

NOT JUST ANOTHER NATIVE AMERICAN LESSON PLAN

Grade Level: Second Grade

Presented by: Nora Bernstein and Ruby Herman, H.L. Johnson Elem. School, Royal Palm Beach, FL

Length of Unit: Eight Lessons

I. ABSTRACT

The focus of these lessons is to add enrichment to the regular core unit on Native Americans. These lessons are actually hands-on craft activities to accentuate the ideas that most of us bring out in our everyday plans. If carefully integrated, your students will go away with fond memories that will last a lifetime.

II. OVERVIEW

- A. The objective of this unit is to have students focus on various areas of Native American life. Students will focus on Native Americans through hands-on crafts. Through independent research, students in gifted classes can go into greater detail, expanding upon the concepts.
- B. Students will discuss various Native American tales and legends prior to doing hands-on projects relating to these stories. Background, including geography of the early United States along with the fine arts of the different regions, will also be related to the projects.
- C. Students will use hands-on projects to create a feeling to connect academic knowledge with affective skills, such as, feeling and emotion. Gifted students will learn to research Native Americans and integrate their information into given lessons. Students will work with a buddy or in cooperative groups.

III. BACKGROUND KNOWLEDGE

- A. Connors, Mary E. *Native American Arts and Cultures Exploring Tradition*. California: Teacher Created Materials, 1994, ISBN 1-55734-619-4
- B. Severson, Leigh. *Native Americans-Primary*. California: Teacher Created Materials, 1991, ISBN 1-55734-276-8

IV. RESOURCES/BIBLIOGRAPHY

- A. Behrens, June. *Powwow*. Chicago: Children's Press, 1983, ISBN 0-516-02387-X
- B. Bruchac, Joseph. *The First Strawberries*. New York: Dial Books for Young Readers, 1993, ISBN 0-803701331-2
- C. "Cherokee Indians, The." *New Hampshire: Cobblestone Magazine*, Feb., 1984
- D. Cohlene, Terri. *Dancing Drum- A Cherokee Legend*. The Watermill Press, 1990, ISBN 0-86593-007-4
- E. Connors, Mary E. *Native American Arts and Cultures-Exploring Tradition*. California: Teacher Created Materials, Inc., 1994, ISBN 1-55734-619-4
- F. dePaola, Tomie. *The Legend of the Bluebonnet*. Scholastic, Inc., 1983
- G. dePaola, Tomie *The Legend of the Indian Paintbrush*. Scholastic, Inc., 1988
- H. Hablitzel, Marie and Stitzer, Kim. *Draw Write Now*. Washington: Barker Creek Publishing, Inc., 1996
- I. Hirsch, Jr. E.D. *What Your Second Grader Needs to Know*. New York: Doubleday, 1991, ISBN 0-385-41116-2
- J. Hoven, Leigh. *Thematic Unit Native Americans*. California: Teacher Created Materials, Inc., 1990, ISBN 1-55734-285-7
- K. "Kids Discover Native Americans." *Kids Discover Magazine*. 170 Fifth Ave. New York, New York, 10010, Phone #212-242-5133

- L. *Make it Work Science Fair – 1998 World Book Inc.* New York: Scholastic, Inc., ISBN 0-7166-4499-1
- M. McDermott, Gerald. *Arrow to the Sun.* Viking Press, 1974
- N. McGovern, Ann.*If You Lived With the Sioux Indians.* New York: Scholastic, 1992
- O. “Oregon Trail, The.” *Cobblestone Magazine*, December, 1981
- P. Pennington, Daniel. *Itse Selu – Cherokee Harvest Festival.* Massachusetts: Charlesbridge Publishing, 1961, ISBN 0-88106-850-0
- Q. Robbins, Mari Lu. *Native American Legends and Activities.* New York: Scholastic, Inc., 1995, ISBN 0-590-26609-8
- R. Schecter, Ellen. *The Warrior Maiden – A Hopi Legend.* New York: A Bantam Little Rooster Book, 1992, ISBN 0-553-08949-8
- S. Severson, Leigh. *Thematic Unit Native Americans Primary.* California: Teacher Created Materials, Inc., 1991 ISBN 1-55734-276-8
- T. Strohl, Mary and Schneck, Susan. *Native Americans Cooperative Learning Activities.* New York: Scholastic, Inc.1991, ISBN 0-590-49151-2

V. Lessons

A. Lesson One — Communication

- 1. Objectives
 - a. Students will discuss communication as a basic need for all people
 - b. Students will use symbolic icons and pictographs to depict events, objects, and ideas
- 2. Materials
 - a. markers
 - b. Animal Hide (from Tandy Leather and Crafts) or grocery bags
 - c. Reproducible Skin Planning Sheet
 - d. pencil
- 3. Key Vocabulary
 - a. Communication
 - b. Decode
 - c. Icon
 - d. Pictograph
 - e. Symbolism
- 4. Procedures/Activities - Gifted
 - a. This activity would be introduced through student inquiry. Students would be given questions to think about and investigate for the next day’s lessons. An example would be ,“What ways do we communicate with others in our community and distant communities?”
 - b. The next day, discuss communication. We would talk about how Native Americans communicate with each other in the past, as compared to present time (compare and contrast) in a Venn Diagram.
 - c. Students are then divided into cooperative groups and asked to imagine being a Native American on the Plains. Using symbolism from the picture dictionary, they should communicate a great event that occurred that day. This will first be put on a planning sheet.
 - d. Students then go to the art center where they feel and smell the hide that they will be using for their communication story. Students then transfer symbols from the planning sheet to the hide.
 - e. For homework, students will describe, on paper, the sensory experience of working with the hide. This writing would go in their Native American book, which is an ongoing project throughout the unit.

