

Becoming an Expert on Eastern Woodland Indians

Grade Level: Third Grade

Presented by: Debbie Herzig, Converse Elementary, Converse, TX

Length of Unit: Eight Lessons

I. ABSTRACT

This is a nine or ten class period unit designed to provide the student knowledge of the concepts concerning Eastern Woodland Indians contained in the Third Grade Core Knowledge Sequence. The unit will also provide a foundational model for student-generated research. Throughout the unit, students will work in cooperative learning groups to implement the research model as a means of locating and organizing information on a specific Eastern Woodland Indian tribe. Students will identify information on their assigned tribe within certain topic ranges, which will be individually introduced and discussed during each day's lesson. With regards to each tribe, students will research their: geographic location, food, buildings and shelters, roles of men, women and children, tribal government, spiritual beliefs and values, tools and crafts, and their modern day culture. Students will produce a group project and presentation, which will reflect their research in these areas. Rubrics are used for both the teacher and students to assess the group work and final product.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the nature of human migration patterns and the use of natural resources while adapting to the environment.
2. Students will recognize how a culture's belief system affects their society's actions and the relationships between society and law.
3. Students will develop a multicultural perspective that respects the dignity and worth of all people.

B. Content covered from Core Knowledge Sequence

1. Nomadic hunters cross what was a land bridge from Asia to North America
2. Different peoples, with different languages and ways of life spread out over North America
3. Eastern Woodland Indians settle the North East corner of North America
4. Eastern Woodland Indians culture: wigwams, longhouses, farming; peace pipe; Shaman and Sachem
5. Major tribes and nations (such as Cherokee Confederacy; Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusetts; Iroquois Confederacy)

C. Skill Objectives

1. Identify possible pathways Eastern Woodland Indian tribes took across North America.
2. Estimate the distance traveled.
3. Analyze possible reasons for their choice of destination.
4. Researching materials
5. Drawing conclusions
6. Paraphrasing
7. Presenting
8. Predicting

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Calloway, C. *Indians of the Northeast*. New York, NY: Facts on File, Inc., 1991.
2. Ciment, J. *Scholastic Encyclopedia of the North American Indian*. New York,

- New York, NY: Facts on File, Inc., 1996. 0-590-22790-4.
3. Hirsch, E.D., Jr., *What Your Third Grader Needs to Know: Fundamentals of a Good Third Grade Education*, New York, NY: Doubleday, 1992. 0-385-41117-0.
- B. For Students
1. Calloway, C. *Indians of the Northeast*, New York, NY: Facts on File, Inc. 1991.
 2. Siegel, B. *Indians of the Northeast Woodlands*, New York, NY: Walker and Company, 1992.0-8027-7455-5.
 3. Wheeler, M.J. *First Came the Indians*, New York, NY: Atheneum, 1983. 0-689-50258-3.

IV. RESOURCES

See Bibliography

V. LESSONS

Lesson One: Migration across the land bridge

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand the nature of human migration patterns and the use of natural resources while adapting to the environment.
 2. Lesson Content
 - a. Nomadic hunters cross what was a land bridge from Asia to North America
 - b. Different peoples, with different languages and ways of life spread out over North America
 - c. Eastern Woodland Indians settle the North East corner of North America
 3. Skill Objectives
 - a. Identify possible pathways Eastern Woodland Indian tribes took across North America.
 - b. Analyze possible reasons for their choice of destination.
- B. *Materials*
1. World Map
 2. US Map
 3. Chart Paper
 4. Black marker
 5. Copies of Appendix A (KWL sheet)
 6. Copies of Appendix B (Map of North America)
 7. Copies of Appendix C (Journal entry sheet)
 8. String or yarn
 9. Rulers
 10. Transparency of Appendix B (Map of North America)
- C. *Key Vocabulary*
1. land bridge- a narrow strip of land that connects 2 continents
 2. nomad- a member of a tribe or people that keeps moving about
 3. migration- the process of moving a large group from one place to another
 4. Bering Strait- a narrow strip of water separating North America from Asia
 5. Ice Age- a period in history when much of the Earth's water was frozen into icebergs.
 6. tribe- a group of people related by blood and customs

D. *Procedures/Activities*

1. Explain to the students that with this new unit of study, they will also be learning and practicing how to locate and organize new information. This research process will be introduced to them by modeling and will direct their efforts into specific sub-categories of information, which will provide a supportive framework for organizing their research.
2. Introduce the unit by passing out a KWL chart (Appendix A) to each student.

K	W	L
What you know about Native Americans?	What you want to know about Native Americans?	What you have learned about Native Americans?

