

# Native Americans across the Curriculum

**Grade Level:** Third Grade Inclusion

**Presented by:** Julie Krch, Nancy Eldridge; David E. Norman Elementary School; Ely, NV

**Length of Unit:** 20 days; 7 lessons

## I. Abstract

This unit focuses on Native American culture. This unit integrates reading, language, social studies, arts and crafts, career awareness, community involvement, math, science, American Sign Language, and music. The integration allows for modifications and adaptations for the differing levels of students found in the third grade classroom. This unit was developed in a team teaching situation.

## II. Overview

### A. Concept Objectives

1. Students will understand that Native Americans once lived in different ways in different places across what is now the United States.
2. Students will understand the lifestyle of the Native Americans.
3. Students will understand how the Native Americans have influenced the American lifestyle of today.

### B. Core Knowledge Sequence Content

1. Students will understand that Native Americans once lived in different ways in different places across what is now the United States.
2. Students will summarize main points from fiction and nonfiction, both in writing and orally.
3. Students will produce writing that has a beginning, middle, and end.
4. Students will learn to use a dictionary to answer questions regarding meaning and usage.
5. Students will know how to use a table of contents to locate information.
6. Students will ask questions and pose plausible answers to how, what-if, and why questions in interpreting nonfiction texts.
7. Students will produce non-fiction as well as fiction writing.
8. Students will know how to gather information from print resources.
9. Students know how to use established conventions when writing a friendly letter.
10. Students will organize material into paragraphs and understand how to use a topic sentence with supporting details.
11. Students will become familiar with the writing process.
12. Students will understand the concept of the Land Bridge.
13. Students will become familiar with Inuits, Anasazi, Mound Builders.
14. Students will become familiar with Pueblos, Hopi, Zuni, Navajo, Apaches.
15. Students will become familiar with Eastern Woodland culture, Cherokee, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, and Iroquois.

## III. Resources:

### A. Teacher Information:

1. Underhill, Ruth, Ph.D. (1945). *Indians of the Pacific Northwest*. Washington, D.C. United States Department of the Interior.

- Hakim, Joy. (1993). *The First Americans*. New York. Oxford University Press. ISBN:0-669-36010-4

**B. Teacher Resources:**

- Bartok, Mira and Ronan, Christine. (1994). *The Ancient and Living Cultures Stencil Set: Indians of the Great Plains, The Navajo, Northern Woodland Indians, Northwest Coast Indians, Pueblo Indians of the Southwest*. Glenview, IL. Goodyear Books. ISBN: 0-673-57730-9.
- Tanner, Clara Lee. *Ray Manley's Hopi Kachinas*. Tucson, AZ. Ray Manley Publishing. ISBN: 0-931418-06-2.
- Rourke, Linda. (1987). "Native Americans." *Frank Schaffer's Classmate*. September/October, 1987.
- Jeunesse, Gallimard, Fuhr, Ute, and Sautai, Raoul. (1994). *Native Americans*. New York. Scholastic Inc. Inc. ISBN: 0-590-38153-9.
- Bellerophone (1995). *A Coloring Book of American Indians*. Santa Barbara, CA. ISBN: 0-86734-348-6.
- Hirsch, Jr., E.D. (1992). *What Your Third Grader Needs to Know*. New York. Bantam Doubleday Publishing Group, Inc. ISBN: 0-385-31257-1.
- Cleary, Elaine Hansen. (1995). *A Unit About Woodland Indians*. Monterey, CA. Evan-Moor Corp. ISBN: 1-5579-389-0.
- Robbins, Marilu. (1996). *Plains Indians*. Monterey, CA. Evan-Moor Educational Publishing. ISBN: 155799-576-1.
- Fox, Frank. (1995). *North American Indians Color and Story Album*. New York. Troubador Press. ISBN: 0-8431-3881-5.
- Norris, Jill. (1996). *Native Americans: A Complete Thematic Unit*. Monterey, CA. Evan-Moor Educational Publishers. ISBN: 1-55799-575-3.
- Milliken, Linda. (1991). *Native American Activity Book*. Dana Point, CA. ISBN: 1-56472-000-4.
- Carlson, Laurie. (1994). *More Than Moccasins*. Chicago. Chicago Review Press ISBN: 1-55652-214-4.
- Robbins, Marilu. (1995). *Native American Legends and Activities*. New York. Scholastic Press. ISBN: 0-590-26609-8.
- Spizziri, Linda. (1986). *An Educational Coloring Book of Southwest Indians*. Rapid City, SD. Spizziri Publishing, Inc. ISBN: 0-86545-093-5.
- Schaffer, Frank. (1994). *The Discovery of the Americas*. Torrance, CA. Frank Schaffer Publications. ISBN: 086734-348-6.
- Sternberg, Martin L.A. (1994). *American Sign Language Dictionary*. New York. HarperCollins Publisher, Inc. ISBN: 0-06-273275-7.
- Riekehof, Lottie L. (1997). *The Joy of Signing*. Springfield, MO. Gospel Publishing House. ISBN: 0-88243-520-5.
- Epley, Elizabeth. (1996). "Native Americans." *Lessons from the Fifth National Conference for Second and Third Grade*. Charlottesville, VA. Core Knowledge Foundation.
- Sund, Robert, Ph.D. (1985). *Accent on Science*. Columbus, OH. ISBN: 0-675-06853-3. Chapter 3.

