

The Earliest Americans/Native Americans

Grade Level: Third

Presented by: Kim Iraggi and Montie Sisco
Nichols Hills Elementary, Oklahoma City, OK

Length of Unit: Fourteen lessons and culminating activity

I. ABSTRACT

The Earliest Americans/Native Americans is a three-week unit. Students will learn about Asians who crossed the land bridge and settled on North America. They will also learn about the ancient tribes and Native American tribes listed in the third-grade sequence. The unit culminates with a celebration of Native American Day.

II. OVERVIEW

- A. Identify concept objectives:
 - 1. Students will understand that Native Americans originally came from Asia
 - 2. Students will understand that these early Nomadic people spread throughout North and South America and are the ancestors of Native Americans
 - 3. Students will gain an understanding that the concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place.
 - 4. Students will gain an appreciation of the differences in Native American cultures.
- B. This unit covers the Earliest Americans/Crossing the Land Bridge/Native Americans section of the third-grade sequence.
- C. Skills to be taught:
 - 1. Restate/recall basic facts about tribes
 - 2. Identify facts and opinions
 - 3. Write a paragraph
 - 4. Follow written and oral directions
 - 5. Sequence and follow directions
 - 6. Identify homonyms
 - 7. Read and comprehend written text

III. BACKGROUND KNOWLEDGE

There are some books listed in the bibliography section that contain good resource material. There are too many books available to list. Although it helps to have some background knowledge of Native American tribes and cultures, most of the information needed to teach this unit is in the written material.

IV. RESOURCES

The teacher should have several books available for the students to read and enjoy about Native Americans. The books should be fiction and nonfiction. Many books are listed in the bibliography section. The books do not need to be limited to the tribes in this unit. The students will want to read about all tribes.

V. LESSONS

Lesson One: Earliest/Native Americans Fun Facts

- A. Daily objective
 - 1. Lesson Content: Earliest Americans
 - 2. Concept Objectives: The students will understand that Native Americans originally came from Asia.
 - 3. Skill Objectives: The student will recall facts about the Earliest/Native Americans

- B. Materials: "The Earliest/Native Americans Fun Facts" sheet (Appendix A)
- C. Key vocabulary: N/A (vocabulary will be included on the sheet)
- D. Procedures:
 - 1. Introduction: Tell the students that you are beginning a new unit on the Earliest Americans and Native Americans and that at the end of three weeks they will know 49 fun facts about Native Americans. Read over the facts together. Tell the students that each day they will be tested on the square root of forty-nine facts (seven questions each day) and that the tests will be self-graded. If they study the facts independently each day they will know all of the facts by the end of the unit. The fun facts will be incorporated into a Jeopardy game at the end of the unit.
 - 2. Group practice: Read or discuss the fun facts throughout the unit as time permits.
 - 3. Independent practice: Each day, ask the students seven questions. Tell the students which number that the question correlates with on the fun facts sheet. The student writes the number and the answer on a piece of paper and then checks their own work. At the end of the unit the students can take a test on all the fun facts.
 - 4. Closure: At the end of the unit, the students play a Jeopardy with the fun facts.
- E. Evaluation/Assessment: Teacher made test or oral test.
- F. Benchmark R/20 The student will monitor their own comprehension.

Lesson Two: The Land Bridge

- A. Daily objective:
 - 1. Lesson Content: the Land Bridge
 - 2. Concept Objectives: The students will understand that Native Americans originally came from Asia. The students will understand that these Nomadic people spread throughout North and South America and are the ancestors of Native Americans.
 - 3. Skill Objectives: The student will restate basic facts about the crossing of the land bridge.
- B. Materials: World map or globe, copy of "The Land Bridge" (Appendix A).
- C. Key vocabulary: Beringia-what we call the land bridge today.
- D. Procedures:
 - 1. Introduction: Ask the students who they think were the first Americans. Ask the students if they think people lived on North America before Native Americans. Tell the students that the people that lived on our continent before Native Americans are called the "Earliest Americans."
 - 2. Group practice: Read the poem "The Land Bridge." Discuss the poem. Have students locate Asia, the Bering Strait, and Alaska on the world map. Remind students of the boundaries of North and South America and discuss some of the countries and tribes that they may have studied in earlier Core Knowledge Units.
 - 3. Independent practice: Have the students circle the letter of the correct answer on the sheet.
 - 4. Closure: Challenge the students to memorize the poem.
- E. Evaluation/Assessment: Check worksheet
- F. Benchmark R/7 The student will skim text to locate information.