- Have the students fill out the first two columns (K,W).
3. Discuss student sheets and compile a classroom KWL chart on chart paper, from their own charts. Students will use their own charts to record information throughout their research in this unit. Keep the class KWL chart posted throughout the unit. In brainstorming “What we want to know”, ask the students to consider what types of information would be important to know if they were to be an “expert” on their particular tribe of Native Americans. Have them model ways in which they are experts on their family, community, and so forth. Discuss with the students the possible sources of information they might be able to use while researching. List these possible sources on a classroom chart.
 4. Read excerpt from *First Came the Indians* by M.J. Wheeler, on “How They Came”. (If possible make a copy on transparency of the picture of the map on the opposite page from “How They Came”. Start out by showing the transparency. Discuss with the class what the picture might be trying to explain then read “How They Came”.)
 5. Begin classroom discussion with information about the crossing of the land bridge by the first Americans. (Refer to page 122-123 of *What Your 3rd Grader Needs to Know* by E.D. Hirsch) Lead the class in exploring ideas such as migration, nomadic lifestyles, methods of travel, reasons for travel, possible hardships, and motivations. What possible pathways did they take to arrive in the Eastern Woodlands? Display the map overhead of Appendix B and show possible paths of migration. (Refer to pg. 122)
 6. Pass out copies of Appendix B to each student. Have students draw the pathway taken by the first Americans to arrive in the Eastern Woodlands.
 7. After completing activity, ask students to put themselves in the place of one of these earliest Americans, asking, “What was the journey like?” After the discussion, have students make journal entry #1 (Appendix C: “Put yourself in the shoes of the Native Americans, as they traveled across the land bridge. Why did you decide to settle in the area that you did?”)
 8. When activity is finished, have class members share their journal entries and discuss.
 9. Schedule a class library visit, and have the librarian demonstrate the procedures for locating the types of information, which the class has suggested for the classroom chart. Check out the available resources and add them to your personal resources to comprise the classroom collection for this unit

of study. Go over with your students the organizational format of expository texts to include the table of contents, index, and sub topic headings.

E. Evaluation/Assessment

1. Students will map out possible pathways Eastern Woodland Indians may have taken across North America.
2. Students will make a journal entry from the point of view of a Native American, who migrated, reflecting on reasons for choosing the path they took. Teacher will evaluate through class discussion of journal entries.

Lesson Two: Where we are and what we eat.

A. Daily Objectives

1. Concept Objectives
 - a. Eastern Woodland Indians culture: wigwams, longhouses, farming; peace pipe; Shaman and Sachem
 - b. Major tribes and nations (such as Cherokee Confederacy; Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusetts; Iroquois Confederacy)
2. Lesson Content
 - a. Students will understand the nature of human migration patterns and the use of natural resources while adapting to the environment.
3. Skill Objectives
 - a. Students will research materials on their assigned Eastern Woodland Indian tribe.
 - b. Students will draw conclusions from their research of their assigned Eastern Woodland Indian tribe.
 - c. Students will paraphrase their findings and present to the class.

B. Materials

1. Encyclopedias
2. A collections of Eastern Woodland Indian books (see bibliography)
3. Copies of Appendices D-K (Individual tribal graphic organizer)
4. Pictures of local regions and food
5. Copies of Appendix B (Map of North America)
6. Chart paper
7. Black marker

C. Key Vocabulary

1. maize- the Indian word for corn
 2. farming- planting and growing a food crop
 3. hunters- people who find and kill animals for food
 4. gatherers- people who gather nuts, berries, and fruits that grow wild
 5. game- wild animals that are hunted for food or sport
- (As the students research be prepared to address any unknown vocabulary they might find.)

D. Procedures

1. Display pictures of local geographical regions (Texas: hill country, eastern farmland) and display pictures of food typical of your region (Texas: tortillas, peaches, and pecan pie). These pictures can be made into transparencies if that works better. Discuss how a region's food is connected with the natural resources, climate, and location. For example: peaches are a profitable crop in the Texas hill country.

2. Through discussion tie in the fact that the location of each Native American tribe settlement affected the food sources available to the tribes.
3. Explain to the class that they will be divided into small groups to research and become “experts” on a particular Eastern Woodland Indian tribe. Assign small cooperative groups of 3 to 4 students each. Each group will be assigned a tribe from the following list:
 - * Cherokee Confederacy
 - * Seminole
 - * Powhatan
 - * Iroquois Confederacy
 - * Susquehanna
 - * Mohican
 - * Massachusett
 - * Delaware
4. After assigning each group a tribe, introduce the graphic organizer and explain that this is where they will write all the information found while researching. On chart paper have a blown-up version of the graphic organizer posted in your room and explain that as students research they may add questions or research ideas that pertain to each given area. Teacher should model this by adding “Were they hunters, gatherers, or framers?” to the first column. Explain that each group will locate the geographic location and the common foods of their tribe. This information will be entered as a part of their on going research project onto their graphic organizer about their own tribe. (Appendices D-K) and on a map of North America (Appendix B).