**C. Student Reading: Assigned and Free Choice**

- Childcraft Staff. (1980). *The Indian Book*. Chicago. World Book-Childcraft International, Inc. ISBN: 0-7166-0680-1.
- Severson, Leigh. (1991). *Native Americans-Primary*. Huntington Beach, CA. Teacher Created Materials. ISBN: 1-55734276-8.
- Fleischer, Jane. (1979). *Sitting Bull: Warrior of the Sioux*. Mahwah, NJ. Troll Associates. ISBN 0-89375-144-8.

4. Jassem, Kate. (1979). *Squanto: The Pilgrim Adventure*. Mahwah, NJ. Troll Associates. ISBN: 0-89375-151.
5. Marzollo, Jean. (1991). *In 1492*. New York. Scholastic Inc. ISBN: 0-590-44414-X.
6. Jassem, Kate. (1979). *Pocahontas: Girl of Jamestown*. Mahwah, NJ. Troll Associates. ISBN: 0-89375-142-1.
7. Costabel, Eva Deutsch. (1993). *The Early People of Florida*. New York. Atheneum. ISBN: 0-689-31500-7.
8. Gross, Ruth Belov. (1974). *A Book About Christopher Columbus*. New York. Scholastic Book Services. ISBN: 0-590-09891-8.
9. DePaola, Tomie. (1994). *The Legend of the Poinsettia*. New York. Scholastic Inc. ISBN: 0-590-63098-9.
10. McGovern, Ann. (1973). *The Pilgrim's First Thanksgiving*. New York. Scholastic Inc. ISBN: 0-590-40617-5.
11. Longfellow, Henry Wadsworth, (1983). *Hiawatha*. New York. Scholastic Inc. ISBN: 0-590-46238-5.
12. Bruhac, Joseph. *Many Nations: An Alphabet of Native America*. Mahwah, NJ. Bridgewater Press, Division of Troll Associates. ISBN: 0-8167-4460-2.
13. Osinski, Alice. (1987). *A New True Book: The Navajo*. Chicago. Children's Press. ISBN: 0-516-41236-1.
14. Miles, Miska. (1971). *Annie and the Old One*. New York. The Trumpet Club. ISBN: 0-440-84258-1.
15. Fleischer, Jane (1979). *Tecumseh: Shawnee War Chief*. Mahwah, NJ. Troll Associates. ISBN: 0-89375-143-X.
16. Miller, Jay. (1993). *A New True Book: Native Americans*. Danbury, CT. Children's Press. ISBN: 0-516-41192-6
17. Oppenheim, Joanne. (1979). *Sequoyah: Cherokee Hero*. Mahwah, NJ. Troll Associates. ISBN: 0-89375-149-9.
18. Sneve, Virginia Driving Hawk. (1972). *High Elk's Treasure*. New York. Holiday House. ISBN: 0-8234-0212-6.
19. Osinski, Alice. (1984). *A New True Book: The Sioux*. Chicago. Children's Press. ISBN: 0-516-41929-3.
20. Dolch, Edward and Dolch, Marguerite P. (1956). *Wigwam Stories*. Champaign, IL. The Garrard Press.
21. Black, Sheila. (1997). *Pueblo Potters*. New York. MacGraw-Hill. ISBN: 0-02-182178-X.
22. Goble, Paul. (1988). *Iktomi and the Boulder*. New York. Orchard Press. ISBN: 0-531-07023-9.
23. Moore, Jo Ellen. (1991). *Who Discovered America?* Monterey, CA. Evan-Moor Corp. ISBN: 1-55799-218-5.
24. Goble, Paul. (1978). *The Girl Who Loved Horses*. Scarsdale, NY. Bradbury Press. ISBN: 0-02-736570-0.
25. Martin, Patricia Miles. (1970). *Indians the First Americans*. Pleasantville, NY. Reader's Digest Services.
26. McGovern, Ann. (1974). *If You Lived With the Sioux Indians*. New York. Scholastic Inc. ISBN: 0-590-45162-6.
27. Speare, Elizabeth George. (1899) *The Sign of the Beaver*. New York. Scholastic Inc. ISBN: 0-590-45165-6.