Lesson Three: The Inuits: Then and Now

- A. Daily objective:
 - 1. Lesson Content: the Inuit culture
 - 2. Content Objectives: The students will understand that these early Nomadic people spread throughout North and South America and are the ancestors of Native Americans.
 - 3. Skill Objectives: The student will distinguish between facts and opinions about the Inuit people.

- B. Materials: Sentence strips, world map, "The Inuits: Then and Now" reading sheet. (Appendix A)
- C. Key vocabulary: N/A
- D. Procedures:
 1. Introduction: Review the Land Bridge and Asian people. Tell the class that you are going to learn about an ancient group of people that still live in far North America. Ask the class to tell what they know about "Eskimos."
 2. Group practice: Read "The Inuits: Then and Now" to the class or have them read it individually. Discuss the difference between a "fact" and an "opinion." Write "fact" on one side of the board and "opinion" on the other side.
 3. Independent practice: Give each student a sentence strip with a fact or an opinion about the Inuit people written on it. Have them line up in front of "fact" or "opinion" one at a time. Discuss each fact/opinion.
 4. Closure: Remind the students to study their fun facts about the Inuit.
- E. Evaluation/Assessment: Understanding can be checked by whether or not the student lines up in front of the correct term.
- F. Benchmark L/2 The student will distinguish facts and opinions.

Lesson Four: The Anasazi

- A. Daily objective:
 1. Lesson Content: the Anasazi culture
 2. Concept Objectives: The students will gain an appreciation of the differences in Native American cultures.
 3. Skill Objectives: The student will distinguish between facts and opinions about the Anasazi people.
- B. Materials: "The Anasazi" (Appendix A)
- C. Key vocabulary: N/A
- D. Procedures:
 1. Introduction: Ask the students if they have ever heard of Mesa Verde, Colorado. Have the students tell what they know about Mesa Verde. Tell the students that in Spanish "mesa verde" means "green table." Discuss what a green table would look like and then compare that to Mesa Verde. Tell the students that today you are going to learn about the Anasazi (an-nuh-SAH-zee) people. In Navajo, "Anasazi" means "ancient enemies."
 2. Group practice: Read "The Anasazi" aloud.
 3. Independent practice: Label each sentence "fact" or "opinion."
 4. Closure: Discuss answers.
- E. Evaluation/Assessment: None. Checked orally for understanding.
- F. Benchmark L/2 The student will distinguish facts and opinions.

Lesson Five: The Mound Builders

- A. Daily objective:
 1. Lesson Content: the Mound Builders
 2. Concept Objectives: The students will gain an appreciation of the differences in Native American cultures.
 3. Skill Objectives: The student will write five facts and five opinions about the Mound Builders. The student will write ten complete sentences using appropriate structure, capitalization and punctuation.
- B. Materials: "The Mound Builders" (Appendix A)
- C. Key vocabulary: N/A

- D. Procedures:
1. Introduction: Review fun facts for first five lessons. Tell the students that today you will be discussing the Mound Builders. Ask the students if anyone has ever been to the Spiro Mounds.
 2. Group practice: Read and discuss "The Mound Builders."
 3. Independent practice: Write five facts and five opinions about the Mound Builders.
 4. Closure: Share one opinion with the class.
- E. Evaluation/Assessment: Grade sentences.
- F. Benchmark L/2 The student will distinguish facts and opinions.