TRIBE NAME
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?
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?

This is a mini-example of Appendices D-K. Replace the ? with the research questions below:

TOPIC	QUESTIONS
Food	What foods did your tribe commonly eat?
Buildings/ Shelters	What types of buildings, homes, or shelters did your tribe build? What materials did they use?
Roles in Society	What were the roles of men, women, and children in your tribe?
Tribal Gov't	How did your tribe rule itself? What was the leader called and what was his job?
Spiritual Beliefs/ Values	What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?
Tools/ Crafts	What kinds of tools were used in their daily life? How were they made? What famous crafts was the tribe know for making?
Today's Life	What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?

5. Explain that at the end of their research , they will present all the information accumulated during the unit, to the class in a format of their choice. (Interview, skit, written report, oral report, poster, mural, diorama, newspaper, etc.) These should last about 5 to 10 minutes.

6. Students begin to research and work on their projects using the classroom library and online resources, while the teacher circulates amongst the groups. Teachers can direct each group to appropriate sources available.
- E. *Evaluation/Assessment*
1. Informal assessment as teacher circulates amongst the groups determining that all group members are active and involved.

Lesson Three: Welcome to my house!

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand the nature of human migration patterns and the use of natural resources while adapting to the environment.
2. Lesson Content
 - a. Eastern Woodland Indians culture: wigwams, longhouses, farming; peace pipe; Shaman and Sachem
 - b. Major tribes and nations (such as Cherokee Confederacy; Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusetts; Iroquois Confederacy)
3. Skill Objectives
 - a. Students will research materials on their assigned Eastern Woodland Indian tribe.
 - b. Students will draw conclusions from their research of their assigned Eastern Woodland Indian tribe.
 - a. Students will paraphrase their findings and present to the class.

B. *Materials*

1. Encyclopedias
2. A collection of Eastern Woodland Indian books (see bibliography)
3. The students to continue to use their copies of Appendices D-K (individual tribe graphic organizer)
4. Pictures of local styles of architecture

C. *Key Vocabulary*

1. natural resources- materials found in nature
2. long houses- a long narrow dwelling housing a number of Iroquois families
3. wigwams- small rounded hut
4. community- a group of people who live close together
5. clan- a group of families, usually related, that live together

(As the students research, be prepared to address any unknown vocabulary they might find.)

D. *Procedures*

1. Display pictures of local styles of architecture or of homes native to your area. Discuss how regional buildings are made out of materials that are locally and readily available. For example: Texas has lots of rock quarries, so many homes are built with rock.
2. Discuss why readily available materials are chosen to use in construction of buildings.
3. Refer to the class KWL chart. Discuss the student responses on types of Native American homes they already know about. What kinds of resources did they use to build them and why?

4. Explain that today each group will be researching their own tribes to locate the buildings and resources, which their tribes used.
 5. Students break up into their cooperative groups to research and work on their projects, while the teacher is available for consultation, to assist the students in locating their needed information from the resources available.
- E. Evaluation/Assessment*
1. Informal assessment as teacher circulates amongst the groups determining that all groups are on task and working together.

Lesson Four: Doing your job.

- A. Daily Objectives*
1. Concept Objectives
 - a. Students will recognize how a culture's belief system affects their society's actions and the relationships between society and law.
 2. Lesson Content
 - a. Eastern Woodland Indians culture: wigwams, longhouses, farming; peace pipe; Shaman and Sachem
 - b. Major tribes and nations (such as Cherokee Confederacy; Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusetts; Iroquois Confederacy)
 3. Skill Objectives
 - a. Students will research materials on their assigned Eastern Woodland Indian Tribe.
 - b. Students will draw conclusions from their research of the assigned Eastern Woodland Indian Tribe.
 - c. Students will paraphrase their findings and present to the class.
- B. Materials*
1. Encyclopedias
 2. A collection of Eastern Woodland Indian books
 3. Student copies of Appendices D-K
 4. Chart paper
 5. Black marker
 6. Magazines that can be cut out
 7. Construction paper (3 pieces labeled: men, women, children)
 8. Glue
 9. Scissors
- C. Key Vocabulary*
1. role- the contribution or the part each person plays in their family and community
 2. traditions- ancient customs and beliefs
 3. culture- the behavior and beliefs of a particular race, religion, or social group
 4. matron- the oldest women; the women in charge of a longhouse
- (As the students research be prepared to address any unknown vocabulary they might find.)
- D. Procedures*
1. Divide the class into thirds. Assign 1/3 to find pictures that illustrate the role of men, 1/3 that illustrate the role of women, and 1/3 that illustrate the role of children in our society.
 2. Pass out magazines, construction paper, and glue to each group.