**B. Charts:**

1. Native Americans Past and Present. Creative Teaching Press.
2. Native American Ceremonies and Beliefs. Creative Teaching Press.
3. Native Americans Tribes by Regions. Creative Teaching Press.
4. Myers, Ella. Navaho Dye Chart. Durango, CO. Toh-Atin Gallery.
5. American Indian Tribes. (1988). Manitou Springs, CO. DON Tom.-map
6. Swiencki, Lawrence. (1992). Math of the Dine. Lawrence Swienciki Educational Materials.
7. Schaffer, Frank. (1993). Sign Language Alphabet. Frank Schaffer.
8. *Learning '90* Poster. (1990). The Power of the Mask. Springhouse, PA. Springhouse Corporation.
9. Instructor Gallery. (1988). Strutting Pigeon, Wife of White Cloud. *Instructor*. September 1988.

**C. Music:**

1. Nakai, R. Carlos. (1982). *Changes: Native American Flute Music*. Phoenix, AZ. Synchestra Studios.
2. Gomez, Alice, Blanchett, Madalyn, Rife, Marilyn. *Flute Dreams*. Talking Taco Music Inc. San Antonio, TX.

**IV. Lessons:**

**A. Lesson One: Introduction to Native Americans**

**1. Skill Objectives:**

- a. Students will practice listening and taking turns speaking.
- b. Students will identify what they know about Native Americans.
- c. Students will identify what they want to know about Native Americans.
- d. Students will participate by groups to role-play the movement of the Native Americans from their lands by the European settlers.

**2. Concept Objectives:**

- a. Students will understand that the Native Americans lived in different ways and in many places in North America.
- b. Students will understand that they already know a lot about Native Americans and that part of our culture comes from Native Americans.
- c. Students will focus on what they want to know about Native Americans and identify ways to find information.
- d. Students will role-play to encourage thoughtful contributions to class discussion on the feelings of the Native Americans as they were moved from native homelands to reservations.
- e. Students will share thoughts about the lifestyle changes that were necessitated by the move to lands with fewer resources.

**3. Materials:**

- a. Large sheet of butcher paper
- b. Markers
- c. Classroom with desirable and less desirable areas
- d. Lesson two from "Native Americans" by Elizabeth Epley from Fifth National Conference of Core Foundation

**4. Key Vocabulary:**

First Americans, Native American, Asia, natural resources, food, clothing, shelter.

**5. Procedures/Activities:**

- a. Teacher records responses from group as the students take turns telling what they know about Native Americans.

- b. Teacher takes dictation from students as they tell what they want to know about Native Americans.
- c. Follow directions to complete role-playing experience according to Lesson Two from “Native Americans” by Elizabeth Epley.
- d. Teacher leads class discussion about role-playing exercise. Students identify their own feelings and try to decide if the Native Americans might have felt the same way. They also identify what lifestyle changes were made as the Native Americans moved from their native lands.

**B. Lesson Two: The First Americans**

**1. Skill Objectives:**

- a. Students will work in small cooperative groups.
- b. Students will read for information.
- c. Students will practice writing complete sentences to answer questions.
- d. Students will demonstrate knowledge of patterns.
- e. Students will use symbols and words to write a legend.

**2. Concept Objective:**

- a. Students will understand that at one time, people could walk from Asia to North America.
- b. Students will understand that not all native people lived in the same area with the same lifestyle.
- c. Students will write a legend following the style of a Native American legend.

**3. Materials:**

- a. Student reading material-“The First Americans” from *Indians the First Americans*
- b. Teacher generated questions (see Appendix A)
- c. Teacher read aloud---*The First Americans* by Hakim pp. 16-18
- d. Plasticine clay
- e. Water
- f. Shallow pan
- g. Construction paper: 12x18 pieces and 12 inch long strips, various colors
- h. “The Beginning of Stories” poster from Evan-Moor’s *Native Americans*
- i. Copies of Picture Dictionary from Teacher Created Materials’ *Native Americans*
- j. Brown package wrapping paper

**4. Procedures/Activities:**

- a. Demonstrate “buddy reading” to students using student reading assignment.
- b. Assign buddies and have students read.
- c. Teacher will then read aloud.
- d. Students read and will then discuss, using teacher-generated questions (appendix A).
- e. Teacher models how to use part of the question to answer the question.
- f. Answering questions is an individual activity. Students who need assistance are allowed to underline the answer in the reading material, and then write it.
- g. Working in teacher assigned groups, the students work to make a model of a land bridge in the shallow container. They pour water to the top but not over the land bridge. Then add ice cubes to the water and observe changes as the water melts.