5. Procedures/Activities - Regular Class
 - a. This activity would be introduced by discussing the Great Desert Basin Area.
 - b. Read story *The Legend of the Bluebonnet*.
 - c. Students are divided into cooperative groups and asked to recall the events of the story. Each group will write about a different section of the story. Use a planning sheet before putting the story on the hide or grocery bag. The grocery bag is prepared by tearing it into buffalo hide shapes, getting it wet, and crushing it. When it is opened up and dried, it should look like leather.
6. Evaluation/Assessment
Students will read each others' stories and interpret them.

B. Lesson Two: Dreams

1. Objectives
Students will discuss the importance of dreams and capturing bad dreams in the Native American culture.
2. Materials
 - a. Wire hanger and string (if doing the hanger style catcher)
 - b. Manila construction paper (if doing the paper style catcher)
 - c. Yarn
 - d. Ribbon or leather thonging
 - e. Beads
 - f. Shells
 - g. Feathers
 - h. Other items for decoration
3. Key Vocabulary
 - a. Dream
 - b. Vision
 - c. Spirit
 - d. Prophecy
4. Procedures/Activities
 - a. Discuss the fact that dream catchers are woven hoops placed over a child's bed or cradleboard as the child sleeps. Dream catchers are said to have begun with the Oneida in the Northeastern United States. The hoops are adorned with shells, feathers, beads and ribbons. Bad dreams are "captured" by the dreamcatcher, but good dreams pass through to the sleeper. Discuss dreams that students may have had. Ask them if they feel that the dreams may have tried to tell them something.
 - b. Make the dream catcher
See Appendix A and Appendix B
5. Evaluation/Assessment
Students will show their dream catcher to the class. In writing, they will explain a dream that was captured in the dream catcher. Students will also write about a dream that would pass through the dream catcher. The paper catcher will have a bad dream (that was captured) written in the middle of it.

C. Lesson Three: Color as Symbolism / Beaded Necklaces

1. Objectives
 - a. Students will discuss the importance color played in the symbolic connection between the Native American's world (physical and spiritual) and their own being.
 - b. Students will interpret basic color symbolism in nature and apply it to themselves, analyzing personal character traits and assigning natural color to them.
2. Materials

- a. A length of suede lace @ 30" (70cm.) (from Tandy Leather and Crafts). If not available, use string or plastic lanyard.
 - b. Pony beads – various colors (8mm)
 - c. Feathers – 2 to 3 per student (for example, use guinea hen plumage or heart pheasant plumage) – you can use any kind of feathers you choose
 - d. Plastic arrowhead (from Tandy Leather and Crafts)
 - e. White glue
 - f. Scissors (teacher or parent sharp)
 - g. Paper cups to hold beads
3. Key Vocabulary
- a. Arrowhead
 - b. Plumage
 - c. Character Traits
 - d. Personality Traits
4. Procedures/Activities
- a. Teacher will discuss the importance of color in modern times
 - 1) Red – stimulates
 - 2) Pale pink – calming (being used in some prisons because of soothing effect)
 - 3) White - purity
 - b. See page 137 (Clothing and Jewelry), *Native American Arts and Cultures*, Teacher Created Materials, Inc. Teacher will get student to discuss other color associations such as the use of color for:
 - 1) Events and Holidays
 - 2) Status
 - 3) Religious Identification
 - c. Teacher will discuss how Native Americans associated color with nature
 - 1) Blue – sky (“head in the clouds”), water – loves to swim
 - 2) Brown – earth, water
 - 3) Green – grass, trees, spring
 - 4) Red – fire
 - 5) Orange – autumn, harvest
 - 6) White – snow
 - d. Student Activity – After discussing color and symbolism, have students think about and analyze their own character and personality. Have students write a paragraph describing themselves through color. This will go in their Native American Book, to be completed at the end of the unit.
 - e. Student Activity
 - 1) Using a sharp scissors, cut 70cm lengths of suede lace for each student. Cut tips to form a point. This will make beading easier. See Appendix C.
 - 2). Based on students’ color story, have student pick up a paper cup and choose his/her pony beads (I used 12 beads per student).
 - 3). Students should also get one arrowhead and 2 or 3 assorted feathers.
 - 4). Students may need help with this step. Take suede and lace - place ends together to find center. Push pointed ends through arrowhead, leaving a loop at the end. See Appendix C. Next take the pointed ends and pull them through the loop, fastening the arrowhead to suede lace. This assures that the arrowhead is centered and lying flat.
 - 5). Students then proceed to push pony beads through lace on both sides of the arrowhead. Knots may be used to separate beads (you can create further symbolism here) or just strung on and knotted at the end.

