

EARLIEST AMERICANS: Native Americans

Grade Level: Third Grade

Presented by: Kathy Blevins, Candlewood Elementary, Judson ISD, San Antonio, TX
Velma G. Silguero, Woodlawn Elementary, San Antonio ISD, San Antonio, TX

Length of Unit: Eight Lessons

I. ABSTRACT

The primary focus of this unit is to integrate literature based activities in order for the students to discover and develop an understanding of the Earliest American cultures and beliefs. The unit consists of eight lessons which will include tribes studied in the Core Knowledge Sequence. Some of the tribes in this unit are: Inuits, Anasazi, Mound builders, Southwest/Southeast, Plains and Woodland Indians. The lessons of this unit may be taught as a whole or incorporated throughout the year as other units are being taught.

II. OVERVIEW

A. **Concept Objectives:**

American History and Geography

Student will be able to:

Cultural

- , Recognize the literature and reflect on the inner life of people's beliefs, customs and traditions.
- , Become well-versed in what ideals influenced the Earliest Americans sense of purpose and what visual images characterized their idea of themselves through their myths, legends, values, and beliefs.
- , Identify the complex nature of a given culture through its history, geography, literature, art, drama, architecture, science, and social structure.

Historical

- , Interpret how belief systems (religion, beliefs, customs, and culture) affect a society's action.

Geographic

- , Acquire an awareness of place, in that there are reasons why events occur in certain places. Students must understand the characteristics of a place in order to interpret why the events occurred there.
- , Comprehend the significance of the relative lesson of a place.
- , Understand the concept of region (race, religion or culture).

Science

Students will be able to:

Evolution

- , Compare and contrast why evolution can be described as change through time.

Systems and Interactions

- , Understand that there are many kinds of interactions in systems. The natural systems include solar systems, ecosystems, individual organisms, and chemical and physical systems.

B. Content areas in this unit are: Language Arts, Visual Arts, Social Studies and Science.

C. The unit introduced to the students on the Earliest Americans (Native Americans) allows students to obtain an interest in the customs, spiritual beliefs and traditions. During each lesson, students will study and use literature-based books dealing with the Native Americans. Considerable background information and vocabulary are merged in each of the eight

lessons. This unit teaches many important elements and principles on Native Americans which will guide the students through the different activities and assessments in every lesson.

A variety of activities and assessments are presented in this unit. The activities and assessments give students the opportunity to use skills, elements and principles in every lesson dealing with Native Americans. Students will utilize literature books to complete the different activities and assessments in this unit.

Some of the activities and assessments in the unit include: interacting with groups, reading, writing, composing, predicting, drawing, painting, cutting, coloring, creating and dramatizing.

An important facet in this unit is for students to develop a deeper appreciation for Earliest Americans (Native Americans).

III. BACKGROUND KNOWLEDGE

A. For teachers:

Anthology Communities: Adventures in Time and Place. (1997). New York: Macmillan/McGraw Hill.

Jasmine, Julia. (1992). *Portfolios and Other Assessments.* California: Teacher Created Materials, Inc.

Severson, Leigh. (1991). *Thematic Unit-Native Americans.* California: Teacher Created Materials, Inc.

B. For students:

Topics introduced prior to implementing this unit are: early exploration of North America, Native American ways of life, an understanding of relations between culture and place, characteristics of specific regions and cultures, and spatial sense of the world.

IV. RESOURCES

See resources embedded throughout the unit.

V. LESSONS

Lesson One : Indian Beliefs (Two to three days)

A. 1. **Concept Objective:**

Students will be able to:

, Understand that Native Americans had similar needs to interpret how the earth, men and women, and their people came to be.

2. **Skill Objectives:**

Students will be able to:

, Compare and contrast the three Native American legends of creation.

, Classify/order the procedures the different symbols (coyote, raven, and spider) will meet on their journeys.

, Predict the genre of the stories read.

B. **Materials:**

Stories:

1 *How the People Came to Earth?--A Pueblo Legend*

2 *The Creation of People--A Crow Story*

3 *The Beginning of Earth--An Inuit Story*

4 markers, large white paper, pencils, map, clay

- C. **Background Information:** Texas Core Knowledge Center Web Page
- D. **Vocabulary:**
Folklore--beliefs, stories, legends and customs of people
Tracks--footprints
Review River--long stream of water that empties into another body of water
Legend--an old story that cannot be proven true
Mountain--high landform with steep sides; higher than a hill
Valley--area of low land between hills or mountains
Hill--raised part of the earth's surface, smaller than a mountain
Precipice or slope--a very steep cliff
Hounds--the hips
Muzzle--the part of an animal's head that extends forward and contains the nose, mouth
jaw
- E. **Procedures/Activities:**
- 1 Teacher must first enlarge pictures of coyote, raven and spider. Must be large enough for students to write facts about stories. (See attached forms-- Appendix A)
 - 4 Display large regional map of the Native Americans for the students to label and locate the different areas of Indian cultures. This should be done as a whole group activity. (Review of prior map skills taught and see attached map-- Appendix B.)
 - 5 Group students into cooperative groups of 3 or 4. Each group should decide on which legend (raven, coyote or spider) their group would want to write about. (e.g. facts).
 - 6 Teacher must provide books of each legend for students to read in their cooperative group
 - 7 Students will read and list facts they have retrieved from the legends.
 - 8 Teacher must provide cooperative groups with enlarged pictures so that students can write their facts about the legends.
 - 9 Students will display their fact pages so that everyone can see them (e.g. bulletin board, chalkboard, wall, etc.).
 - 10 Students will then share their information with the whole class.
 - 11 Teacher will read the stories as a whole group and recall facts and similarities.
- F. **Assessments:**
- 1 Teacher will then begin to activate prior knowledge in order to develop a Web where the students have already placed their fact pages (main ideas/similarities). Make sure the students leave an area (middle) to write the similarities of the stories.
 - 12 Students will make a Big Book from the legends they have worked on the previous day.
 - 13 Students will summarize the genre of their legends on pictures provided and

include them in the Big Book. (See attached--Appendix C)

Evaluation: Application Rubric (See attached--Appendix D)

G. **Standardized Test/State Test Connections:**

TAAS Connections are: Objective 2, Objective 3, and Objective 6

Lesson Two: Native American Trickster Tales (Two days)

A. 1. **Concept Objective:**

Students will be able to:

, Interpret how trickster tales influenced the Native American Indians.

2. **Skill Objectives:**

Students will be able to:

, Recognize the genre of the stories.

, Identify the supporting ideas which will help the students arrange events in sequential order.

, Acquire skills to problem solving events in the stories.

B. **Materials:**

Background worksheets (one per student)

Background Assessment Sheet

Construction paper--various colors

12" x 36" butcher paper per student

2--pieces of cardboard or tagboard

Plain white paper, crayons, scissors, markers, glue

Copies of *Raven--A Trickster Tale from the Pacific Northwest* by Gerald McDermott

Clothes pins

Yarn--enough to go across classroom

Copies of *Coyote Steals the Blanket* by Janet Stevens

Coyote Pattern

C. **Background Knowledge:** Texas Core Knowledge Center Web Page

D. **Vocabulary:**

Clever--bright, intelligent; having a quick mind

Mischievous--full of playful tricks and teasing fun

Ancestor--a person from who another person is descended; a person far back in one's family line

Shaman--Native American doctor; he treated ill people with rituals, medicines, and special powers; also they believed the shaman could help them receive good fortune in life

Lodge--a small house

E. **Procedures/Activities:**

1 Teacher must gather materials before beginning this lesson.

14 Stretch yarn across the front side or back of room. Tie both ends so it resembles a clothes line.

15 Next pass out background knowledge sheets. (One per student/See attached--

Appendix E.)

- 16 As a whole group, read aloud and discuss background information.
- 17 Pass out assessment sheet and discuss instructions. Instruct the students to place assessment sheet aside. (See attached--Appendix F)
- 18 Teacher--orally read the *Raven A Trickster Tale From The Pacific Northwest* by Gerald McDermott.
- 19 As the story is read, discuss with the students what the problem was and how it was solved.
- 20 When finished reading, make a list of predictions on the board or chart tablet of how the story could have had a different ending. (Keep this list which will be used during the assessment.)
- 2 When finished making predictions, give a blank sheet of white paper to each student.
- 21 Using pencils and crayons, ask the children to illustrate a different way to have Raven solve his problem.
- 3 After they have illustrated their suggestions have the students write one to three sentences to explain their suggestions.
- 22 Teacher must hang finished illustrations on the yarn (clothes line) using clothes pins.
- 23 After their illustrations are completed, have the students start on the assessment worksheet. (See attached--Appendix F)
- 24 Teacher must gather the following materials: cardboard or tagboard, crayons, glue, scissors, white paper and prepare the butcher paper.
- 25 Teacher needs to review the trickster tale *Raven*.
- 26 Explain to the students that other Native American tribes also had tricksters.
- 27 Read the book from the Southwest Indians, *Coyote Steals the Blanket* by Janet Stevens as a whole group.
- 28 Have the students make predictions how the ending of the story might have been different. List the predictions on chart tablet or on the chalkboard.
- 29 Using the materials already prepared and gathered follow the instructions to make an Accordion Book. (As illustrated in *Read, Write and Publish* by Creative Teaching Press. A coyote and raven picture are provided. See attached--Appendix G)

F. Assessment:

Students will create two Accordion Books which will be written or illustrated (or both) with their own different endings of the stories, *Raven* by Gerald McDermott and *Coyote Steals the Blanket* by Janet Stevens. Students may use list of predictions (chart tablet or chalkboard to aid them in developing a new prediction on the stories would end). Less prepared students may use one of the predictions already listed.

