

Earliest Americans

Grade Level or Special Area: 3rd Grade

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Length of Unit: Seven Lessons and culminating assessment (Seven days, one day = 45 minutes and an assessment day)

I. ABSTRACT

This unit is an interactive approach to learning about the Earliest Americans as detailed in the *Core Knowledge Sequence*. It looks at individual tribes and then how they compare to one another.

II. OVERVIEW

A. Concept Objectives

1. Students know the general chronological order of people and events in history. (Colorado History Content Standard 1.1)
2. Students use chronology to organize historical events and people. (Colorado History Content Standard 1.2)
3. Students know the characteristics, location, distribution, and migration of human populations. (Colorado Geography Content Standard 4.1)
4. Students know the processes, patterns, and functions of human settlement. (Colorado Geography Content Standard 4.4)
5. Students know how cooperation and conflict among people influence the division and control of Earth's surface. (Colorado Geography Content Standard 4.5)
6. Students know how physical systems affect human systems. (Colorado Geography Content Standard 5.2)

B. Content from the *Core Knowledge Sequence*

1. Third Grade History and Geography: The Earliest Americans (p. 71)
 - a. Crossing the Land Bridge
 - i. Inuits (Eskimos)
 - ii. Anasazi, pueblo builders and cliff dwellers
 - iii. Mound Builders
 - b. Native Americans
 - i. In the Southwest
 1. Pueblos (Hopi, Zuni)
 2. Dine (Navajo)
 3. Apaches
 - ii. Eastern "Woodland" Indians
 1. Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
 2. Major tribes and nations: Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusett, Iroquois Confederacy
 2. Third Grade Language Arts: Fiction – Stories (p. 67)
 - a. The Hunting of the Great Bear (an Iroquois legend)

C. Skill Objectives

1. The students will recall information they have learned and then write down what they would like to learn about Native Americans on a KWL chart.

2. The students will label a map of Beringia including Alaska, Russia, the Bering Sea, the Bering Strait, the Arctic Ocean, and the location of the Land Bridge.
3. The students will share with the class any animals that lived during the time of the Ice Age.
4. The students will compare and contrast life during the time of Beringia through writing a paragraph with a prompt.
5. The students will fill in information with help about the Inuits on a learning chart.
6. The students will create Inuit snow goggles.
7. The students will decipher whether statements about Inuits are facts or opinions.
8. After learning about the Anasazi people, the students will complete a Venn diagram comparing them to the Inuits.
9. Students will be exposed to information about the Mound Builders.
10. Students will choose the correct endings to statements regarding the Anasazi and the Mound Builders.
11. Students will add information to their learning charts about the Anasazi and the Mound Builders.
12. Students will be exposed to terms from the Eastern Woodland region such as Algonquin, Shaman, Longhouses, Wigwam, Sachem, Lacrosse, Peace Pipe, and Confederacy.
13. Students will fill in information on their Learning Charts with assistance on various Eastern Woodland tribes covered in class.
14. Students will create Iroquois headdresses.
15. Students will act out the Eastern Woodland terms in a game of charades while other students guess which term they are presenting.
16. Students will fill in information on their Learning Charts with assistance on various Eastern Woodland tribes covered in class.
17. Students will match terms and definitions about Eastern Woodland tribes.
18. Students will listen to an Iroquois story read aloud to the class.
1. The students will research a specific Southwest tribe in a group using a Research Organizer.
19. The students will research the meaning of the name, location of the tribe, type of home, food, where they are today, and any other information.
20. The students will listen to information presented to them about the Hopi Kachina doll.
21. The students will fill in information on their learning chart regarding the Hopi Kachina doll.
22. The students will create their own version of a Kachina doll.
23. The students will present as a group the tribe they researched in Lesson 6.
24. The students will be graded individually using a rubric on their presentation.
25. The students will fill in parts of their learning chart based on presentations made by their peers.
26. The students will create their own Pokean shuttlecock.
27. The students will participate in a game of Pokean.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Scholastic Encyclopedia of the North American Indian*, by James Ciment.
2. *What Your Third Grader Needs to Know*. Hirsch, E.D., editor.