Lesson Six: Pueblos: The Hopi

- A. Daily objective:
1. Lesson Content: the Hopi culture
 2. Concept Objectives: The students will gain an appreciation of the differences in Native American cultures.
 3. Skill Objectives: The student will write one paragraph that describes the Hopi.
- B. Materials: Native Americans: Projects, Games and Activities (see bibliography)
- C. Key vocabulary: N/A
- D. Procedures:
1. Introduction: Read "Meet the Hopi" and "A Day in the Life of a Hopi Child" from Native Americans: Projects, Games and Activities. If this is not available, read from an encyclopedia or other resource book.
 2. Group practice: Discuss facts about the Hopi. Brainstorm a list of words that describe the Hopi or tell about them. As a class, come up with an introductory sentence.
 3. Independent practice: Complete the paragraph about the Hopi. Use the class introductory sentence, three or four detail sentences and a concluding sentence.
 4. Closure: Read your paragraph aloud to the class.
- E. Evaluation/Assessment: Grade correct mechanics of the paragraph.
- F. Benchmark L/10 Read about other cultures.

Lesson Seven: Make a Kachina Mask

- A. Daily objective:
1. Lesson Content: spiritual beliefs of the Hopi
 2. Concept Objectives: The students will gain an appreciation of the differences in Native American cultures.
 3. Skill Objectives: The student will follow the directions to make a Kachina Mask
- B. Materials: large paper brown bag for each student, markers, construction paper, feathers, yarn, glue, scissors
- C. Key vocabulary: Kachina-powerful spirit that helped and protected the Hopi
- D. Procedures:
1. Introduction: Explain to the students that the Hopi believed in powerful, magical spirits they called "Kachinas." The Hopi believed that the Kachinas protected them. There were many different Kachinas. Each Kachina had a different face, ornaments, and clothes. For some ceremonies, Hopi men dressed as Kachinas.
 2. Group practice: Distribute materials. Tell the students to cut eye holes by trying on the bag and having someone carefully mark where the holes should be cut.
 3. Independent practice: The student carefully cut out the eyes of their mask. They use their imagination to create the rest of the mask.
 4. Closure: Share masks.

- E. Evaluation/Assessment: participation only

Lesson Eight: Pueblos: The Zuni

- A. Daily objective:
1. Lesson Content: the Zuni culture
 2. Concept Objectives: The students will gain an appreciation of the differences in the Native American cultures.
 3. Skill Objectives: The student will illustrate a Zuni pueblo village.
- B. Materials: Blank paper, colored pencils
- C. Key vocabulary: N/A
- D. Procedures:
1. Introduction: Tell the students that the Zuni are a tribe of North American Indians that now live in a pueblo on the Zuni Indian Reservation in Zuni, New Mexico. In appearance, culture, and social organization they are much like the Hopi. Discuss the characteristics of an old pueblo: they are compact, apartment-like villages. In Spanish, "pueblo" means "village." The rooms are square and they have thick, flat roofs. They are built in terraced stories. The roof of one level is reached by a movable ladder. Traditionally, the first stories did not have doors. They had trapdoors in the roof. This way, if the ladder was moved, enemies could not get inside the house.
 2. Group practice: Describe various ways to draw a pueblo.
 3. Independent practice: Draw and color a pueblo village.
 4. Share your pictures.
- E. Evaluation/Assessment: participation only.
- F. Benchmark R/5 The student will create mental images from text.

Lesson Nine: The Dine (Navajo)

- A. Daily objective:
1. Lesson Content: the Navajo culture
 2. Concept Objectives: The students will gain an appreciation of the differences in the Native American culture.
 3. Skill Objectives: The student will write a one paragraph summary of a story.
- B. Materials: Annie and the Old One (see bibliography)
- C. Key vocabulary: hogan-a Navajo home that is six-sided and built from horizontally laid logs, sometimes covered with packed earth.
- D. Procedures:
1. Introduction: Tell the students that you are going to learn a little about the Navajo. The Navajo call themselves Dine. They are a Southwest tribe and their traditional homes are hogans. Many Navajo still live in hogans today, although modern housing is available. It is believed that the Apache left the Navajo during the prehistoric period.
 2. Group practice: Listen to Annie and the Old One. Discuss the elements of the story.
 3. Independent practice: Write a paragraph and summarize the story. List the main character, the setting and the problem of the story.
 4. Closure: Share paragraphs.
- E. Evaluation/Assessment: Grade correct mechanics of the paragraph as well as well as story elements.
- F. Benchmark L/18 The student will use a writing process to develop and refine writing.