Allow them to cut and paste pictures they find for about 8-10 minutes. Have each group present their posters and lead the class in a discussion of the roles of our society. Discuss how the traditions of a society help shape the roles that individuals play within their families and communities.

3. Explain that today each group will be researching their own tribe to locate the roles men, women, and children played within their culture.
4. Students break up into their cooperative groups to research and work on their projects, while the teacher is available to direct research inquiries.

E. *Evaluation/Assessment*

1. Informal assessment as teacher circulates amongst the groups to determine that all groups are on task and working together.

Lesson Five: We the People!

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will recognize how a culture's belief system affects their society's actions and the relationships between society and law.
2. Lesson Content
 - a. Eastern Woodland Indians culture: wigwams, longhouses, farming; peace pipe; Shaman and Sachem
 - b. Major tribes and nations (such as Cherokee Confederacy; Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusetts; Iroquois Confederacy)
3. Skill Objectives
 - a. Students will research materials on their assigned Eastern Woodland Indian tribe.
 - b. Students will draw conclusions from their research of their assigned Eastern Woodland Indian tribe. Students will paraphrase their findings and present to the class.

B. *Materials*

1. Encyclopedias
2. A collection of Eastern Woodland Indian books
3. Student copies of Appendices D-K
4. Chart paper
5. Black Marker

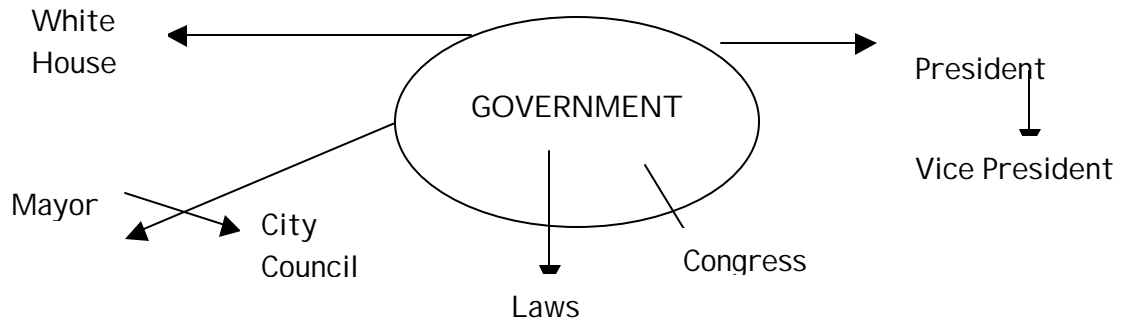
C. *Key Vocabulary*

1. Sachem- a chief
2. council- a group of people meeting to discuss plans or to give advice
3. treaty- a written agreement between two groups having to do with trade, peace, land rights, laws, etc.
4. government- a system of ruling a city, state, country, or other group of people
5. neutral- not favoring one side or another
6. alliance- a coming together of different groups for some purpose such as defense
7. dispute- a difference of opinion/disagreement
8. sovereign- independent, not subject to another government or people
9. peace pipe- a ceremonial pipe used to smoke tobacco to seal an agreement
10. wampum- small beads made of shells and sown into patterns on belts, etc. used by Native Americans as money and to record events

(As the students research be prepared to address any unknown vocabulary they might find.)

D. *Procedures*

1. On a piece of chart paper begin by playing a game of “Hangman” with the word GOVERNMENT in the center of the page.
(_ _ _ _ _ _ _ _ _ _) After guessing the word engage them in a whole class webbing activity centered on the meaning of the word government.



2. Teacher will need to add information and ideas as needed to complete the web.
2. Discuss why we have the type of government we have today. Ask the class, “From your research so far, what type of government do you think your tribe has and how was this decided?” Have class members discuss in their cooperative groups and then share with the whole class.
3. Dismiss the class into their cooperative groups to research and identify the type of tribal government used by their tribe. The teacher is monitoring group work and assisting when needed.

E. *Evaluation/Assessment*

1. Informal assessment as teacher circulates amongst the groups determining that all groups are on task and working together.

Lesson Six: I Believe...