- 6). Once all beads are on and a final knot is knotted (so beads won't fall off), have students dip the quill end of their feathers in glue and slip in the pony beads right above the arrowhead. Let glue dry.
5. Evaluation/Assessment
Have students do either of the following:
 - a. Wear necklaces and share written color stories aloud.
 - b. Have students place stories around room with necklaces. See if others can identify whose story it is, and if the necklaces match the color symbolism in their stories. If the students' stories are written on topic and necklaces are complete, students will have satisfactorily mastered the concept.

D. Lesson Four – Kachina Dolls – Sock/Rice Dolls

1. Objectives
 - a. Students will recognize the symbolic importance the Kachinas play in the lives of the Hopi and Zuni Cultures.
 - b. Students will recognize that each of three hundred Kachinas have his own special function and characteristics.
 - c. Students will recognize that the Kachina spirits are supernatural spirits who return to the earth to help people who live a good life while on earth.
 - d. Students will create their own Kachina doll.
2. Materials
 - a. *Arrow to the Sun* by Gerald McDermott
 - b. Tube socks
 - c. Rice (1 cup per child)
 - d. Fiberfill
 - e. Felt
 - f. Scrap Fabric
 - g. Notions
 - h. Pipe Cleaners
 - i. Plastic wiggle eyes
 - j. Oak tag
3. Key Vocabulary
 - a. Kachina
 - b. Kiva
 - c. Supernatural
4. Procedures/Activities
 - a. Read *Arrow to the Sun*.
 - b. Discuss the connection between the Kiva and Kachina dancers / dolls.
 - c. Distribute materials:
 - 1) Tube sock - one per student
 - 2) Assorted notions (bells, sequins, feathers, etc.)
 - 3) 1 cup rice
 - 4) Handful of fiberfill
 - 5) Pipe Cleaner
 - 6) Two wiggle eyes
 - 7) One foot pattern per child
 - d. Take 1 cup of rice, and with the help of a buddy, pour rice onto sock.
 - e. Stuff a handful or two of fiberfill on top of rice sock
 - f. Take your pipe cleaner and wrap it tightly around your socks top – your buddy might help you (now you help your buddy with his / her Kachina doll).
 - g. Color foot pattern.

- h. Glue foot pattern on flat (rice filled) part of doll.
 - i. Decorate Kachina sock form with felt and notions to create a supernatural / spiritual Kachina doll that would bring a good year to you.
5. Evaluation/Assessment
- a. Write a summary of *Arrow to the Sun*. Discuss the importance of the Kachina doll and how it relates to the ideas in the book.
 - b. If student comprehension of story is accurate and there is the connection of the Kachina, the student will have mastered the concept. Cooperative grade can be given for doll making.

E. Lesson Five – Fetishes / Priesthood Fetishes

- 1. Objectives
 - a. Student will discuss the importance of animals and their spirits in Native American culture.
 - b. Students will understand that each fetish represents different characteristics (Example: – Black Bear – color black; wise with healing powers, strong in the face of adversity, and powerful). See *Native American Arts and Cultures* by Teacher Created Materials.
- 2. Materials
 - a. Fetish Minibook – *Native American Arts and Culture* by Teacher Created Materials
 - b. Colored or white drinking straws, or beads (more expensive), or macaroni
 - c. Yarn or heavy string
 - d. Flour
 - e. Salt
 - f. Water
 - g. Animal shapes or cookie cutters
 - h. Food coloring (liquid or paste) or paint
 - i. Acrylic finish
 - j. Plastic wrap
 - k. Oven (not microwave), can use toaster oven
 - l. Rolling pins or dowels (optional)
- 3. Key Vocabulary
 - a. Fetish - an object believed to have magical powers, especially of protection
 - b. Winter solstice
 - c. Mythical
- 4. Procedures/Activities
 - a. Class will discuss the importance animals played in Native American life.
 - b. Class will discuss the importance of magic and spirits in the Native American culture.
 - c. Using minibook in *Native American Arts and Culture* by Teacher Created Materials, class will discuss the Zuni animal fetishes and their special attributes. These will be colored and put into their Native American book.
 - d. Students will make an animal fetish necklace. See Appendix D for the recipe for the salt dough .
 - e. Using animal-shaped cookie cutters or fetish patterns (found in *Native American Arts and Culture* by Teacher Created Materials), have students reproduce shapes in dough.
 - f. Cut out shapes (cookie cutters automatically will cut dough; otherwise, you can use a craft stick).
 - g. Use pencil to poke hole for stringing – make a little oversized in case of shrinkage

- h. Bake shapes on a well-dusted (with flour) cookie sheet. Bake at a low temperature of 250 degrees – 300 degrees. When dough becomes light brown, turn fetishes and bake on other side. Keep checking every 5 – 10 minutes until fetish is hard.
 - i. Let fetishes cool.
 - j. At this time, paint; let dry thoroughly.
 - k. Coat with acrylic finish – let dry thoroughly.
 - l. Cut plastic straws into ½ inch pieces.
 - m. Take a length of string or yarn (long enough to knot and pull over a child’s head). Put a knot at one end. Bead using straws as beads, placing fetishes in-between the straw beads. When done, knot ends together.
5. Evaluation / Assessment
- a. Students will write about the fetishes they have chosen for their necklaces and why. They need to explain the importance of the spiritual connection. If student can explain symbolic and spiritual attachment to each fetish, student will have mastered the concept. Writing will go into Native American book.
 - b. If you have a copy of *Native American Arts and Culture* by Teacher Created Materials, use Fetish Minibook as part of student’s Native American book. Students would cut pages and paste in their own books along with their fetish writing assessment.