Lesson Ten: The Apache culture

- A. Daily objective:
1. Lesson Content: the Apache

2. Concept Objectives: The students will gain an appreciation of the differences in Native American cultures.
 3. Skill Objectives: The student will sequence and follow instructions to make a clay basket.
- B. Materials: Native Americans: Projects, Games, and Activities, enough clay for each student to make a small basket, sentence strips, wax paper
- C. Key vocabulary: N/A
- D. Procedures:
1. Introduction: Read "Meet the Apaches" and "A Day in the Life of an Apache Child" from Native Americans: Projects, Games and Activities. If this is not available, read factual information about the Apache from any resource book. Then tell the students that baskets were important to the Apache people. The women made bright, strong baskets from plants, reeds and herbs that grew wild. Baskets were necessary to carry supplies, food and water.
 2. Group practice: Have the following directions written on sentence strips:
Clear off your desk.
Lay your wax paper on your desk.
Carefully, open your clay.
Rub and roll your clay in your hands to soften the clay.
Use all of your clay and form a basket.
When finished, lay your basket on the table to dry.
Throw away your wax paper and clay wrapper.
Read quietly until everyone else is finished.
Scramble the sentence strips. Have eight students hold them up in front of the class while the rest of the class puts them in sequential order.
 3. Independent practice: Make a basket.
 4. Closure: Discuss what things we use as containers today instead of baskets.
- E. Evaluation/Assessment: none

Lesson Eleven: Little Thunder

- A. Daily objective:
1. Lesson Content: the Eastern Woodland Indians
 2. Concept Objectives: The students will gain an appreciation of the differences in the Native American cultures.
 3. Skill Objectives: The student will identify homonyms.
- B. Materials: What Your 3rd Grader Needs To Know (see bibliography), homonym worksheet (Appendix A)
- C. Key vocabulary: confederacy - group of people joined together for a special purpose
- D. Procedures:
1. Introduction: Read pages 124-127 of the book to your students as an introduction to the Eastern Woodland Indians. Discuss homonyms with your class. Tell them that they are going to listen to one day in the life of an Algonquin boy. Tell them to listen for words that have homonyms.
 2. Group practice: Listen to pages 128-131.
 3. Independent practice: Complete the homonym worksheet
 4. Closure: Tell the students that although there are many Eastern Woodland tribes that you will be concentrating on the tribes of the Iroquois Confederacy: the Mohawk, Oneida, Onondage, Cayuga, Seneca and Tuscarora.
- E. Evaluation/Assessment: grade homonym sheet
- F. Benchmark R/30 The student will use homonyms correctly.

Lesson Twelve: The Mohawk

- A. Daily objective:
 - 1. Lesson Content: the Mohawk culture
 - 2. Concept Objectives: The students will gain an appreciation of the differences in Native American cultures.
 - 3. Skill Objectives: The student will follow directions to play the Mohawk Bowl Game.
- B. Materials: Native Americans: Projects, Games and Activities, bingo markers with "1" on one side and "2" on the opposite side, small, plastic bowl for each group
- C. Key vocabulary: N/A
- D. Procedures:
 - 1. Introduction: Ask the students if they have ever seen anyone with a Mohawk haircut. Ask them if they know where that style originated. Read "Meet the Mohawk" and "A Day in the Life of a Mohawk Child" from Native Americans: Projects, Games and Activities. Discuss the stories.
 - 2. Group practice: Listen to the directions for the Mohawk Bowl Game (adapted from Native Americans: Projects, Games and Activities)
Directions: Get into groups of three or four. Taking turns, each student places six bingo markers in the bowl and shakes and tosses them gently. The students add up the numbers that are showing. High score wins the round.
 - 3. Independent practice: Play the Mohawk Bowl Game.
 - 4. Closure: Determine overall winners
- E. Evaluation/Assessment: participation only

