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning (Lessons One – Thirteen)
- C. *What do we know about the Inuit?*, by Bryan and Cherry Alexander (Lesson Three)
- D. *The Encyclopedia of Native America*, by Trudy Griffin-Pierce (Lesson Four and Eleven)
- E. *The Anasazi: A New True Book*, by David Petersen (Lesson Four – optional)
- F. *Mesa Verde National Park: A New True Book*, by David Petersen (Lesson Four – optional)
- G. *Let's go to an Indian Cliff Dwelling*, by Barbara Williams (Lesson Four – optional)
- H. *Cities in the Sand: The Ancient Civilizations of the Southwest*, by Scott Warren (Lesson Four – optional)
- I. *Houses of Adobe: Native Dwellings, the Southwest*, by Bonnie Shemie (Lesson Four – optional)
- J. *Mesa Verde: Legacy of Stone and Spirit*, Mesa Verde Museum Association/Camera One (VIDEO) (Lesson Four)
- K. *Desert Dwellers: Native People of the American Southwest*, by Scott S. Warren (Lesson Five and Seven)
- L. *The Pueblos: A True Book*, by Alice K. Flanagan (Lesson Five)
- M. *Life in a Pueblo*, by Amanda Bishop and Bobbie Kalman (Lesson Five)
- N. *The Zunis: A True Book*, by Alice K. Flanagan (Lesson Six)
- O. *Maria Martinez: Pueblo Potter*, by Peter Anderson (Lesson Six – optional)
- P. *Children of Clay: A Family of Pueblo Potters*, by Rina Swentzell (Lesson Six – optional)

- Q. *Pueblo Boy: Growing Up in Two Worlds*, by Marcia Keegan (Lesson Six – optional)
- R. *The Hopis: A First Americans Book*, by Virginia Driving Hawk Sneve (Lesson Seven)
- S. *...If You Lived with the Hopi*, by Anne Kamma (Lesson Seven)
- T. *The Hopi: A New True Book*, by Ann Heinrichs Tomchek (Lesson Seven)
- U. *Arrow to the Sun: A Pueblo Indian Tale*, by Gerald McDermott (Lesson Seven - optional)
- V. *The Navajo: A True Book*, by Andrew Santella (Lesson Eight)
- W. *The Apaches and Navajos*, by Craig A. Doherty and Katherine M. Doherty (Lesson Eight and Nine)
- X. *The Apache: A New True Book*, by Patricia McKissack (Lesson Nine)
- Y. *Geronimo: Apache Warrior*, by William R. Sanford (Lesson Nine – optional)
- Z. *Mounds of Earth and Shell: Native Sites, the Southeast*, by Bonnie Shemie (Lesson Ten)
- AA. *The Seminole: New True Books*, by Emilie U. Lepthien (or new version: *The Seminole: True Book*, by Stefanie Takacs) (Lesson Eleven)
- BB. *Native Americans: Seminole Indians*, by Caryn Yacowitz (Lesson Eleven)
- CC. *...If You Lived with the Cherokee*, by Peter and Connie Roop (Lesson Eleven)
- DD. *Life in a Longhouse Village*, by Bobbie Kalman (Lesson Eleven)
- EE. *Native Homes*, by Bobbie Kalman (Lesson Eleven)
- FF. *The Powhatan People*, by Kim Covert (Lesson Eleven – optional)
- GG. *The Delaware: New True Books*, by Jay Miller (Lesson Eleven)
- HH. *My Brother, My Enemy*, by Madge Harrah (Lesson Eleven – optional)
- II. *People of the Breaking Day*, by Marcia Sewall (Lesson Eleven)
- JJ. *Thunder from the Clear Sky*, by Marcia Sewall (Lesson Eleven – optional)
- KK. *The Wampanoags: A True Book*, by Alice K. Flanagan (Lesson Eleven – optional)
- LL. *Native Americans: Iroquois Indians*, by Caryn Yacowitz (Lesson Eleven)
- MM. *The Iroquois Indians*, by Bill Lund (Lesson Eleven)
- NN. *...If You Lived with the Iroquois*, by Ellen Levine (Lesson Eleven)
- OO. *Native Americans: Eastern Woodland Indians*, by Mir Tamim Ansary (Lesson Eleven)

V. LESSONS

Lesson One: Where Did They Come From? Geography of Native American People Groups (two days - 45 minutes each day)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand how physical processes shape Earth’s surface patterns and systems.
 - b. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - c. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - 2. Lesson Content
 - a. The Earliest Americans – Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait).
 - ii. Different peoples, with different languages and ways of life, eventually spread out over the North and South American Continents.
 - 3. Skill Objective(s)
 - a. Student will explain that the Earth’s climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for

example, has made possible for the first humans to arrive in America (from Asia) through a land bridge.

- b. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
- c. Student will describe differences between prehistoric and modern human settlements in this part of the country.
- d. Students will identify the causes of human migration.

B. *Materials*

1. *A History of US: The First Americans*, by Joy Hakim
2. *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning (one copy for teacher or class set if available)
3. Classroom wall map of the world
4. Copybook/Folder for each student (this can be a black and white composition notebook or a two pocket folder with brads filled with loose-leaf paper)
5. ½ sheet of plain white paper for each student
6. Colored pencils for each student
7. Pencil for each student (will be assumed for all lessons)
8. Glue stick for each student
9. Appendix A – The Earliest Americans – transparency of paragraph if desired and one copy of Rubric for each student
10. Transparency and student copies of Appendix A-1 – The Native Americans Song
11. Student copies and transparency of Appendix B (two pages) – Map of North America and Key
12. White paper for each student (copy bond – to use to trace map if desired)
13. Transparency of Appendix C - Native American People Groups of North America and Rubric (one copy for each student)

C. *Key Vocabulary*

1. Ice Age – a period of time in history when a large part of the earth was covered with ice
2. Nomadic – a term used for people or tribes who move from place to place instead of living in one place
3. Mammoth – an extinct animal like a large elephant, with long, curved tusks and shaggy hair; mammoths lived during the Ice Age
4. Glacier – a huge sheet of ice found in mountain valleys or Polar Regions formed when snow falls and does not melt because the temperature remains below freezing
5. Strait – a narrow strip of water that connects two larger bodies of water
6. Beringia – the area between Asia and North America where a land bridge existed during the Ice Age
7. Adapt – to change because you are in a new situation
8. Environment – all the things that affect your life, such as the area where you live and the things that happen to you

D. *Procedures/Activities*

Day One

1. Read prior to class, *A History of US: The First Americans*, by Joy Hakim, Chapters 1-4, pp. 11-25.
2. Tell students that today they will begin their unit on Native Americans. Hand out Appendix A-1 – The Native Americans Song. Using the overhead, teach this song to students. Tell them that they will be singing this song daily as they study this unit. Have them put this paper in a folder for safekeeping. Continue to sing

this song daily as you go through the unit. Future reference to the song will not be made.

3. Read *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning, Chapter One - The Earliest Americans (pp. 106-108) to students, or have students read orally if you have a class set of the books. Read selections from Hakim that relate to ideas discussed in Pearson book.
4. Utilize World Map during reading to review locations of Asia, North America, Bering Strait, etc.
5. Discuss reading of material to give students general background knowledge of where “First Americans” came from, how they got there, etc.
6. Charlotte Mason Application – Have various students NARRATE back to you as you read from Chapters 1-4 of Hakim and Chapter One of The Earliest Americans. Stress high points including:
 - a. Where native people came from? (Asia)
 - b. How they got to North America? (land bridge)
 - c. Why they came? (followed mammoths)
 - d. Why they stayed? (water covered bridge)
 - e. What is there present day? (Bering Strait)

If you are unfamiliar with Charlotte Mason and her theories and methodologies and you would like to learn more, the following websites provide good information for study:

- a. <http://server3001.freeyellow.com/baty/page1.htm>
 - b. <http://homepage.bushnell.net/~peanuts/gaql.html>
 - c. <http://www.home-school.com/Articles/CharlotteMason.html>
 - d. <http://www.christianity.com/cmason>
 - e. <http://homepage.bushnell.net/~peanuts/CMason.html>
 - f. <http://www.geocities.com/Heartland/Meadows/4380/cmason.html>
 - g. http://fp.armitt.plus.com/charlotte_mason.htm (note underscore)
7. As students dictate, write general facts on board for students to put into History Copybooks/History Folders. Guide this discussion so that students include major facts as listed above. Use Appendix A – The Earliest Americans sample dictation page as a guide for what students should write. You can also use a transparency of this page and have students copy it in step 9.
 8. Hand out copybooks or history folders to each student. Have students turn to first page of book or folder and title this page “The Earliest Americans”. They should also center their name under the title, the name of their class, and the year.
 9. Hand out a ½ sheet of white paper and a glue stick to each student, and instruct them to glue the paper on the top half of the next page (not the back of the title page).
 10. Have students title this page “The Earliest Americans” on the line under the ½ sheet. Using Appendix A and the material that you have already had students dictate on the board, have students copy the information about early Native Americans onto the bottom half of this page.
 11. When finished copying, instruct students to use colored pencils to draw a picture of the Native peoples following the mammoths across the land bridge into North America. Direct this drawing by illustrating on the board for students. Draw Asia in the top left corner and North America in the bottom right corner. Students should draw native people and mammoths moving toward North America. Have students color pictures using colored pencils. They can color the land green and brown, the oceans blue, and the people and animals appropriate colors.

12. If these are not finished in class, students should take them home to finish drawing and coloring.
13. Review with students before ending class that the Earliest People came to this continent by crossing the land bridge that existed between Asia and North America. The land bridge is now gone as it was covered by water from melting glaciers. We call this area where the land bridge used to exist, Beringia.

Day Two

14. Review with the students, information from Day One. Highlight geography discussed; i.e.: Bering Strait, Asia, and North America.
15. Hand out copies of Appendix B – Map of North America. Either have students trace map onto white paper or just use photocopied maps. This map will become part of the student copybook, so this should be done carefully and neatly. Emphasize students’ best work. Have students glue their map onto the back of The Earliest Americans page that they completed in Lesson One.
16. While students are tracing, cutting and gluing, read Pearson Learning Core Knowledge History and Geography: Level Three, by E.D. Hirsch, Jr., pp. 109-110.
17. Discuss with students that after the people traveled from Asia to North America via the Land Bridge, they were not only “trapped” as the Land Bridge was covered with water from melting glaciers, but they preferred to stay in the “new land” as it held many other options for life, such as new food sources, new living areas, etc.
18. Explain that as the people settled the new land, they also reproduced. This increased the population and created the need to “spread out” in order to survive.
19. Assist students in dictating a second paragraph to enter into their copybooks on the page next to their map, describing the “spreading out” of the native people groups. Use Appendix C – Native American People Groups of North America as an example as you generate ideas for paragraphs (or have students copy Appendix C, if time does not allow for writing original works).
20. Explain to students that in order to assist in studying the various groups of peoples that settled the North American continent, historians have put the people groups into several categories. These categories vary from publisher to publisher, but generally speaking, these are fairly common divisions based upon how the people lived, built their homes, survived in their environment, etc.
21. Assist the students in labeling and coloring the following people group areas on their map of North America: Northwest/Sub-Arctic – brown, Eastern Woodland – green, Southwest – orange, and Plains – yellow. Have students color water (blue) around the continent just enough to show ocean, etc. They can also color the Great Lakes blue.
22. Explain to students that there are other people groups that also existed on the North and South American continents, but that we will limit our study to these four people groups for this year so that we can study them in greater detail. Encourage them to only color the areas indicated above and to leave the remainder of the map white.
23. Students will be quizzed on the locations of the four people groups in Lesson Two. Have them take their copybooks/folders home to study the map.

E. *Assessment/Evaluation*

1. Using Appendix A – Lesson One – Day 1 Evaluation, evaluate students knowledge by ability to answer questions from knowledge gained from reading Hakim and Pearson and assess copybook/folder work for completeness, neatness, and accuracy using Rubric on p. 2.

2. Using rubric, Appendix C, assess copybook/folder work for completeness, neatness, and accuracy.
3. Student knowledge of four people groups and their location will be assessed by a quiz in Lesson Two.

Lesson Two: What Happened to the Land Bridge? (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand how physical processes shape Earth’s surface patterns and systems.
 - b. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - c. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
2. Lesson Content
 - a. The Earliest Americans – Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait).
3. Skill Objective(s)
 - a. Student will explain that the Earth’s climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge.
 - b. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - c. Student will explain the meaning of topographical features such as isthmus and strait.
 - d. Students will identify the causes of human migration.

B. Materials

1. Large pan
2. Clay (waterproof type is best) – commercial play dough will work!
3. Water
4. Ice – crushed ice works best
5. Electric hair dryer or heat lamp – optional but recommended
6. Transparency (and/or student copies) of Appendix D – Land Bridge Observation Page
7. Transparency of Appendix B – Map of North America from Lesson Two
8. Student copies of Appendix E - Map of North America – Quiz
9. Appendix E-1 – Key for Map Quiz

C. Key Vocabulary

1. Glacier – a huge sheet of ice found in mountain valleys or Polar Regions, formed when snow falls and does not melt because the temperature remains below freezing
2. Strait – a narrow strip of water that connects two larger bodies of water
3. Beringia – the area between Asia and North America where a land bridge existed during the Ice Age
4. Ice Age – a period of time in history when a large part of the earth was covered with ice

D. *Procedures/Activities*

1. Quickly review material from Lesson One, reviewing briefly what students remember regarding the land bridge that connected Asia and North America. Explain to students that they will be doing a project/experiment today that will help them understand more clearly what the land bridge was and how it disappeared.
2. Using clay, create a model of two areas of land connected by a shallow strip of land (the land bridge) in the pan. Students may participate in this activity by assisting to create the clay land in the pan. You may also choose to have duplicate materials available so that you can group students to create several models.
3. Add water, keeping the land strip exposed. Explain to students that this is what the area around the Land Bridge looked like when the people from Asia were crossing it to come to North America.
4. Tell students that in the mountainous areas of the land, in the higher elevations, there were large glaciers that covered much of the land. Add a layer of ice over much of the land and water. Allow students to watch as the ice begins to melt. (You can use an electric hair dryer or a heat lamp to speed up this process.)
5. As ice is melting, put the transparency of Appendix D – Land Bridge Observation Page on the overhead. Discuss this page with students orally and have them generate answers together. You can have them write their procedures and observations on the next page in their copybook or give them copies of the page to write answers directly on that.
6. Assist students in answering and predicting the outcome for “What we did” and “What we think will happen:”
7. While waiting for ice to melt and cover the “land bridge”, review the four main people groups studied in Lesson Two using transparency (Appendix B) and student copies of the map.
8. Administer Appendix E – Map of North America – Quiz. Collect to grade (use Appendix E-1 – key).
9. Assuming that the ice has melted, discuss with students what has happened to the “land bridge” now that all of the ice has melted. Discuss correlation between the ice melting and the ice flows from the ocean melting in times past. Assist students in generating a sentence to complete the section on Appendix D – Land Bridge Observation Page, “What did happen”. Students’ replies should be something like, “When the ice melted and joined with the waters of the “ocean”, the “ocean level” rose, covering the land that formed the “land bridge”.
10. Now spend time reviewing the “experiment”, discussing what was there originally, and what happened, causing the land bridge to “disappear under the ocean”. Discuss with students that this is how the Native People who had traveled from Asia to North America were now trapped on the “new continent”, as their passageway back was now covered with water.
11. Allow students time to reflect on the project, and then to complete the section titled, “What we learned”. Student’s responses should clearly explain that people traveled over a land bridge to get from Asia to North America. While they were hunting and traveling in North America, glaciers began to melt, causing the ocean level to rise and cover the land bridge that they had crossed over on, thereby preventing the return trip, if it had been so desired. This took a long time, so we think that the people probably preferred this new land to the old, and had spent a long time there while this happened.

12. Wrap up the lesson with a quick review of the concept of the land bridge and a short review of the people group locations from the map. Tell students that they will begin study of the people of the Far North in the next lesson.
- E. *Assessment/Evaluation*
1. Evaluate students understanding of what happened to the land bridge by their answers to the four questions on Appendix D – Land Bridge Observation Page.
 2. Assess student’s mastery of the location of the four major people groups through use of Appendix E – Map of North America Quiz.

Lesson Three: The People of the Far North – The Inuit/ Scrimshaw (two days – 45 minutes each day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students know how to use the processes and resources of historical inquiry.
 2. Lesson Content
 - a. The Earliest Americans – Crossing the Land Bridge
 - i. These people include:
 - a) Inuits (Eskimos)
 3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will recognize differences between prehistoric and modern human settlements in this part of the country.
 - c. Student will identify how art works are used to record history.
- B. *Materials*
1. Transparency of Appendix B – Map of North America from Lesson One
 2. *A History of US: The First Americans*, by Joy Hakim
 3. *What do we know about the Inuit?*, by Bryan and Cherry Alexander
 4. *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning
 5. ½ sheet of white paper for each student
 6. Colored pencils for each student
 7. Glue stick for each student
 8. Transparency of Appendix F – The Inuit
 9. Student copies of Appendix F-1 – Inuit Review Sheet
 10. Student copies of Appendix G – Inuit Quiz
 11. Appendix G-1 – Inuit Review Sheet and Quiz Keys
 12. Student copies of Appendix G-1 – Rubric for Inuit Sub-unit
 13. Modern day example of an ivory carving or a scrimshaw object if available; if not available, have pictures available to show students
 14. Appendix H – Scrimshaw Project
 15. Plaster of Paris – large jug or box

16. Plastic soap molds (available at craft stores) in oval or round shapes, enough for each child to have one section; you could also use small, clean, dry meat trays for each student
17. Large nail for each student.
18. Black wax shoe polish – one can
19. Clean rags
20. Spray-able fixative – (available at craft stores)

C. *Key Vocabulary*

1. Northern lights – colorful streams of light that appear at night in the far northern sky; also called the aurora borealis
2. Ancestor – a relative from long ago
3. Igloo – a dome-shaped home made from snow blocks
4. Tusk – one of the pair of long, curved, pointed teeth of a walrus or other animal
5. Medium – a substance or object on which something is engraved, painted, inscribed, etc. (art)
6. Ivory – the natural substance from which the tusks of animals are made
7. Lampblack – the soot left behind on the inside of an oil lamp after the oil has been burned away

D. *Procedures/Activities*

Day One

1. Briefly review People Groups using the overhead transparency map from Lesson One (Appendix B). Quickly review facts learned about the Land Bridge. Explain to students that today they will be learning about one of the Native People Groups that inhabited North America, called the Inuit.
2. Group students in reading area, and orally read *A History of US: The First Americans*, by Joy Hakim, Chapter 5, pp. 26-30. Also read *Pearson*, pp. 111-113 as an introduction to the Inuit People. Discuss briefly during reading.
3. Read *What do we know about the Inuit?*, by Bryan and Cherry Alexander. Emphasize especially the information from this book that was not discussed in the other reading. This book has wonderful photographs for children to see how the Eskimos live and what their world looks like.
4. Hand out ½ sheet of white paper and have students draw a picture of an Inuit using the full ½ sheet of paper. They should draw their picture vertically. Have them draw background for their portrait as well. Encourage typical Inuit looking dress and appropriate background scenery. They should color using colored pencils when finished. Have students glue their picture to the back of the page where they copied Appendix C – Native American People Groups of North America.
5. Allow students to dictate information to be put into their copybooks regarding the Inuit (Eskimo) People or have them copy information from overhead using Appendix F. They should copy this on the page next to their drawing.
6. Students will have a quiz in the next lesson covering the material studied today regarding the Inuit People. Hand out review sheet for Inuit Quiz (Appendix F-1). Review briefly and send home for studying.

Day Two

7. Orally review information from Lesson Four regarding Inuit Indians.
8. Administer **Inuit Quiz** – Appendix G and collect for evaluation. (Use Appendix G-1 – key for grading.)
9. Explain to students that they will be learning today about a very famous technique used by the Inuit to illustrate themes and stories. Teach them that the Inuit used ivory teeth and tusks from animals as a medium on which they

- scratched pictures and symbols and then rubbed them with lampblack. You will need to explain what lampblack is at this point.
10. Show students a modern day reproduction of ancient scrimshaw working if available. If you cannot find an actual piece to display, photos from books or the internet will be acceptable.
 11. Prepare students to do Scrimshaw Picture project and complete as per directions from Appendix H – Scrimshaw Project.
 12. After projects are completed, they should be sprayed with fixative to keep the polish from rubbing off.
 13. Display projects in appropriate area of school if desired, and store to send home as part of Native American portfolio.
- E. *Assessment/Evaluation*
1. Student copybook work and Scrimshaw project will be evaluated using Rubric – Appendix G-1.
 2. Student knowledge of the Inuit People will be evaluated through use of the Inuit Quiz (Appendix G).

Lesson Four: Ancient Anasazi/Petroglyphs/Cliff Dwellings (three days – 45 minutes each day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students know how to use the processes and resources of historical inquiry.
 - d. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - e. Students understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. The Earliest Americans – Crossing the Land Bridge
 - i. These people include:
 - a) Anasazi, pueblo builders and cliff dwellers
 3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will describe differences between prehistoric and modern human settlements in this part of the country.
 - c. Student will identify how historical photographs and art works are used to record history.
 - d. Student will create an historical informative/narrative of their own, establish a chronology for the story, providing a beginning, a middle, and an end.
 - e. Student will identify ways that people in communities have helped and supported each other in the past.