F. Lesson Six – Native American Book

- 1. Objectives
 - a. Students will compile copies of their Native American work (writings, drawings, and poetry) into a book.
 - b. Students will compile independent research, as well as class work into a bound source for future research and enjoyment.
- 2. Materials
 - a. File folders
 - b. Construction paper – 12 inches X 18 inches (amount of paper depends on how long you want the book to be)
 - c. Book binding machine
 - d. Spiral bookbinders
 - e. Glue
 - f. Scissors
 - g. Colored pencils, crayons, markers
 - h. Student’s work
 - i. Laminating machine – film
- 3. Key Vocabulary
 - Vocabulary would be from all of the previous work or student’s own research.
- 4. Procedures
 - a. Put child’s name on file folder – all unit work will be placed in here.
 - b. Hand each child a large piece of construction paper. This will be the cover of their book. Have them decorate their cover anyway they like. It is a good idea to have pictures or books that they can look at, for ideas. Have them title the page, for example “My Native American Book” or “Native Americans.” Have students then write “by” and write their signature. **MAKE SURE THEY PUT THEIR NAME ON EACH BOOK PAGE AS YOU GO ALONG.**
 - c. Laminate cover and a sheet that will serve as the back cover. Put these in file folder.
 - d. As you go along in your unit, student’s work will be collected and placed in file folder. You may want to “stop” and glue as you go along. When students glue work on construction paper, make sure they keep work in order and that they glue

on other side of the construction paper. They turn their page over as if they were turning a page in a book. If they do not do this, their papers will be glued every which way.

- e. As you work on various topics, gifted students can do independent research. Some ideas for that could be home types, different tribes, Cherokee alphabet, and Native American heroes.
 - f. When all of the student's work is done and glued, organize papers and bind them using bookbinding machine.
5. Evaluation/Assessment
Student's work will be assessed throughout the compilation of this book. There are various ways to assess work. Student's writing can be assessed for grammar, spelling, and handwriting.

G. Lesson Seven - Natural dyed shirts

1. Objectives
 - a. Students will use various natural plant items to dye cloth.
 - b. Students will experience the excitement of turning plants and skins into beautiful dyes.
2. Materials
 - a. An electric cooking pot
 - b. Water
 - c. Various plants, skins, spices (tea – loose or bags), coffee (strong brewed or coffee bags), onion skins, beets, avocado skins, or dry mustard
 - d. Muslin
 - e. Rubber bands
 - f. Water
 - g. Cotton tee shirts, cotton fabric
 - h. Pony beads
 - i. Scissors
 - j. Gallon jars
 - k. Bucket
3. Key Vocabulary
 - a. Dyes
 - b. Natural
 - c. Colorfast
 - d. Summer
4. Procedure/Activities

*Note – This lesson is basically one of trial and error. Nature doesn't provide consistency in plants or spices as to color and intensity, but this lesson is a lot of fun and exciting for students. Use small pieces of fabric to dye first. When you hit upon something your students like, then dye shirts. Dyes must be put up to cook early in morning (first thing) and dyes must reach a boil before being allowed to simmer for a minimum of one hour. For procedure, I will use tea bags. You may substitute anything and tie in muslin with a rubber band.