Lesson Thirteen: The False Face Society

- A. Daily objective:
 - 1. Lesson Content: the False Face Society
 - 2. Concept Objectives: The students will gain an appreciation of the differences in Native American cultures.
 - 3. Skill Objectives: The student will make a false facemask.
- B. Materials: One plastic, one gallon milk or juice jug for each student, permanent marker, several roles of masking tape, yarn feathers, strong, single-hole punches, brown tempera paint, paint brushes, construction paper
- C. Key vocabulary: N/A
- D. Procedures:
 - 1. Introduction: When the Iroquois became sick they would send for members of the False Face Society. The False Face Society was a secret group of men. They wore scary masks made from tree trunks. (More information about the False Face Society can be found in Native Americans, Projects, Games, and Activities and Native American Activity Book.)
 - 2. Group practice: Listen to the directions for making a False Face:
Look carefully at your container. Determine where you want your mask to be cut. Draw the outline of your mask on your container. Have an adult help you cut out your mask. Cover the mask completely with 1" strips of masking tape. Then paint your mask brown. When it is dry, decorate it with raffia, yarn and construction paper.
 - 3. Independent practice: Make a False Face mask.
 - 4. Closure: Share masks.
- E. Evaluation/Assessment: participation only

Lesson Fourteen: The Iroquois Federation Constitution

- A. Daily objective:
 - 1. Lesson Content: the Iroquois Federation Constitution

2. Concept Objectives: The students will understand that the concern for human rights and ethics is universal and represents the aspirations of men and women in every time and place.
 3. The student will read and comprehend written text.
- B. Materials: The first paragraph of the constitution (Appendix A)
- C. Key vocabulary: N/A
- D. Procedures:
1. Introduction: Tell the students that the exact date of the founding of the Iroquois confederacy is unknown. According to legend, The holy man Deganawidah (c1550-c1600) decided that the terrible fighting between the local tribes must end. The tribes should live together in harmony and form a government of law. He united the Seneca, Cayuga, Onondaga, Oneida, and Mohawk under the sheltering branches of a symbolic Tree of Great Peace. Legislative, executive and judicial powers were held by on group of men: the Council of the Forty-nine Sachems. The constitution was known to the people as the Great Binding Law or the Great Immutable Law. The Law was passed down orally until the late 1800's when it was written down. Note: The Tuscarora joined in 1724.
 2. Group practice: Read the first paragraph of the Iroquois Federation Constitution aloud.
 3. Independent practice: Answer comprehension questions.
 4. Closure: Discuss whether or not the constitution was good.
- E. Evaluation/Assessment: Grade comprehension questions.
- F. Benchmark R/7 The student will skim text to locate information.

VI. CULMINATING ACTIVITY:

Celebrate Native American Day! Invite Native American Dancers to perform. Invite Native American Artists or Storytellers to share with your students. Allow students to dress as Native Americans. Have students share their Tic-Tac-Toe projects. Join in a feast! Have students bring nuts, berries, dried meat, or other Native American foods. Play Native American games (Appendix B). Play popcorn bingo (using popcorn as bingo markers) with Native American words. Play Jeopardy using fun facts as question.

VII. HANDOUTS/WORKSHEETS

- A. The Earliest/Native Americans Fun Facts
- B. Tic-Tac-Toe projects
- C. The Land Bridge
- D. The Inuits: Then and Now
- E. The Anasazi
- F. The Mound Builders
- G. Little Thunder Homonyms
- H. The Iroquois Federation Constitution
- I. Native American Games
- J. Native American Bingo