- h. Weaving: Fold 12x18 paper into 9x12 warp rectangles. Cut from fold to about one inch from edges. Weft strips may vary in width. Edges may be shaped in a variety of ways. Then students weave strips over and under to create a pattern.
- i. Read “The Beginning of Stories” to students. Use symbol examples from Teacher Created Materials’ *Native Americans* Picture Dictionary to model writing using words and symbols. Write some sentences together and then model writing a legend. Students write legend on regular paper. Then they wad up a piece of the brown package wrapping paper to make it soft. They need to wad it up and carefully unfold it many times. Then they write the final copy of the legend on the wrinkled paper. The effect is somewhat like writing on a tanned hide. The students may use markers or crayon to write the legend if they prefer.

**C. Lesson Three: The Eastern Woodlands People**

**1. Skill Objectives:**

- a. Students will find the eastern U.S. on a map and color the areas that are considered to be the home of the woodland people.
- b. Students will identify nouns found in the reading selection.
- c. Students will work with main ideas found in selected paragraphs from the assigned reading.
- d. Students will work to follow written directions to make “Kainish,” an Indian counting game.
- e. Students will work cooperatively to play “Kainish.” Students will review tally marks, simple addition, and counting while playing the game.
- f. A group of students will cook and serve popcorn.
- g. Students will work to learn the American Sign Language alphabet.
- h. Students will learn to sign “The Pledge of Allegiance.”
- i. Students will use sign letters to help with spelling words.
- j. Students will create a small beaded wall hanging with a pattern using the purple and white of wampum.
- k. Students will make a rattle to use for the development of rhythmic patterns used by Native Americans.

**2. Concept Objectives:**

- a. Students will understand that the woodland people had homes made of tree products and these homes were stationary.
- b. Students will understand that the woodland people were assigned jobs according to age and gender.
- c. Students will understand that early Native Americans also ate some foods eaten today.
- d. Students will understand wampum as an exchange system.
- e. Students will understand differences between whole notes and quarter notes.

**3. Materials:**

- a. Eastern Woodlands student reading material from *Indians the First Americans*
- b. Map from page 7 *Native Americans* from Evan-Moor
- c. Craft sticks
- d. Red crayon, colored pencil, or marker
- e. “Kainish” directions from *More Than Moccasins* p. 113
- f. String
- g. Popcorn and poppers

- h. Teacher created questions (see Appendix A)
- i. American Sign Language chart for each student (Frank Schaffer poster)
- j. Teacher created spelling lists
- k. Small boxes such as shoe boxes
- l. Brown and green 9x12 construction paper some whole, some in strips 1x9, some 1x12
- m. Twigs
- n. Purple and white pony beads
- o. Graph paper (with squares nearly the same size as the beads) cut into pieces eight squares by ten squares
- p. Paper plates
- q. Small pebbles (found outside)
- r. Ingredients and recipe for Corn Soup p.142 in *More Than Moccasins*
- s. Copies of Iroquois False Mask
- t. *Accent on Science* p.175

**4. Key Vocabulary:**

Eastern Woodland, Algonquin, Cherokee, Iroquois, woodland, forests, utensils, beans, corn, squash.

**5. Procedures/Activities:**

- a. Assign “buddy reading.”
- b. Assign student reading for homework
- c. Teacher models answering questions with complete sentences. Each student then completes assignment independently.
- d. Teacher models finding area of Eastern Woodlands people on U.S. map and demonstrates how to color sections currently being studied.
- e. Teacher directed noun lesson-person, place, thing, or feeling words.
- f. Find nouns in reading selection place on chart paper under appropriate headings.
- g. Identify main ideas in reading selection and why they are important.
- h. After finding main idea, find one supporting detail for each main idea.
- i. Make a longhouse p.11 *Woodland Indians* from Evan-Moor
- j. Make “Kainish” game and play with group after playing with teacher.
- k. Design purple and white graph to use for making wall hanging. Remembering that each square equals one bead, the students will place one bead per square, then string beads to make small wall hanging.
- l. Teach children to sign “Eastern Woodland people lived in longhouses.” *American Sign Language Dictionary*.
- m. Using one cooperative group, students make popcorn and serve to others while teacher is reading a selected Native American legend.
- n. Color the small paper plates to represent a turtle shell. Place small pebbles between the plates and staple plates together. This will simulate a Native American rattle. The rattle will be used throughout the unit to teach and reinforce rhythmic patterns.
- o. While most students are working on longhouse, one group prepares Corn Soup. After cooking time, they serve it to the rest of the class.
- p. Read legend of Iroquois “False Face Mask” while students color a mask.
- q. Read to students from *Accent on Science*, concerning the types of habitats that exist in the eastern portion of U.S.