B. *Materials*

1. *A History of US: The First Americans*, by Joy Hakim
2. *The Encyclopedia of Native America*, by Trudy Griffin-Pierce
3. *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning
4. Student copies of Appendix B – Map of North America from Lesson One
5. ½ sheet white paper for each student
6. Glue stick for each student
7. Ruler for each student
8. Colored pencils for each student
9. Transparency of Appendix I – Southwestern Indian Map
10. Transparency of Appendix I-1 – Southwestern Indians: The Anasazi
11. Student copies of Appendix I-2 – Rubrics for Anasazi
12. Various samples of your choice of books showing photos and drawings of Mesa Verde cliff dwellings, kivas, pit houses, etc., such as the following:
 - a. *The Anasazi: A New True Book*, by David Petersen
 - b. *Mesa Verde National Park: A New True Book*, by David Petersen
 - c. *Let's go to an Indian Cliff Dwelling*, by Barbara Williams
 - d. *Cities in the Sand: The Ancient Civilizations of the Southwest*, by Scott Warren
 - e. *Houses of Adobe: Native Dwellings, the Southwest*, by Bonnie Shemie
13. Various photos of petroglyphs and pictographs from *Cities in the Sand*, by Scott Warren or other titles by other authors
14. 6" x 6" squares of brown construction paper for each student (6" x 7" if gluing in copybook)
15. Cotton swabs (one for each student – extras on hand)
16. Bleach
17. Small cups to put bleach in for each student
18. Paper toweling
19. 8 x 8 in. construction paper squares of various colors for each student, to be used as background mat for finished projects (not needed if gluing into copybooks)
20. Glue
21. Student copies of Appendix J – Native American Symbols
22. Transparency of Appendix J-1 – Petroglyphs (optional)
23. Appendix J-1 – Rubric for Petroglyphs – one copy per student
24. *Mesa Verde: Legacy of Stone and Spirit*, Mesa Verde Museum Association/Camera One, 1997 (VIDEO)
25. Student copies of Appendix K (three pages) – Video Journaling Sheet- *Mesa Verde: Legacy of Stone and Spirit*
26. Appendix K-1 – Key to Journaling Sheet
27. Art smock for each student and one for teacher
28. Student copies of Appendix L – Mesa Verde Illustration

C. *Key Vocabulary*

1. Canyon – a deep valley between mountains, cut through the rock by river water
2. Pictograph – picture painted on rock
3. Petroglyph – picture chipped or etched into a rock; outer layer of rock removed to reveal lighter color underneath
4. Story Map – a story told with pictures

D. *Procedures/Activities*

Day One

1. Introduce new “sub-unit” by telling children that they will now begin studying the next group of Indians that they will be learning about this year. Generate interest by asking children how the Inuit and other people of the north lived. (i.e. type of house, type of clothing, etc.) Tell them that they will now be studying a group of people that lived in a very different type of climate and environment. Refer students back to Appendix B - Map of North America from Lesson One.
2. Have them locate the Southwestern Indians which they color coded in orange on the map. Ask students if they know what the climate is like in this part of North America. (If students do not know, spend several minutes acquainting them with the southwestern climate – hot, dry, long growing season, rocky, etc.) Once students have discussed climate, ask if they know what type of houses people of this area built, what kinds of clothing they wore, and how they got food and materials they needed to survive.
3. Begin study of section by explaining to students that there were four main groups of Southwestern Indians: the Yuma, the Pima and Papago, the Pueblo, and the Apache and Navajo. Explain that you are going to begin the study by reading about the Ancient Anasazi culture, the ancestors of the modern day Pueblo (Hopi and Zuni) Indians. We will later learn about the Navajo and Apache Indians.
4. Using Appendix I – Southwest Indians: Map as a reference assist students in drawing their own map. Hand out ½ sheet white paper to each student. Have them place paper horizontally on their desk. Using a ruler, have students draw a rectangle in the center of the paper, leaving about 1¼” of white space all the way around. Tell students that this is the State of Colorado, and have them label it in the top right hand corner of the rectangle with a red colored pencil. Then have students extend the left side of the rectangle down to the bottom of the page and the bottom side of the rectangle to the left off the edge of that page. Explain to students that they just created the “Four Corners Area” of our country. Have them label as shown on the map.
5. Using a wall map, show them where the states of Colorado, New Mexico, Arizona, and Utah meet. Explain that this is the only place in our country where four states come together in this perfect square formation. That is why we call it the Four Corners. Have students label the states of Utah, Arizona, and New Mexico in red pencil as well. Make sure they label by the edges of the page and not near where the states touch.
6. Now have students draw in and label the Rocky Mountains going down through Colorado and into New Mexico using a brown colored pencil. Have them also draw and label the Rio Grande using a blue colored pencil. Tell students that the first group of people they will be studying will be the Anasazi, or the “ancient ones.” They lived mostly in the southwestern corner of Colorado. Have students draw a small representation of a cliff dwelling in this area and label it Anasazi. Tell them we will add more information to this map later as we study the various tribes in the Four Corners area. Have students glue this map to the top of the next page in their copybook.
7. Read aloud, *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning, pp. 114-117. Stop before reading “The Mound Builders”. Also read excerpts from *A History of US: The First Americans*, by Joy Hakim, Chapter 6, pp. 31-34 as they relate to the Pearson reading. You could also read from *The Encyclopedia of Native America*, by Trudy Griffin-Pierce, pp. 171-175 as desired.
8. You may also choose to read from any of the books listed in the *Materials* section depending upon the time you have allowed. You may wish to spend

several class periods on some of this optional material to enhance student learning about the Anasazi.

8. When you feel that you have read enough material that students have a good understanding of the Anasazi (cliff dwellers), and the part they played in the ancestry of the modern day Puebloan people, have students narrate information for you to put on overhead to be copied, or you may use Appendix I-1 – Southwestern Indians: The Anasazi as a guide for your students to copy.

Day Two

9. Discuss with students that the ancient Anasazi people carved symbols onto the walls of the cliffs where they lived. We don't think they had any type of written language, but they did use pictures to represent figures in possible stories or messages that they left on the rocks. There were two types of drawings done by the ancient people, pictographs and petroglyphs. Pictographs were pictures that were painted using dyes from natural items onto rocks, pottery, and so on. Petroglyphs were drawings that were done on the face of cliffs and caves that were actually an etching away of the outer layer of rock to reveal a lighter color underneath. Show students various photos of petroglyphs from *Cities in the Sand*, by Scott Warren or other authors. Also discuss with students that we call large drawings that include many different picture groups a "story map". Story maps have been found in many of the ancient cliff dwellings and inside kivas. Archeologists are able to learn a lot about ancient peoples by the story maps that they have left on the cliff walls.
10. Explain to students that they are going to create their own "petroglyphs" today. Hand out brown construction paper, copies of Appendix J – Native American Symbols, cotton swabs, and small cups of bleach. Be sure to instruct students regarding the use of bleach.
11. Instruct students to draw symbols of their choice on the brown construction paper using the cotton swab and bleach, to create a message or just a picture. Explain to them that the bleach will REMOVE the color from the brown paper, just as the ancients removed the outer layer of rock to reveal the lighter colors underneath. You may choose to use colored chalk or pastels to accent your petroglyphs after they dry, although originals did not have color.
12. When petroglyphs have dried, have students mount them with glue onto a colored square for display if you are not putting them into their copybooks.
13. Review with students that petroglyphs were an ancient way of communicating. They were an etching into the rock to reveal the lighter color underneath. Many ancient petroglyphs have been preserved in Mesa Verde and at sites in areas of New Mexico, Arizona, Utah, and others.
14. You may choose to mount these onto a page in student's copybooks, and have students narrate a paragraph/caption to go beneath their petroglyph describing it. You may use Appendix J-1 – Petroglyphs, as an example or for students to copy.

Day Three

15. As a culmination of the information studied in the previous lesson, explain to students that you are going to show them a short video about the cliff dwellings at Mesa Verde National Park.
16. Hand out Appendix K – Video Journaling Sheet, and tell students that their responses on this journaling sheet will be used, after watching the video, to write a short paragraph about Mesa Verde, which will become part of their copybooks. Instruct them to listen for answers to the questions listed and to jot down as many answers as they can as they watch. You will go over the answers with them after

the video, to be certain that every child has the correct information before writing.

17. Instruct students regarding proper behavior for your classroom while learning from a video.
18. Show video to students, pausing as desired for discussion and reflection. Be sure to guide answers for Appendix K – Video Journaling Sheet as you watch the video together.
19. After viewing the video, spend time (as allows) in oral discussion regarding the video. Have students point out the parts that interested them. Be certain that all students have appropriate responses for the questions posed on the Journaling Sheet.
20. Hand out writing paper and direct students in writing a short, informative /narrative paragraph titled, “My Visit to Mesa Verde”. Collect or “pair and share” to proofread and compose final drafts as necessary and as time allows. Make final copies a part of student copybooks.
21. Hand out copies of Appendix L – Mesa Verde Picture for students to color. Have them glue this to the next clean page on the left side of their copybook and have them copy their final draft of their informative/narrative on the right.

E. *Assessment/Evaluation*

1. Student’s ability to narrate back information regarding the Anasazi Indians, copybook page, map, and picture of cliff dwelling will be assessed using Appendix I-2 – Rubric for Anasazi.
2. Students “petroglyphs” will be assessed for completion and paragraphs can be evaluated for accuracy of writing or copying using Appendix J-1 – Rubric for Petroglyphs.
3. Students ability to answer questions posed on the Video Journaling Sheet will be assessed, as well as appropriate discussion from students regarding information from the video, *Mesa Verde: Legacy of Stone and Spirit* (Appendix K-1 – key).
4. Student completion of writing assignment, “My Visit to Mesa Verde”, will be graded for content about the cliff dwellings according to Appendix I-2 – Rubric for Mesa Verde Paragraphs.

Lesson Five: Southwestern Indians – The Pueblo/Art Project (two days – 45 minutes each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - d. Students understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. The Earliest Americans – Native Americans
 - i. In the Southwest
 - a) Pueblos (Hopi, Zuni)

3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will identify differences between prehistoric and modern human settlements in this part of the country.
 - c. Student will group events by broadly defined eras in the history of their country.
 - d. Student will identify the cultural heritage evident in a community.
- B. *Materials*
1. *Desert Dwellers: Native People of the American Southwest*, by Scott S. Warren
 2. *The Pueblos: A True Book*, by Alice K. Flanagan
 3. *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning
 4. *Life in a Pueblo*, by Amanda Bishop and Bobbie Kalman
 5. Wall map of the United States
 6. Appendix I: Southwestern Indians: Map
 7. Transparency of Appendix M – Southwestern Indians – The Pueblo (if desired for copying)
 8. Copy of Appendix M – Rubric for Pueblo Paragraph for each student (if paragraphs are to be written independently by students)
 9. Colored pencils for students
 10. 9” x 12” white construction paper for each child
 11. Colored chalk – yellow, orange, brown – enough to share
 12. Facial tissue
 13. Pictures of Pueblo villages for reference
 14. Fine line black marker for each child
 15. Newspaper
 16. Spray fixative (available in hobby/art shops) or Aerosol hairspray
 17. Teacher copy of Appendix M-1 – Pueblo Scene Direction
- C. *Key Vocabulary*
1. Mesa – Spanish word for “table”, meaning a rocky, flat-topped hill
 2. Pueblo – Spanish word for “village”
- D. *Procedures/Activities*
- Day One**
1. Quickly review material from the last lessons regarding the Anasazi, how they lived, where they lived, etc. Discuss with students again that these were an ancient people that were the ancestors of many of our modern day Native American people.
 2. Introduce today’s lesson by telling students that they will be learning about the descendants of the Anasazi today, the Pueblo Indians.
 3. Read *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning, p. 119 and *Desert Dwellers: Native People of the American Southwest*, by Scott S. Warren, pp. 6-13 as an introduction, discussing briefly as you read.
 4. Using a wall map, point out the Four Corners area (the place where Colorado, New Mexico, Arizona, and Utah come together) to give students a perspective of where these people lived. Have students turn to the map of the Four Corners that they drew in their copybooks. Have them label the Pueblo by drawing a Pueblo style building around the area where the Rio Grande flows into New Mexico with brown colored pencil. Have them label it Pueblo, using their brown pencil. See map, Appendix I: Southwestern Indians: Map, for reference.

5. Read *The Pueblos: A True Book*, by Alice K. Flanagan and *Life in a Pueblo*, by Amanda Bishop and Bobbie Kalman. Spend time discussing as you read and showing photos.
6. When reading is complete, allow students time to generate ideas for a paragraph in their copybooks. Refer to Appendix M – Southwestern Indians – The Pueblo, for format or use for students to copy directly as in previous lessons. If you choose to have them write their own informative paragraphs, follow your classroom procedures for doing so. A rubric is provided in Appendix M: Southwestern Indians – The Pueblo, for grading purposes.

Day Two

7. Explain to students that today they are going to create a piece of artwork showing what Pueblo Villages looked like. Generate ideas from students about what Pueblo home construction looked like and discuss briefly (apartment style homes stacked on top of each other; made of adobe; ladders leading to “doors” on tops of homes).
 8. Following directions on Appendix M-1– Pueblo Scene Directions, have students create Pueblo Village chalk drawings.
 9. Spray finished chalk drawings with fixative to keep from smearing or rubbing off on clothing. (Use fixative in a well ventilated area only.)
 10. Mount finished drawings on colored construction paper for display if desired.
- E. *Assessment/Evaluation*
1. Students will generate a short paragraph about the Pueblo Indians. Paragraphs will be graded according Appendix M – Rubric for Pueblo Paragraph.

Lesson Six: Southwestern Indians – The Pueblo/Zuni (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. The Earliest Americans – Crossing the Land Bridge
 - i. These people include:
 - a) Anasazi, pueblo builders and cliff dwellers
 - b. The Earliest Americans – Native Americans
 - i. In the Southwest
 - a) Pueblos (Hopi, Zuni)
3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will identify differences between prehistoric and modern human settlements in this part of the country.
 - c. Student will identify the cultural heritage evident in a community.

B. *Materials*

1. *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning

2. *The Zunis: A True Book*, by Alice K. Flanagan
 3. Transparency of Appendix I – Southwest Indians Map
 4. ½ sheet white paper for each student
 5. Colored pencils for each student
 6. Glue
 7. Transparency of Appendix N – The Zuni
 8. Various examples of Pueblo pottery and turquoise jewelry for students to touch and see, if available; if you don't have, pictures from books will be fine
 9. *Maria Martinez: Pueblo Potter*, by Peter Anderson (optional)
 10. *Children of Clay: A Family of Pueblo Potters*, by Rina Swentzell (optional)
 11. *Pueblo Boy: Growing Up in Two Worlds*, by Marcia Keegan (optional)
- C. *Key Vocabulary*
1. Turquoise – blue-green stone prized by Zuni jewelers
 2. Piki – thin bread
 3. Potter – a person who works with clay to make bowls or pots
 4. Succotash – mixture of beans and corn
 5. Shalako Festival – a yearly event of celebration and prayer by the Zuni
- D. *Procedures/Activities*
1. Review yesterday's information regarding the Pueblo Indians. Ask one student to read what was copied into student copybooks about the Pueblo as review. Point out to students that we learned that there are nineteen groups of Pueblo Indians in the United States. Tell them that today they will be studying about one of those groups of Pueblo Indians that lived a little differently than all of the others, the Zuni (zoo-NEE).
 2. Read *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning, p. 120, first two paragraphs only. Explain to students that the main difference between the Zuni and other Pueblo tribes was the language difference.
 3. Read *The Zunis: A True Book*, by Alice K. Flanagan. Stress to students that Zuni are descendants of the Mogollon people, rather than the Anasazi, like many of the other Pueblo people. Discuss the importance of the Shalako Festival and why rain was important to these farming dependant people.
 4. Have students turn in their copybooks to Appendix I – Southwest Indians Map. Tell students that the Zuni lived in northwestern New Mexico. Have them draw a pueblo style building in that corner and label it Zuni. Use your transparency of Appendix I for reference. Have them label this in orange colored pencil.
 5. Hand out ½ sheet of white paper to each student. Have students place the paper horizontally on their desk and assist them in drawing a piece of turquoise jewelry. You could use a photo for a model or if you have a real piece they can observe and draw, use that. Stress the turquoise stone work and the expert silver craftsmanship as they draw.
 6. When students have completed their drawing and coloring, use the overhead and have students copy the paragraph in Appendix N – The Zuni into their copybooks.
 7. If you have examples of Pueblo pottery or jewelry, this is a good time to share them with students. You might be able to find a retailer in your area or someone of Pueblo descent who might be a good visitor to come in and display their craft for the children to see.
 8. If you have time, the following books are wonderful narratives about some artisans and modern day people that will help children gain a better understanding of modern Puebloan culture. Read any or all of these if you have time:

- a. *Maria Martinez: Pueblo Potter*, by Peter Anderson
 - b. *Children of Clay: A Family of Pueblo Potters*, by Rina Swentzell
 - c. *Pueblo Boy: Growing Up in Two Worlds*, by Marcia Keegan
- E. *Assessment/Evaluation*
- 1. Students drawing and paragraphs will be evaluated according to Appendix N – Rubric – Zuni.

Lesson Seven: Southwestern Indians – The Pueblo – The Hopi/Kachinas (two to three days, depending upon optional activities – 45 minutes each day)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students know how to use the processes and resources of historical inquiry.
 - 2. Lesson Content
 - a. The Earliest Americans – Crossing the Land Bridge
 - i. These people include:
 - a) Anasazi, pueblo builders and cliff dwellers
 - b. The Earliest Americans – Native Americans
 - i. In the Southwest
 - a) Pueblos (Hopi, Zuni)
 - 3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will identify differences between prehistoric and modern human settlements in this part of the country.
 - c. Student will identify how art works are used to record history.
- B. *Materials*
- 1. *Desert Dwellers: Native People of the American Southwest*, by Scott S. Warren
 - 2. *The Hopis: A First Americans Book*, by Virginia Driving Hawk Sneve
 - 3. *...If you Lived with the Hopi*, by Anne Kamma
 - 4. *The Hopi: A True Book*, by Andrew Santella
 - 5. Transparency of Appendix I – Southwest Indian Map
 - 6. Transparency of Appendix O – The Hopi
 - 7. Teacher copy of Appendix P – Instructions for Making Kachina Dolls (optional)
 - 8. Two student copies of Appendix Q – Kachina Doll Pattern (optional)
 - 9. *Arrow to the Sun: A Pueblo Indian Tale*, by Gerald McDermott (optional)
 - 10. ½ sheet of white paper for each student (optional)
 - 11. Glue stick for each student (optional)
 - 12. Scissors for each student (optional)
 - 13. Elmer’s glue for each student (optional)
 - 14. Stapler (optional)
 - 15. Newspaper – shredded or torn into small pieces (optional)
 - 16. Crayons and markers (optional)
 - 17. Decorations (feathers, material, old jewelry, etc.) (optional)

C. *Key Vocabulary*

1. Kachina – special dancer who imitates the spirits
2. Mesa – raised area of land that has steep slopes and a flat top
3. Ritual – a special way to do something, often part of a ceremony
4. Clan – a large group of related people
5. Pueblo – Spanish word for “village”
6. Hopi – name means “peaceful people”
7. Kiva – underground chamber where special ceremonies take place
8. Ancestor – people who came before

D. *Procedures/Activities*

Day One

1. Explain to students that they are going to conclude their study of the Pueblo Indians today by talking about another group of Pueblo people who do not live in the same area as the other nineteen tribes. These people are the Hopi, descendants of the ancient Anasazi, who live in northeastern Arizona, very close to the Four Corners area.
2. Show students the map on p. 3 of *The Hopis: A First Americans Book*, by Virginia Driving Hawk Sneve, pointing out the locations of Colorado, the Four Corners, the Grand Canyon, etc. Ask students what kind of land and climate they think the Hopi’s probably live in (arid and dry).
3. Read p. 4 and discuss the Hopi Creation story with the children. Talk about how Kachinas are popular with many of the Pueblo tribes, as we talked about with the Zuni, but that they are known most often to be associated with the Hopi. Explain the significance of the Kachinas, and let students know that we will be studying them in more detail in the next lessons.
4. Read the remainder of *The Hopis: A First Americans Book*, by Virginia Driving Hawk Sneve to the class, showing pictures and discussing similarities and differences between the Hopi and the other tribes of the southwest.
5. Show pictures to students from *The Hopi: A True Book*, by Andrew Santella, especially of Kachinas and artwork of the Hopi.
6. Have students turn back to Appendix I – Southwest Indians Map and have them label the Hopi in northeastern Arizona by drawing another small pueblo building and labeling it Hopi. They should draw this in red.
7. Have students copy Appendix O – The Hopi into their copybooks. (If you are doing Option 2 of the next day’s lesson, you may want to wait to have students do this copying, and have them paste their “Kachina” picture on the top of the page first, and then do the copying below. You could have them paste the blank ½ page to the top first, and then write, although this might make the drawing more difficult later.)
8. Wrap up lesson by reviewing material copied into copybooks and showing students more pictures and drawings of Kachina dolls. Tell them that in the next lesson, they will be making their own Kachina dolls or Kachina drawings, if you choose to do these.