B. For Students

1. Grade K: American History and Geography: Native Peoples, Past and Present (page 12), *Core Knowledge Sequence*
2. Grade 1: American History and Geography: The Earliest Peoples: Hunters and Nomads (page 29), *Core Knowledge Sequence*
3. Grade 2: American History and Geography: Native Americans (page 49), *Core Knowledge Sequence*

IV. RESOURCES

- A. *Native Americans Arctic People*, by Mir Tamim Ansary (Lesson 2)
- B. *Ancient Civilizations Anasazi* by Timothy Larson (Lesson 3)
- C. *What Your Third Grader Needs to Know* edited by E.D. Hirsch, Jr.

V. LESSONS

Lesson One: The Land Bridge

A. *Daily Objectives*

1. Concept Objectives
 - a. Students know the general chronological order of people and events in history.
 - b. Students know the characteristics, location, distribution, and migration of human populations.
 - c. Students know how physical systems affect human systems.
2. Lesson Content
 - a. Crossing the Land Bridge
3. Skill Objectives
 - a. The students will recall information they have learned and then write down what they would like to learn about Native Americans on a KWL chart.
 - b. The students will label a map of Beringia including Alaska, Russia, the Bering Sea, the Bering Strait, the Arctic Ocean, and the location of the Land Bridge.
 - c. The students will share with the class any animals that lived during the time of the Ice Age.
 - d. The students will compare and contrast life during the time of Beringia through writing a paragraph with a prompt.

B. *Materials*

1. Appendix A: KWL Chart
2. World Map
3. Appendix B: Close up map of Beringia (copy for each student and an overhead)
4. Scissors
5. Tape
6. Appendix C: Writing prompt (optional)
7. Appendix C-1: Rubric for grading writing prompt
8. Appendix D: Optional advanced student math sheet

C. *Key Vocabulary*

1. Beringia – The 1,000 mile long land mass that connected Asia and North America
2. Bering Strait – The narrow body of water that separates Asia and North America where the land bridge once was located
3. Bering Sea – the sea below Beringia
4. Arctic Ocean – the ocean above Beringia

5. Ice Age - a time in history when ice covered parts of the earth's surface
 6. nomads – wanderers
 7. hunter-gatherers – people who hunt and gather plants for food
- D. *Procedures/Activities*
1. Ask students to fill out a KWL chart (Appendix A).
 2. Have a few students share from their KWL chart.
 3. Ask students to point out the following geographical features on a world map: Arctic Ocean, Bering Sea, Bering Strait, Alaska, and Russia.
 4. Pass out Appendix B to each student.
 5. Explain that this is a close up view of Beringia.
 6. In partners have students label the following: Alaska, Russia, Bering Sea, Bering Strait, and Arctic Ocean.
 7. As a whole class review the geography on the overhead, letting students make any necessary corrections.
 8. Ask students if anyone knows how this area looked different during the Ice Age.
 9. Explain how ice once closed the gap between these two continents and people and animals could use this bridge to travel from Asia to North America.
 10. Have students cut out the dotted land bridge shape at the bottom of the page.
 11. Pass out tape and have them connect Asia and North America with the shape.
 12. Read the following to the students or if available, use the Third Grade Pearson's Geography and History pages 106-108. "Long ago, the northernmost parts of Europe, Asia and North America were covered with snow and ice. It was so thick that the levels of the oceans were lower exposing the land bridge of Beringia. This time period is known as the Ice Age. At this time people wandered to find what they needed to survive. They were called nomads. The hunters followed the animals as they moved. Some of these animals crossed the bridge between Asia and North America in search of food. The hunters followed them not knowing they had crossed to another continent. Eventually, the ice melted and the water level rose covering the land so the people and animals could not cross back and forth. As the climate became warmer, these nomads began to settle in different areas of North America."
 13. Ask students if they know any animals that lived during the Ice Age (wolves, caribou, wooly mammoth, bears, lions, bison, antelope, beaver, and sloth).
 14. Tell students that we learned today that these people were nomads that came to live in North America. Ask students where they think these people are today. Tell students that we will be learning more about these people in the next lesson.
 15. Use Appendix C Writing prompt if additional time is available.
 16. Use Appendix D as an optional math activity for advanced students or quick finishers.
- E. *Assessment/Evaluation*
1. Collect KWL Appendix A to assess participation and for teacher information about student's prior knowledge and interest.
 2. Collect Appendix B to assess proper labeling of the map.
 3. Observe participation in today's class discussions.
 4. Use rubric C-1 to grade the writing prompt.