VIII. BIBLIOGRAPHY

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Appendix A

Earliest/Native American Fun Facts

1. People from ____ came to North America over 12,000 years ago. (Asia)
2. They walked across a natural _____. (land bridge)
3. The land bridge covered the _____. (Bering Strait)
4. The ocean waters were low due to the _____. (ice)
5. The Asians were nomadic and following _____. (game)
6. In Algonquin "Eskimo" means _____. (eater of raw meat)
7. "Inuit" means _____. (the people)
8. Prehistoric Inuits did not farm, they _____. (hunted and fished)
9. They traveled by _____ over land. (sled)
10. On the water they used _____ and umiaks. (kayaks)
11. The Anasazi lived at what is now called _____. (Mesa Verde, Colorado)
12. They lived in a 200-room apartment like _____. (dwelling)
13. The dwelling was built in the side of a steep _____. (mountain)
14. A _____ is a round room dug into the ground. (kiva)
15. By the year _____, the Anasazi had left their cliff dwelling. (1300)
16. The Hopi lived in _____. (pueblos)
17. The pueblos were built on _____. (mesas)
18. The Hopi people were farmers, not _____. (warriors)
19. The _____ is to be kind to everyone and everything. (Hopi Way)
20. The women owned the _____. (houses and land)
21. Hopi children worked from the time they were about _____. (eight)
22. The Hopi believed in _____, or great spirits. (Kachinas)
23. The Zuni also lived in _____. (pueblos)
24. In Spanish, "pueblo" means _____. (village)
25. The roofs of the pueblo are reached by a movable _____. (ladder)
26. The Zuni are much like the _____. (Hopi)
27. The Zuni now live in Zuni, _____. (New Mexico)
28. The Navajo call themselves _____. (Dine)
29. The Dine live in houses called _____. (hogans)
30. Hogans have _____ sides. (six)
31. The Navajo, or Dine, weave beautiful _____. (rugs)
32. Many Navajo still live in _____ today. (hogans)
33. It is believed that the _____ left the Navajo in prehistoric time. (Apache)
34. The name "Apache" means _____. (enemy)
35. The Apache were _____. (wanderers)
36. Apache homes were called _____. (wickiups)
37. Apache sometimes got food by _____. (raiding)
38. _____ was a famous Apache. (Geronimo)
39. The Apache medicine man was called the _____. (shaman)
40. The Iroquois lived in an area known as the _____. (Eastern Woodlands)
41. _____ or "maize" was the most important crop. (corn)
42. _____ were tents made of animal skins or bark. (wigwams)
43. The Iroquois lived in _____. (longhouses)
44. There were _____ tribes originally in the Iroquois confederacy. (five)
45. The Iroquois _____ Society wore masks. (False Face)
46. Later, the _____ joined the confederacy. (Tuscarora)
47. _____ admired the Iroquois Constitution. (Ben Franklin)
48. "Mohawk" means _____. (eater of men)
49. Mohawk villages were surrounded by a _____. (palisade)

TIC-TAC-TOE PROJECTS

Name:

Date:

Pick three projects in a row to make a tic-tac-toe. All three projects are due on _____.

Make a model of a longhouse.	Imagine that you are an Inuit child that lived long ago. Write a journal entry and tell about one day in your life.	Find and memorize a poem written by a Native American.
Pick any Native American tribe and write an acrostic poem describing it.	Write a five paragraph story using picture symbols wherever possible.	Make a model of a pueblo.
Corn or "maize" was important to Native Americans. Find a recipe that uses corn and copy it neatly.	Make a model of a snowhouse.	Write five Native American related story problems. Solve your problems and be ready to explain them.

Appendix A

The Land Bridge

Over twelve thousand years ago,
the Earth was covered with ice and snow.
No one lived where we live today-
Or at least, that's what historians say.

The oceans (all four) were quite low.
The Bering Strait frozen with ice and snow.
Over that Land Bridge, ancient Asians came,
they were nomadic, and following game.

These Asian tribes were not all the same,
and different tribes they all became.
They were the ancestors of the Sioux,
the Aztec, the Maya, and many more, too.

They were the first of all Americans,
Long before the Europeans,
they made their home where we live today.
At least, that's what historians say.

1. People began to come to North America about:
(a) 500 years ago (b) 12,000 years ago (c) 2,000 years ago
2. Scientists believe the first people to come to North America were from:
(a) Canada (b) Bering Strait (c) Asia
3. The oceans were low, and the people were able to walk across a natural:
(a) land bridge (b) nomadic (c) ocean
4. In this poem, "game" means:
(a) a contest (b) a scheme or plan (c) wild animals
5. These nomadic people were the ancestors of:
(a) the Europeans (b) all Americans (c) Native Americans

Appendix A

The Inuits: Then and Now

You may not recognize the name "Inuit," but when you say the name "Eskimo" a mental picture probably comes to mind. Eskimos are really Inuit. Why do so many people call them Eskimos? The name comes from the Algonquin language. The Algonquin call the Inuit "eskimo," a word which means "eater of raw meat." On the other hand, "Inuit" means "the people" and that is what these interesting people prefer to be called.