**D. Lesson Four: People of the Southwest Desert**

**1. Skill Objective:**

- a. Students will be able to make a Venn Diagram to compare and contrast two groups of people.
  - b. Students will be able to write paragraphs comparing and contrasting two groups of people.
  - c. Student will be able to make a repeating pattern in the style of the desert people.
  - d. Students will understand how the different habitats of animals affected the Native American.
- 2. Concept Objective:**
- a. Students will understand that The People of the Desert lived in homes built of the materials available in the desert.
  - b. Students will understand that the desert people had ways to defend themselves that were different than those of the woodland people.
  - c. Students will understand that dyes were made from natural substances found in their environment.
  - d. Students will understand the use of pattern in Navajo art.
  - e. Students will understand difference between a pinch pot and a coil pot.
  - f. Students will understand that Kachinas were religious spirits for the Hopi people, and were spirits that were derived from the natural elements.
  - g. Students will understand prediction (see appendix D.)
- 3. Materials:**
- a. Craft sticks
  - b. Construction paper-9x12 assorted colors being sure to have at least one piece of black for each student
  - c. Small dishes for dyes (Pyrex custard cups work well), as many as needed for the dye
  - d. Salt dough (see appendix B.)
  - e. Paintbrushes
  - f. Natural dye substance (see appendix C.)
  - g. Navajo Dye Chart
  - h. Toothpicks
  - i. Copies of the pot and poem from page 38 and 39 *Native Americans* from Teacher Created Materials
  - j. Corn bread ingredients, recipe on cornmeal package, and paper plates
  - k. Manila art paper 9x12
  - l. Kainish sticks and appendix D
  - m. *Accent on Science* p.170
  - n. Ingredients and recipe for Fry Bread. Recipe found on “The Beginning of Stories” poster from Evan-Moor’s *Native Americans*
  - o. Reading “The People of the Desert” from *Indians the First Americans*
  - p. Teacher generated questions (see Appendix A)
  - q. Cray-pas
  - r. Paper plates
  - s. Crepe paper
  - t. Paper doilies
  - u. Paint
  - v. Markers
  - w. Crayons
  - x. Scissors
  - y. Feathers
  - z. Glitter glue

aa. Tape

**4. Key Vocabulary:**

Desert People, Ananasazi, desert, Hopi, cliff, pueblo, coyote, Zuni

**5. Procedures/Activities:**

- a. Students read using “buddy” style and the new reading material.
- b. Same reading is assigned for homework reading.
- c. Students will work to answer questions from reading material using whole sentences.
- d. Teacher will direct whole class to create a Venn diagram comparing and contrasting the woodland and desert people.
- e. Teacher will work with small groups to write a paragraph about the woodland people, a paragraph about the desert people, and a paragraph about the ways that both groups are alike.
- f. Students will make stick game page 104 in *More Than Moccasins*.
- g. Students will make natural dyes from grass; flowers, seeds, berries, leaves, and other vegetable substances brought into class.
- h. Students will make a pot of their own from salt dough.
- i. Students will draw a pot on paper after hearing *Pueblo Pottery* read aloud.
- j. Students will paint clay pots and drawings using natural dyes.
- k. Students will make a repeating pattern using black paper and Cray-pas with a student created natural symbol.
- l. Students will learn the sign language sentence “Desert people were the first people to use irrigation in what is now the United States.”
- m. Students will complete color pottery coloring and color poem according to directions.
- n. One group of students will work to prepare and serve Fry Bread.
- o. Students will read Kachina legends and have students look at Kachina mask photographs.
- p. Students will create either an Iroquois False FaceMask or mask in the style of a Kachina. Use assorted art supplies.
- q. Using math lesson, prediction, have students work in pairs to first predict their score and than actually get an exact score. Make sure students write outcome in complete sentences (appendix D).

**E. Lesson Five: The People of the Plains**

**1. Skill Objectives:**

- a. Students will learn to keep journals during this part of the unit.
- b. Students will be able to measure by centimeters to make a time line.
- c. Students will continue to compare and contrast using Venn diagram, and write a paragraph.
- d. Students will continue to use whole sentences with correct punctuation to answer questions.
- e. Students will continue to demonstrate the ability to read.
- f. Students will review short vowel words from reading.
- g. Students will understand and compare how the different animal habitats caused the Plains Indians to move.