Lesson Two: The Inuits

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students know the characteristics, location, distribution, and migration of human populations.

- b. Students know how physical systems affect human systems.
 2. Lesson Content
 - a. Inuits (Eskimos)
 3. Skill Objective(s)
 - a. The students will fill in information with help about the Inuits on a Learning Chart.
 - b. The students will create Inuit snow goggles.
 - c. The students will decipher whether statements about Inuits are facts or opinions.
- B. *Materials*
1. *Native Americans Arctic People*, by Mir Tamim Ansary
 2. Appendix E: Earliest Americans Learning Chart (copy for each student)
 3. Appendix F: Earliest Americans Learning Chart (answer key)
 4. Appendix G: Snow Goggles (copy on brown paper)
 5. Appendix H: Animal Shapes (a third of a page copy for each student)
 6. Appendix I: Fact or Opinion (one for each student)
 7. Appendix J: Fact or Opinion (for the teacher)
- C. *Key Vocabulary*
1. Inuit – people that came to North America across the land bridge and settled in the Arctic region
 2. Eskimo – another name for the Inuit, that means “eater of raw meat”
 3. caribou – a type of large reindeer that lives in the Arctic
 4. harpoon – a spear like weapon that was used for hunting
- D. *Procedures/Activities*
1. Ask students to turn to their neighbor and share for the next two minutes what they learned yesterday about Beringia.
 2. Read the book *Native Americans Arctic People*, by Mir Tamim Ansary, or if available use the *Third Grade Pearson’s Geography and History* pages 111-113.
 3. An interesting fact to share is the name Inuit means “the people” while the name Eskimo means “eater of raw meat”. This name was given to them by their southern neighbors and was considered an insult.
 4. Hand out a copy of Appendix E: Earliest Americans Learning Chart to each student.
 5. Explain to students that this chart will be used on the final assessment and they are responsible for making sure that it is complete.
 6. Together as a class fill out the information for the chart. An enlarged form on a bulletin board may prove helpful.
 7. Students can supplement the ‘Other Information’ column with what they felt was interesting.
 8. Use and Appendix G and H to make snow goggles. Cut out paper snow goggles, punch a hole and tie a string at each end. Decorate the snow goggles with animal pictures from Appendix H.
 9. Have students complete Appendix I: Fact or Opinion on Inuits.
- E. *Assessment/Evaluation*
1. Evaluate proper completion of Appendix I: Fact or Opinion on Inuits.
 2. Monitor participation and completion of Inuit section of Learning Chart (Appendix E).

Lesson Three: Anasazi and Mound Builders

- A. *Daily Objectives*
1. Concept Objective(s)