Evaluation:

Predictions Rubric (See attached--Appendix H)

G. **Standardized Test/State Test Connections:**

TAAS Connections are: Objective 3, Objective 4, and Objective 5

Lesson Three: Rainbow Crow (Three days)

A. 1. **Concept Objectives:**

Students will be able to:

- , Recognize relationships and outcomes of written text.
- , Analyze and identify information from supporting text.

2. **Skill Objectives:**

Students will be able to:

- , Create and retell the story *Rainbow Crow* retold by Nancy Van Laan as a play.
- , Decide, design and organize everything that needs to be done before production of play is to be performed.
- , Write and make invitations for the play.

B. **Materials:**

Rainbow Crow retold by Nancy Van Laan

Construction paper: brown, white, pink, black, or rainbow colors

map, cotton, paints, brushes, sponges

White stripe of crepe paper--to be used for the skunk

Butcher paper--size of stage area for play (white or light blue)

colored chalk, newspaper, paint smocks, containers (for paints and water)

Reference book for the Woodland region

Rulers for fire stick and snowflakes

Crepe Paper: red, yellow and orange

White butcher paper (long sheet--needs to cover backdrop and then make snow drifts)

C. **Background Knowledge:** Texas Core Knowledge Center Web Page

D. **Vocabulary:**

Crystals--a very clear and transparent kind of glass; perfectly clear

Drifted--the process of being driven, usually slowly, in a certain direction by wind, water etc. in motion

Worried--to cause to feel disturbed or depressed, especially through fear regarding some event, outcome etc.

Disappeared--to vanish, cease to be visible

Dwelled--to have resided

Clever--quick to learn and understand

Chanted--to utter in a sing-song voice

Cracked--to have caused to make a sudden, sharp sound

Hoarse--rough, scratchy or husky (of a voice)

Sprouting--to grow

Wept--to have shed tears especially in grief

E. **Procedures/Activities:**

- 1 Teacher must provide copies of *Rainbow Crow* retold by Nancy Van Laan for the whole class to use.
- 30 Read first part of the *Rainbow Crow* as a whole group; teacher must elicit responses and ideas from the students. This will help see if students have comprehended and understood the story up to this point.
- 31 Have students write predictions in their journals: who will be the animal that travels to see the Great Sky Spirit (e.g. I predict the following animal, , will travel to see the Great Sky Spirit. Why?). Allot enough time for students to complete this task.
- 32 Students will then share predictions with the whole class.
- 33 Teacher should write some of the ideas or responses on the board. It will help students to see if their predictions were right.
- 34 Using the choral reading method, complete reading the end of the book.
- 35 Teacher must duplicate the *Rainbow Crow* on construction paper. (See attached--Appendix I)
- 36 Have students color the *Rainbow Crow* using many bright colors.
- 37 Instruct students to color thick in order for picture to look thick and feel waxy.
- 38 Students will then create a "Crayon Batik" as stated in Teacher Created Materials, Inc./Thematic Unit--Native Americans.
- 39 After students have read the story several times, begin the task of turning the story into a play.
- 40 Teacher and students need to make a mural to be used as a backdrop. (See attached--Appendix J; it is up to the teacher to make a mural if time permits)
- 41 The students will then select what character they wish to play. Some characters are: *Rainbow Crow*, *Great Sky Spirit*, *Mouse*, *Owl*, *Rabbit*, *Raccoon*, *Beaver*, *Possum* and *Skunk*. Other children will select other animal(s) in which they will say the chants; this gives everyone an opportunity to say and do something.
- 42 Students will then make their costumes. (See attached for ideas--Appendix K.)
- 43 Teacher must write chants from the story on chart tablet. Have students practice chants; if students need assistance, practice the chant with them.
- 44 Have some students create the following props: falling snow, a fire stick, and snowflakes. (See attached--Appendix L)
- 45 Review the play and character parts with the students. (See attached--Appendix M)
- 46 Students must create and send invitations. (See attached--Appendix N)
- 47 The teacher and students need to practice and rehearse play for production.

F. **Assessment:**

Students will dramatize the created play of the *Rainbow Crow*.

Evaluation: Oral Reading Rubric (See attached--Appendix O)

G. **Standardized Test/State Test Connections:**

TAAS Connections are: Objective 2, Objective 4, and Objective 5

Lesson Four: Anasazi Cliff Drawings (Two days)

A. 1. **Concept Objective:**

Students will be able to:

, Gain insight to the Anasazi culture.