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will recognize how a culture’s belief system affects their society’s actions and the relationships between society and law.
2. Lesson Content
 - a. Eastern Woodland Indians culture: wigwams, longhouses, farming; peace pipe; Shaman and Sachem
 - b. Major tribes and nations (such as Cherokee Confederacy; Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusetts; Iroquois Confederacy)
3. Skill Objectives
 - a. Students will research materials on their assigned Eastern Woodland Indian tribe.
 - b. Students will draw conclusions from their research of their assigned Eastern Woodland Indian tribe.
 - c. Students will paraphrase their findings and present to the class.

B. *Materials*

1. Encyclopedias
2. A collection of Eastern Woodland Indian books
3. Student copies of Appendices D-K
4. Chart paper
5. Black Marker

6. Copies of Appendix L
7. Book: *Brother Eagle, Sister Sky* by: Susan Jeffries

C. *Key Vocabulary*

1. ceremony- a celebration or a religious service
2. reverence- a feeling of respect for the spirits
3. ritual- a special set of actions used in religious ceremonies
4. vision- a dream-like visit from a spirit
5. loyalty- faithfulness to ones family, country, beliefs, or other meaningful things
6. Shaman- religious/spiritual leader

(As the students research be prepared to address any unknown vocabulary they might find.)

D. *Procedures*

1. Divide the class into their cooperative research groups. Have them brain storm the meaning of religion and a list of things they value. (Appendix M)

Group meaning of religion	List of Values
Class meaning of religion	How are they connected?

2. Have a whole class discussion with small groups contributing there group ideas. Record their ideas on chart paper. Discuss and compile a definition that the class can agree upon.
3. Looking at the classroom definition of religion ask the question: “How are your values connected to your religious beliefs?” Teacher leads the discussion by modeling personal example.
4. Read the class *Brother Eagle, Sister Sky* by Susan Jeffries. Discuss the connections between spiritual beliefs and values using examples from the book. Discuss these questions: How was the Native American outlook on religious and spiritual beliefs different from ours? In what ways? Why do you think this is? (Be sure to mention to the class that Native American beliefs held that spirits inhabits all inanimate aspects of the physical world, i.e. sky, sun, earth, water,.)
5. Focus the class’ attention on the questions from their research graphic organizer on today’s topic, before having them begin their research on their tribes spiritual beliefs and values.
6. Cooperative groups begin working on their research and projects, while the teacher works with individual groups who need assistance.

E. *Evaluation/Assessment*

1. Informal assessment as teacher circulates amongst the groups determining that all groups are on task and working together.

Lesson Seven: Tools of the trade.

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop a multicultural perspective that respects the dignity and worth of all people.
2. Lesson Content
 - a. Eastern Woodland Indians culture: wigwams, longhouses, farming; peace pipe; Shaman and Sachem
 - b. Major tribes and nations (such as Cherokee Confederacy;

Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusetts; Iroquois Confederacy)

3. Skill Objectives
 - a. Students will research materials on their assigned Eastern Woodland Indian tribe.
 - b. Students will draw conclusions from their research of their assigned Eastern Woodland Indian tribe.
 - c. Students will paraphrase their findings and present to the class.

B. *Materials*

1. Encyclopedias
2. A collection of Eastern Woodland Indian books
1. Student copies of Appendices D-K
2. Chart paper
3. Black Marker
4. Different types of tools (refer to list in procedure #1)

C. *Key Vocabulary*

1. tools- something that helps you complete a job easier
2. canoe- a light boat made from the bark of trees
3. blow gun- a hollow tube that shoots out a small dart, used for hunting
4. tomahawk- a small ax

(As the students research be prepared to address any unknown vocabulary they might find.)

D. *Procedures*

1. Display a variety of tools (for example: hammer, measuring tape, saw, knitting needles, pin cushion, T-square, protractor, tire gage, broom, stethoscope, thermometer, etc.) Have the students describe what these items have in common. What are they all?—tools.
2. Discuss what types of jobs can be done with these tools and list other tools which the students think of that are used today and that would have been used by Native American Indian tribes.
3. Break up into groups and begin researching the tools and crafts used by the students' Eastern Woodland Indian tribe. Teacher monitors group work by conferencing with individual groups to assist with organizing the information from all sources or answering questions on the finished product.

E. *Evaluation/Assessment*

1. Informal assessment as teacher circulates amongst the groups determining that all groups are on task and working together.

Lesson Eight: Native Americans Today

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop a multicultural perspective that respects the dignity and worth of all people.
2. Lesson Content
 - a. Eastern Woodland Indians culture: wigwams, longhouses, farming; peace pipe; Shaman and Sachem
 - b. Major tribes and nations (such as Cherokee Confederacy; Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusetts; Iroquois Confederacy)

3. Skill Objectives
 - a. Students will research materials on their assigned Eastern Woodland Indian tribe.
 - b. Students will draw conclusions from their research of their assigned Eastern Woodland Indian Tribe.
 - c. Students will paraphrase their findings and present to the class.