- a. Students know the characteristics, location, distribution, and migration of human populations.
 - b. Students know how physical systems affect human systems.
 - c. Students know the characteristics, location, distribution, and migration of human populations.
 2. Lesson Content
 - a. Anasazi, pueblo builders and cliff dwellers
 - b. Mound Builders
 3. Skill Objective(s)
 - a. After learning about the Anasazi people, the students will complete a Venn diagram comparing them to the Inuits.
 - b. Students will be exposed to information about the Mound Builders.
 - c. Students will choose the correct endings to statements regarding the Anasazi and the Mound Builders.
 - d. Students will add information to their Learning Charts about the Anasazi and the Mound Builders.
- B. *Materials*
1. *Ancient Civilizations Anasazi* by Timothy Larson
 2. Appendix K – Anasazi and Mound Builder Worksheet (one for each student)
 3. Appendix L – Worksheet answer key
 4. Appendix M – Venn Diagram (one for each student)
 5. Appendix N – Venn Diagram suggestions
 6. Appendix E – Learning Chart (students already have it from Lesson 2)
 7. Appendix F – Learning Chart (teacher’s answer key)
- C. *Key Vocabulary*
1. Anasazi – the ancient ones
 2. Four Corners – where the states of Colorado, Utah, New Mexico, and Arizona come together
 3. Canyon – a deep valley cut between mountains by a river
 4. adobe – bricks made of clay and straw that are dried in the sun
 5. cliff – a steep rock face
 6. migrate – to move from one place to another
 7. drought – a long period of dry weather
- D. *Procedures/Activities*
1. Explain to students that they are going to learn about two groups of people that were farmers.
 2. Read the following pages from *Ancient Civilizations Anasazi*: 5-7, 11-14, 15, 18, 21, and 37 (or you can read pages 114 – 117 in *Third Grade Pearson’s Geography and History* if available).
 3. Make sure your students know the following key points:
 - the Anasazi were farmers who settled in the Four Corners region
 - scientists believe that they crossed the land bridge from Asia into Canada and then migrated down to the Four Corners area
 - they built multistory apartments of stone and adobe in cliffs
 - they farmed corn, squash, and beans as well as hunting
 - their most important crop was corn or maize
 - the Anasazi left possibly as a result of a serious drought or because they wore out the soil for farming
 4. Tell the students that they will be completing a Venn Diagram to compare the Inuits and the Anasazi. Write the following categories on the board for possible inclusion on the Venn diagram: climate, animals, homes, clothing, and food.

5. Explain to students that there was another group of Native Americans that were farmers and they were called Mound Builders.
 6. Read pages 117-118 in *Third Grade Pearson's Geography and History*, if available, or explain the following: "the Mound Builders were not a single tribe but similar cultures in the eastern US, they were named for a large system of mounds and earthworks they built, they were traders and farmers, they built wooden structures on top of the mounds, some mounds were built in the shape of animals or geometric shapes, some mounds may have been used as observatories to study the sky, most of the Mound Builders died when they could not fight off diseases and germs that the Europeans brought over."
 7. Have students complete the Anasazi and Mound Builder worksheet (Appendix K).
 8. Together as a class fill out the information for the Learning Chart. An enlarged form on a bulletin board may prove helpful (see Appendix F for help).
- E. *Assessment/Evaluation*
1. Grade for proper completion of Appendix K – Anasazi and Mound Builder Worksheet
 2. Evaluate for proper completion of Appendix M – Venn Diagram
 3. Assess participation and proper completion of Learning Chart – Appendix E

Lesson Four: Eastern Woodland Tribes Part I

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students know the characteristics, location, distribution, and migration of human populations.
 - b. Students know how cooperation and conflict among people influence the division and control of Earth's surface.
 - c. Students know the processes, patterns, and functions of human settlement.
 2. Lesson Content
 - a. Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
 - b. Major tribes and nations: Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusett, Iroquois Confederacy
 3. Skill Objectives
 - a. Students will be exposed to terms from the Eastern Woodland region such as Algonquin, Shaman, Longhouses, Wigwam, Sachem, Lacrosse, Peace Pipe, and Confederacy.
 - b. Students will fill in information on their Learning Charts with assistance on various Eastern Woodland tribes covered in class.
 - c. Students will create Iroquois headdresses.
- B. *Materials*
1. *What Your Third Grader Needs to Know*, Edited by E.D. Hirsch, Jr.
 2. Earliest Americans Learning Chart – Appendix E (Students already have it)
 3. Appendix O – directions for Iroquois headdress (one copy for teacher)
 4. Appendix O - 1 – Iroquois headdress (one copy for each student)
 5. White construction paper, cotton balls, scissors, stapler, glue, colored pencils
- C. *Key Vocabulary*
1. Woodland tribes – Native Americans who lived east of the Mississippi River that lived in thick forests
 2. Algonquin – a language spoken by many eastern tribes