2. **Skill Objectives:**

Students will be able to :

, Analyze and interpret the figurative language within the poem.

, Illustrate the poem depicting what the Anasazi Cliff drawings are sharing about their culture background.

, Evaluate why these certain symbols were placed on the walls.

B. **Materials:**

Before You Came This Way by Byrd Baylor

brown (long) butcher paper, markers, crayons, paints, pencils, plates, brushes, bowls

C. **Background Information:** Texas Core Knowledge Center Web Page

D. **Vocabulary:**

Desert--a very dry environment where little rain falls

Canyons--a deep, narrow valley with high, steep sides

Cliff--a high, steep face of a mountain or rock

Artifacts--human made objects left behind by a group of people who lived long ago

Culture--the way of life of a group, language, music, foods, holidays, and beliefs

History--the story of what happened in the past

Mesa--Spanish word for "table." A landform that looks like a high, flat table.

Echo--a repeated sound

E. **Procedures/Activities:**

1 Provide students with *Before You Came This Way* (For example: write the poem on a chart tablet)

48 Collect pictures of desert, cliffs, canyons, mesas, coyote, rabbits, deer, mountain lion, mountain goats--things you feel the students may not recognize by words alone. Books with pictures of cliff dwellers.

49 Locate red, black or yellow markers, paints or crayons. Pencils, paint brushes, plates or bowls if needed.

50 Cut large brown butcher paper enough to represent cliff walls.

51 Show the pictures suggested above to the whole class. Identify the pictures and discuss different characteristics of each.

52 Tell the students that they are going to read about the Anasazi Indians. The teacher must go over the background knowledge and vocabulary.

53 Students must predict what artifacts they would find at the Anasazi dwellings.

54 State to the students that we re going to read *Before You Came This Way* by Byrd Baylor as a whole group.

55 Distribute *Before You Came This Way* to students.

56 Teacher will read orally and students will follow along.

- 57 Students will read together in the choral reading method.
- 58 The student would then present varied opinions what the writer is describing, and what the drawing represent to their culture.
- 59 The teacher will tell the students to imagine what it would be like to visit these dwellings.
- 60 Explain to the students that they are going to decorate and display their own cliff drawings on the large brown butcher paper.
- 61 The whole class will review the reading and discuss what will be put on the butcher paper. Some examples are: hand prints, corn plants, birds, young hunters leaping in the morning sun with arrows, coyote on hill howling at moon, rabbits listening, men in battle, deer with antlers like trees, mountain lions, mountain goats, bird tracks, deer tracks, fox tracks, men tracks, fierce faces with head dresses and other faces with masks.
- 62 Assign or let the students pick what they would like to add to the cliff. (See above list.)
- 63 Discuss illustrations in reading.
- 64 Discuss shapes, sizes, details, etc.
- 65 Place butcher paper where the students can easily add their drawings (e.g. hallways, floor, etc.).
- 66 Place the students in sequential order corresponding to the reading, in order for artwork to match what was read (e.g. hand prints first, corn plants second, etc.).
- 67 Distribute art supplies to the students.
- 68 Students will then begin to illustrate the reading on the brown butcher paper.
- 69 Put finished product up and repeat reading as you walk past the cliff wall illustration.
- 70 Tell the students to imagine that they are actually visiting an Anasazi village.

F. Assessment:

Interview and observe each student using a checklist to verify comprehension of how important the cliff drawings were to the Anasazi Indians. (See attached--Appendix P)

Evaluation: Communication Rubric (See attached--Appendix Q)

G. Standardized Test/State Test Connection:

TAAS Connections are: Objective 1, Objective 2, and Objective 4

Lesson Five: What would the future people see on the wall art of today? (Two days)

A. 1. Concept Objectives:

Students will be able to:

- , Imagine and use prior knowledge to rewrite and re-illustrate the cultural ideas for the future generations to see on the walls.
- , Compare the past to the present using *Before You Came This Way* by Byrd Baylor. (Adapt writing to present day culture)

2. Skill Objective:

Students will be able to:

Select nouns, adjectives, setting, and time to retell the reading in the present time. This will enable the future people to predict and comprehend what present day society and culture was like.

B. Materials:

Before You Came This Way by Byrd Baylor

white (long) butcher paper, markers, crayons, paints, brushes, pencils

C. Background Knowledge: Texas Core Knowledge Center Web Page

D. Vocabulary:

Culture--the way of life of a group's language, music, foods, holidays, and beliefs

Graffiti--drawings or writings scratched or scribbled on a wall or other surface

History--the story of what happened in the past

Artifacts--human made objects left behind by a group of people who lived long ago

E. Procedures/Activities:

1 Prepare materials as needed in previous lesson.

71 Read the poem, *Before You Came This Way* by Byrd Baylor orally.

72 Discuss yesterday's wall art and what things were drawn to represent the Anasazi culture.

73 Ask the students what they predict would be seen on the walls if we drew our stories/events of today.

74 Brainstorm ideas and then list the student ideas (e.g. on chart tablet, board, etc.). Ask questions to encourage thoughts and activate prior knowledge. (What about today's sports? What about today's food? What about today's clothes? What about today's events that have happened? What about our schools and homes? What about today's entertainment?, etc.)