B. *Materials*

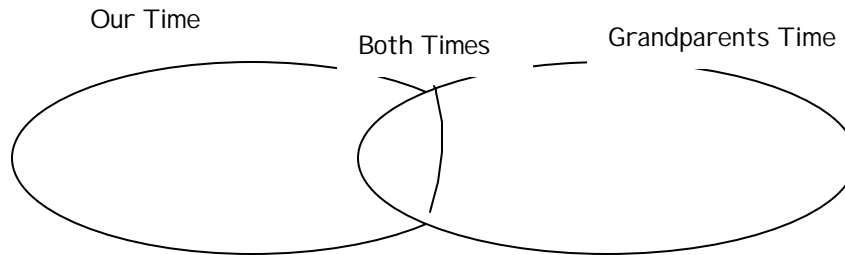
1. Encyclopedias
2. A collection of Eastern Woodland Indian books
2. Student copies of Appendices D-K
3. Chart paper
4. Black Marker
5. Copies of Appendix M (Venn Diagram)
6. Copies of Appendix N (Parent Letter)

C. *Key Vocabulary*

(As the students research be prepared to address any unknown vocabulary they might find.)

D. *Procedures*

1. Using Appendix M (Venn Diagram) have the students brainstorm common items that are available to them in today's society.



- (For example: personal computers, Gameboy, cell phones, walkman, etc.)
2. Have the students take home and complete the Venn Diagram (Appendix M) with the help of parents and/or grandparents. Send an accompanying letter home to parents explaining what a Venn Diagram is and telling them that they need to help fill in the part labeled "grandparents' time" with items that were in use during their grandparents' time. The middle section will be used to items which were available and in use during both time periods.
3. Before the Venn Diagram is sent home have the students predict if today is the same as their grandparents time and explain why.
4. Have the students discuss any possible changes of Eastern Woodland Indian culture from past to present and explain. Ask: "How much time has gone by?"
5. While groups are researching the role their tribes play today and working on completely their group projects, the teacher is available for continued conferences to wrap things up.
6. When Venn Diagrams are returned the next day they will be displayed on a bulletin board entitled "Connecting our Past to the Present".

E. *Evaluation/Assessment*

1. Informal assessment as teacher circulates amongst the groups determining that all groups are on task and working together.

VI. CULMINATING ACTIVITY

- A. The culminating activity of this unit is the students' research projects and oral presentations. Having worked in research teams of 3-4 students they will present their projects on their Eastern Woodland Indian tribe to the class. As each group presents the remainder of the class is responsible for taking notes on Appendix O (Graphic Organizer), noting information on each tribe within each of the major topics.
- B. The group projects will be assessed using the "presentation rubric" (Appendix P). Each member of the group will also complete a rubric for each of the other group members. (Appendix Q)
- C. OPTIONAL: Invite a Native American Story-teller to come into your classroom to share a story or talk about their culture.

VII. HANDOUTS/WORKSHEETS

- Appendix A: KWL chart
- Appendix B: Map of North America
- Appendix C: Journal Entry page
- Appendix D-K: Graphic Organizer of individual tribes
- Appendix L: Religion and Values Brainstorming page
- Appendix M: Venn Diagram
- Appendix N: Letter to parents
- Appendix O: Graphic Organizer
- Appendix P: Presentation Rubric
- Appendix Q: Group Rubric

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Appendix A

<p>K</p> <p>What you know about Native Americans?</p>	<p>W</p> <p>What you want to know about Native Americans</p>	<p>L</p> <p>What have you learned about Native Americans</p>
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Appendix B

~Native American Journal Entry~

Put yourself in the shoes of the Native Americans, as they traveled across the land bridge. Why did you decide to settle in the area that you did?

Appendix L

RELIGION AND VALUES

GROUP MEANING OF RELIGION:	LIST OF THINGS YOU VALUE IN YOUR LIFE:
CLASS MEANING OF RELIGION:	HOW ARE RELIGION AND VALUES CONNECTED?

Appendix N

Dear Parents—

In our unit of study on the Eastern Woodland Indians, we are asking our students to understand the difference between the past and the present ways of life. We need your help! Part of their diagrams are completed, but please help your student finish completing the last two sections of their Venn Diagram. Either you can help them, or they can ask their grandparents for help. List items, which were in common use during your parents early life and are no longer in use in the section titled “Grandparents’ Time”. Items that were in use both then and now will go in the center section of the diagram labeled “Both Times”. Please have your child return this tomorrow so that we can display and discuss these past and present connections.