Day Two – Optional Activities

Option 1

9. Review with students about the Hopi and the importance of their religion and the spirits. Show more pictures of Kachinas and talk with students again about what the Kachinas are and how they are used to represent the spirits in dance and ceremonies of the Hopi people.
10. Tell students that today, they will be making Kachinas of their own. Have them think of a name for the Kachina that they will make and what its special powers

will be. Remind students that their artwork will not truly have any special powers, but that we are just making representations of what the Kachinas are for the Hopi people.

11. Hand out Appendix Q – Kachina Doll Pattern and have students color both sides, front and back to design their Kachina. They will then cut them out and follow directions from Appendix P – Instructions for Making Kachina Dolls.
12. When Kachinas are decorated and completed, hang them in classroom for display, possibly with written captions displaying their names and powers for others to read.

Option 2

13. Read *Arrow to the Sun: a Pueblo Indian Tale*, by Gerald McDermott to students. Be sure to show beautiful artwork to students as you are reading the text. Discuss the story with your students.
14. Hand out ½ sheet of plain white paper. Holding the paper horizontally on their desk, assist students in drawing the “Kachina” pattern from page 6 of the text. (The pages are not numbered, but this is the dancing Kachina pattern across from the text, “In this way, the Boy came into the world of men.”) This will work well if you have the student begin in the center top of their page, with the top “feathers” of the Kachina and slowly work your drawing down, line by line, from the top. The students will have fun doing this, and the design of the artist will come through easily for them.
15. After the main figure is drawn, have students add background as in the picture. Students should color their drawings to represent the colors portrayed in the text. Explain to them that the use of the yellows, oranges and browns will remind them of the colors of the deserts where the Pueblo people, the Hopi, lived.

E. *Assessment/Evaluation*

1. Students copybook work will be assessed for accuracy and completion using rubric (Appendix O).
2. Optional activities (Kachina doll or drawing) can be assessed using rubric (Appendix O).

Lesson Eight: The Navajo (two days – 45 minutes each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students know how to use the processes and resources of historical inquiry.
 - d. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - e. Students understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. The Earliest Americans – Native Americans
 - i. Dine (Navajo)

3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will identify differences between prehistoric and modern human settlements in this part of the country.
 - c. Student will identify art works are used to record history.
 - d. Student will group events by broadly defined eras in history.
 - e. Student will identify the cultural heritage evident in a community.

B. *Materials*

1. *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning
2. *The Navajo: A True Book*, by Andrew Santella
3. *The Apaches and Navajos*, by Craig A. Doherty and Katherine M. Doherty
4. Student copies of Appendix GG – Navajo Rug Picture and Geronimo Picture
5. Transparency of Appendix R – The Navajo
6. Student and teacher copies of Appendix S (two pages) – Study Sheet for Southwest Indian Quiz
7. Various pictures of Navajo weaving products or actual samples on blankets and rugs if available for display
8. Teacher copy of Appendix T – Instructions for Weaving
9. Student copies of Appendix T – page 2 – Rubric for Weaving
10. Shoe box lid for each student
11. Scissors for each student
12. Pencil and ruler
13. Cotton string – large spool or bundle
14. Various yarn

C. *Key Vocabulary*

1. Migrate – to move from one country or region to another

D. *Procedures/Activities*

Day One

1. Review with students that they have been studying about the Southwestern Indians referred to as the Pueblo people. Review their ways of life: hunters, gatherers, farmers, pueblo style homes, etc. Review that these people had lived here for many years, beginning with the Anasazi and Hohokam people. Remind them that all of these people had once migrated from Asia and settled in the northern regions of North America. As population increased and food supplies dwindled, people started migrating south in search of more places to live and more food.
2. Explain to children that around the year 1300, the Athabaskan people, who had been living in Canada and other northern regions, began arriving in the Southwest. These people were hunters moving south in search of food. Explain to children that we are going to learn a little bit about one of these groups, the Navajo Indians.
3. Explain to students that the Navajo used to be part of another larger group of Indians called the Apache, but that they took on a different language and different customs over the years. The Navajo are considered a separate nation today, and are probably some of the most commonly known Indians to the American Southwest.
4. Read *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning, p. 120.

5. Read *The Navajo: A True Book*, by Andrew Santella. Discuss as you read, also drawing information as you see necessary from *The Apaches and Navajos*, by Craig A. Doherty and Katherine M. Doherty.
6. Have students take out their copybooks and hand out a copy of the picture of the Navajo rug and of Geronimo to each child (Appendix GG). Have them trim the pictures. Then, on the next clean page of their copybook, have students paste the pictures side by side on the top of the page. Have them label under each picture “The Navajo” (under the rug) and “The Apache” (under Geronimo). Have them draw a line vertically between the pictures and horizontally under them to divide the page.
7. Allow students time to digest information and ask for them to narrate information back after reading to compose a summary for their copybooks. Use Appendix R - The Navajo as a sample or have students copy it directly. Have students write the title “The Navajo” under their pictures and then do their writing or copying below the title.
8. Explain to students that they will do a project tomorrow that will teach them about weaving and what a difficult task it is for the Navajo people.
9. Students will have a quiz covering material about Southwest Indians in Lesson Twelve. Hand out Appendix S – Study Sheet for Southwest Indian Quiz and review briefly. These are for students to begin working on at home in preparation for the upcoming quiz. Be sure not to give them the Key that is attached to page 2. Students will not be able to complete this entire page yet, but they should complete what they can now, and finish the rest later. Tell students that they should take them home to begin reviewing, but that they will need to have the papers in school for the next lessons as well, so they need to be brought back to school every day.

Day Two

11. Spend a portion of the class period reviewing facts with students for Southwest Indian Quiz. Use Appendix S – Study Sheet for Southwest Indian Quiz as a guide.
 12. Discuss with students that the Navajo were great weavers. They learned the skill probably from the Pueblo Indians when they first arrived in the Southwest. They were traditionally sheep herders and had many uses for the wool, one of which was blanket and rug making. The Navajo used upright looms and created many beautiful designs in their blankets. Show students photographs or perhaps actual samples of Navajo blankets and rugs.
 13. Hand out supplies needed for weaving project.
 14. Proceed with weaving activity as per Appendix T – Instructions for Weaving. This might take more than one class period to complete. Use time as you have available. Display students completed projects in a prominent place in the classroom.
- E. *Assessment/Evaluation*
1. Student copy work will be assessed for completion using rubric (Appendix U).
 2. Student weaving project will be assessed using rubric (Appendix T).

Lesson Nine: The Apache (one to two days, depending upon optional activities – 45 minutes each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human population interdependence, cooperation, and conflict.
 - c. Students know how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. The Earliest Americans – Native Americans
 - i. Apaches
3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will identify differences between prehistoric and modern human settlements in this part of the country.
 - c. Student will identify historical photographs and art works are used to record history.

B. *Materials*

1. *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning
2. *The Apache: A New True Book*, by Patricia McKissack
3. *The Apaches and Navajos*, by Craig A. Doherty and Katherine M. Doherty
4. *Geronimo: Apache Warrior*, by William R. Sanford (optional)
5. Transparency of Appendix U – The Apache
6. Student copies of Appendix S (two pages) – Study Sheet for Southwest Indians (from Lesson Eight) and Key

C. *Key Vocabulary*

1. Wikipup – a brush covered, dome-shaped shelter; could be built quickly
2. Reservation – an area of public land that has been set aside for a group of people to live on

D. *Procedures/Activities*

Day One

1. Explain to students that today they will be learning about the Apache who, like the Navajo, were one of the Athabaskan tribes that migrated from the north in search of food.
2. Read *Pearson Core Knowledge History and Geography: Level Three*, by Pearson Learning, p. 121 and *The Apache: A New True Book*, by Patricia McKissack. Point out again in the reading that the Navajo were one particular tribe of Apache. You may want to pull information from *The Apaches and Navajos*, by Craig A. Doherty and Katherine M. Doherty as it relates to the book.
3. Go back to the page that students copied about The Navajo and have them look at the picture that they glued in of Geronimo. Tell students that Geronimo was a famous Apache warrior. They will learn more about Geronimo in the next lesson. Have students copy Appendix U – The Apache into their copybooks after the section they wrote on The Navajo.

4. Review Apache life and information briefly in summation and remind students that they will learn about a famous Apache warrior, Geronimo, in the next lesson.

Day Two (optional)

5. Review Apache information. Explain to students that today, they will be reading and learning about a famous Apache warrior, named Geronimo.
 6. Read *Geronimo: Apache Warrior*, by William R. Sanford. This is not specified in the Core Knowledge[®] Sequence, but is interesting to the children. They will discuss Indian resistance to white settlers later on in the sequence, and the life of Geronimo will help them make connections later on. Be sure to show students photos of Geronimo from the book and discuss the caption on page 27, regarding John Clum's reaction to the "face" of Geronimo. This can open up some good discussion on the topic of revenge and hate in relation to how Geronimo chose to live out his life. Use this as an opportunity to explore with students the ideas of forgiveness and the necessity for all men to live together in peace and harmony. Do not downplay the injustice that was put upon the Indians, and the reasons for Geronimo's hate, but leave this open for students to discuss as deemed appropriate. This could be a great lesson in character development!
 7. Review Geronimo's life briefly at the end of the lesson and remind students that they will have a quiz tomorrow covering Southwest Indians they have studied thus far.
 8. Spend time reviewing, going over, and checking Student Review Sheets for the Quiz at this time. They should be able to complete them now. Verify that all answers are correct and send home to be studied.
- E. *Assessment/Evaluation*
1. Student accuracy in copying the information about the Apache and the Navajo will be evaluated using rubric (Appendix U).
 2. Student understanding of Southwestern Indians will be assessed using Appendix V- Southwest Indian Quiz.

Lesson Ten: Review and Test of Southwest Indians/ Mound Builders (two days – 45 minutes each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students know how to use the processes and resources of historical inquiry.
 - d. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
2. Lesson Content
 - a. The Earliest Americans – Crossing the Land Bridge
 - i. Different peoples, with different languages and ways of life, eventually spread out over the North and South American Continents.
 - ii. These people include:
 - a) Mound builders

3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will identify differences between prehistoric and modern human settlements in various parts of the country.
 - c. Student will identify how historical photographs and art works are used to record history.
 - d. Student will develop knowledge about how to compare evidence we have from settlers in the west, Native American Indians and others that show how various people lived in North America in the past.
 - e. Student will group events by broadly defined eras in history.
- B. *Materials*
 1. Teacher copy of Appendix S – Study Sheet for Southwest Indian Quiz
 2. Student copies of Appendix V (three pages) – Southwest Indian Quiz
 3. Appendix V-1 – Quiz Key
 4. Wall map of United States
 5. *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning
 6. *A History of US: The First Americans*, by Joy Hakim
 7. *Mounds of Earth and Shell: Native Sites: The Southeast*, by Bonnie Shemie
 8. Transparency of Appendix W – The Mound Builders
- C. *Key Vocabulary*
 1. Plaza – a public square in a city or town
- D. *Procedures/Activities*

Day One

1. Spend approximately fifteen minutes reviewing material with students regarding Southwest Indians. Use Appendix S – Study Sheet for Southwest Indian Quiz as a guide. You may want to play “Around the World” or some other review game that your children are accustomed to playing for review.
2. Administer Southwest Indian Quiz and collect for grading.
3. Tell students that in their next lesson, they will be learning about the last group of ancient Indians that they will study this year, the Mound Builders.

Day Two

4. Introduce the next topic of study by reading to the class *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning, pp. 117 - 118.
5. Explain to students that the last major group of Indians that they will be studying, the Eastern Woodland Indians, is believed to be descended from the Mound Builders, who lived several thousand years ago, in the area surrounding the Mississippi River. Point out the Mississippi River area on a large wall map to students. Point out Ohio, Indiana, Florida, Louisiana, and the Ohio River Valley to students, explaining that people of the Mound Building cultures lived in all of these areas at one time.
6. Have students turn to the next clean page in their copybooks and using a ruler and pencil, divide the page in half by drawing a horizontal line across the middle of the page. Then have students divide the top half of the page into three sections by drawing three vertical lines, evenly spaced from the top of the page to the horizontal line.
7. Tell students that today they will talk about the time of the Mound Builders. This Indian period was divided into three major periods. Have students label the sections at the top of their page “The Adenas (2,500 years ago)” (uh-DEE-naz),

- “The Hopewell (2,000 years ago)”, and “The Mississippian(1,000 years ago)”. Explain to students that you will be reading to them a bit about the Mound Builders and about what is left of their culture for us to explore.
8. Read *A History of US: The First Americans*, by Joy Hakim, pp. 49-53. As you read page 53, discuss the Three Periods. Have the children draw a picture of a “cone-shaped” mound and “serpent mound” to represent the animal shaped mounds above the label for the Adenas. They should draw the “cone-shaped” mound on top and the “serpent mound” on the bottom of the first section. Have them write these terms to label the mounds.
 9. Next, for the Hopewell Era, have the children draw a mound with a flat top, to look like a “mesa”. Inside the mound, have them draw artifacts buried in the mound, such as jewelry, pipes, tools, bowls, etc. Explain to them that during the Hopewell Era, many items were buried by the natives that we have since uncovered. These artifacts have helped us to learn a great deal about these ancient people and their ways of life.
 10. In the third box, have the students draw another flat topped mound and then have them draw a picture of a “temple” type structure on the top of the mound. Explain to them that the people of The Mississippian Era built great cities and temples on their mounds. They were a very civilized culture with an organized form of government.
 11. When students are finished drawing, have them copy Appendix W – The Mound Builders onto the bottom half of their page. They should color the pictures of their mounds with colored pencil after copying the material. As students are copying and coloring, read *Mounds of Earth and Shell*, by Bonnie Shemie. This will be review of the Pearson and Hakim works, but the pictures are worth sharing with your students.
 12. Tell students that in the next lesson they will be learning about the last major group of Native Americans that they will study this year, the Eastern Woodland Indians, who were descendants of the Mound Building people.
- E. *Assessment/Evaluation*
1. Student copy work will be assessed at the end of this “sub-unit” using rubric (Appendix FF).
 2. Student knowledge of the Mound Building Era will be assessed using The Eastern Woodland Indian Test (Appendix EE) in Lesson Eleven, Day Eight.

Lesson Eleven: The Eastern Woodlands (eight days – 45 minutes each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students know how to use the processes and resources of historical inquiry.
 - d. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - e. Students understand that societies are diverse and have changed over time.

2. Lesson Content
 - a. The Earliest Americans – Native Americans
 - i. Eastern “Woodland” Indians
 - a) Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
 - b) Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)
3. Skill Objective(s)
 - a. Student will demonstrate knowledge of the geography of North America as it relates to the earliest Americans.
 - b. Student will identify differences between prehistoric and modern human settlements in this part of the country.
 - c. Student will identify how diaries, historical photographs and art works are used to record history.
 - d. Student will group events by broadly defined eras in history.
 - e. Student will identify the cultural heritage evident on a community.
 - f. Student will identify ways that people in communities have helped and supported each other now and in the past.

B. *Materials*

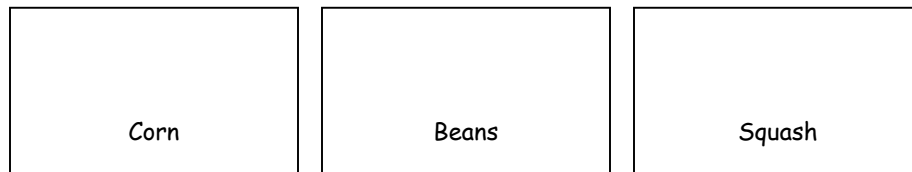
1. *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning
2. *The Seminole: New True Books*, by Emilie U. Lepthien (or new version: *The Seminole: True Book*, by Stefanie Takacs)
3. *Native Americans: Seminole Indians*, by Caryn Yacowitz
4. *The Encyclopedia of Native America*, by Trudy Griffin-Pierce
5. *...If You Lived with the Cherokee*, by Peter and Connie Roop
6. Seeds for each child, one of each type: corn, bean, and squash
7. Elmer’s liquid glue
8. *Life in a Longhouse Village*, by Bobbie Kalman
9. *Native Homes*, by Bobbie Kalman
10. *The Powhatan People*, by Kim Covert (optional)
11. *The Delaware: New True Books*, by Jay Miller
12. *My Brother, My Enemy*, by Madge Harrah
13. *People of the Breaking Day*, by Marcia Sewall
14. *Thunder from the Clear Sky*, by Marcia Sewall
15. *The Wampanoags: A True Book*, by Alice K. Flanagan
16. *Native Americans: Iroquois Indians*, by Caryn Yacowitz
17. *The Iroquois Indians*, by Bill Lund
18. *...If You Lived with the Iroquois*, by Ellen Levine
19. *Native Americans: Eastern Woodland Indians*, by Mir Tamim Ansary
20. *A History of US: The First Americans*, by Joy Hakim
21. Transparency of Appendix W-1 – Map of Eastern Woodland Tribes – Teacher Key
22. Student copies of Appendix W-2 – Map of Eastern Woodland Tribes – student copy
23. Transparency of Appendix X (pages 1-2)
24. Transparency of Appendix Y – The Three Sisters
25. Student copies of Appendix Z – Eastern Woodland Tribes Map Quiz
26. Appendix Z-1 – Key to Quiz

27. Appendix AA – Homes of Eastern Woodlands (you might want to make a transparency if you don't feel you can redraw to have students draw themselves)
 28. Transparency of Appendix BB – Tribes of the Northeast Woodlands
 29. Student copies of Appendix CC (pages 1 and 2) – Woodland Indians Review Sheet
 30. Appendix CC (pages 3 and 4) – Review Sheet Key
 31. Transparency of Appendix DD – The Iroquois Confederacy
 32. Student copies of Appendix EE (three pages) – Woodland Indians Test
 33. Appendix EE-1 – Key to test
 34. Students copies of Appendix FF (two pages) – Copybook Rubric for Mound Builders – Iroquois Confederacy
- C. *Key Vocabulary*
1. Confederacy – a loosely organized group of states or tribes
 2. Clan – a group of people who believe they are descended from a common ancestor
- D. *Procedures/Activities*
- Day One**
1. Introduce this new “sub-unit” by telling students that today you will begin the last section on Indians, the Indians of the Eastern Woodlands.
 2. Have students turn to a clean page in their copybook and, using transparency of Appendix W-1 – Map of Eastern Woodland Tribes, show students on your map the areas where the Creek, Seminole, and Cherokee tribes were located. Hand out student copies of Appendix W-2– Map of Eastern Woodland Tribes. Have students glue these onto the next clean page of their copybook. Have students label these tribes on their map.
 3. To give students an overview of the next several lessons, read *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning, pp. 122-123.
 4. Have students come to reading area and read *Native Americans: Seminole Indians*, by Caryn Yacowitz. This book gives a good overview of the Seminole way of life. Tell students that in the next lesson, they will learn about the Cherokee and the Creek Indians.
- Day Two**
5. Introduce today's lesson by reviewing the *Pearson Learning* material about the Creek and Cherokee. Review the material covered yesterday about the Seminole Indians.
 6. Have students look at their map again, Appendix W-2 – Map of Eastern Woodland Tribes. Review the area of the southeast where these tribes were located.
 7. Have students go to reading area, and read to them from *Encyclopedia of Native America*, by Trudy Griffin-Pierce, pp. 51-54. This is a lengthy passage, so you may want to just read selected portions to give children an overview of the Creek. Be sure to show them the picture of the house, on page 51 and the picture on page 53 of the Creek Indian.
 8. Next, tell students that they will spend some time learning more about the Cherokee. Read to them from *...If You Lived with the Cherokee*, by Peter and Connie Roop. Again, this book is fairly long, so read selected pages that are of interest to your students. Be sure to discuss the types of homes and villages that the Cherokee lived in. Your students should have learned about the “Trail of Tears” and Sequoyah and the Cherokee alphabet in second grade, so just review that with them briefly.

- Instruct students to return to their desks and take out their copybooks. Hand out the copies of the picture of Sequoyah to each student. Have them cut out the picture and paste it in the upper left hand corner of the next page in their book. Then have students copy Appendix X (pages 1-2) – After the Mound Builders. (This is a lengthy, two page copy project. You may choose to have them copy only one paragraph at a time or finish in the next lesson.)