**2. Concept Objective:**

- a. Students will understand how the buffalo shaped the lives of the plains people both before and after the horse was introduced.
- b. Students will understand that even on the plains there were a variety of home styles.

- c. Students will understand that the Native Americans had many different forms of transportation.
  - d. Students will learn about the symbolism of feathers to the plains people.
  - e. Students will understand that the Native American presence in North America vastly predates the European presence.
  - f. Students will understand that The People of the Plains could communicate with each other close up with sign language or over long distances with smoke signals and/or drums.
  - g. Students will demonstrate knowledge of inverse math operations.
- 3. Materials:**
- a. Copies of Sioux warrior from Bellerophon's *A Coloring Book of Native American Indians*, the time line from Evan-Moor's *Plains Indians*, the Pawnee, Sioux, and Mandan coloring and information sheets from *North American Indians* from Troubador Press
  - b. Copies of student reading "The People of the Plains" from *Indians the First Americans*
  - c. Resource for the teacher read aloud *The Girl Who Loved Wild Horses*, various legends from Scholastic's *Native American Legends and Activities*, and *The Ancient and Living Cultures Stencil Set: Pueblo Indians of the Southwest*
  - d. Natural dyes
  - e. Centimeter rulers and paper for time line (see appendix F)
  - f. Crayons and markers
  - g. Boiled eggs
  - h. Natural dyes from the vegetable dyes made during the desert study (see appendix E)
  - i. Meat for jerky, salt and dehydrator
  - j. *Accent on Science* p.168-169
  - k. Math worksheet on inverse operations (appendix H)
- 4. Key Vocabulary:**  
Plains People, Mound Builders, plains, Pawnee, tepee, buffalo, Sioux, sign language.
- 5. Procedures/Activities:**
- a. Teacher explains use of journals to students and assigns first writing assignment.
  - b. Teacher has students look for short vowel words in reading selection.
  - c. Review short vowel spelling rules.
  - d. Teacher teaches sign sentence "Plains people ate eggs."
  - e. Students answer questions using whole sentences. Students work to use correct noun/verb agreement, commas in series, and ending punctuation.
  - f. Students will dye boiled egg using natural dyes (see appendix E for directions).
  - g. Students will listen to teacher read about the significance of the war bonnet and color picture from Bellerophon's *A Coloring Book of Native American Indians*.
  - h. Students will measure 1-cm increments to create a timeline illustrating the arrival of Native Americans in North America, the Mound Builder, the Hopewell people, the Inuits, the Anasazis, the arrival of Columbus and the start of both Spanish and English colonization (see appendix F).
  - i. Complete chart comparing the woodland, desert, and plains people.

- j. Complete Venn diagram and paragraphs as independently as possible. Teacher will work in small groups to assist those who need help.
- k. Students will salt pre-sliced meat for jerky and place in dehydrator.
- l. Use Cray-pas and black paper to create a symbol from nature to make a repeating pattern.
- m. Using the prepared math lesson, students will work together in pairs to find the inverse operations of each set of numbers (see appendix G).

**F. Lesson Six: The People of the Far North**

**1. Skill Objectives:**

- a. Students will practice listening and note taking.
- b. Students will practice asking questions.
- c. Students will learn how to be hosts when guests are in the classroom.
- d. Students will learn how to write a friendly thank you letter.
- e. Students will recognize different types of word problems.
- f. Students will learn to see and hear information and use it in their daily lives.

**2. Concept Objectives:**

- a. Students will understand that the people of the Far North lived in different homes and had different art forms.
- b. Students will understand that Alaska is north of the continental U.S.
- c. Students will understand that Alaska has very warm areas and very cold areas.
- d. Students will demonstrate map skills by labeling the home regions of the three main groups of Alaskan native people.
- e. Students will understand that the art forms developed from natural resources.
- f. Students will demonstrate the ability to discuss the four different habitats and explain why this was so important to our Native Americans.
- g. Students will understand the cause and effect concept dealing with the temperatures across the United States.

**3. Materials:**

- a. Television and VCR
- b. Sealskin
- c. Hat made of seal
- d. Slippers of walrus
- e. Walrus teeth
- f. Elk and moose antler art
- g. Video of native dancers provided by speaker
- h. Alaskan weather map from Internet, provided by speaker
- i. *Accent on Science* p.168-169
- j. Math word problems (see appendix H)
- k. Math table (see appendix I)

**4. Key Vocabulary:**

Far North, Inuit, whale, tundra, arctic.