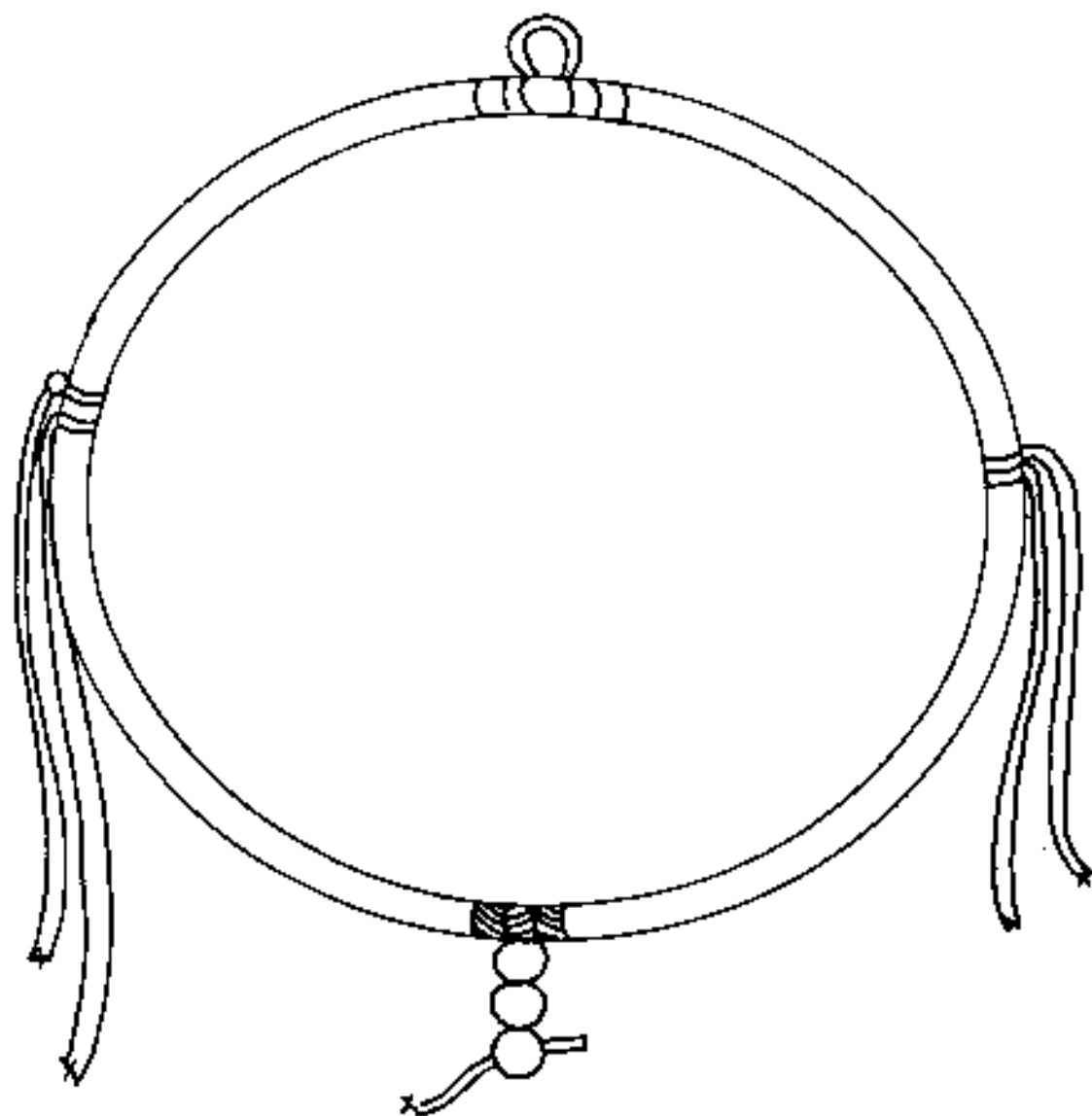
 - a. Take electric pot and carefully fill with 4 quarts of water
 - b. Tie 5 family size tea bags in muslin. Use rubber band to tie closed
 - c. Bring to boil, then simmer for minimum of 1 hour.
 - d. Add cotton samples (cut small enough so that each student will have one). Let simmer for ½ to 1 hr.
 - e. Carefully lift fabric samples out. Use a large fork to do this or use a fry basket to dye them.

- f. Repeat with tee shirts if this is item desired to dye. You will probably need to repeat 4 or 5 times to dye shirts for the entire class.
 - g. When dye cools, put in a gallon jar. Make sure that the dye does not have any pieces in it or it can start to grow mold. Old dye may be added to next day's dye.
 - h. When you dye the tee shirts and they are dry, have student fringe the bottoms and sleeves. Then they pull fringe through beads and tie the fringe.
 - i. It is always nice to have a variety of tee shirts using different dyes. Have a Native American fashion show and make popcorn. Your students will enjoy wearing their natural creations
5. Evaluation/Assessment
Have students describe the dying process. They can research various plants and spices and where they are grown. This information can be put in Native American Books.

H. Lesson Eight – Native American Teepee

1. Objectives
 - a. Students will discuss life in a teepee.
 - b. Students will use different materials to help decorate the teepee.
2. Materials
 - a. Canvas teepee purchased from Tandy Crafts (or any similar store)
 - b. Canvas, felt or cotton duck squares (approximately 5 inches by 5 inches)
 - c. Picture dictionary for the symbols
 - d. Velcro
 - e. Scissors
3. Key Vocabulary
 - a. Teepee
 - b. Shelter
 - c. Dwelling
4. Procedures/Activities
 - a. After teepee is assembled, have students draw Native American symbols on fabric and color them. This can be done with acrylic paint or fabric markers. Then attach Velcro to teepee and to the designs. Now they will stick to each other.
 - b. Teacher can sit by the entrance of the teepee with the children in front, having a discussion about life in a teepee and other Native American dwellings.
 - c. This activity can be used as a sensory activity. Student can sit in a teepee while Native American music is softly played. Students close their eyes and imagine what it would be like to be a Native American living in a teepee. Teacher may read aloud descriptions of being on the Plains with buffalo in the background, drums beating, stars shimmering overhead. Imagine the scent of the skins that you would be sitting on, the crackle of the fire and the silence of the wilderness at night. Students then may write or discuss activity.
5. Evaluation/Assessment
If doing the sensory activity, student may be assessed for the writing activity. If not, this was done for enjoyment and it can be the motivation to draw students' interest into the unit. The teepee can be used after the lesson as a quiet reading area or as a reward for good work or behavior.

APPENDIX A



DREAM CATCHER

APPENDIX A (CONT'D.)



Color feathers, cut out and fringe with scissors. Add real feathers if you want, as well. Beads can also be added. Feathers go by x's.