Day Three

- Review the three Eastern Woodland tribes discussed on Day One and Day Two. Have students go back to their copybook work and briefly discuss the Creek, Cherokee, and Seminole Indians.
- Have students turn back to Appendix W-2– Map of Eastern Woodland Tribes. Show them the other main areas where the tribes of the Eastern Woodlands lived and have them label the Powhatan, Delaware, Susquehanna, Massachuset, Mahican, and the Iroquois Confederacy. Tell students that over the next few days, they will be learning more about these tribes of the Woodlands.
- There will be a quiz covering this map in the next lesson. Students should know the location of all nine of the tribes. A word box will be provided for their use. Students should color this map, being sure they can still read their labeling. Have them color the water blue and the land areas green. Have them color a box around each tribal name a different color to help them with studying the map for the quiz.
- Have students take out *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning, and read together (or read to them) pp. 124-125 to give them a general overview of the rest of the material in this unit. Read also *What Your Third Grader Needs to Know: Fundamentals of a Good Third Grade Education*, by E.D. Hirsch, Jr., pp. 126-129. Spend a little time discussing with students the way of life of the Woodland Indians, especially related to the Algonquin. Highlight the three terms shaman, sachem, and peace pipe from both of these readings and make certain that students understand what they are.
- Have students turn to the next page in their copybooks and title the page “The Eastern Woodlands”. Have them skip one line and subtitle this page “The Three Sisters”. Under the subtitle, have students draw three boxes across in a row on the page. Have them label the boxes as shown.



- Hand out seeds to children, one seed of each kind to each student. Have students identify each seed. Have them glue each seed in the appropriate box on the page.
- After students are finished gluing, discuss again with students that these three crops were the staple foods for the Eastern Woodland Indians. Read to them from *Life in a Longhouse Village*, by Bobbie Kalman, pp. 14-15.
 - After reading, have students orally dictate a paragraph for you to write on overhead about the Three Sisters and why they were important to the Native people (see Appendix Y – Three Sisters for an example) or have them copy Appendix Y.
 - Review with students before ending lesson.

Day Four

18. Review Appendix W-2 – Map of Eastern Woodland Tribes with class. Administer QUIZ. (Appendix Z and Z-1- key) Remind students to use the word box at the bottom to assist them in labeling the areas on the map. Collect quizzes to be graded.
19. Tell students that today they will learn about the different types of homes that the Indians of the Eastern Woodlands lived in. Review that the people of the southeast lived in homes like chickees or wood framed homes made with woven vines. Show them pictures from *Native Homes*, by Bobbie Kalman, pp. 14-17. Review with them also that the Northern Woodland Tribes lived in homes such as longhouses and wigwams. Tell them that the longhouse and the wigwam were the most common type of home for the Woodland tribes. Show them pp. 8-13. There are also good drawings of longhouses on pp. 4-9 of *Life in a Longhouse Village*, by Bobbie Kalman.
20. Have students turn to the next page in their copybook and using a ruler, have them divide the page into four sections by drawing one vertical line down the center from the top line to bottom and one horizontal line across the center from left to right. Have students label this page “Homes of the Eastern Woodlands”.
21. Have the students draw a representation of each type of home: wigwam, longhouse, chickee, and wattle and daub. You can use Appendix AA – Woodland Homes as a guide to help students draw. Have them label each type of home with its name and location: Wigwam – northeast/Algonquian, Longhouse – northeast/Iroquois, Chickee – southeast/Seminole, and Wattle and Daub – northeast and southeast.
22. After students have finished drawing and labeling each representation, they can color the homes using colored pencils. Encourage them to use colors that would represent the natural materials used to build the homes.
23. While students are drawing and coloring, you can read more to them from *Native Homes*, by Bobbie Kalman, pp. 8-17 and from *Life in a Longhouse Village*, by Bobbie Kalman, pp. 7-9.
24. Tell students that in the next lesson, they will learn about the remaining tribes that they will study this year that were part of the Northeast Woodlands.

Day Five

25. Review with students the woodland tribes that they have discussed so far. Go back and review Appendix W-2 – Map of Eastern Woodland Tribes. Tell students that they have spent the last four days discussing the tribes of the southeast and now they are going to travel north and spend time talking about the tribes of the northeast.
26. The Powhatan are the southern most tribe. They were located in the area around present day Virginia. Students will probably know that Pocahontas was a member of the Powhatan tribe. Discuss that story with students briefly and then tell them that they will study more about the Powhatan Indians when they study the Thirteen Colonies later in the year. Explain to them that the Powhatan were very important to the survival of the English Colonists who started our country. If you have the time, you could read *The Powhatan People*, by Kim Covert.
27. Next, discuss the Delaware Indians. Read *The Delaware: New True Books*, by Jay Miller and discuss with class. Discuss the similarities and differences between the tribes of the north and the tribes of the south.
28. After you have discussed the Delaware briefly, introduce students to the Susquehannock tribe. Tell them that the word “Susquehannock” is an Algonquin word for “people of the Muddy River”. The Susquehannock were an Iroquoian

tribe who lived in the area where Pennsylvania is now. They were fierce warriors and fought extensively with the Delaware, the Powhatan, and other neighboring tribes. A good book to read about the Susquehannock tribe and the time period that they lived in is *My Brother, My Enemy*, by Madge Harrah. This is historical fiction that describes the politics surrounding the Susquehannock at the time of Colonial Virginia. It will take several days to read, so you may want to incorporate it into your read aloud time with your class.

Day Six

29. Review the three tribes you discussed in the last lesson, the Powhatan, the Delaware, and the Susquehannock. Explain to students that there are two more tribes that they will not spend a lot of time studying about, but that they should be familiar with. The Mahican, who were located in the area around the Hudson River, in New York, were discussed briefly in *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning, p. 125. Review this material with students. Tell them that the other tribe they need to be familiar with is the Massachuset, the tribe which gave the present day state of Massachusetts its name. Very little is known about the Massachuset. They lived in the area when the English began to colonize the areas of Virginia and Massachusetts. They were mostly wiped out by diseases that the Europeans brought to North America. John Smith had an encounter with the Massachuset Indians and the Pilgrims found most of their villages abandoned when they arrived in 1620. When the Puritans settled at Boston, there were about 500 of the Indians left in that area. Many of them were killed by smallpox in less than ten years. Many of the remaining Massachuset Indians were converted to Christianity. They were gathered into villages of “Praying Indians” and made to follow the strict Puritan rules of conduct. Many of their tribal traditions quickly disappeared. They mixed with other tribes of converts and many fought for the English during the battles prior to the Revolutionary War.
30. Another tribe that would have lived a similar lifestyle to the Massachuset, who also lived in the area of what is now present day Massachusetts, was the Wampanoag tribe. Tell the students that they will study the Wampanoag later on when they study the Thirteen Colonies and learn about the Puritans who lived in the Boston area. To give them a little better idea of the lifestyle and customs of the Indians of this area at this time, however, read selections from *People of the Breaking Day*, by Marcia Sewall, *Thunder from the Clear Sky*, by Marcia Sewall, or *The Wampanoags: A True Book*, by Alice K. Flanagan. You might just want to read all of *People of the Breaking Day*, by Marcia Sewall at this time and save the other two books for your future study of the Thirteen Colonies.
31. Have students take out their copybooks and have them copy Appendix BB – Tribes of the Northeast at this time.

Day Seven

32. Review the material studied over the past several days about the Northeast Woodland Indians. Hand out Appendix CC – Woodland Indians Review Sheet. Tell students that they will have a test covering the information two lessons from now.
33. Introduce the final group of Indians who lived in the Northeast Woodlands area by directing students back to their Eastern Woodland Tribes Map. Have students point out the Iroquois Confederacy on their maps. Ask students what they think a confederacy is. Explain to students that a confederacy is a loosely organized group of states or tribes. Help them to understand that during this time, many of the Indian tribes were being pushed out of their lands and that they were all

having conflicts with the white settlers. There were also many conflicts between neighboring tribes and nations.

34. Read to students from *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning, pp. 126-127. Discuss why the Iroquois had a need to join together and work together for their survival. Tell students that the Iroquois are the final group of Indians that they will be studying in this unit.
35. Read *Native Americans: Iroquois Indians*, by Caryn Yacowitz and *The Iroquois Indians*, by Bill Lund. You can also read selections from *...If You Lived with the Iroquois*, by Ellen Levine and *Native Americans: Eastern Woodland Indians*, by Mir Tamim Ansary, as you have time to give students a good background of the lifestyles of the Iroquois.
36. Finish this section by having students copy Appendix DD – The Iroquois Confederacy into their copybooks.
37. Review for Test on Woodland Indians. Remind students that they will have a test in the next lesson.

Day Eight

38. Review for Test with students using Appendix CC – Woodland Indians Review Sheet
 39. Administer test (Appendix EE) and collect for evaluation (use Appendix EE-1-key).
- E. *Assessment/Evaluation*
1. Student completion of copybook material for Eastern Woodland Indians will be assessed using a rubric (Appendix FF).
 2. Student understanding of material related to Eastern Woodland Indians will be assessed using Eastern Woodland Indians Test (Appendix EE).

VI. CULMINATING ACTIVITY

- A. **Diorama of a Tribal Scene** – (adapted from *Thematic Unit: Native Americans*, by Leigh Hoven) – Students will be put into groups. Each group will choose a tribe of Indians that have been covered in this unit. They will build a diorama of a typical village scene that shows the life of the tribe they have chosen. (See Appendix HH for directions to hand out to students.) Diorama will be graded using the rubric in Appendix HH – p. 2.
 1. A good resource to have on hand to assist students with building their villages is *Hands-on Heritage: Native American Activity Book*, by Linda Milliken. Pages 14-19 have great instructions for building several types of Native homes.
 2. You may choose to make this a classroom activity or students can be responsible to get together outside of school to create this project and have it due on a set date of your choosing. You may also choose to assign this project prior to the final day of class covered in this unit. I assign this project about half way through the unit so that students have lots of time to complete it at home. Students should be responsible to gather whatever materials they need to complete it on their own and to do whatever research they need to learn about the home style of the tribe that they have chosen. This can be an individual project instead of a group project if you assign it to be done completely at home.
- B. **Extension Activity**: Students can also write a written report to go along with their diorama and/or give an oral presentation to the class.
- C. **Native American Day**: On the day that dioramas are due, students can dress up in traditional Native clothing representative of the tribe they chose. They can tell about their village from the 1st person perspective, describing what it is like to be from that tribe, etc. The event can also include traditional Native American games, crafts, or food

samplings of your choosing. We typically plan a ½ day event and our Third Graders rotate from room to room and participate in a different event in each room for about ½ hour.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: The Earliest Americans Copy page and Rubric
- B. Appendix B: Map of North America and Key
- C. Appendix C: Native American People Groups of North America copy page and rubric
- D. Appendix D: Land Bridge Observation Page
- E. Appendix E: Map of North America – Quiz
- F. Appendix E-1: Key – Map of North America Quiz
- G. Appendix F: The Inuit
- H. Appendix F-1: Review Sheet for Inuit Quiz
- I. Appendix G: Inuit Quiz
- J. Appendix G-1: Inuit Review Sheet, Quiz Key and Rubric
- K. Appendix H: Scrimshaw Project
- L. Appendix I: Southwestern Indians: Map
- M. Appendix I-1: Southwestern Indians: The Anasazi
- N. Appendix I-2: Rubrics – The Anasazi Paragraph, Map and Picture “My Visit to Mesa Verde” Paragraph
- O. Appendix J: Native American Symbols
- P. Appendix J-1: Petroglyphs copy page and rubric
- Q. Appendix K: Video Journaling Sheet – *Mesa Verde: Legacy of Stone and Spirit* (three pages)
- R. Appendix K-1: Key – Video Journaling Sheet
- S. Appendix L: Mesa Verde Illustration
- T. Appendix M: Southwestern Indians – The Pueblo copy page and Rubric
- U. Appendix M-1: Pueblo Scene Directions
- V. Appendix N: Southwestern Indians – The Zuni copy page and Rubric
- W. Appendix O: Southwestern Indians – The Hopi copy page and Rubric
- X. Appendix P: Instructions for Making Kachina Dolls
- Y. Appendix Q: Kachina Doll Pattern
- Z. Appendix R: The Navajo
- AA. Appendix S: Study Sheet for Southwest Indian Quiz and Key (two pages)
- BB. Appendix T: Instructions for Weaving and Rubric (two pages)
- CC. Appendix U: The Apache and Rubric for Navajo and Apache
- DD. Appendix V: Southwest Indian Quiz (three pages)
- EE. Appendix V-1: Southwest Indian Quiz – Key
- FF. Appendix W: The Mound Builders
- GG. Appendix W-1: Map of Eastern Woodland Tribes – Teacher Key
- HH. Appendix W-2: Map of Eastern Woodland Tribes – Student Copy
- II. Appendix X: After the Mound Builders (two pages)
- JJ. Appendix Y: Three Sisters
- KK. Appendix Z: Eastern Woodland Tribes Map Quiz
- LL. Appendix Z-1: Key to Eastern Woodland Tribes Map Quiz
- MM. Appendix AA: Homes of the Eastern Woodlands
- NN. Appendix BB: Tribes of the Northeast
- OO. Appendix CC: Woodland Indians Review Sheet and Key (four pages)
- PP. Appendix DD: The Iroquois Confederacy
- QQ. Appendix EE: Woodlands Indians Test (three pages)
- RR. Appendix EE-1: Woodlands Indians Test Key

- SS. Appendix FF: Copybook Rubric – Mound Builders-Iroquois Confederacy (two pages)
 TT. Appendix GG: Pictures (two pages)
 UU. Appendix HH: Diorama of a Tribal Village Directions and Rubric

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**Appendix A – p. 2
The Earliest Americans**

Name _____ Lesson One - Copybook Rubric

POINT VALUES					
CATEGORY	5	4	3	2	1
COPYWORK ACCURACY	Copy work 100% accurate	Copy work mostly accurate Less than 10 errors	Copy work adequate 10-15 errors	Copy work poor More than 15 errors	Copy work incomplete
DRAWING COMPLETED ACCURATELY	All Aspects included: <input type="checkbox"/> Asia <input type="checkbox"/> land bridge <input type="checkbox"/> North America <input type="checkbox"/> people following mammoths	Missing One Item	Missing Two Items	Missing Three Items	Incomplete
DRAWING COLORED	Exceptional	Good	Satisfactory	Poor	Unacceptable
OVERALL NEATNESS	Exceptional	Good	Satisfactory	Poor	Unacceptable
				SCORE:	___/20

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Appendix A-1 The Native Americans Song

(adapted from *The Native Americans Song*, by Kyle Hall and Joanne Kaiser; used with permission of author)

The Native Americans Song

Adapted from *The Native Americans Song*, by Kyle Hall and Joanne Kaiser
Sung to the tune of "I'm an Indian, too"

1. Hmm, hmm-hmm, hmm-hmm, hmm-hmm,
The earliest Americans crossed over the land bridge,
Now called the Bering Strait;
This was done in the – Ice Age – from Asia – to North America.

Different tribes spread out over –
North and South America,
And they adapted to their new en-vi-ron-ments!
2. Anasazi are pueblo builders and cliff dwellers, scary!
Inuit are Eskimos, and don't forget the Mound – Builders –
East of – the Mississip – pi River.
3. Hmm, hmm-hmm, hmm-hmm, hmm-hmm,
Native Americans could be found in the Southwest;
You know their tribal names;
Are you ready? Here – we go – let's say – them real – ly slow:

Pueblo include the Hopi and Zuni;
Dine are the Navajo,
And don't forget the Apache – che!
4. Wigwams, longhouses, farming and peace pipes,
Shamans and sachems
Are part of the culture – of the East – ern Wood – land Indians.
5. Hmm, hmm-hmm, hmm-hmm, hmm-hmm,
These are their major tribes and nations;
There's a lot of them!
The Iroquois Confederacy had five, do you see,
MOOS-C, MOOS-C, MOOS-C:

Mohawk, Onondaga, Oneida, and Seneca,
Cayuga – here they are!
Can you name them once again?
No, no – no, no – no, no – no.
6. Mahican, Massachusett, Susquehanna, Powhatan,
Seminole, Cherokee, Creek, Delaware;
You will learn these if – you care –
Hmm, hmm-hmm, hmm-hmm, hmm-hmm.
7. Indians of a long time ago
Lived differently, and now you know
A lot more about their heritage,
And it all started crossing the bridge!
Hmm, hmm-hmm, hmm-hmm, The End!

Appendix B, page 1
Map of North America



Appendix B, page 2
Map of North America - Key



Appendix C
Native American People Groups of North America

Native American People Groups
of North America

Different peoples and tribes with different languages and ways of life spread out over the Arctic Regions as well as over the rest of North, Central, and South America. These tribes had to adapt to their new environments and use the natural resources to survive.

Rubric for Lesson One-Day 2 Evaluation

POINT VALUES					
CATEGORY	5	4	3	2	1
LABELING	All 4 people groups labeled correctly.	3 groups labeled correctly	2 groups labeled correctly	1 group labeled correctly	Map not labeled
COLORING	All Correct SW-Orange ARCTIC-Brown NE – Green PLAINS - Yellow	¾ correctly colored	½ correctly colored	¼ correctly colored	Incomplete
NEATNESS	Exceptional Color/Orderly/Legible	Good Color/Orderly/Legible	Satisfactory Color/Orderly/Legible	Poor Color/Orderly/Legible	Incomplete No color No labels
COPYWORK	Copywork 100% correct	Copywork 75%-100% correct	Copywork 50%-74% correct	Copywork 25%-49% correct	Copywork less than 25% correct or missing.
				SCORE:	___/20

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Appendix D
Land Bridge Observation Page

Land Bridge Observation Page

What we did: _____

What we think will happen: _____

What did happen: _____

What we learned: _____

Appendix E
Map of North America – Quiz

Name _____
Date _____

Quiz - Native American People Groups

Label each of the four areas where the Native Peoples lived using the following word box.

Northwest/Sub-Arctic Indians Plains Indians	Eastern Woodland Indians Southwest Indians
--	---



Appendix E-1
Key – Map of North America Quiz



Appendix F
The Inuit

The Inuit

One of these early people groups was called the Inuit. Inuit means “real people” or “human beings”. One Inuit person was called an “Inuk”. These people were also called Eskimos. This word came from the Algonquin language and means “eater of raw meat”.

The Inuit people settled in the Far North or Sub-Arctic area of North America. They were hunters and meat eaters.

They lived in pit houses, made of stone and earth. When they traveled to hunt, they made ice houses, called igloos. “Iglu” meant house. An “Igluvigak” was an ice or snow house.

They traveled in a type of canoe called a “kayak”, which was just big enough for one person. They used larger boats called “umiaks” for whaling. They also used dog sleds for traveling across land.

The Inuit people used animal skins for clothing. They wore many layers, using fur and feathers as insulation to protect them from the cold.

Appendix F-1
Review Sheet for Inuit Quiz

Name _____
Date _____

Review Sheet
The Inuit

Use your copybook to complete this review sheet and then study it for your quiz.

1. Inuit means _____ or _____.
2. One Inuit person was called an _____.
3. The Inuit were also called _____. This word means "eater of _____".
4. The Inuit people settled in the _____ or Sub-Arctic area of _____ America.
5. They were hunters and _____ eaters.
6. They lived in _____ houses. When they _____ to hunt, they made _____ houses, called _____. _____ meant house. An _____ was an ice or snow house.
7. They traveled in a type of canoe called a _____. It was big enough for _____ person.
8. They used larger boats called _____ for whaling.
9. They also used _____ for traveling across land and ice.
10. The Inuit people used animal skins for _____. They wore many layers, using _____ and _____ as insulation to protect them from the _____.

**Appendix G
Inuit Quiz**

Name _____

Inuit Quiz

Date _____

Native Americans

Fill in the blanks with the words from this word bank.

Inuit	Ice Age	Far North	animal skins
land bridge	igloo	umiak	bison
Eskimo	mammoth	kayak	dog sleds
Bering Strait	igluvigak	iglu	huge boats

1. During the _____, nomadic hunters crossed what was a _____ between Asia and North America.
2. Where they crossed over is now called the _____.
3. The hunters were following the animals they hunted, such as the bison and the _____.
4. _____ means "real people" or "human beings".
5. _____ means "eaters of raw meat".
6. The Inuit people settled in the _____ region of North America.
7. The Inuit lived in different kinds of houses. The Inuit word for "house" is _____. The Inuit word for "ice or snow house" is _____.
8. The Inuit canoe is called a _____.
9. The larger boat they used for whaling was called an _____.
10. The Inuit people used _____ for clothing and traveled over land and ice using _____.