**5. Procedures/Activities:**

- a. One guest speaker who had taught many years in Alaska spoke to the class.
- b. Another guest speaker who had lived and taught in the native villages for a few years spoke to our class and brought in many interesting items to share with students.

- c. After each guest speaker had been in classroom, the students wrote a thank you letter to presenter.
- d. Teach students to sign “Thank you for telling us your stories about the Northern Native Americans.”
- e. Pass out math paper students completed on own.
- f. Read to students about the polar region and its habitat.

**G. Lesson Seven: The People of the Great Basin**

**1. Skill Objective:**

- a. Students will learn to ask questions.
- b. Students will learn to be hosts for guests in the classroom.
- c. Students will practice their listening skills.
- d. Students will use a map of U.S. and place ordered pairs.

**2. Concept Objective:**

- a. Students will learn that the Shoshone people are native to Nevada and the Great Basin.
- b. Students will learn how the resources available dictated the hunter/gatherer lifestyle prevalent in the Great Basin.
- c. Students will learn the history of Native American dances and costumes.
- d. Students will learn how the early European settlers were welcomed and helped by the Shoshone.

**3. Materials:**

- a. Math paper of U. S. (see appendix J)
- b. Large room
- c. Enthusiastic group of students

**4. Key Vocabulary:**

Great Basin, Washoe, Shoshone, Ute, hunter, gatherer

**5. Procedures/Activities:**

- a. Guest speakers: Silver Eagle Dancers from Duckwater-Shoshone Elementary School. (Grades PreK-8)
- b. Speaker arrangements made through Education Coordinator of Ely Shoshone Colony. Woman from local Shoshone Reservation brought Native American artifacts that have been in her family for generations. She also spoke of Shoshone customs and life styles of today. Her young daughter and a student from our class danced for students.
- c. Alexandra Voorhees, Chautauqua speaker portraying Sarah Winnemucca

**H. Lesson Seven: Culminating Activity:**

**1. Skill Concepts:**

- a. Students will make three-dimensional murals for the area of their tribe.
- b. Students will work with the group to create one project.

**2. Concept Objectives:**

- a. Groups will demonstrate their knowledge about the area native to their tribe on murals.
- b. Students will demonstrate how the tribe used the resources to have food, shelter, and clothing.
- c. Students will demonstrate various methods of using paper to make an object three-dimensional.
- d. Students will demonstrate ability to use paper to make an object rather than drawing and cutting it out.

**3. Materials:**

- a. Assorted colors of butcher paper
- b. Pencils

- c. Glue
- d. Tape
- e. Scissors
- f. Posters and books to show various tribes
- g. Lots of space to work and then hang finished murals for display
- h. Thirteen bean mix, salt pepper, red pepper flakes

**4. Procedures/Activities:**

- a. Demonstrate three-dimensional effect to students.
- b. Have students brainstorm to create ideas that will demonstrate their knowledge of the resources available to their tribe.
- c. Have students brainstorm ways the resources were used by their tribe.
- d. Set up work rules.
- e. Establish time frame and practice acceptable noise level.
- f. One group starts presoaked bean mix to simmer. Add spices to taste. Serve when done. Talk about the beans in the mix and where they are grown in the United States.
- g. Work with group to create mural.
- h. Hang completed mural for all to enjoy.

**Appendix A**  
**Teacher Generated Questions**  
Lesson Two: The First Americans

1. What did the Indians call themselves? \*
2. List the places the Indians lived hundreds of years ago? \*
3. What were some of the Indian stories about?
4. How did the Indians tell their stories? \*
5. If you were a Native American of hundreds of years ago, why would you go to a Medicine Man? Describe this man.

Lesson Three: The People of the Woodlands

1. What foods did The People of the Woodlands get from the land and the water? \*
2. Why did The People live in villages?
3. What did The People use to make their clothes? Where did they get the supplies? \*
4. What did the girls of the woodlands do? \*
5. What did the boys of the woodlands do? \*
6. How did the woodland people tell the story of their tribe?
7. When settlers came how did the woodland people help them? \*

Lesson Four: The People of the Desert

1. What three kinds of houses did The People of the Desert live in? \*
2. What vegetables did The People of the Desert grow? \*
3. What did men use to make bells and necklaces? \*
4. Can you tell the different places the houses were placed?
5. How is the corn The People of the Desert grew different from the corn on the cob that you eat?

Lesson Five: The People of the Plains

1. From what animal did The People of the Plains get the most things that they used often? \*
2. Make a list of five things The People of the Plains got from buffalo. \*
3. How did the tribes of the plains talk to each other? \*
4. What advantage did a tepee have for The People of the Plains?
5. What two ways did The People of the Plains send messages over long distances?