75 Display poem (chart tablet).

76 Go back through poem, *Before You Came This Way* and rewrite, changing the words to fit present day society and culture.

77 Record the students substituted words (You walk down this canyon (city street), this place of high red cliffs (gray buildings) and etc.).

78 Choose only those words you consider most important. You could get bogged down replacing too many words.

79 Re-read the revised poem and check for understanding (dialog).

80 List the concepts, artifacts, pictures to be illustrated later on the white butcher paper.

81 Let the students choose or assign the objects to be illustrated.

82 Place white butcher paper in an area large enough for all the students to work freely.

83 Place students order along paper based on the sequence of the poem.

84 Using art supplies let the students draw and color their objects on the white butcher paper.

- 85 Display paper where you can walk and view finished product.
 86 Re-read the revised poem together as you and the student stroll next to the wall.

F. **Assessment:**

Students will summarize the present time events that occurred on their wall that they have designed and illustrated. Provide the students with the sheets to write their summary. (See attached--Appendix R)

Evaluation: Summarization Rubric (See attached--Appendix S)

G. **Standardized Test/State Test Connection:**

TAAS Connections are: Objective 1, Objective 3, and Objective 4

Lesson Six: Algonquian Indian/Cinderella (Two days)

A. 1. **Concept Objective:**

Students will be able to:

, State the distinctions between the two stories--*The Rough-Face Girl* by Rafe Martin and *Cinderella* retold by Lesley Young.

2. **Skill Objective:**

Students will be able to:

, Compare and contrast the similarities and differences of the two stories.

B. **Materials:**

The Rough-Face Girl by Rafe Martin

Cinderella retold by Lesley Young

Plot Relationship Chart

Venn Diagram

Journals

C. **Background Knowledge:** Texas Core Knowledge Center Web Page

D. **Vocabulary:**

Haughtily--too proud; inclined to look down on other people

Stammered--to have repeated the same sound in an effort to speak

Desperately--ready to try anything

Quiver--the case to hold arrows

Awesome--causing great fear, wonder, or respect

Jealous--racked by jealousy

Fetch--to go and get, bring

Disgusting--to offend the modesty of (someone)

Cinders--a piece of partly burned coal or other combustible material no longer flaming

Screeched--to have voiced a short, shrill scream

Crouched--to have had the tense posture of an animal preparing to spring

Spattered--to have spoken rapidly with bad articulation

E. **Procedures/Activities:**

1 Teacher must provide copies of *The Rough-Face Girl* and *Cinderella* to be read as a whole group.

87 Provide copies of Plot Relationships Chart two per student. (See attached--

Appendix T)

- 88 Teacher will model completion of Plot Relationship Chart using the book *Cinderella* on transparency or chart tablet.
- 89 Teacher must activate prior knowledge about *The Rough-Face Girl* in order for the students to complete the Plot Relationship Chart.
- 90 Group students with partners, so that the Plot Relationship Chart may be completed in paired up students.
- 91 Teacher will use transparency to complete the Plot Relationship Chart on *The Rough-Face Girl* by asking the students questions and writing down the information on the chart.
- 92 Teacher must transfer information from the Plot Relationship Charts to chart tablet with the help of the students.
- 93 Teacher needs to draw a Venn Diagram on the board (large enough for students to see). As a group, discuss the similarities and differences of the two stories. (See attached--Appendix U)
- 94 Teacher will then write the similarities and differences in the Venn Diagram illustrate on the board using the student responses.

F. Assessment:

Students will summarize and illustrate *The Rough-Face Girl* and *Cinderella* using the information written within the Venn Diagram in their journals.

Evaluation: Comparison/Contrast Rubric (See attached--Appendix V)

G. Standardized Test/State Test Connections:

TAAS Connections are: Objective 2, Objective 3, Objective 5, and Objective 6

Lesson Seven: Buffalo Ways (Two days)

A. 1. Concept Objective:

Students will be able to:

, Draw inferences and make decisions after reading the written text.

2. Skill Objectives:

Students will be able to:

, Identify cause and effect events that occurred in the story.

, Understand the feelings and emotions of characters.

, Predict probable future outcomes.