Appendix G-1 Inuit Review Sheet and Quiz Keys

Review Sheet Key

1. real people; human beings
2. Inuk
3. Eskimos; raw meat
4. Far North; North
5. meat
6. pit; traveled; ice; igloos; iglu; igluvigak
7. kayak; one
8. umiaks
9. dog sleds
10. clothing; fur; feathers; cold

Quiz Key

1. Ice Age; land bridge
2. Bering Strait
3. mammoths
4. Inuit
5. Eskimo
6. Far North
7. Iglu (not igloo); Igluvigak
8. kayak
9. umiak
10. animal skins; dog sleds

Rubric – Inuit Sub-Unit

Name _____

Inuit Copybook and Scrimshaw Project

POINT VALUES					
CATEGORY	5	4	3	2	1
SCRIMSHAW PROJECT COMPLETE	Directions followed to accurate completion.	Some directions followed to satisfactory completion.	Few directions followed but attempted to complete.	Few directions followed and did not complete.	Did not complete according to directions.
COPYWORK ACCURACY	Everything is copied accurately. Spelling correct.	75% copied accurately. Most spelling OK	50% copied accurately. Spelling unsure.	25% copied accurately. Poor spelling.	Less than 25% copied accurately.
NEATNESS	Exceptional	Good	Satisfactory	Poor	Incomplete
INUIT DRAWING	Drew Inuit person with background in full color.	Drew Inuit person with background w/o color.	Drew person only with no background with color.	Drew person only with no background and no color.	Incomplete
				SCORE:	___/20

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Appendix H Scrimshaw Project

(adapted from *Thematic Unit: Native Americans*, by Leigh Severson, p. 64)

Inuit Scrimshaw Project

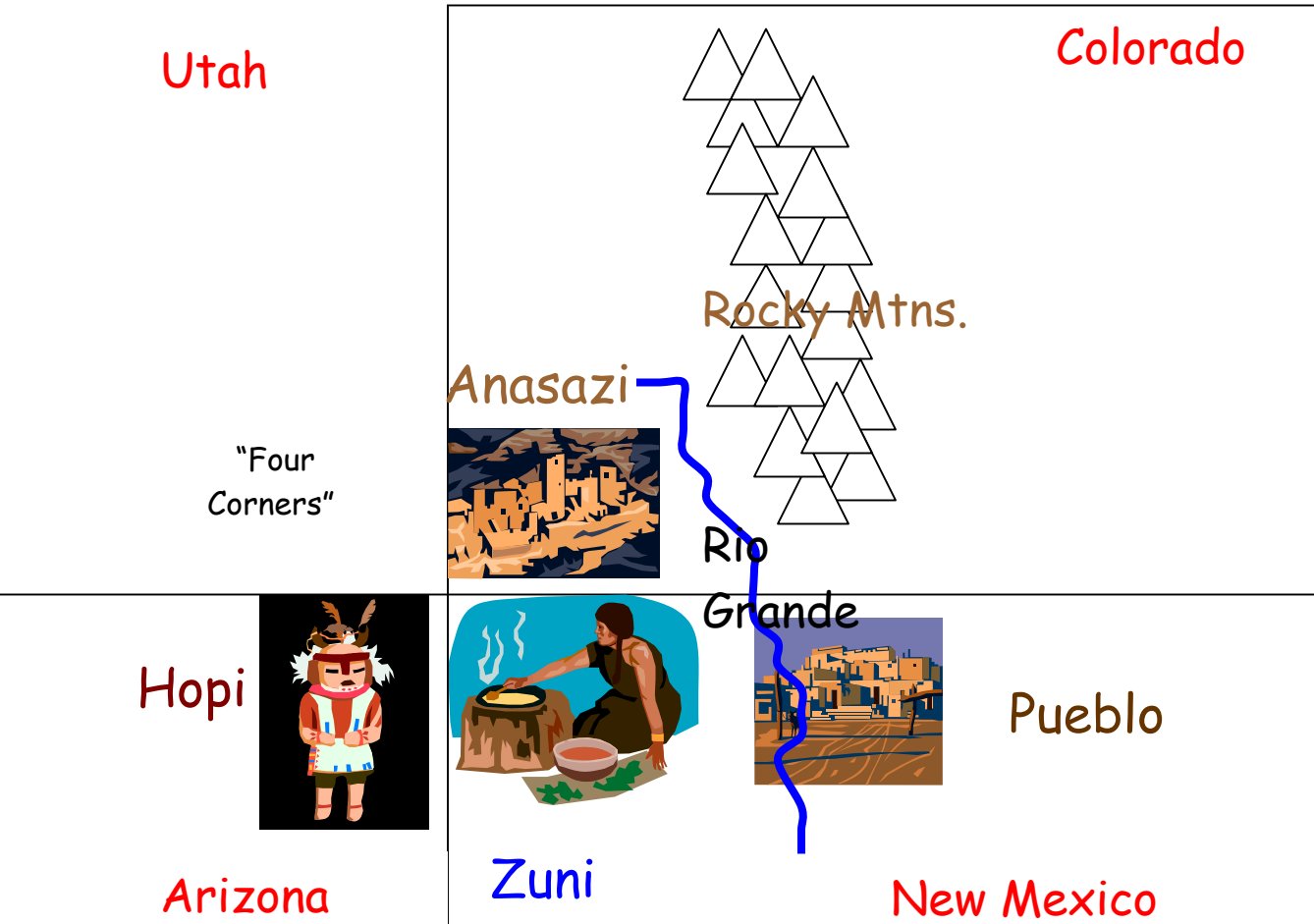
Scrimshaw is a famous type of artwork used by the Inuit or Eskimo people. Scrimshaw illustrated stories and themes, engraved in ivory teeth and tusks of animals, like walruses or whales. The engravings were then rubbed with lampblack, the residue that was left on the globe of an oil lamp after the oil had been burned. This project will give students an idea of how scrimshaw was done.

Materials needed:

Plaster of Paris – large jug or box
Can or pail to mix plaster in (throw away is best!)
Water
Stirring stick (from paint store)
Plastic soap molds – oval or round
shape with enough molds to
make one for each student
Very large, sharp nail for each child
Black wax shoe polish (comes in
round can)
Clean rags
Spray-able fixative

1. Have students draw a simple scene (only a few lines) showing something about Inuit life on a practice paper.
2. Prepare Plaster of Paris and pour into soap molds. Let them sit about 10-20 minutes until they are almost hard. Do not do this too far in advance or the plaster will become too hard to carve into.
3. Remove molds and have students scratch their scene with the nail into the rounded side of the plaster mold. Be sure they put their name on the flat backside. They should scratch their scene fairly deep into the plaster and brush away excess shavings.
4. Rub black shoe polish across the finished engraving to fill in the scratches that made the picture. Do this carefully and rub off the excess.
5. Allow to dry 24 hours then spray design with fixative to seal shoe polish. Spray in a well ventilated area.

Appendix I
Southwestern Indians: Map



Appendix I-1
Southwestern Indians: The Anasazi

The Anasazi

The Anasazi, a Navajo word meaning “ancient enemies”, were a group of Indians that lived in the Four Corners area of the United States. The place they used to live is now called Mesa Verde, which means “green table mountain”.

The Anasazi were hunter-gatherers who later became farmers. They grew mostly corn. They lived in pit houses for a while on the mesa tops. Later they began to bake larger homes of stone and clay called adobe. They built these into the ledges of the canyon walls below the mesas where they would be safe from weather and attack. They became known as the “Cliff Dwellers”.

The Anasazi began using pottery instead of baskets later on. They became expert potters. The people that we know today as the Pueblo Indians are descendants of the ancient Anasazi. The Hopi and Zuni are two Pueblo tribes.

Appendix I-2
Rubrics – The Anasazi Paragraph, Map and Picture
“My Visit to Mesa Verde” Paragraph

Name _____

Rubric for Anasazi

Anasazi Paragraph, Map and Picture

POINT VALUES					
CATEGORY	5	4	3	2	1
COPYWORK ACCURACY	Copy work 100% accurate	Copy work mostly accurate Less than 10 errors	Copy work adequate 10-15 errors	Copy work poor More than 15 errors	Copy work incomplete
NEATNESS	Exceptional	Good	Satisfactory	Poor	Unacceptable
MAP	Labeled: 4 states Four Corners Rocky Mtns. Rio Grande Anasazi Pueblo Hopi Zuni	Missing One- Three Items	Missing Four- Six Items	Missing Seven-Nine items	Missing Ten or more items
CLIFF DWELLING PICTURE	Colored and glued properly	Partially colored and glued properly	Partially colored but not glued properly	Slight attempt made to start coloring	Incomplete
				SCORE:	___/20

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Appendix I-2 – p. 2
Rubrics – The Anasazi Paragraph, Map and Picture
“My Visit to Mesa Verde” Paragraph

Name _____
 Date _____

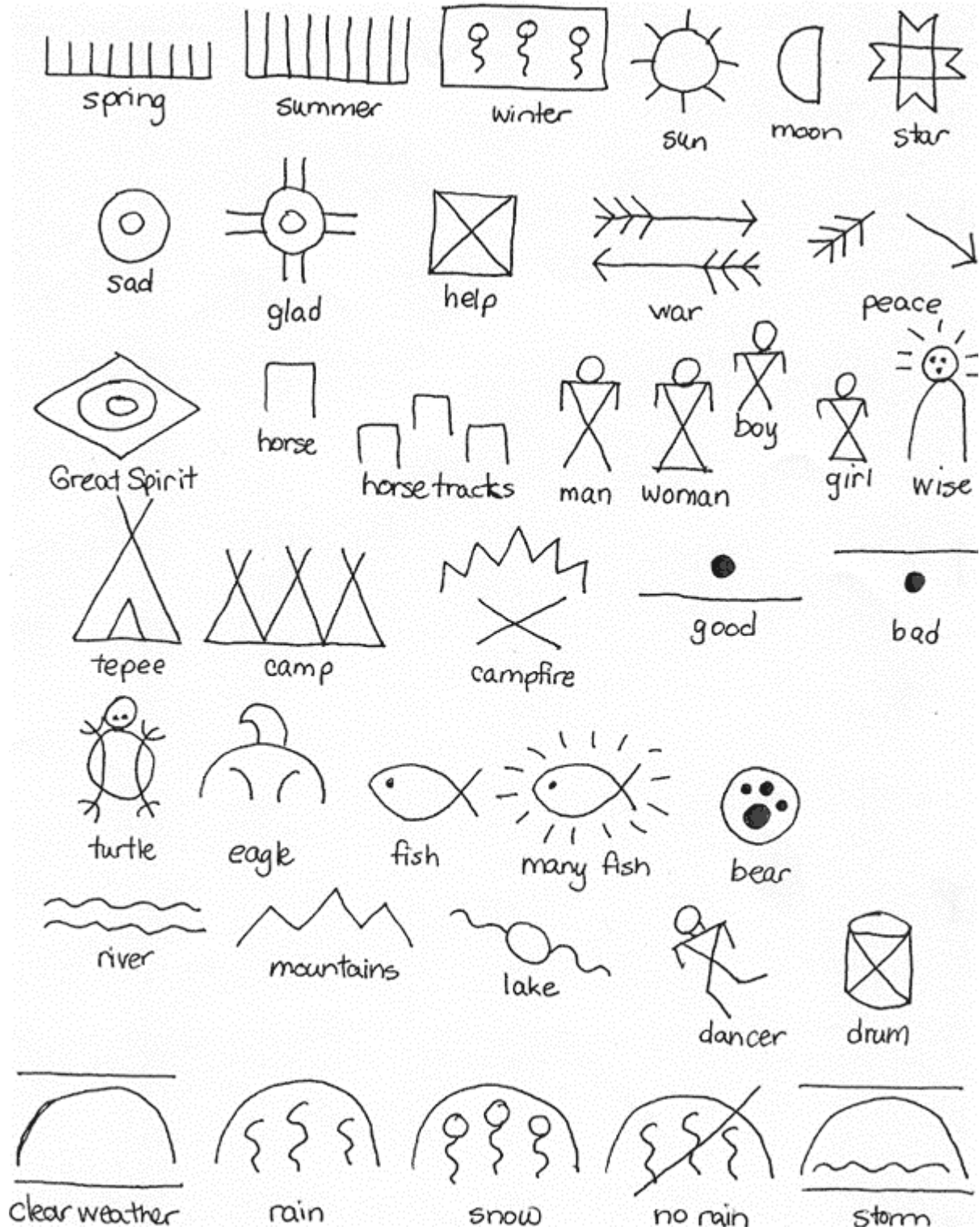
My Visit to Mesa Verde
 Informative/Narrative Paragraph Rubric

	4	3	2	1	Total
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is clear, correctly placed, but is not restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relates back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	
Narrative	Paragraph is in first person. Pronouns I, my, etc. are used throughout.	Paragraph begins in first person but strays to mostly informative.	Paragraph uses some pronouns, but is not in first person and is generally informative.	Paragraph is strictly informative. No reference to personal involvement in story.	
Legibility	Legible handwriting.	Marginally legible handwriting.	Writing is not legible in places.	Writing is not legible.	
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	
Totals					Final Grade _____ /20= _____ %

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Appendix J Native American Symbols

(adapted from *Thematic Unit: Native Americans*, by Leigh Severson, p. 34)



**Appendix J-1
Petroglyphs**

Petroglyphs

Petroglyphs are pictures. The Anasazi carved symbols into the sandstone walls by chipping off the outer layer of rock. The lighter color underneath showed through.

My petroglyph says...

Name _____

Rubric for Petroglyphs

	Criteria				Points
	1	2	3	4	
Petroglyph picture	Incomplete project	Materials used to attempt to complete petroglyph picture but did not complete properly as per directions	Materials used properly to complete petroglyph picture with only 1-2 errors	Materials used properly to complete petroglyph picture without error	_____
Copy work accurate	More than 10 errors in copywork or less	5-10 errors in copywork	Less than 5 errors in copywork	100% accuracy in copywork	_____
Neatness	Poor	Fair	Good	Exceptional	_____
Description of picture	No description present	Attempt at describing picture	Adequate description for picture	Creative description which accurately describes picture	_____
Directions followed	Did not follow directions	Followed few directions and had difficulty completing project	Followed most directions	Followed all directions in a timely manner	_____
				Total----->	_____/20

Appendix K, page 1
Video Journaling Sheet – *Mesa Verde: Legacy of Stone and Spirit*

Video Journaling Sheet

Mesa Verde: Legacy of Stone and Spirit

1. What type of stone were the Cliff Dwellings built in? _____
2. In what year were the Cliff Dwellings discovered by Nordenskiold? _____
3. What three groups of people are the descendants of the ancient Cliff Dwelling people?

4. Where is Mesa Verde located? _____
5. What kind of people were the early Cliff Dwellers? _____
6. What does "Mesa Verde" mean? _____
7. What is another name for these people? (hint: What did they make?)

8. What kinds of houses did they live in? _____
9. What else did the basket makers learn to make between 450-750 AD that changed their lives? (there are two things!)

10. What did they begin building around 750 AD on the mesa tops?

11. What is the Spanish word for villages? _____
12. How did people travel since they didn't have horses yet? _____

Appendix K, page 2
Video Journaling Sheet – *Mesa Verde: Legacy of Stone and Spirit*

13. What did they make out of yucca plant fibers to help them travel better?

14. What did they do to get things like copper, cotton, turquoise, shells, and ideas?

15. Where was the first pueblo city built? _____
16. When was it built? _____ How old is it now? _____
17. What did pit houses become after people started building houses under the cliffs? _____
18. What does "kiva" mean? _____
19. What were they used for? _____
20. Draw a diagram of a kiva here. (We will do this together.)

Appendix K, page 3
Video Journaling Sheet – *Mesa Verde: Legacy of Stone and Spirit*

21. How many rooms did Cliff Palace have? _____
22. How many kivas did it have? _____
23. Why might the people have built their homes under the cliffs?

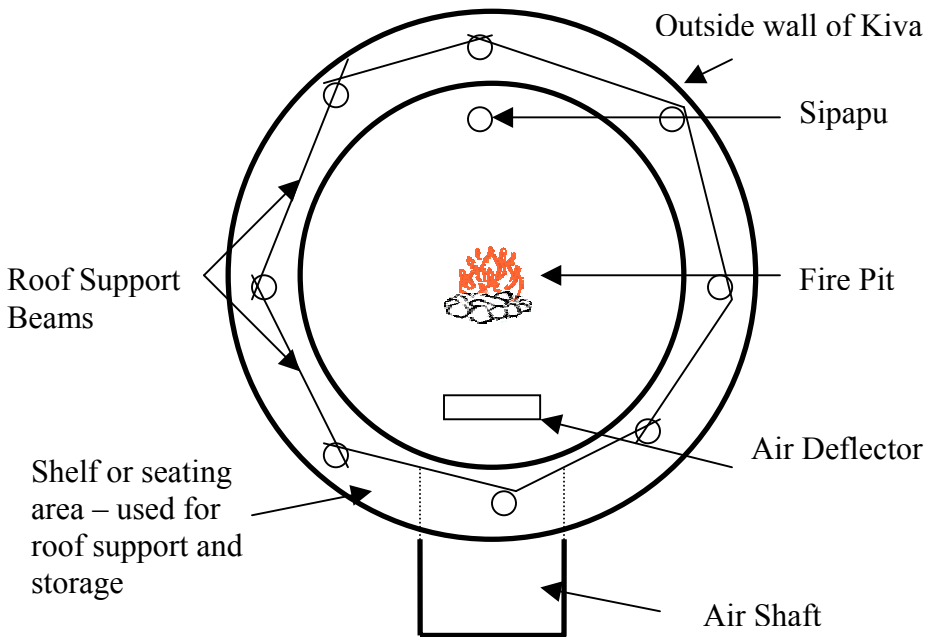
24. What is the 2nd largest of all the Cliff Dwellings? _____
25. What was one of the latest built Dwellings? _____
26. Why was it probably built? _____
27. What was one possible reason the people might have left the Cliff Dwellings? _____
28. By what year were they mostly gone? _____
29. What is a legacy? _____

30. What did you enjoy most about watching this video about Mesa Verde?

Appendix K-1 Key – Video Journaling Sheet

- | | |
|---|--|
| 1. sandstone | 10. apartment type houses |
| 2. 1891 | 11. Pueblos |
| 3. the Pueblo; the Hopi; the Zuni | 12. on foot |
| 4. Southwestern Colorado (the Montezuma Valley) | 13. sandals |
| 5. nomads – hunters and gatherers | 14. traded with people from far away |
| 6. high green table land | 15. Chaco Canyon, NM |
| 7. basket makers | 16. 900 AD; about 1,100 years old |
| 8. pit houses built on the mesa tops | 17. kivas |
| 9. pottery; bow and arrow | 18. “room underneath” |
| | 19. social gatherings and religious ceremonies |

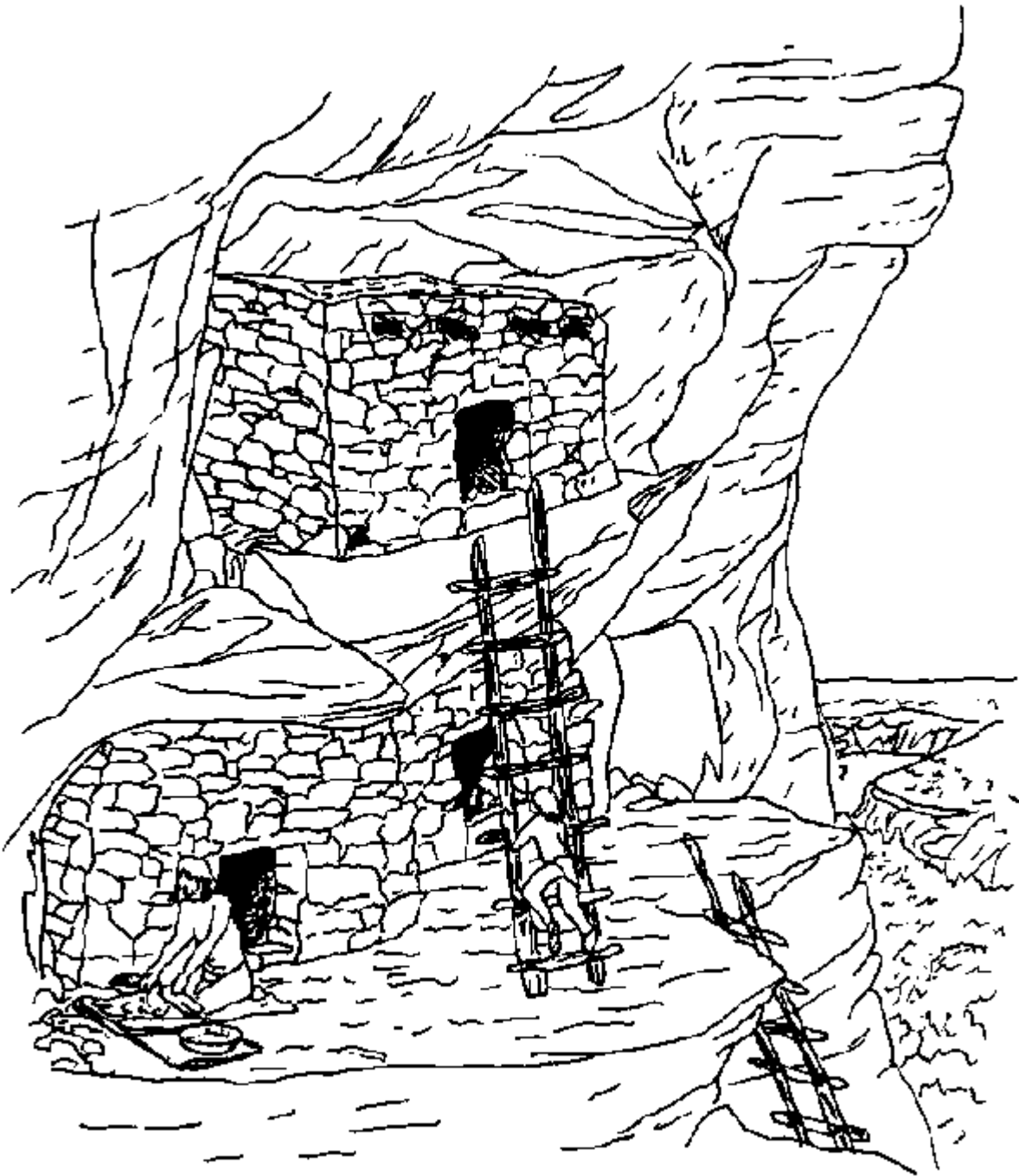
20.