The Inuit probably came to the northernmost parts of our continent by sled in prehistoric times. They were not able to farm, so they hunted and fished. They used both bows and arrows and spears. Seals, caribou, polar bears, walruses, whales and fish are some of the animals they killed to provide the things that they needed.

The people had to move a lot in their search for food. They used sleds pulled by huskies on land and ice, and kayaks and umiaks in the water.

The ancient Inuit had three kinds of homes: sod houses, snow houses, and tents. Sod houses were the more permanent and lasting homes. Snow houses could be built as temporary housing at a hunting camp. In spring, if the snow houses began to melt, the Inuit would use tents.

Present-day Inuits still live in northern Canada, Alaska, Russia and Greenland. It is difficult to describe a way of life for modern Inuits because they live in so many areas. Some Inuits live very modern lives, while others live much as their ancestors lived.

Label the sentence "F" for fact or "O" for opinion.

1. In Algonquin, "eskimo" means "eater of raw meat."
2. Inuits love to eat raw meat.
3. Inuits enjoy living in cold climates.
4. Inuits have lived in cold climates for thousands of years.
5. Traditionally, Inuits used three different kinds of shelter.
6. Inuits like living in snow houses best.
7. Sod houses were the most permanent kind of house.
8. If the snow houses began to melt, they would put up tents.
9. The word "Inuit" means "the people."
10. Traditionally, Inuit people traveled by sled over land.

Appendix A

The Anasazi

Have you ever heard of Mesa Verde, Colorado? It is a very special place. It was the home of a tribe of very interesting people: the Anasazi. Why do historians think the Anasazi are special? They had homes like no one else in the history of North America. The Anasazi were cliff dwellers.

During the 1200's the Anasazi lived in a 200-room apartment house built on a shelf on the side of a steep mountain. It must have been very difficult to build! Building materials had to be carried up the mountain, or lowered from the top of the mountain. The apartment had walls of stones that were held together with clay. The apartments had towers and kivas, too. What is a kiva? A kiva is a round room dug into the ground. Men would gather inside the kiva to make laws or hold religious ceremonies.

No one knows why the Anasazi built their home in the mountain. Perhaps it was to protect themselves from the snow and ice in the winter, or perhaps it was for protection from their enemies.

Anasazi men were farmers. They would pull themselves up the side of the mountain to reach their crops. The Anasazi shared their crops with the whole tribe. When the crops were ready to harvest, everyone helped.

The men ran the business of the tribe. They played flutes made from reeds and also played ball.

Anasazi women took care of the children, cooked and cleaned. They made beautiful snake-coil pots from clay.

Beginning in the year 1276, there was a terrible drought. A drought is when there is no rain or not enough rain to grow crops and have drinking water. Scientists know that the drought began around that time because they have studied tree rings in the area. By the year 1300, all of the Anasazi had left the cliff home.

Label the sentence "F" for fact or "O" for opinion.

1. The Anasazi were cliff dwellers.
2. They loved living on the side of the mountain.
3. The Anasazi people loved to farm.
4. They farmed for food.
5. The dwelling was almost impossible to build.
6. It had around 200 apartments.
7. There were many kivas in the dwellings.
8. Anasazi women made pottery.
9. It was all very beautiful.
10. The Anasazi are interesting to everyone!

The Mound Builders

The Mound Builders had a very interesting culture. Their culture flourished for over two thousand years. Scientists have divided the Mound Builders into three separate periods.

The oldest Mound Builders (who lived 2500 years ago) are called Adenas. They are named after the region in Ohio where their mounds were discovered. The Adenas built cone-shaped mounds for graves and animal-shaped mounds that probably had religious significance. The Adenas were mainly hunters and gatherers, although they did grow a few crops.

The second group of Mound Builders is referred to as the Hopewell Indians. They are named after M. C. Hopewell, a 19th century farmer, who found more than thirty mounds on his farm in Ohio. Mr. Hopewell had archeologists carefully dig up the mounds. Inside the mounds the scientists found copper, shells, pearls, mica, soapstone, and obsidian. They also found teeth from sharks and bears. All of these things came from different areas of North America (and even the ocean). What did the scientists learn from this? They concluded that the Hopewell Indians were great traders. The Hopewell were creative. They left behind many beautiful carvings, pottery, jewelry, and interesting tools.