B. Materials:

Buffalo Woman by Paul Goble

scissors, markers, paintbrushes

large brown wrapping paper (enough for all the students)

KWL chart

brown grocery bag (per cooperative groups)

sink/bucket of water

tempera paint: black, brown, yellow, blue, red, green and white

C. Background Knowledge: Texas Core Knowledge Center Web Page

D. **Vocabulary:**

Magpies--a member of Pica, a genus of birds of the crow family, usually having black and white plumage and a long tail, living in Asia, Europe, N. Africa and North America.

They are known for their thievery and loud chatter.

Harmony--the relationship between two or more notes sung or played simultaneously

Buffalo--any of several wild oxen

Plodding--to make slow, laborious progress when working

Sage--having or showing great wisdom and sound judgement

Flock--a number of birds living, feeding or moving together

Multitude--a great number

Bellowed--to have roared

Yearlings--an animal more than one year old and less than two

Cockle Burr--any of certain weed; any rough edge or ridge

E. **Procedures/Activities:**

- 1 Begin the lesson with a KWL chart, write what the students already "K--What I Know" about buffalos. Next write what students "W--What I Want to Know" about buffalos. Make sure the chart is visible throughout the lesson. After the lesson is complete, record "L--What I Learned and Still Need to Learn." (See attached--Appendix W)
- 95 Read story, *Buffalo Woman* by Paul Goble to the whole group.
- 96 Teacher must make students aware that Indians sometimes would use the buffalo hide to record information that was important in their life.
- 97 Show the students the buffalo hide depicting the life of a warrior. (See attached--Appendix X)
- 98 Students will make their own buffalo hide and tell the events they feel are important to them.
- 99 Instruct students to write in their journals a list of events that are important in their lives (when they were born, when they took their first step(s) or word(s), when they went to school for the first time, etc.).
- 100 Teacher must monitor and act as facilitator while students are writing their list.
- 101 Instruct students that they must design symbols to depict the events that were written on their list.
- 102 Teacher must help students make a shape like a buffalo hide from brown wrapping paper. Then the students must cut the buffalo hide.
- 103 Students will use markers or paints to draw their symbols on the buffalo hide already cutout.
- 104 After the students have completed the buffalo hide about their life, they will tell the whole class about their life.
- 105 Arrange students in cooperative groups of 3 or 4. Explain to the students that the following assessment activity will be done cooperatively.
- 106 Teacher needs to cut brown paper bags from the seam before the assessment is

to be completed.

- 107 Teacher must model how to crumble the paper bag and dip the crumbled bag in water: crumble paper bag dip it in water, squeeze it and then remove it from the water; repeat.
- 108 Students must fold the brown paper bag in half and then cut out a shape of how the buffalo skin would look. (See attached--Appendix Y)
- 109 Lay brown bag on newspaper with any lettering on the top.
- 110 Mix a little of brown and black tempera paint together. Then paint over the lettering while the bag is still wet.
- 111 The brown paper bag needs to be left on the newspaper to dry.
- 112 After bag is completely dry, cooperative groups will then begin the assessment.

F. **Assessment:**

Students will create and write a story about Native Americans using the buffalo hide planning sheet and Indian symbols. (See attached--Appendix Z and AA) Teacher must tell the students that Indian stories were always written in a circular pattern and the certain colors represent different means.

Evaluation: Group Skills/Cooperation Rubric (See attached--Appendix BB)

G. **Standardized Test/State Test Connection:**

TAAS Connections are: Objective 1, Objective 2, and Objective 5

Lesson Eight: Mother Earth/Ecology (Four days)

A. 1. **Concept Objective:**

Students will be able to:

, Understand the important facts about nature and the environment through Indian stories.

2. **Skill Objectives:**

Students will be able to:

, Predict the similarities and differences in the stories.

, Analyze information based on feelings and emotions of the characters.

, Identify supporting ideas from different text.

, Summarize from the written books and diagrams.

B. **Materials:**

Brother Eagle, Sister Sky--A Message from Chief Seattle

Hiawatha by Henry Wadsworth Longfellow

What Your Third Grader Needs To Know by E.D. Hirsch

Venn Diagram, chart tablet, markers, pencils, crayons, map, pencils

story map, posters (white), ruler, notebook paper, journals, list of different shades of blue

Shoe boxes (per cooperative groups), index cards, sample of a spectrum

C. **Background Knowledge:** Texas Core Knowledge Center Web Page

D. **Vocabulary:**

Wigwam--a hut of the Indians of the Great Lakes region and eastward typically having

an arched framework of poles overlaid with bark, rush mats, or hides

Slumber--to sleep lightly

Flitting--to pass quickly or abruptly from one place or condition to another

Scared--having a religious, not a profane character, a sacred picture

Ancestors--one from whom a person is descended and who is usually more remote in line of descent than a grandparent