21. 150
22. 22
23. protection from the weather or from enemies
24. Longhouse
25. Balcony House
26. for protection from enemies
27. a very long and very bad drought
28. 1300 AD
29. Something left to those who come after you to help you remember them and their importance
30. accept all reasonable answers

Appendix L
Mesa Verde Illustration

(adapted from *Cliff Dwellers Coloring Book*, by Brian and Jodi Freeman and Terry Flanagan, p. 24)



Appendix M
Southwestern Indians – The Pueblo
The Pueblo

The Pueblo people were spectacular Indian tribes because of their unique way of life. The Pueblo Indians lived in New Mexico. They lived near the Rio Grande area. These Indians lived in houses called pueblos. They were made of adobe. The word “pueblo” means “little villages”. The Pueblo were descendants of the Anasazi. They were expert potters and made beautiful pottery. The Pueblo were farmers. They grew corn, beans, and squash. Their religion was important to them. They believed in Kachina spirits. There were 19 different tribes of Pueblo Indians. Two of them were the Hopi and Zuni. The Pueblo had a spectacular way of life.

Name _____
 Date _____

Pueblo Informative
 Paragraph Rubric

	4	3	2	1	Total
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is clear, correctly placed, and is not restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	
Elaborating Detail Sentence(s)	Every supporting detail sentence has one or more elaborating detail sentence(s).	Some supporting detail sentences have at least one elaborating detail sentence.	One supporting detail sentence has one elaborating detail sentence.	There are no sentences with elaborating detail sentences.	
Legibility	Legible handwriting.	Marginally legible handwriting.	Writing is not legible in places.	Writing is not legible.	
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	
Totals					Final Grade /20= %

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Appendix M-1 Pueblo Scene Directions

(adapted from *Thematic Unit: Native Americans*, by Leigh Severson, p. 8)

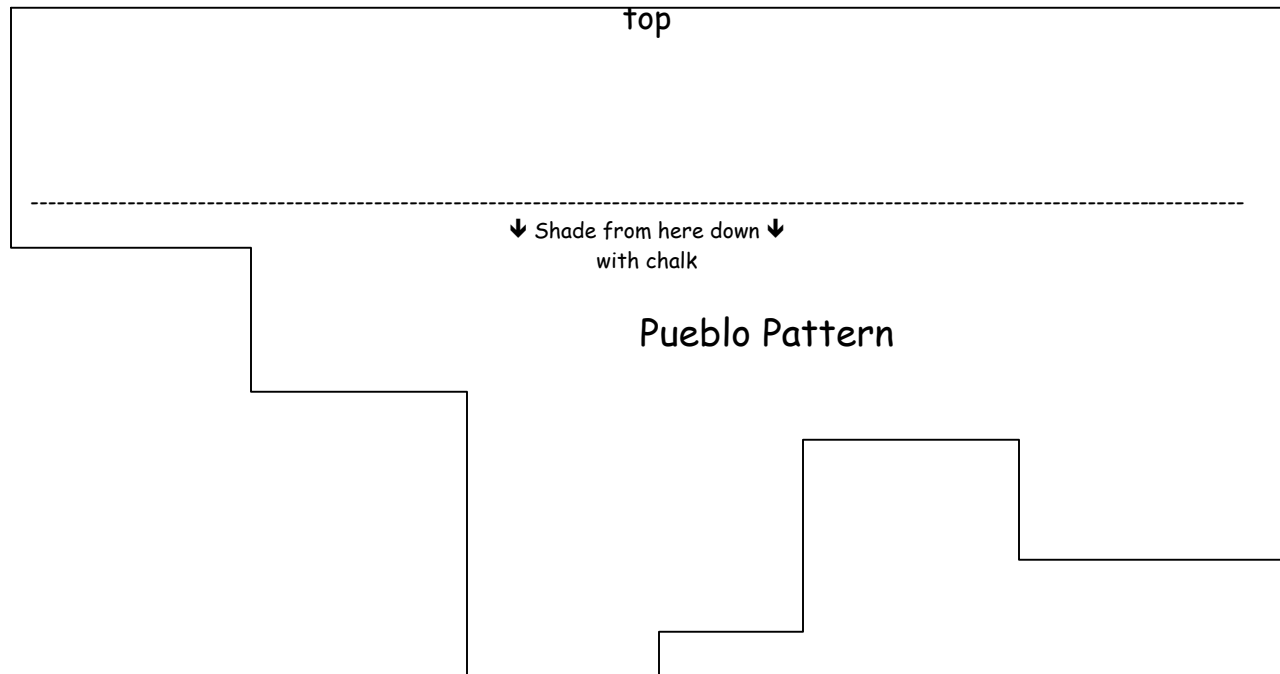
Pueblo Chalk Village

Materials needed for each student:

- 9" x 12" white construction paper
- Yellow, orange, and brown chalk
- Facial tissue
- Copy of pattern (you may want to enlarge a bit – to 12" long)
- Newspaper
- Scissors
- Scrap construction paper – large enough to trace pattern on
- Fine point black marker for each child (Sharpie)
- Fixative

Directions:

1. Hand out pattern to each child to cut out. Trace onto scrap construction paper. Write "top" on long straight side.
2. Cover work area with newspaper.
3. Hand out chalk (one piece of each color) and several tissues to each child.
4. Have students lay their pattern paper horizontally on their work area, top up toward the front of their desk. Instruct them to color the bottom half of the pattern with yellow chalk from side to side. Go over it several times to make color dark and heavy.
5. Hand out white 9" x 12" paper. Have students position the paper horizontally on their desk. Lay chalked pattern across paper with top up, about 1" from the top of the white paper and lined up on the left side with the edge of the paper.
6. Hold in place. With tissue gently rub from the top of the pattern to the bottom of the white paper. This will smear the yellow chalk downward. Remove pattern.
7. Repeat step 4 with orange chalk going over the original yellow on the pattern paper. Again, color until the chalk is heavy on the pattern.
8. Place the pattern back on the white paper only move it down and to the right about 2-2 ½" and repeat step 6. Orange should blend with yellow.
9. Do the same thing one last time with the brown chalk.
10. Add details with fine line black marker, like windows, ladders, and wooden beams protruding from roof areas.
11. Go over the top of each color with brown chalk to outline home.
12. When finished, spray pictures with fixative to keep chalk from smearing or rubbing off. Do in a well ventilated area.



Appendix N
Southwestern Indians – The Zuni

The Zuni

The Zuni are one of the nineteen Native American groups we call the Pueblo. They are different from the Hopi and others because they speak a different language. The Zuni used to live in the Four Corners area, but now they live mostly in Northwest New Mexico. Zunis are descendants of the Mogollon or “Mountain People.” These were another ancient tribe like the Anasazi. They lived in pit houses like the Anasazi. They were religious and believed in Kachina Spirits that controlled all of life. They held a Shalako Festival every year to announce the arrival of the spirits. They were farmers and skilled jewelry makers famous for their turquoise and silver jewelry.

Name _____ **Rubric for Zuni picture and paragraph**

	Criteria				Points
	1	2	3	4	
Zuni picture	Incomplete picture	Picture attempted but did not complete properly as per directions	Picture drawn but not colored neatly	Picture drawn according to directions and colored	_____
Copy work accurate	More than 15 errors in copywork	11-15 errors in copywork	Less than 10 errors in copywork	100% accuracy in copywork	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/12

Appendix O
Southwestern Indians – The Hopi

The Hopi

The Hopi are descendants of the ancient Anasazi. They are part of the Pueblos of the southwest. The name Hopi means “peacemaker”.

The Hopi lived in Arizona on three large mesas. They lived in villages of apartment-like buildings made of adobe, called pueblos. Ladders were used to get in and out of their homes, which had no doors.

The Hopi are very religious. They have religious ceremonies in kivas. Kachinas are ancestor spirits that help the Hopi by helping crops grow, bringing rain, and other things. Dancers dress up like the Kachinas for ceremonies throughout the year. Kachina dolls are made to help the children learn about the Kachina spirits.

The Hopi are also famous for their pottery, baskets, and jewelry.

Name _____

Rubric for Hopi

	Criteria				Points
	1	2	3	4	
Hopi Kachina	Incomplete picture	Picture attempted but did not complete properly as per directions	Picture/Doll drawn but not colored neatly	Picture/Doll completed according to directions	_____
Hopi paragraph	More than 15 errors in copywork	11-15 errors in copywork	Less than 10 errors in copywork	100% accuracy in copywork	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	_____/12

Appendix P
Instructions for Making Kachina Dolls
(adapted from *Thematic Unit: Native Americans*, by Leigh Severson, p. 62-63)

Kachina Dolls

Materials for each child:

- Two copies of the Kachina Pattern (Appendix Q)
- Scissors
- Glue
- Newspaper torn into small pieces or shredded
- Crayons and Markers
- Decorations (feathers, fabric scraps, old jewelry)

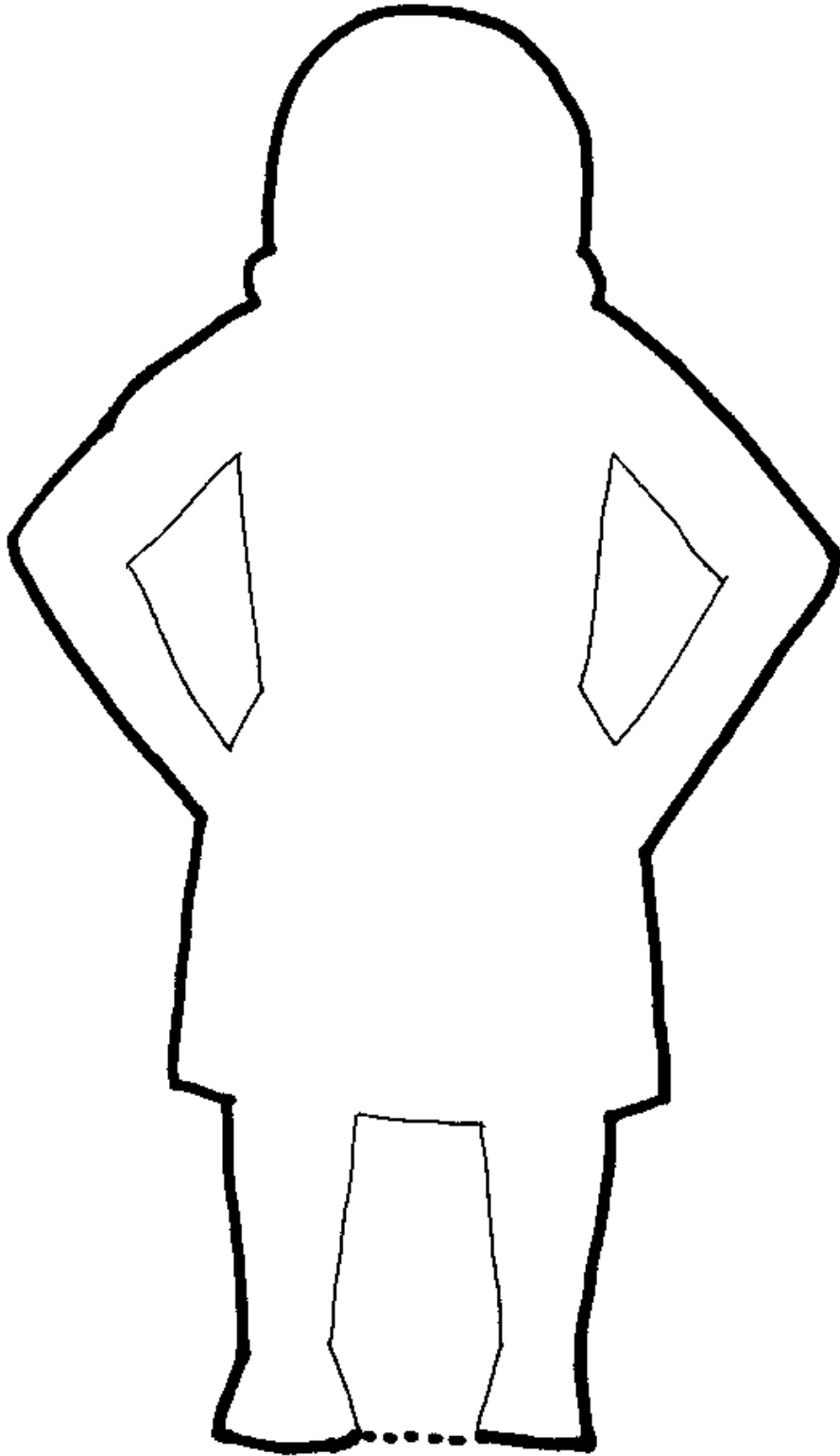
You will also need a stapler and sample pictures of various types of Kachinas to use for models for students to copy.

Directions:

1. Cut two Kachina shapes for the front and the back of the doll.
2. Color the front and back of the Kachina with crayons or markers.
3. Staple and glue the sides together leaving an area at the top and bottom open.
4. Stuff the doll with small pieces of shredded newspaper and staple together.
5. Glue decorations on the Kachina if desired, such as for a belt or neck ornament.

Appendix Q
Kachina Doll Pattern

(adapted from *Thematic Unit: Native Americans*, by Leigh Severson, p. 63)



Appendix R The Navajo

The Navajo

The largest tribe of North American Indians is the Navajo. The Navajo call themselves “Dine” which means “the people”. The Navajo’s ancestors came from the Far North and settled near Pueblo tribes. The Navajo lived in homes called *hogans* made of wood or sticks with earthen roofs.

The Navajo are very religious people. They believe in many spirits and use sand paintings, made by medicine men, to receive powers from the spirits to bless or cure illness.

The Navajo stole sheep from the Spanish in the 1600’s and herding sheep for their wool has become very important to the Navajo. The Navajo are very famous for their beautiful woven rugs and blankets as well as their beautifully handcrafted silver and turquoise jewelry.

The Navajo were removed from their land in the 1800’s. Kit Carson, an early frontiersman, led the Navajo on “The Long Walk”. They were allowed to return to the reservation many years later. Many Navajo now live in Arizona, Utah, and New Mexico, as well as in other communities around our country. Many Navajo today still work hard fighting for the rights of all American Indians.

Appendix S, page 1
Study Sheet for Southwest Indian Quiz

Name _____

Study Sheet

Date _____

Southwest Indians

The ancient _____ lived in the Four _____ area in Cliff Dwellings. They were farmers who grew mostly _____. They carved pictures into the rocks of the cliffs called _____. They also painted on the rocks. These paintings were called _____. We have found many of their stories on the rocks. We call these _____ . The _____ are the descendants of the ancient Anasazi.

There were three main groups of Southwest Indians.

1. _____ 2. _____ 3. _____

The _____ were made up of 19 different tribes. They were peaceful farmers. They lived in homes called _____ which were made of _____.

The _____ were a Pueblo tribe that lived in _____ on three large mesas. They were famous for making _____.

The _____ were another Pueblo tribe that lived in _____. They are famous for making turquoise _____. They have a festival every year called _____.

The Navajo call themselves _____ which means _____. They are famous for making _____. They also make _____ to cure illness and bless homes. They live in _____.

Appendix S, page 2
Study Sheet for Southwest Indian Quiz

The Apache were skilled _____ and warriors. Their name means _____. They lived in temporary homes that could be put up quickly, called _____. A famous Apache leader is _____.

Key for Southwest Indian Review Sheet

The ancient Anasazi lived in the Four Corners area in Cliff Dwellings. They were farmers who grew mostly corn. They carved pictures into the rocks of the cliffs called petroglyphs. They also painted on the rocks. These paintings were called pictographs. We have found many of their stories on the rocks. We call these story maps. The Pueblo are the descendants of the ancient Anasazi.

There were three main groups of Southwest Indians.

1. Pueblo 2. Navajo 3. Apache

The Pueblo were made up of 19 different tribes. They were peaceful farmers. They lived in homes called Pueblos which were made of adobe. The Hopi were a Pueblo tribe that lived in Arizona on three large mesas. They were famous for making Kachinas.

The Zuni were another Pueblo tribe that lived in New Mexico. They are famous for making turquoise jewelry. They have a festival every year called Shalako.

The Navajo call themselves "Dine" which means "the people". They are famous for making rugs and blankets. They also make sand paintings to cure illness and bless homes. They lived in hogans.

The Apache were skilled horsemen and warriors. Their name means "enemies". They lived in temporary homes that could be put up quickly, called wikiups. A famous Apache leader is Geronimo.

Appendix T, page 1
Instructions for Weaving

(adapted from *Thematic Unit: Native Americans*, by Leigh Hoven, pp. 16-17)

Weaving Project

Materials: Shoe box lid
 Scissors
 Pencil and ruler
 Warp string (cotton works best, yarn will stretch)
 Weft yarn (regular yarn will work)

Procedure: (Do in 20-30 minute time blocks throughout the unit)

1. Make the loom. With pencil and ruler, make an equal and even number of dots along two opposite edges of box lid.
2. To hold the warp string, make notches at the dots. Be sure you have an even number on each side.
3. Attach the warp string to the box with a knot around the first notch.
4. Pull the warp across the loom to the opposite notch. Loop around the tab and through the second notch.
5. Pull warp back and forth across the loom until complete. Tie off warp string with a knot.
6. The weft: Use a variety of yarns and materials to weave. When you go back and forth, be sure not to pull too tight at the edge or your weaving will not have straight edges. Each line should fit tightly to the one above.
7. When you change yarns, leave about 2 inches at the side so you can weave these in later after you have taken the weaving off the loom.
8. When loom is full, remove the weaving. Bend down the tabs and slip carefully off. Slide sticks or twigs through the loops at each end. Be sure weaving is tight before removing.
9. Weave loose ends into the back of weaving. Do not cut them off! It will unravel.

**Appendix T, page 2
Instructions for Weaving**

Name _____

RUBRIC FOR WEAVING

	Criteria				Points
	1	2	3	4	
Box Loom construction	Incomplete	Attempted project but unable to complete as directed.	Directions partially followed Strung unevenly or incompletely	Box loom dots drawn Notches cut Warp string knotted and strung	_____
Weaving	Incorrectly woven Used only one color and/or incomplete project	Weft string woven correctly At least one colors used	Weft string woven correctly At least two colors used	Weft string woven correctly At least three colors used	_____
Neatness/ Timeliness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/12

**Appendix U
The Apache**

The Apache

The Apache lived in bands of 5 to 10 people. They lived in wickiups which were houses that could be put together quickly. The Apache were skilled horsemen or warriors.

Geronimo was a famous Apache leader and shaman, or healer. The word "Apache" means "enemy" and was given to the Apache people by the Navajo. The Apache raided from and killed many Navajo and other Indian people.

They were hunters as well as warriors. They did little farming. The Apache were also storytellers and passed their heritage and traditions on to their children through stories. They were religious people who believed in many spirits. They were afraid of the dead and would never use the name of a dead person. They believed the number "4" was lucky and would do things four times for luck.

Name _____ Rubric for Navajo and Apache

	Criteria				Points
	1	2	3	4	
Pictures	No pictures and no labels	One picture glued and labeled correctly	Pictures glued but not labeled correctly	Pictures glued at top of page and labeled correctly	_____
Hopi paragraph	More than 15 errors in copywork	11-15 errors in copywork	Less than 10 errors in copywork	100% accuracy in copywork	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/12

Appendix V, page 1
Southwest Indian Quiz

Name _____

Date _____

Southwest Indians
Quiz

Matching: Write the letter of the correct answer in the blank.

- | | |
|--|------------------|
| ____ 1. lived in pueblos | a. Apache |
| ____ 2. lived in cliff dwellings | b. story map |
| ____ 3. paintings on rock | c. Geronimo |
| ____ 4. state the Hopi lived in | d. New Mexico |
| ____ 5. lived in hogans | e. Arizona |
| ____ 6. area the Anasazi lived in | f. Hopi and Zuni |
| ____ 7. pictures etched into rock | g. Navajo |
| ____ 8. state the Zuni lived in | h. Four Corners |
| ____ 9. lived in wickiups | i. petroglyph |
| ____ 10. story told with pictures | j. pictograph |
| ____ 11. famous Apache leader
and shaman (healer) | k. enemy |
| ____ 12. "Apache" means... | l. Anasazi |

Appendix V, page 2
Southwest Indian Quiz

Multiple Choice: Fill in the circle for the correct answer.

13. The Apache are known for
- being skilled horsemen, hunters, and fierce warriors.
 - herding sheep, weaving beautiful blankets, and making silver jewelry and sand paintings.
 - building pueblos, farming, and praying to Kachinas.
14. The Navajos are known for
- being skilled horsemen, hunters, and fierce warriors.
 - herding sheep, weaving beautiful blankets, and making silver jewelry and sand paintings.
 - building pueblos, farming, and praying to Kachinas.
15. The Hopi and Zuni Pueblo people are known for
- being skilled horsemen, hunters, and fierce warriors.
 - herding sheep, weaving beautiful blankets, and making silver jewelry and sand paintings.
 - building pueblos, farming, and praying to Kachinas.
16. The Navajo sand paintings were used for
- decorating hogans in the Southwest style.
 - praying for blessings or healings.
 - doormats.