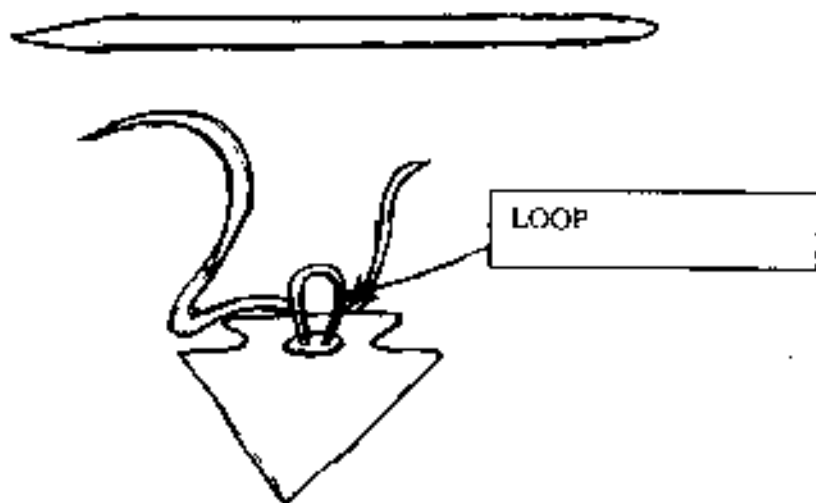
APPENDIX B



Directions: Bend the hanger into a hoop. Wrap string (or another material) around the hoop. Tie one end of string to the hoop. Proceed around the hoop at even intervals, wrapping the string as above. Keep the string pulled tightly. When you have gone around the entire circle, start wrapping in the center of the first wrap made. Continue around until only a small circle remains open in the center of the hoop. Tie off string. Decorate, as you want, so the bad dreams are caught.

APPENDIX C

70 CENTIMETERS



Appendix D

Salt dough recipe

Salt dough

4 Cups white flour

1 Cup salt

1-1/2 Cups water

In a big bowl, mix salt and flour together. Slowly add water. When dough is able to form a ball, take out and knead (on a floured surface) until smooth. As you prepare dough, remember you may need to add flour or water. Be flexible! Wrap dough that you will not be using right away in plastic wrap. On a floured surface, continue to knead dough before shaping into fetish shapes.

*Note At this point, teacher may want to divide dough into sections and color with food coloring or food paste coloring. If using liquid, dough will probably become sticky and require more flour. Adding color before baking will produce more muted and earthy or natural looking color tones. Dough can be colored after baking by painting the pieces.

1. Flour student work area
2. Divide and distribute salt dough to students.
3. Have students knead dough for a few minutes.
4. Have students flatten their dough to desired thickness using either a rolling pin/dowel or the palm of their hand.

Picture Writing of the Great Plains

Over thirty dialects were spoken across the Great Plains area. Universal picture symbols were used to record events, tell stories, send messages, and as designs on tepees and clothing. Following are some examples. Use them for your own designs or in your own communications.