\*These questions were assigned to all students. The rest of the questions were assigned to those who were already able to answer direct comprehension questions.

## **Appendix B Salt Dough**

### **Ingredients:**

1 cup of flour  
1 cup of salt  
2 tablespoons of water (add more if needed)  
1/8 cup of Joy liquid soap

### **Procedure:**

Place all ingredients in a small saucepan place on low to medium heat. Stir constantly to keep from scorching.  
The clay should be pliable and dry. Store in an airtight container.  
This recipe makes enough clay for six students.

## **Appendix C**

### **Natural Dye**

Have students bring into class any type of naturally growing flower, fruit or vegetable. The teacher will boil water and place one type of flower in the boiling water. Let the water and flower sit for 30 minutes, you will have your natural dye. Repeat process with each item brought in by students. Some substances may need to be mashed and boiled with water to release the color.

**Appendix D**  
**Prediction**  
**Math Lesson**

1. Predict what your score will be after throwing your “Kainish” sticks. What will be my score after:

5 throws \_\_\_\_\_

4 throws \_\_\_\_\_

3 throws \_\_\_\_\_

2 throws \_\_\_\_\_

1 throw \_\_\_\_\_

2. Throw sticks and write down the actual count.

5 throws \_\_\_\_\_

4 throws \_\_\_\_\_

3 throws \_\_\_\_\_

2 throws \_\_\_\_\_

1 throw \_\_\_\_\_

3. In a small paragraph, using as many mathematical terms as possible, write down what you discovered.

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## **Appendix E**

### **Boiled eggs and Dye**

Boil an egg for each student in the classroom. Place eggs in cold water; let the water come to a boil. Boil for four minutes; leave in hot water for at least 30 more minutes. When eggs have cooled enough to handle, have students dye their eggs with the natural dyes they have created. After they have dyed their eggs, they may peel and eat.

**Appendix G**  
**Inverse Operations**  
**Math Lesson**

Using your Kainish sticks, make up number families.

Example: Throw stick #1=3  
Throw stick #2=4  
This equals 7

Using the same number family

1. Make another addition problem.
2. Make two subtraction problems.
3. Find five different number families and write all four problems down.

(Teachers note) This game may be used later on in the third grade year with the operations of multiplication and division.

**Appendix H**  
**Problem Solving Word Problems**  
**Math Lesson**

Read each story and draw a picture to help you solve the problem.

1. Blue Moon is older than Running Deer. Sun Light is older than Blue Moon. Gentle Wind is younger than Running Deer. List the people in order from youngest to oldest.
  
2. Blue Moon stands 10 feet to the right of Faith. Flying Eagle stands 8 feet to the left of Blue Moon. Star Fish stands 3 feet to the right of Flying Eagle. In what order are the children standing, from left to right?
  
3. Flying Eagle went to where the chickens laid their eggs. He found a half-dozen. On the way home he dropped them and four eggs broke. He went back to the nest and found another half-dozen. How many eggs does he have now?
  
4. White Cloud went fishing and brought home 17 fish. His sister ate 2 fish, his brother ate 5 fish, and his father ate 3 fish. How many fish does White Cloud have left?
  
5. Clear Water has 11 pinenuts. She decided to give one to each of her friends-White Cloud, Flying Eagle, Blue Moon, and Star Fish. How many pinenuts does Clear Water have left for himself? Which fact family did you use to find your answer?

**Appendix I**  
**Temperature**  
**Math Lesson**

Using cable television, check current weather conditions throughout the United States. Connect current weather conditions with the concepts learned about the culture of each Native American Tribe.

Keep a weather log of the different areas.

Tribe area	Day 1	Day 2	Day 3	Day 4	Day 5
Eastern					
Plains					
Southwest					
North coast					

After gathering the information write your feelings about the different areas. Was it easy for the Native Americans to live through the winters in some areas of our country?



**Appendix J**  
**Graphing and Ordered Pairs**  
**Math Lesson**

Take a walk through the United States. Find the different Native American Tribes and using ordered pairs, record your findings.

1. Where are the Iroquois? \_\_\_\_\_
2. Where are the Inuits? \_\_\_\_\_
3. Where are the Hopis? \_\_\_\_\_
4. Where are the Sioux? \_\_\_\_\_
5. Where are the Apaches? \_\_\_\_\_
6. Where are the Anasazis? \_\_\_\_\_
7. Where are the Zunis? \_\_\_\_\_

Teacher's note: Use following grid and make an overlay for students.