We would also like to invite you to our classroom to enjoy presentations on the Eastern Woodland Indian tribes we have been studying. Our presentations will be held on __ (insert date) __ at __ (insert time) __. We hope to see you there. Thank you for your help and support.

Sincerely,
Teacher

Appendix Q

GROUP WORK EVALUATION

Rate each member of your group by the following grade scale.

- 5 = Did their share of the work, was helpful,
shared ideas, and was a problem-solver.
- 4 = Did some of the work, helped a little, and
gave ideas.
- 3 = On task some of the time and shared a
few ideas.
- 2 = Had to be reminded to keep on task and
did little to help the group.
- 1 = Always OFF task and NEVER helped.

Name and grades for the people in your group:

NAME	GRADE
1.	
2.	
3.	
4.	

(Grade scale: 5=100%, 4=90%, 3=80%, 2=70%, 1=60%)

Appendix D

Cherokee Confederacy

What types of foods did your tribe commonly eat? How were the foods prepared?	
What types of buildings, homes, or shelters did your tribe build? What materials did they use?	
What was the role of men, women, and children in your tribe?	
How did your tribe rule itself? What was the leader called and what was his job?	
What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?	
What kinds of tools were used in their daily life? How were they made? What famous crafts was your tribe known for making?	
What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?	

Appendix E

Seminole Tribe

What types of foods did your tribe commonly eat? How were the foods prepared?	
What types of buildings, homes, or shelters did your tribe build? What materials did they use?	
What was the role of men, women, and children in your tribe?	
How did your tribe rule itself? What was the leader called and what was his job?	
What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?	
What kinds of tools were used in their daily life? How were they made? What famous crafts was your tribe known for making?	
What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?	

Appendix F

Powhatan Tribe

Powhatan Tribe	
What types of foods did your tribe commonly eat? How were the foods prepared?	
What types of buildings, homes, or shelters did your tribe build? What materials did they use?	
What was the role of men, women, and children in your tribe?	
How did your tribe rule itself? What was the leader called and what was his job?	
What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?	
What kinds of tools were used in their daily life? How were they made? What famous crafts was your tribe known for making?	
What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?	

Appendix G

Delaware Tribe

Delaware Tribe	
What types of foods did your tribe commonly eat? How were the foods prepared?	
What types of buildings, homes, or shelters did your tribe build? What materials did they use?	
What was the role of men, women, and children in your tribe?	
How did your tribe rule itself? What was the leader called and what was his job?	
What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?	
What kinds of tools were used in their daily life? How were they made? What famous crafts was your tribe known for making?	
What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?	

Appendix H

Susquehanna Tribe

Susquehanna Tribe	
What types of foods did your tribe commonly eat? How were the foods prepared?	
What types of buildings, homes, or shelters did your tribe build? What materials did they use?	
What was the role of men, women, and children in your tribe?	
How did your tribe rule itself? What was the leader called and what was his job?	
What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?	
What kinds of tools were used in their daily life? How were they made? What famous crafts was your tribe known for making?	
What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?	

Appendix I

Mohican Tribe

Mohican Tribe	
What types of foods did your tribe commonly eat? How were the foods prepared?	
What types of buildings, homes, or shelters did your tribe build? What materials did they use?	
What was the role of men, women, and children in your tribe?	
How did your tribe rule itself? What was the leader called and what was his job?	
What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?	
What kinds of tools were used in their daily life? How were they made? What famous crafts was your tribe known for making?	
What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?	

Appendix J

Massachusetts Tribe

<p>What types of foods did your tribe commonly eat? How were the foods prepared?</p>	
<p>What types of buildings, homes, or shelters did your tribe build? What materials did they use?</p>	
<p>What was the role of men, women, and children in your tribe?</p>	
<p>How did your tribe rule itself? What was the leader called and what was his job?</p>	
<p>What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?</p>	
<p>What kinds of tools were used in their daily life? How were they made? What famous crafts was your tribe known for making?</p>	
<p>What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?</p>	