rain



girl



boy



baby



yesterday



me, I



walk



tomorrow



drink



wind



today



home



mountains



good



sing



bad



tepee



swim



grass



turtle



fire



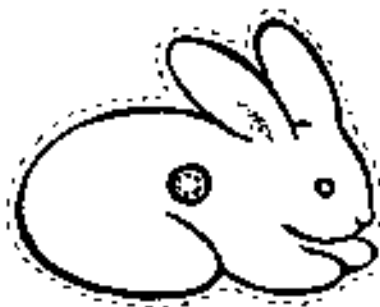
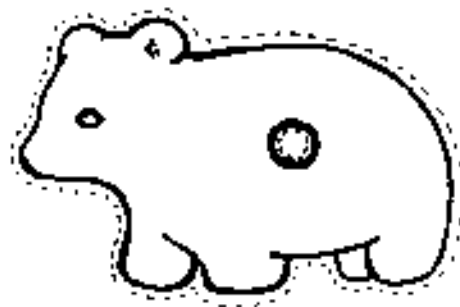
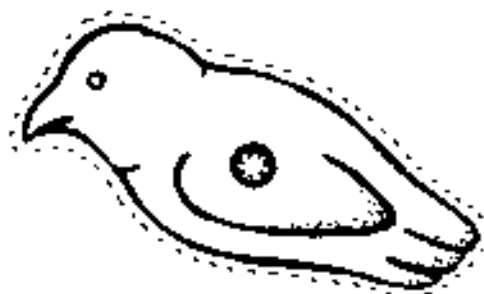
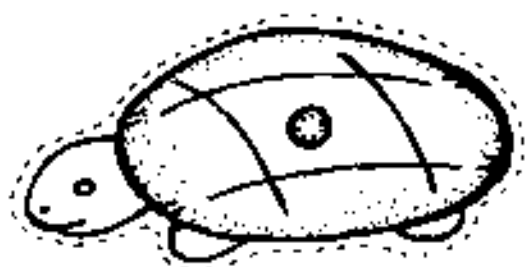
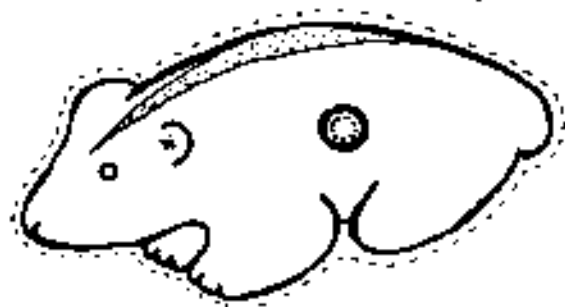
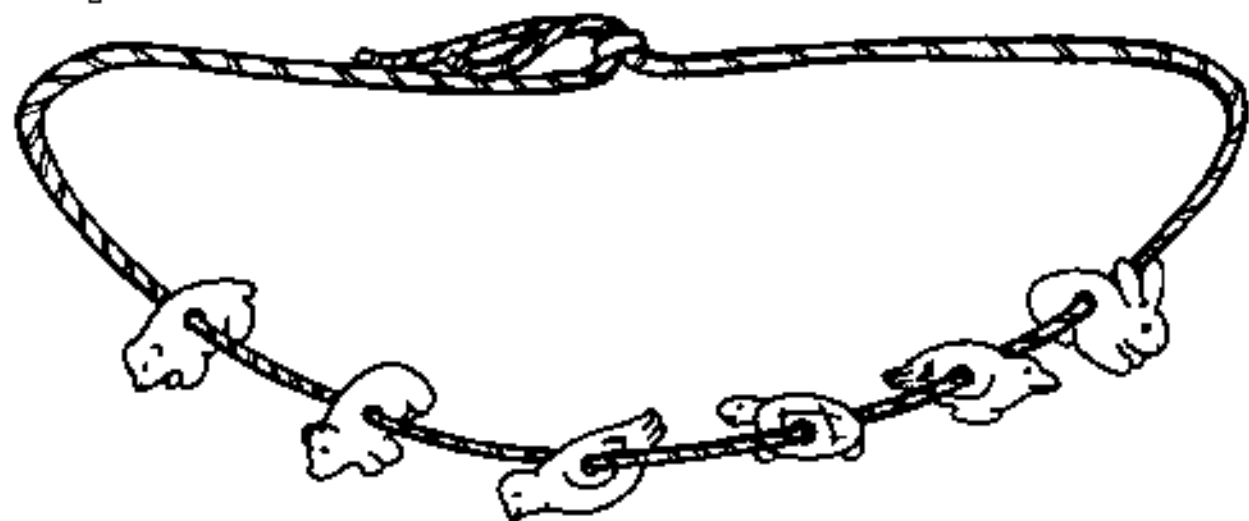
cry



cactus

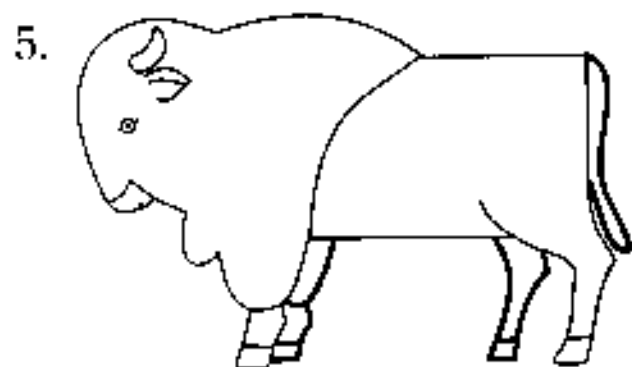
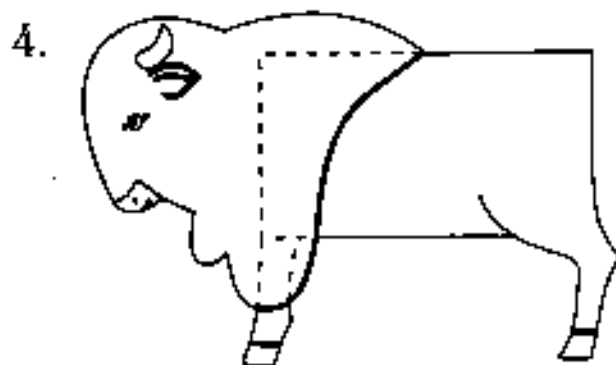
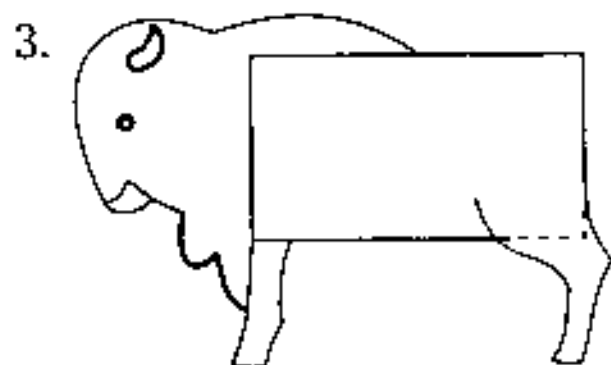
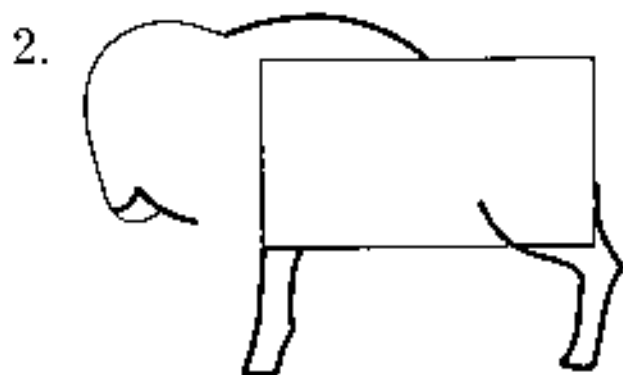
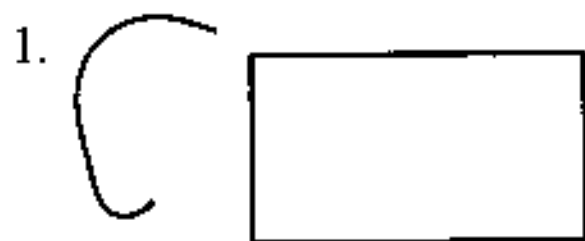
Zuni Animal Fetish Necklace