The third group of Mound Builders is called the Mississippians. Their culture began to emerge approximately 1000 years ago. When corn was brought from Mexico, the Mound Builders were able to farm and to stay in one area. The government became more organized. The mounds became more complex. Temples and leaders had homes on top of the mounds. However, this culture of Mound Builders did not flourish. Their diet was mainly made up of corn products and they may have felt less free than their ancestors.

By the 1500's, when newcomers came to North America, the Mound Builders were not a significant tribe. Later, diseases would destroy the rest of the Mississippians.

Little Thunder Homonyms

Circle the correct homonym.

1. Little Thunder was asleep on a (bear, bare) skin rug.
2. His father used (red, read) bear grease to protect him from mosquitos.
3. Colonists didn't (no, know) that a mosquito bite could kill them.
4. Little Thunder's father's (hair, hare) was mostly shaved off.
5. Little Thunder must (wait, weight) until he is sixteen to grow his hair long.
6. Little Thunder was going out of the tall (would, wood) fence.
7. He was going to (see, sea) if he had trapped any small animals.
8. All of the Algonquin believed in the (one, won) Great Spirit.
9. They will (meat, meet) the Great Spirit after death.
10. He passed a wigwam (wear, where) a person was being treated by a shaman.
11. If the chief sachem had no (sun, son) his daughter would become chief sachem.
12. (When, Win) his team wins, Little Thunder jumps for joy!
13. The chief sachem had (too, two, to) things to say.
14. The French came to (buy, by) furs from the Indians.
15. The drum (beet, beat) was loud.
16. More braves join (in, inn) the dance.
17. (Some, sum) of them are afraid to go to war.
18. They raise (their, there) weapons to show that they will fight.
19. They gain courage (bye, by) joining in the dance.
20. I liked the (tale, tail) of Little Thunder.

The Iroquois Federation Constitution

An Iroquois legend tells that the five original Iroquois tribes were united after a holy man named Dekanawidah had a wonderful dream. In his dream, Dekanawidah saw the five tribes sitting together under a tree. A huge eagle sat on top of the tree with its wings outstretched, protecting all of the Iroquois people.

The Iroquois united and made a constitution. The constitution was passed down orally until the 1800's when it was written down.

Read the first paragraph of the constitution:

This is wisdom and justice of the part of the Great Spirit to create and raise chiefs, give and establish unchangeable laws, rules and customs between the Five Nation Indians, viz the Mohawks, Oneidas, Onondagas, Cayugas and Senecas and the other nations of Indians here in North America. The object of these laws is to establish peace between the numerous nations of Indians, hostility will be done away with, for the preservation and protection of life, property and liberty.

Answer the questions below:

1. List the five original Iroquois tribes in alphabetical order:

2. What was the name of the holy man? _____

3. What was the object of the laws written in the constitution?

Appendix B

1. Mohawk Bowl Game (see lesson twelve)

2. Hoop and Spear

Materials: Hula hoops and yard sticks

Directions: Divide the class into two teams. One team rolls their hoop across the front of the other team. The opposing team tries to throw their yardstick (spear) through the hoop.

3. Iroquois Triangular tug-of-war

Materials: six-foot long rope and three stones

Directions: Tie the ends of the rope together. Three players form a triangle by holding the rope. Place a stone behind each player, slightly out of their reach. The players try to pick up the nearest stone without letting go of the rope.

4. Cat's Cradle (an Inuit game)

Materials: one three-foot piece of yarn for each student

Directions: Tie the ends of the yarn together. Loop the string around your thumbs and little fingers. Put your index finger through the loops across each palm and pull to make the cat's cradle. Design your own string designs.

Appendix B
Native American Bingo

Write one of the following words in each box. Be sure to mix the words up on your card!

Inuit Anasazi Mound Builders Hopi Zuni

Apache Navajo Iroquois Mohawk

Land Bridge pueblo Eskimo kiva

Shaman False Face Kachina snow house

constitution nomadic pottery