Appendix V, page 3
Southwest Indian Quiz

17. The Apaches built wickiups because
- they wanted to get up early in the morning.
 - they couldn't make hogans.
 - they needed to be able to put them up and take them down quickly.

Fill in the Blank: Write the correct answer in the blank.

18. The Navajo people called themselves "Dine", which means "_____".
19. The Anasazi were farmers who grew mostly _____.
20. The Hopi were famous for making _____ that represented the spirits.

Extra Credit: Tell me who the ancestors of the Pueblo people were and why historians think their culture disappeared.
(Write a paragraph using complete sentences.)

Appendix V-1
Southwest Indian Quiz – Key

Key for Southwest Indian Quiz

1. f
2. l
3. j
4. e
5. g
6. h
7. i
8. d
9. a
10. b
11. c
12. k
13. being skilled horsemen, hunters, and fierce warriors.
14. herding sheep, weaving beautiful blankets, and making silver jewelry and sand paintings.
15. building pueblos, farming, and praying to Kachinas.
16. praying for blessings or healings.
17. they needed to be able to put them up and take them down quickly.
18. “the people”.
19. corn.
20. Kachinas

Extra Credit: The ancestors of the Pueblo people were the Anasazi (and the Mogollon...if they remember that!). Historians think their culture disappeared due to perhaps a shortage of food due to a drought or perhaps they were forced to leave because of enemy tribes moving into the area. The more widely accepted answer is the drought and shortage of food.

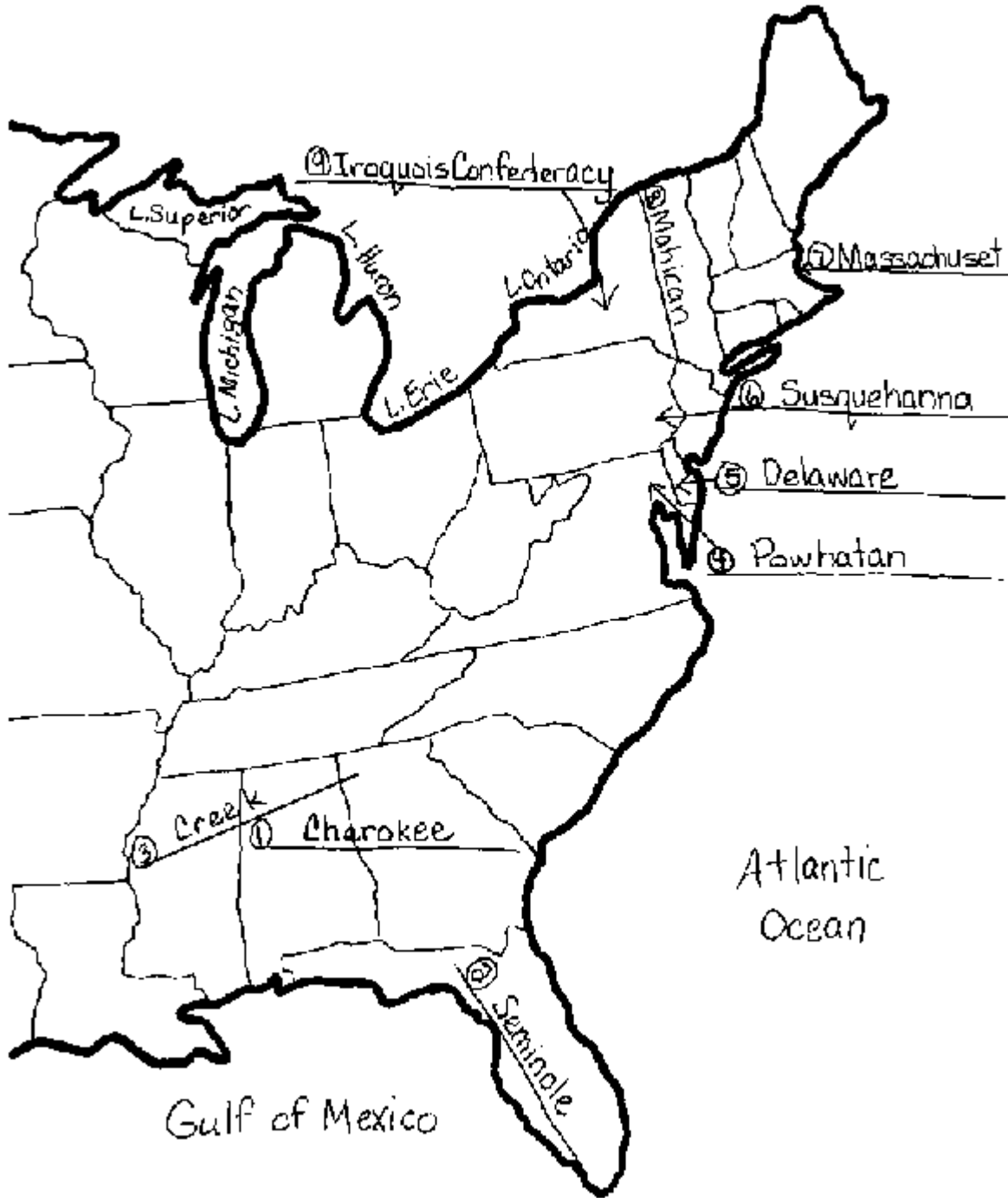
Appendix W
The Mound Builders

The Mound Builders

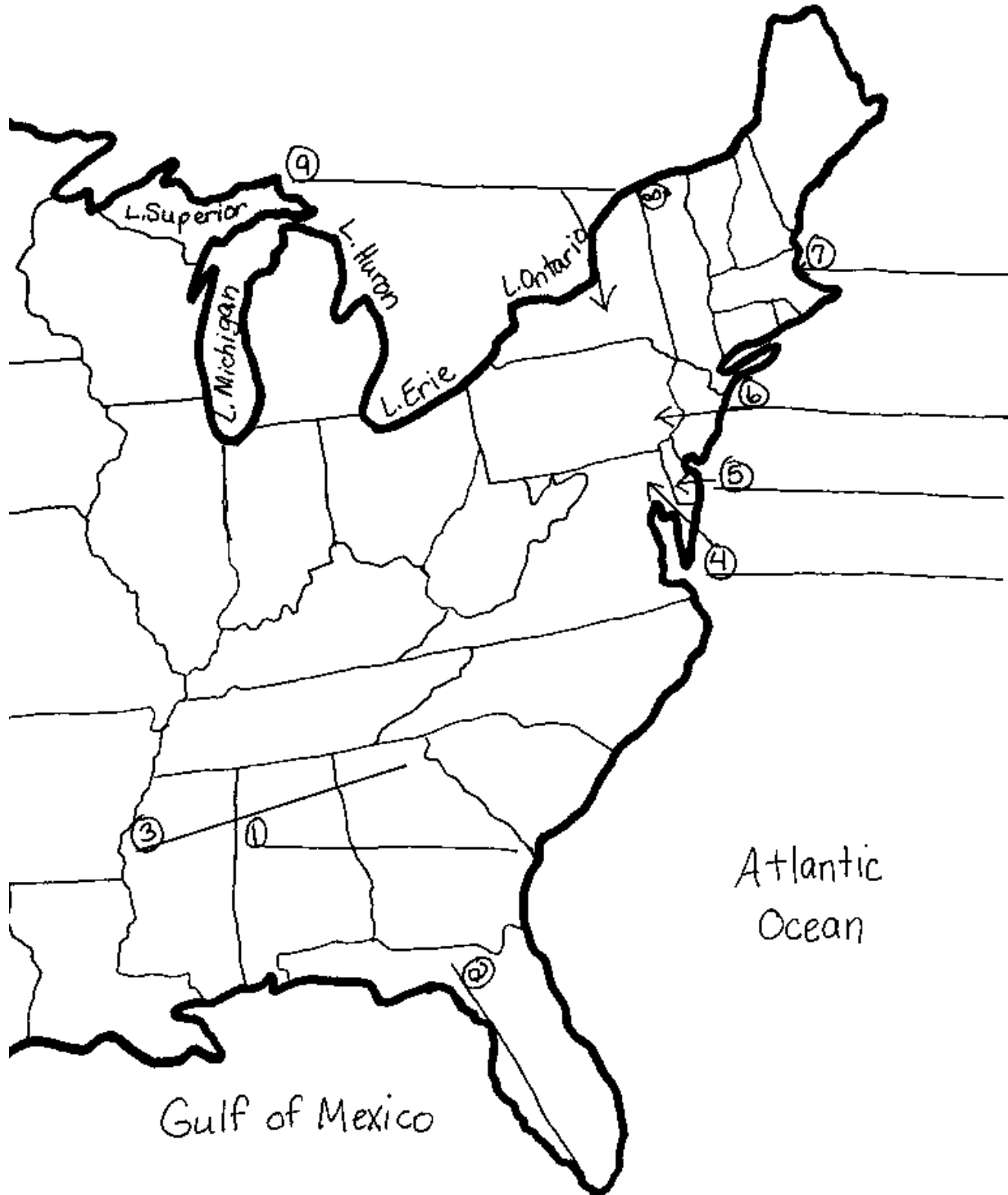
The Mound Builders were an ancient group of Indians who lived in the area around the Mississippi River from 2,500 years ago to the 15th century A.D. They built mounds of dirt or shells for temples, burials, palaces, and other religious purposes.

There were three major periods in the Mound Building era. The oldest Mound Builders lived 2,500 years ago. They are called the Adenas. They built cone-shaped and animal-shaped mounds in Ohio. The Hopewell era was about 2,000 years ago. These Indians left beautiful things like carvings and jewelry in their mounds. The third group was called the Mississippians. They lived about 1,000 years ago and were a very advanced culture. They had an organized government, rulers, and cities. They built large temple-like mounds where leader's homes were built and temples sat on top. The Mound Builder culture ended in the 1500's.

Appendix W-1
Map of Eastern Woodland Tribes – Teacher Key



Appendix W-2
Map of Eastern Woodland Tribes – Student Copy





After the Mound Builders

The Creek Nation formed sometime after the Mound Builders culture disappeared. Creeks lived a lot like the Mound Builders. They had villages with central meeting places. Most Creeks spoke the same language. They had the same religious ceremonies. The Creek spread into North and South Carolina, Georgia, Florida, Alabama, Mississippi, and Louisiana.

The Seminole, who live in Florida today, are also descendants of the Mound Builders. They live in clans named after animals. People belong to the clan of their mother. Seminoles lived in Chickees, which were homes with open sides and a thatched roof. The game of lacrosse came from the Seminole game called stickball. The Green Corn ceremony is a special celebration of the Seminole Indians.

Appendix X, page 2
After the Mound Builders (cont.)

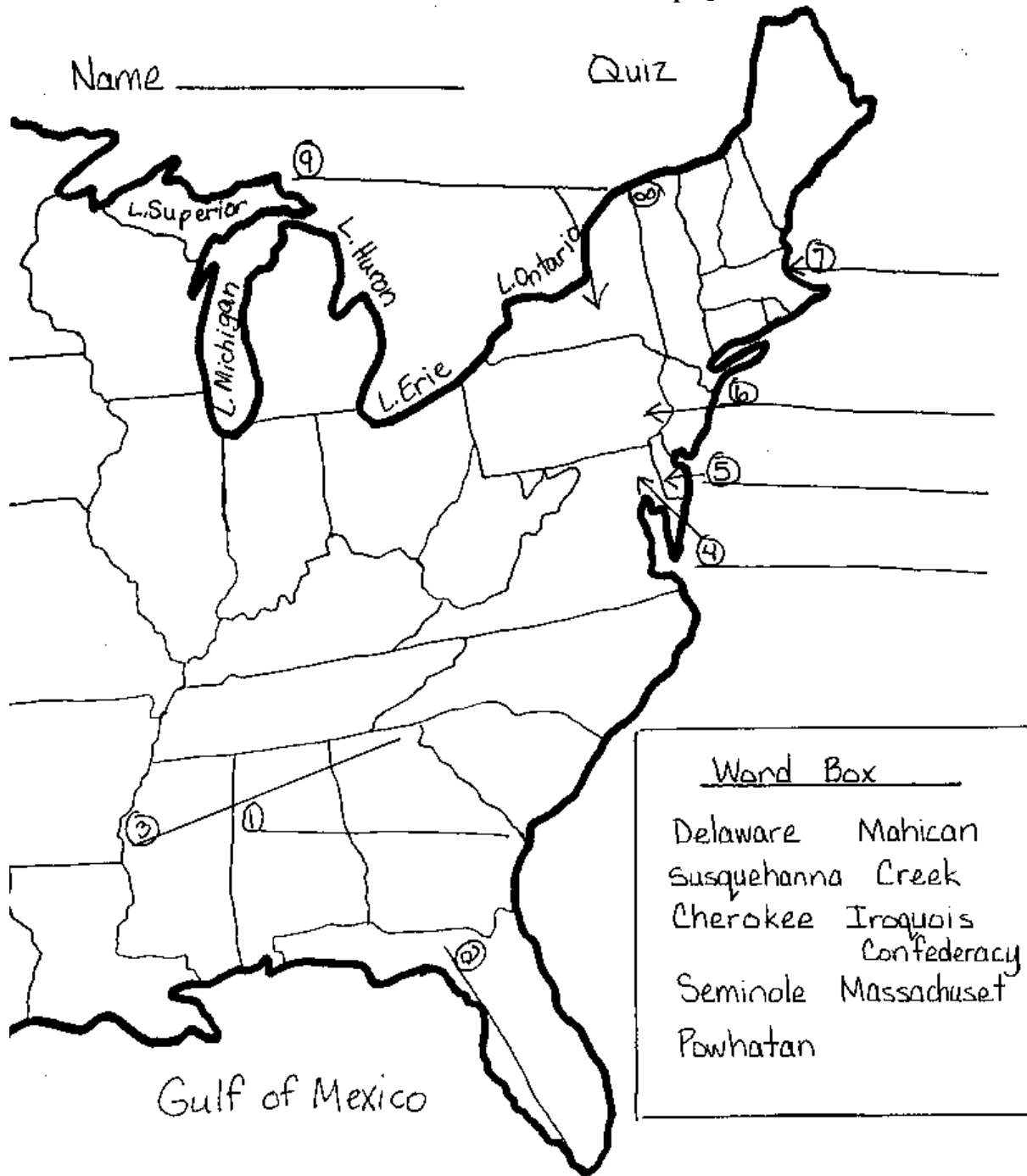
The Cherokee Indians were another southeastern tribe whose ancestors may have been Mound Builders. Their homeland was once western North Carolina, eastern Tennessee, and northern Georgia. Some still live there but most were forced to move to what is now Oklahoma. This forced move is now called the "Trail of Tears". The Cherokee were the only Native American people to keep written records. A Cherokee named Sequoyah invented a set of symbols so that the Cherokee language could be written and read. The giant sequoia tree is named to honor this Cherokee man.

Appendix Y
Three Sisters

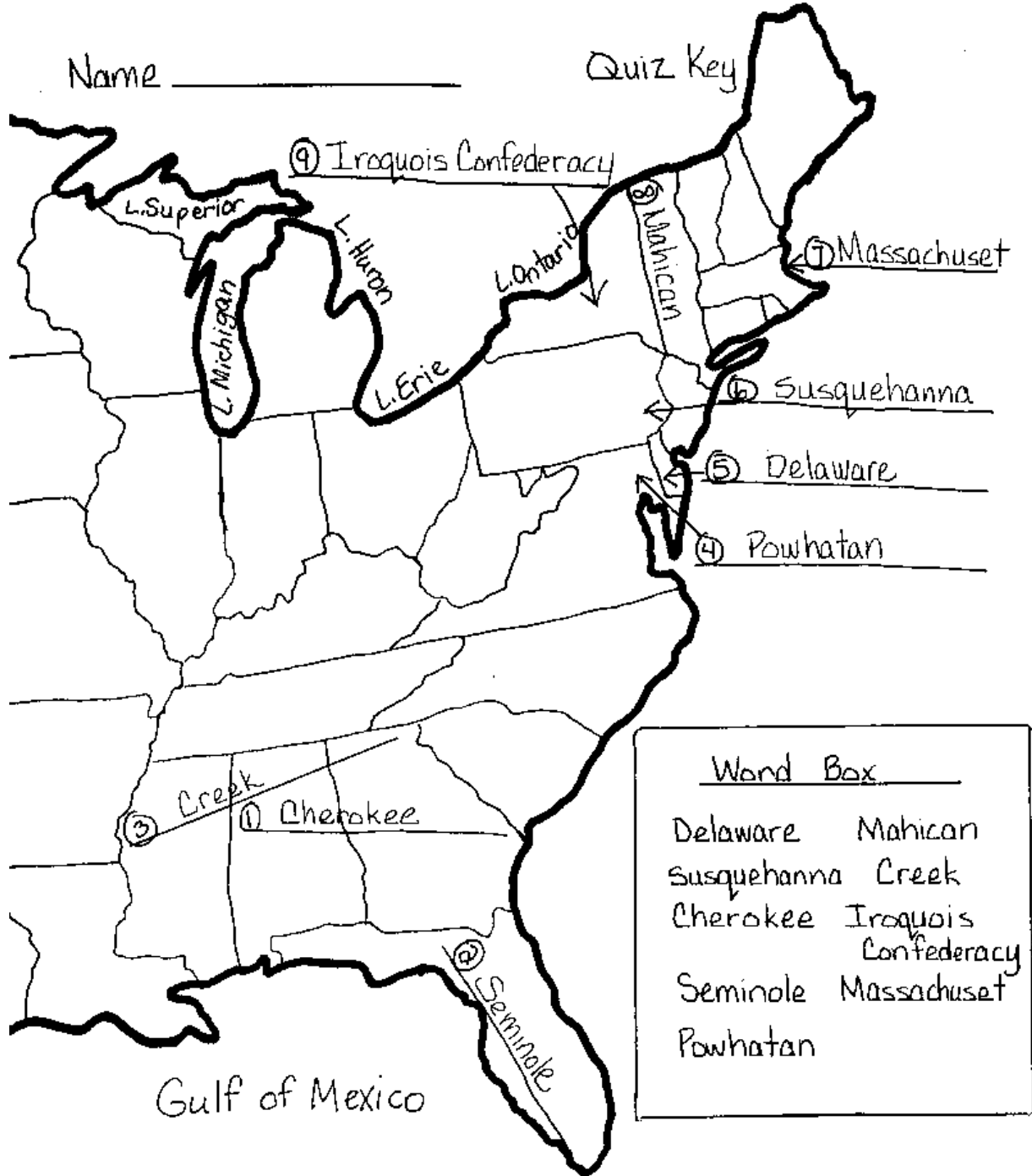
The Three Sisters

The Woodland Indians had many types of food available to them that they could gather or hunt, but they were also farmers. The three main crops that they grew were corn, beans, and squash. These main crops were called the “Three Sisters”. All three crops were planted together. Corn was planted in rows of little hills. Beans were planted between the corn plants so the beans could climb the corn stalks. Squash was planted in the low areas between the hills so its broad leaves made shade to stop weeds from growing and to keep the ground moist. The most important of the Three Sisters was corn.