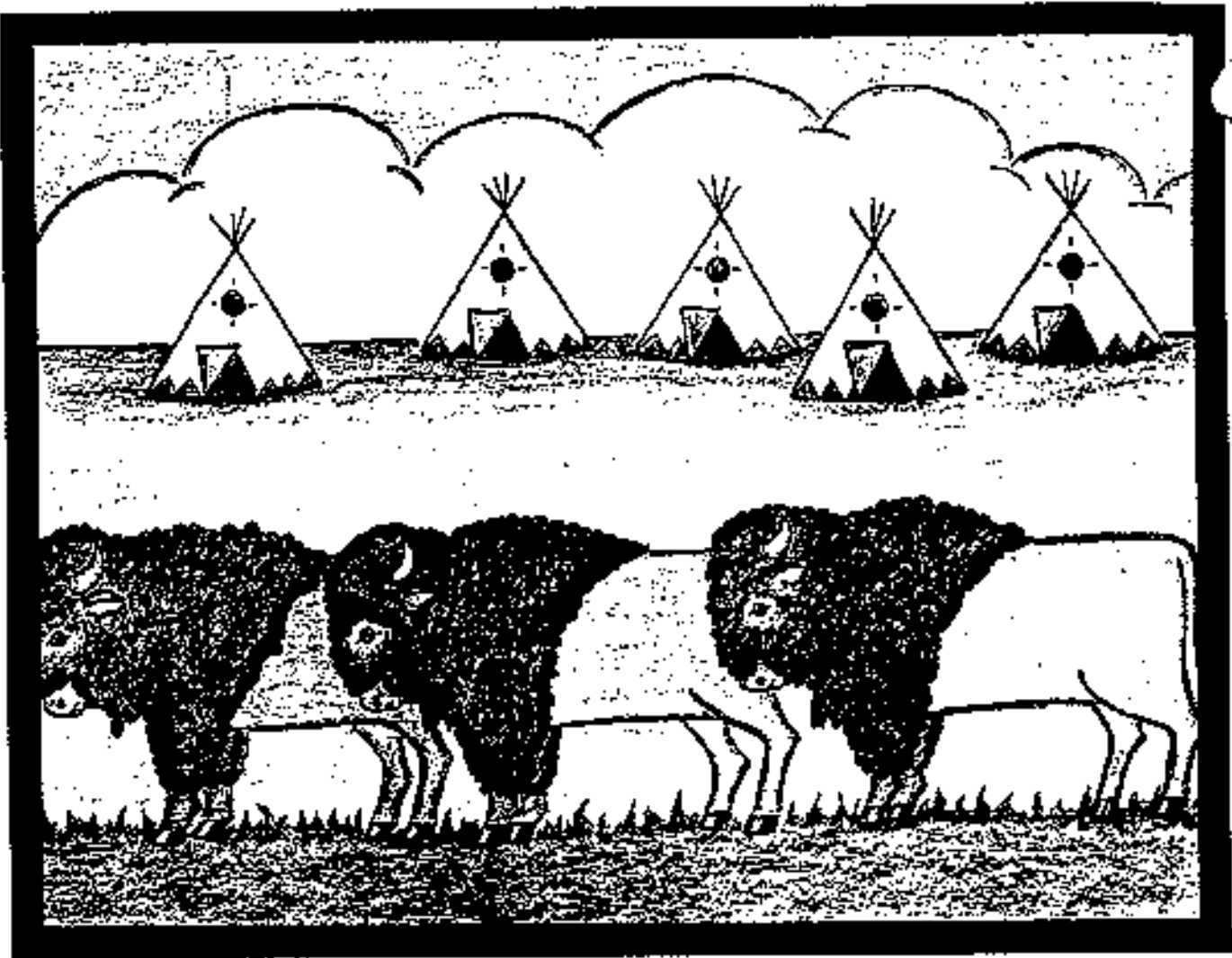
Directions: Color and cut out the Zuni fetish animals on the dotted lines. String them together on a piece of yarn to make a necklace.



Bison

Question answered on page 34





Bison lived on the plains.
Their herds were huge.
They roamed long distances.
People hunted the bison.



What is
another
name for
bison?