Quench--to bring to an end typically by satisfying, damping, cooling, or decreasing

Vanished--to pass quickly from sight: disappear

Spirit--a being, such a ghost, that does not have a body

Slaughter--to kill (animals) for food

Thicket--a dense growth of shrubbery or small trees

Blotted--to spot, stain, or spatter with a discoloring substance

Preserve--to keep safe from injury, harm, or destruction

Spectrum--the band of colors into which a beam of light is decomposed by a prism

the

E. **Procedures/Activities:**

- 1 Display the two books in front of the classroom. This will enable students to see the covers of the books and draw their own conclusions regarding what the two stories will be about.
- 2 Teacher must provide two copies of a Story Map to the whole class. (See attached--Appendix CC) The purpose of a story map is to help the students understand the fundamental elements of a story; such as, title, author, setting (time and place), characters, problem(s), major events, solution, and theme (What the story is about?).
- 3 Read *Brother Eagle, Sister Sky* to the students. Permit the students appropriate time to observe the illustrations.
- 4 As a whole group or reading group, students should complete the Story Map for *Brother Eagle, Sister Sky*
- 5 Read *Hiawatha* to the students allowing time for them to observe the illustrations.
- 6 Group students in pairs to complete the Story Map on *Hiawatha*. Make sure the Story Map is completed immediately after the story is read so that students do not lose their train of thought.
- 7 Discuss both Story Maps as a whole class and make sure the students understand why a Story Map was done for each story.
- 8 After completion of the discussion, the teacher will arrange students in cooperative groups of 3 or 4. The cooperative groups will then be given a poster board (which is already divided in half). Each cooperative group will illustrate the scene(s) from the two stories depicting the important ideas or the ideas that influenced them about nature and the environment.
- 9 Within their cooperative groups, the students will also write a summary about their pictures. (Remember to remind the students that one side of the poster is

- for the *Brother Eagle, Sister Sky* story and the other is for *Hiawatha*)
- 10 Students will then report to the whole group and invited guest the important facts about nature and the environment which was illustrate on their posters.
- 11 Discuss the similarities and differences of the two books using a Venn Diagram (See attached--Appendix DD) as a whole group.
- 12 Teacher will then draw Venn Diagram on chart tablet or on the board. This will help the students see the big picture of filling out a Venn Diagram.
- 13 The teacher will then elicit ideas from the students. Write the ideas or responses on the chart. (Venn Diagram)
- 14 Arrange students in cooperative groups of 3 or 4. Students within their cooperative groups will choose a partner and determine which group will write and illustrate either story in their journals.
- 15 Partners will write a paragraph and illustrate the story using the Venn diagram information.
- 16 In the books, *Brother Eagle, Sister Sky*, (pages 17 and 18) and *Hiawatha* (pages 7 and 8) (starting count from copyright page), the teacher will display the illustrations and discuss with the students how emotions are represented through visual arts.
- 17 The students will then compare and contrast both pictures.
- 18 Discuss the pictures as a whole group and then the teacher will write the ideas or responses on the board to develop a word web. (See attached--Appendix EE)
- 19 Teacher will demonstrate various emotions (e.g. facial gestures). Emphasize to the students that artists depicts many emotions in their pictures in order to help us understand the story through the use of artwork.
- 20 Read to the students from *What Your Third Grader Needs to Know -- "Using Shapes to Show Emotions"* (page 178) and "A Painting About an Idea" (page 179).
- 21 Students will then create a spectrum by using all the different shades of blue. (See attached--Appendix FF for list of different shades of blue) Name all the shades of blue used and exhibit the spectrums throughout the room.
- 22 Teachers needs to activate prior knowledge using the two stories--*Brother Eagle, Sister Sky* and *Hiawatha*.
- 23 Now ask the students to image something that is important to them and how would the feel if that item would be taken away from them.
- 24 Recall and explain to the students what happened in the story *Brother Eagle, Sister Sky*. The Native Americans had to give up their land to the settlers. Also discuss why nature was so important to the Indians. (For your information--The Indians loved and lived off the land. The land, nature, and the environment signified sacred beliefs in their life.)
- 25 Students will the write in their journals the importance of nature, the land and the

environment based on the stories read.

F. Assessment:

Students will be able to:

- 1 Construct a diorama depicting important events from the two stories read.
- 2 Write a paragraph explaining their diorama. (On Index Cards)

Evaluation: Application Rubric (See attached--Appendix GG)

G. Standardized Test/State Test Connections:

TAAS Connections are: Objectives 2-6

VI. CULMINATING ACTIVITY

The culmination of this unit includes various cooperative group activities at learning centers to construct Early American artworks enabling the students to become aware of the various cultures and beliefs. This will also help the student to become better acquainted with the spiritual beliefs, customs, and characteristics of the specific tribes being discussed throughout the unit.