**Appendix Z
Eastern Woodland Tribes Map Quiz**

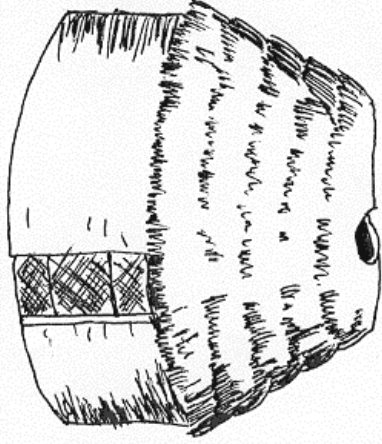


**Appendix Z-1
Key to Eastern Woodland Tribes Map Quiz**

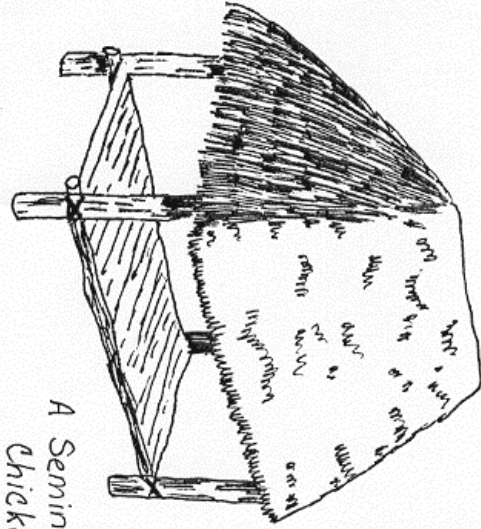


Appendix AA
Homes of the Eastern Woodlands

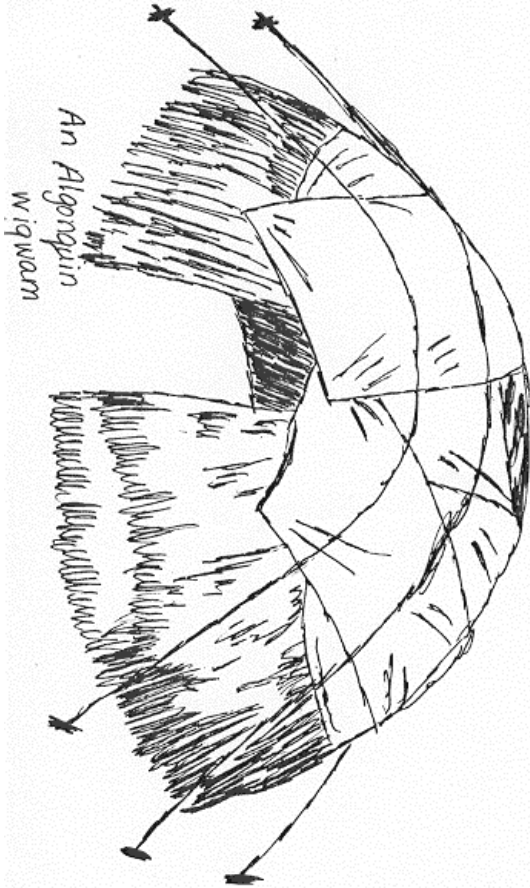
(adapted from *The Encyclopedia of Native America*, by Trudy Griffin-Pierce)



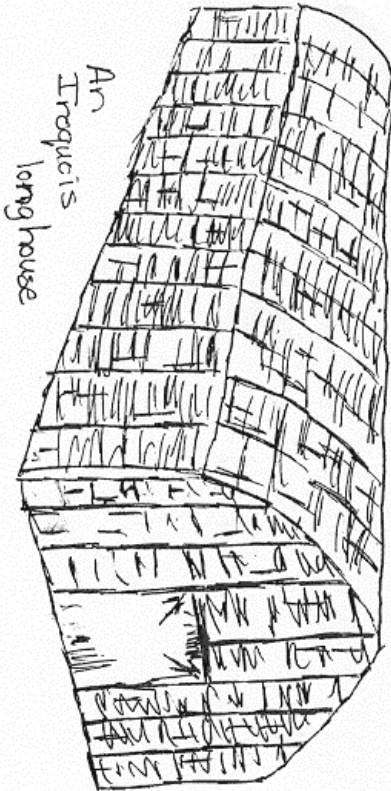
A Creek Council house



A Seminole Chickee



An Algonquin wigwam



An Iroquois longhouse

Appendix BB
Tribes of the Northeast

Tribes of the Northeast Woodlands

The northern Eastern Woodlands area stretched from the Great Lakes to the Atlantic Ocean. People first came to this region around 9,000 years ago. There were two major language groups in this area, the Algonquin speaking people and the Iroquois language group. These people were descendants of the Mound Building people who had lived around Hopewell, Ohio.

The Powhatan Indians lived in the area of present day Virginia. The Delaware and Susquehannock lived north of there and were fierce warrior tribes. Not much is known about the other two tribes, the Mahican and the Massachuset. They lived in present day New York and Massachusetts. These Indian tribes had many encounters with European settlers and many of them were nearly wiped out by diseases, such as small pox, brought to this continent by the Europeans. Even their medicine men, called shaman, were unable to cure most of these diseases. Some were converted to Christianity. The Wampanoag also lived in the area of Massachusetts. They lived there when the Puritans settled in the area of Boston and helped the Puritans to learn and survive.

Appendix CC, page 1
Woodland Indians Review Sheet

Name _____
Date _____

Woodland Indians
Review Sheet

1. The Eastern Woodlands stretched from the _____
_____ to the _____.
2. There were _____ major language groups in this area.
3. They were the _____ speaking people and the
_____ language group.
4. These people were descendants of the _____
_____.
5. The _____ Indians lived in the area of present
day Virginia.
6. The _____ and _____ were
fierce warrior tribes who lived north of the Powhatan.
7. Delaware is named after the _____ Indians.
8. The Susquehannock lived in what is _____
today.
9. The _____ and the _____ lived in
present day New York and Massachusetts.
10. The _____ also lived in the area of
Massachusetts.

Appendix CC, page 2
Woodland Indians Review Sheet

11. The Wampanoag lived in when the _____ settled in the area of Boston and helped them survive.
12. Every woodland tribe had a chief, or _____, who was the highest and most respected _____ among the tribe. They had medicine men or _____ who said prayers to heal illnesses or bring good fortune.
13. Tribes often joined together into larger groups called _____ or _____.
14. The most powerful confederacy was the _____.
15. The Iroquois Confederacy included the M_____, O_____, O_____, S_____, and C_____ Tribes. (Moos – c) 😊
16. All of these tribes lived in the area that is now _____.
17. When the tribes got together to discuss something and they agreed upon a solution they would get together and _____ as a symbol of agreeing to work together.
18. The _____ became a model for the United States _____.
19. Many Iroquois had to leave their land and go to _____. Today they have their land back.

Appendix CC, page 3
Woodland Indians Review Sheet - Key

1. The Eastern Woodlands stretched from the Great Lakes to the Atlantic Ocean.
2. There were two major language groups in this area.
3. They were the Algonquin speaking people and the Iroquois language group.
4. These people were descendants of the Mound Builders.
5. The Powhatan Indians lived in the area of present day Virginia.
6. The Delaware and Susquehannock were fierce warrior tribes who lived north of the Powhatan.
7. Delaware is named after the Delaware Indians.
8. The Susquehannock lived in what is Pennsylvania today.
9. The Mahican and the Massachuset lived in present day New York and Massachusetts.
10. The Wampanoag also lived in the area of Massachusetts.
11. The Wampanoag lived in Massachusetts when the Puritans settled in the area of Boston and helped them survive.

Appendix CC, page 4
Woodland Indians Review Sheet – Key

12. Every woodland tribe had a chief, or sachem, who was the highest and most respected leader among the tribe. They had medicine men or shaman who said prayers to heal illnesses or bring good fortune.
13. Tribes often joined together into larger groups called nations or confederacies.
14. The most powerful confederacy was the Iroquois Confederacy.
15. The Iroquois Confederacy included the Mohawk, Onondaga, Oneida, Seneca, and Cayuga Tribes.
(Moos – c) 😊
16. All of these tribes lived in the area that is now New York.
17. When the tribes got together to discuss something and they agreed upon a solution they would get together and "smoke the peace pipe" as a symbol of agreeing to work together.
18. The Iroquois Confederacy became a model for the United States Constitution.
19. Many Iroquois had to leave their land and go to reservations. Today they have their land back.

Appendix DD
The Iroquois Confederacy

The Iroquois Confederacy

Each tribe had a chief, or sachem, who was the highest and most respected leader among the tribe. Tribes often joined together into larger groups called nations or confederacies. The most powerful confederacy was the Iroquois Confederacy. It was started in the late 1500's. The Iroquois Confederacy included the Mohawk, Seneca, Onondaga, Cayuga, and Oneida Tribes. All of these tribes lived in the area that is now New York.

The confederacy held meetings to discuss problems and solutions. When they agreed upon a solution they would get together and "smoke the peace pipe" as a symbol of agreeing to work together. In colonial times, the strength of the Iroquois Confederacy taught the white settlers many things. The Indians taught men like Thomas Jefferson and Benjamin Franklin about their Great Law. The Iroquois Confederacy became a model for the United States Constitution.

At the time of the American Revolution, some of the tribes of the Confederacy fought for the colonists. Other tribes fought for England. After the war, the United States government took much of the Iroquois land and forced them to move to Canada or to Oklahoma to reservations. Today, many Iroquois have returned to their original homelands and many continue to observe their original traditions and religion.

Appendix EE, page 1
Woodlands Indians Test

Name _____ Eastern Woodland Indians
Date _____ Test

Multiple Choice: Fill in the circle in front of the correct answer.

1. In what two kinds of houses did most Eastern Woodlands Indians live?
 - Caves and longhouses
 - Wickiups and wigwams
 - Wigwams and longhouses
 - Longhouses and tepees

2. How are those homes alike and how are they different? (do not draw a picture)

How the homes are alike:	How the homes are different:

3. A peace chief of the Iroquois who was chosen by the elder women of the nations was called
 - a wampum
 - a sachem
 - an amulet
 - a powwow

4. A medicine man or healer was called
 - a tomahawk
 - Dr. Quinn
 - a shaman
 - an alliance

Appendix EE, page 2
Woodlands Indians Test

5. How many major language groups were in the Eastern Woodland area?
 - Five
 - Two
 - Six
 - Hundreds

6. The Woodland people were the descendants of
 - the house builders
 - the Mound Builders
 - the Anasazi
 - the Iroquois

7. The most powerful confederacy was the
 - Indian confederacy
 - Algonquin confederacy
 - Constitutional confederacy
 - Iroquois confederacy

8. In what American state did the Iroquois Confederacy tribes live?
 - Virginia
 - Delaware
 - New York
 - Colorado

9. What do we call it when two or more groups make an agreement to work together?
 - Burying the hatchet
 - Ringing the noodle
 - Smoking the Peace Pipe
 - Letting the cat out of the bag

10. The Iroquois Confederacy became a model for
 - the Declaration of Independence
 - the Public schools of America
 - the United States Supreme Court
 - the United States Constitution

Appendix EE, page 3
Woodlands Indians Test

Fill in the Blank: Fill in the correct answer for each blank.

11. The Eastern Woodlands stretched from the _____
_____ to the _____ Ocean.
12. The Powhatan Indians lived in the area of present day _____.
13. Delaware is named after the _____ Indians.
14. The Susquehannock lived in what is _____ today.
15. The Mahican and Massachuset lived in present day _____ and
_____.
16. The Iroquois Confederacy included the M_____,
O_____, O_____, S_____, and
C_____ tribes. (Moos-c) ☺
17. Many Iroquois had to leave their land and go to _____.

Short Written Answer: Write out an answer to the following question in complete sentences. Write neatly.

In three or more good sentences tell who the ancestors of the Eastern Woodland Indians were, where they lived, and what they did that we can remember them by today.

Try to write as many things about them as you can remember. If you run out of room, use the back of your paper.

Appendix EE-1
Woodlands Indians Test Key

Woodlands Indians Test Key

1. wigwams and longhouses
2. alike: both made of wood with small trees bent over to shape the frame; both rounded on top; both covered with bark
different: longhouses are long and held many people; wigwams are small and hold only a few people
3. a sachem
4. a shaman
5. two
6. the Mound Builders
7. Iroquois Confederacy
8. New York
9. Smoking the Peace Pipe
10. the United States Constitution
11. Great Lakes; Atlantic
12. Virginia
13. Delaware
14. Pennsylvania
15. New York; Massachusetts
16. Mohawk, Onondaga, Oneida, Seneca, Cayuga
17. reservations

Short Answer: The ancestors of the Eastern Woodland Indians were the Mound Builders. They lived in the area around the Mississippi River from the Great Lakes south to Florida and Louisiana. They built Mounds for burials, temples, etc. Some were cone-shaped. Some were animal shaped. Some were large with flat tops where palaces were built. The largest area of the Mound Builders was Cahokia, in present day Ohio. Etc...etc...etc. (accept other reasonable information)

Appendix FF, page 1
Copybook Rubric – Mound Builders-Iroquois Confederacy

Name _____

Mound Builders Page

	Criteria				Points
	1	2	3	4	
Mound Builders Drawings	Incomplete	Three pictures drawn but no coloring or labeling done correctly	Three pictures drawn but only partially colored or labeled as directed	All three pictures drawn as directed on page and colored and labeled correctly	_____
Mound Builders Appendix W Copywork	More than 15 errors in copywork	11-15 errors in copywork	Less than 10 errors in copywork	100% accuracy in copywork	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/12

Name _____

Map of Eastern Woodland Tribes

	Criteria				Points
	1	2	3	4	
Map Labeled	Less than 4 labels correct	4-6 labels correct	6-8 labels correct	All labels correct <input type="checkbox"/> Creek <input type="checkbox"/> Seminole <input type="checkbox"/> Cherokee <input type="checkbox"/> Powhatan <input type="checkbox"/> Delaware <input type="checkbox"/> Susquehanna <input type="checkbox"/> Massachusetts <input type="checkbox"/> Mahican <input type="checkbox"/> Iroquois Confederacy	_____
Map Colored	Partial or no coloring done	Land Green Water Blue Label boxes not colored	Land Green Water Blue Only some label boxes colored	Land Green Water Blue 9 different colored boxes around labels	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/12

Appendix FF, page 2
Copybook Rubric – Mound Builders-Iroquois Confederacy

Name _____

After the Mound Builders Page

	Criteria				Points
	1	2	3	4	
Sequoyah Picture	No picture and no label		Picture glued but not labeled correctly	Picture glued at top of page and labeled correctly	_____
After the Mound Builders Copywork - App. X	More than 15 errors in copywork	11-15 errors in copywork	Less than 10 errors in copywork	100% accuracy in copywork	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/12

Name _____

The Three Sisters Page

	Criteria				Points
	1	2	3	4	
The Three Sisters	Seeds not glued or labeled		Page not divided but seeds are glued and labeled	Page divided Seeds glued Seeds labeled	_____
Three Sisters paragraph	More than 15 errors in copywork	11-15 errors in copywork	Less than 10 errors in copywork	100% accuracy in copywork	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/12

Appendix FF, page 3
Copybook Rubric – Mound Builders-Iroquois Confederacy

Name _____

Native Homes Page

	Criteria				Points
	1	2	3	4	
Chickee	Incomplete	Drawn, but not labeled or colored	Drawn and labeled, but not colored	Drawn, labeled and colored correctly	_____
Longhouse	Incomplete	Drawn, but not labeled or colored	Drawn and labeled, but not colored	Drawn, labeled and colored correctly	_____
Creek Council House (wattle and daub)	Incomplete	Drawn, but not labeled or colored	Drawn and labeled, but not colored	Drawn, labeled and colored correctly	_____
Wigwam	Incomplete	Drawn, but not labeled or colored	Drawn and labeled, but not colored	Drawn, labeled and colored correctly	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/20

Name _____

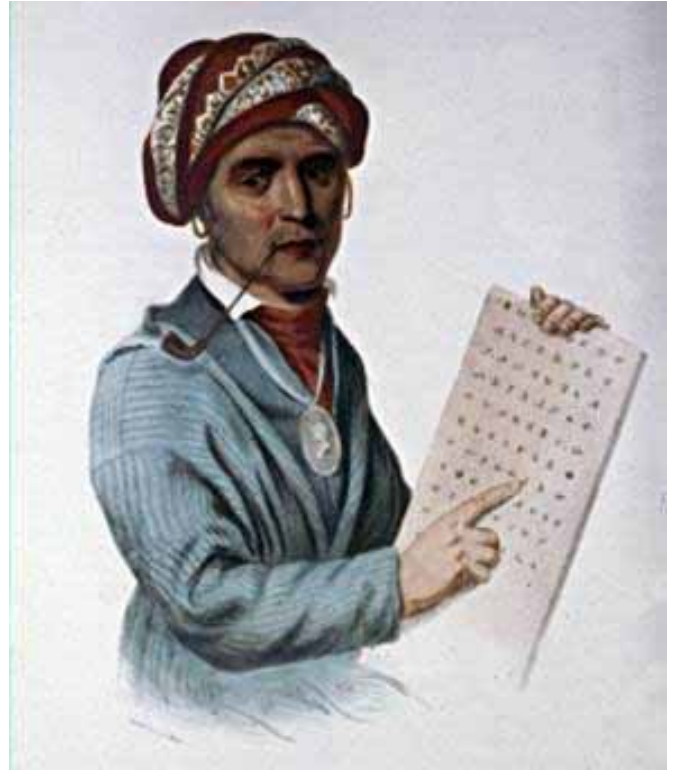
Northeast Woodland Pages

	Criteria				Points
	1	2	3	4	
Tribes of the Northeast Copywork	More than 15 errors in copywork	11-15 errors in copywork	Less than 10 errors in copywork	100% accuracy in copywork	_____
The Iroquois Confederacy Copywork	More than 15 errors in copywork	11-15 errors in copywork	Less than 10 errors in copywork	100% accuracy in copywork	_____
Neatness	Poor	Fair	Good	Exceptional	_____
				Total----->	____/12

Appendix GG, page 1
Pictures



Geronimo ↑



Sequoyah ↑

↓ Navajo rug

↓ Great Serpent Mound



Third Grade, The Earliest Americans



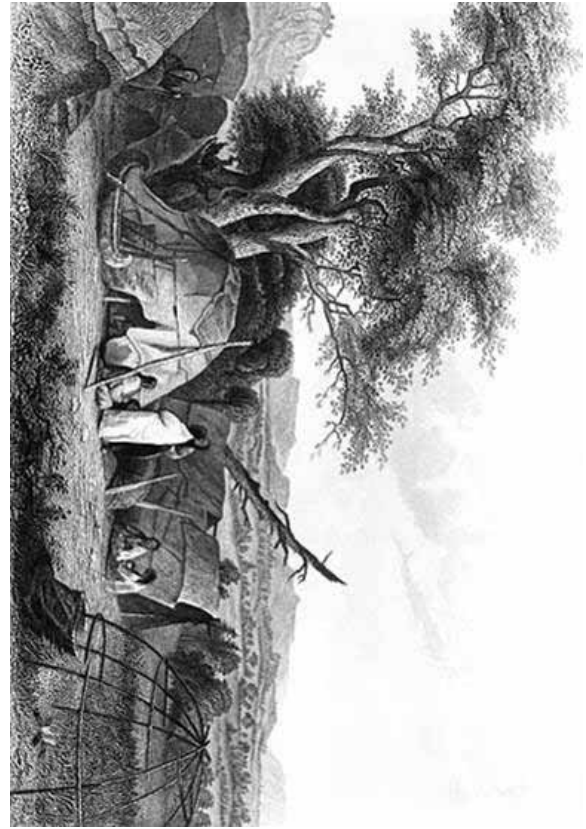
2003 Colorado Unit Writing Project

Appendix GG, page 2
Pictures



Longhouse Village ↑

↓ Longhouse



Wigwam village ↑



Additional pictures of Serpent Mound, Longhouse Village, Longhouse, and Wigwam Village have been provided for use at teacher discretion. They would be beneficial as transparencies to show students actual photographs of these things. You may also copy them and have students include them in their copybook in appropriate areas if desired.

Appendix HH, page 1
Diorama of a Tribal Village

Diorama of a Tribal Village
History Project

Tribe _____
Date due _____

Name _____

You will create a Tribal Village scene depicting the life of your tribe.

Things you will need: One piece of **heavy** cardboard – 12" X 18"
Paper scraps, markers, crayons, etc.
Dirt, sand, leaves, twigs, clay, sugar cubes, etc.
IMAGINATION – use other materials that you find
CREATIVITY – think about what you can do with simple things
INFORMATION – read books about your tribe

What you will do:

1. Using the cardboard as a base, make the environment of your tribe. Where did they live; the Arctic, the forest, the desert, or near the ocean? Use dirt, sand, leaves, twigs, or whatever else you can think of to create this type of environment on the cardboard.
2. Next, think about what kind of home they had. Did they live in large groups, small groups or single dwellings? Did they live in hogans, wigwams, or longhouses? (You might think of others!) Remember, no Teepees...we didn't study Plains Indians!
3. Make people to go along with your tribe and add them. How did they dress? What did they do all day? Add props to show them doing these activities.
4. Did your tribe hunt, farm, or herd animals? Be sure to show this.
5. What types of cooking materials did they use? Did they make baskets or pottery? Did they weave blankets? If they hunted whales, did they make anything with the ivory? Show them doing these types of things.
6. What types of weapons did your tribe use? Add these to your diorama.
7. Try to add as many details to your diorama as you can to show the life of your tribe. Remember, this is a project that you will do on your own. You can have the assistance of a grown-up at home, but be sure that they are helping you with ideas only, and you are doing all of the building and crafting on your own. **HAVE FUN!!!**

**Appendix HH, page 2
Diorama of a Tribal Village**

Tribes to choose from: (Students may pick their own tribe or you can assign tribes.)

- | | | |
|-------------------|---------------------|----------------------|
| Inuit/Eskimo | Seminole | Delaware |
| Anasazi | Creek | Mound Builders |
| Pueblo (Hopi) | Cherokee | Susquehanna |
| Pueblo (Zuni) | Navajo | Powhatan |
| Mahican | Apache | Massachuset |
| Iroquois (Mohawk) | Iroquois (Onondaga) | Iroquois (Oneida) |
| Iroquois (Seneca) | Iroquois (Cayuga) | Iroquois (Tuscarora) |

Rubric for Grading Diorama

Name _____

	Criteria				Points
	1	2	3	4	
Directions Followed	Less than 2 Directions Followed	2-4 Directions Followed	5-7 Directions Followed	All Directions Followed <input type="checkbox"/> Cardboard – 12"X18" <input type="checkbox"/> Used natural materials <input type="checkbox"/> Depicted tribe environment <input type="checkbox"/> Depicted tribe homes <input type="checkbox"/> Added realistic people <input type="checkbox"/> Hunt, farm, herd <input type="checkbox"/> Cooking/crafts <input type="checkbox"/> Weaponry	_____
Creativity	Poor	Fair	Good	Exceptional	_____
Accuracy of Information	Inaccurate Obviously no research done	Little information accurate Little evidence of research	Some information accurate Research might have been done	All information accurate Shows research was done	_____
Effort (Group - top Indiv. - bottom)	Refused to work with group	Worked with group, but created conflict	Worked with group, but showed little contribution	Worked well as part of group	_____
	Poor	Fair	Good	Exceptional	
				Total----->	____/16