Appendix K

Iroquois Confederacy

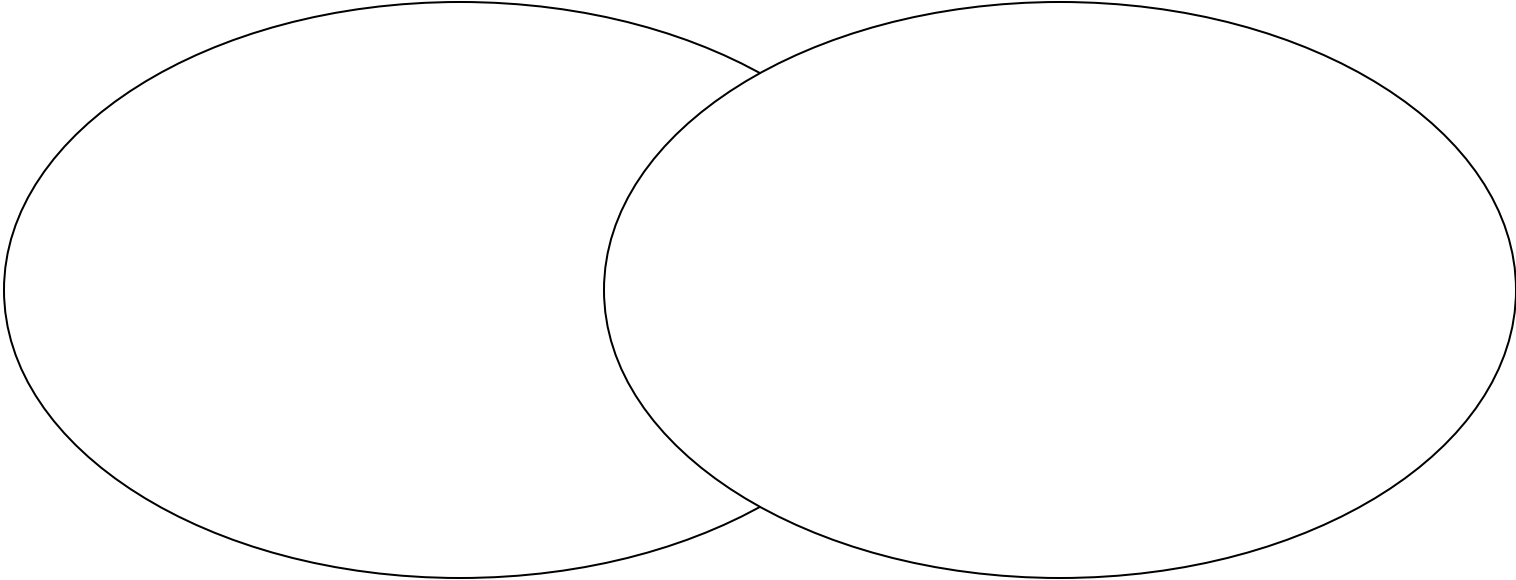
<p>What types of foods did your tribe commonly eat? How were the foods prepared?</p>	
<p>What types of buildings, homes, or shelters did your tribe build? What materials did they use?</p>	
<p>What was the role of men, women, and children in your tribe?</p>	
<p>How did your tribe rule itself? What was the leader called and what was his job?</p>	
<p>What were their religious beliefs? What were their feelings about nature? What personal characteristics did they think were important?</p>	
<p>What kinds of tools were used in their daily life? How were they made? What famous crafts was your tribe known for making?</p>	
<p>What roles do tribe members play in society today? What is one interesting fact that you learned about your tribe in modern times?</p>	

Compare and Contrast the Past and the Present

OUR TIME

BOTH TIMES

GRANDPARENTS'



Is it the same today as it was when your grandparents were your age? _____

Predict how things are the same _____

Predict how things are different _____

TRIBES	Food & Geographic Location	Buildings & Shelters	Role of men, women, & children	Religious beliefs & values	Tools & Crafts	Tribal Government	Tribes Today
Cherokee Confederacy							
Seminole Tribe							
Powhatan Tribe							
Delaware Tribe							
Susquehanna Tribe							
Mohican Tribe							
Massachusetts Tribe							
Iroquois Confederacy							

Appendix

PRESENTATION RUBRIC

Group Members: _____

Tribe: _____

Presentation: (24 points)

- * Makes sense and is logical _____/6 points
- * Is neat _____/6 points
- Creativity:
- * Presentation is interesting _____/6 points
- * Uses visuals _____/6 points

Content: (50 points)

Covers all the topics:

- * Food/Geographic location _____/5 points
- * Buildings/Shelters _____/5 points
- * Roles in society _____/5 points
- * Tribal Government _____/5 points
- * Religious beliefs/values _____/5 points
- * Tools/Crafts _____/5 points
- * Tribes today _____/5 points

Individual Tribe table:

- * Neat _____/5 points
- * Complete _____/5 points
- * Free Points 5 points

Team work: (24 points)

- * Shared responsibilities _____/8 points
- * Worked well together _____/8 points
- * On task while researching _____/8 points
- * Free Points 2 points

TOTAL POINTS: _____/100%

APPENDIX P