The students may also show excitement and enjoyment through the following culminating activity that enables them to retell and clarify stories/legends as storytellers. Native Americans have many traditions, but one immense ritual is storytelling. The stories by the Native Americans have been read several times, but one important aspect the students will acquire is that these stories have become legends. These legends give people satisfaction over and over, however, the stories will also teach students the importance of the connection between nature and man. Students may use stories or legends that have already been introduced throughout the unit. The students may also be given the opportunity to select another by doing research in the library with the assistance of the teacher or librarian to discover these stories or legends.

VII. HANDOUTS/WORKSHEETS

The following Appendices A, B, G, and R are included in this unit. Many other handouts, worksheets, and assessments that need to be incorporated in this unit are located on the Texas Core Knowledge Center Web Page

@www.trinity.edu/departments/education/TCKC/lesson.htm.

VIII. BIBLIOGRAPHY

- Adams, Barbara. (1994). *Native Americans*. Troll Associates. ISBN: 0-8167-3334-1
- Arnold, Caroline. (1992). *The Ancient Cliff Dwellers of Mesa Verde*. New York: Clarion Books. ISBN: 0-395-56241-4
- Calloway, Colin G. (1991). *The First Americans - Indians of the Northeast*. New York: Facts On File. ISBN: 0-8160-2389-1
- Cassidy, James J. Project Editor. (1995). *Through Indian Eyes*. New York: Reader's Digest. ISBN: 0-89577-819-X
- D'Amato, Janet and Alex. (1968). *Indian Crafts*. New York: The Lion Press, Inc. ISBN: 0-87460-004-9
- Hirsch, Jr. E. D. (1992). *What Your Third Grader Needs To Know*. New York:

- Doubleday.
- Hoyt-Goldsmith, Diane. (1991). *Pueblo Storyteller*. New York: Holiday House.
ISBN: 0-8234-0864-7
- Hunt, W. Ben. (1954). *The Complete Book of Indian Crafts and Lore*. New York: Readers' Digest.
- Legay, Gilbert. (1997). *Atlas of Indians of North America*. New York: Macmillan/McGraw Hill. ISBN: 0-02-146665-3
- Liptak, Karen. (1991). *The First Americans - Indians of the Pacific Northwest*. New York: Facts On File. ISBN: 0-8160-2384-0
- Liptak, Karen. (1991). *The First Americans - Indians of the Southwest*. New York: Facts On File. ISBN: 0-8160-2385-9
- Mancini, Richard E. (1992). *The First Americans - Indians of the Southeast*. New York: Facts On File. ISBN: 0-816-2390-5
- Taylor, Colin Dr. (1993). *What Do We Know About The Plains Indians?* New York: Peter Bedrick Books. ISBN: 0-87226-261-8 (pbk)
- Vacca, Richard T. and JoAnne L. (1996). *Content Area Reading*. New York: Harper Collins College Publisher.
- Wood, Marion. (1981). *Spirits, Heroes and Hunters*. New York: Schocken Books. ISBN: 0-8052-3792-5
- Younkin, Paula. (1992). *The First Americans - Indians of the Arctic and Subarctic*. New York: Facts On File. ISBN: 0-8160-2391-3
- Children's Books:**
- Baylor, Byrd. (1997). *Before You Come This Way*. New York: Macmillan/McGraw Hill.
- Cohlene, Terri. (1990). *Little Firefly An Algonquian Legend*. Florida: Watermill Press. ISBN: 0-8167-2363-X
- Goble, Paul. (1984). *Buffalo Woman*. New York: Bradbury Press. ISBN: 0-02-737720-2
- Hull, Robert. (1992). *Native North American Stories*. New York: Thomson Learning. ISBN: 1-56847-005-3
- Longfellow, Henry Wadsworth. (1983). *Hiawatha*. New York: Dial Books for Young Readers. ISBN: 0-8037-0013-X
- McDermott, Gerald. (1993). *Raven*. New York: Harcourt Brace and Company. ISBN: 0-15-265661-8
- Martin, Rafe. (1992). *The Rough-Face Girl*. New York: G. P. Putnam's Sons. ISBN: 0-399-21859-9
- Perrault, Charles. (1994). *Cinderella*. New York: Smithmark Publishers, Inc. ISBN: 0-8317-0883-2
- Seattle, Chief. (1991). *Brother Eagle, Sister Sky*. New York: Dial Books. ISBN: 0-8037-0969-2
- Stevens, Janet. (1993). *Coyote Steals The Blanket*. New York: Holiday House. ISBN: 0-8234-0996-1

Van Laan, Nancy. (1989). *Rainbow Crow*. New York: Dragonfly Books.
ISBN: 679-819422-8