3. Shaman – the medicine man
 4. Longhouses – a large Native American dwelling that many families could live in made of long wooden poles
 5. Wigwam – smaller houses built of poles and bark
 6. Sachem – the most respected leader among many of the eastern tribes (chief)
 7. Lacrosse – a modern game that comes from an Algonquin stickball game
 8. Peace Pipe – a pipe that was smoked together to extend friendship or peace
 9. Confederacy – a group of tribes
- D. *Procedures/Activities*
1. Read pages 126 – 129 in *What Your Third Grader Needs to Know*.
 2. Explain to the students that the Woodland Indians lived east of the Mississippi River.
 3. Show the Mississippi River on a U.S. map and show the area in which they would have lived.
 4. Explain to students that many of these tribes spoke the same language, Algonquin. This allowed them to come together in a loosely organized fashion in what is called a confederacy. They agreed not to fight each other and to talk over their differences.
 5. Explain that sachems from each tribe would come together in a Great Council. These sachems would settle arguments, make laws, and decide on whether there would be war or peace.
 6. Tell students that many tribes also had another very important person and that was the healer or Shaman. This person was also called the medicine man. The Native Americans believed that this person could heal people and contact spirits through dreams and visions. This man would mix medicines for healing and do chants.
 7. Explain to students that most eastern tribes lived in two types of houses. The first type is a longhouse. This house was made of poles of young trees (saplings). The pole framework was covered with bark sheeting. These houses were up to 65 feet long and 18 feet wide. As many as 20 families would live in each longhouse. Each longhouse was occupied by family members related to the mother. A wigwam was another type of house used by the eastern tribes. This house was also made of saplings and bark. This type of house was easier and faster to set up and was used when they were moving from place to place. The bark mats could be rolled up and moved with the tribe.
 8. Together as a class fill out the information for the chart for the Iroquois, Cherokee, Seminole, and Powhatan tribes. An enlarged form on a bulletin board may prove helpful. (See Appendix F for help)
 9. Begin making Iroquois headdress (Appendix O and O-1). This can be finished tomorrow during the reading of the legend if time is needed.
- E. *Assessment/Evaluation*
1. Assess participation and proper completion of Learning Chart (Appendix E).

Lesson Five: Eastern Woodland Tribes Part II

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students know the characteristics, location, distribution, and migration of human populations.
 - b. Students know how physical systems affect human systems.
 - c. Students know the processes, patterns, and functions of human settlement.

2. Lesson Content
 - a. Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
 - b. Major tribes and nations: Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy
 - c. *The Hunting of the Great Bear* (an Iroquois legend)
 3. Skill Objectives
 - a. Students will act out the Eastern Woodland terms in a game of charades while other students guess which term they are presenting.
 - b. Students will fill in information on their Learning Charts with assistance on various Eastern Woodland tribes covered in class.
 - c. Students will match terms and definitions about Eastern Woodland tribes.
 - d. Students will listen to an Iroquois story read aloud to the class.
- B. *Materials*
1. *Text Resources Grade Three* by the Core Knowledge Foundation or *What Your Third Grader Needs to Know* edited by E.D. Hirsch, Jr.
 2. Appendix P – Charades
 3. Appendix Q – Terms to Know (copy for each student)
 4. Appendix Q-1 Answer Key to Terms to Know
- C. *Key Vocabulary*
1. Review all terms from Lesson Four.
- D. *Procedures/Activities*
1. Review all vocabulary and terms from Lesson Four and practice terms using Charades (Appendix P).
 2. Complete Terms worksheet – Appendix Q. Collect this worksheet for a grade.
 3. Together as a class fill out the information for the chart for the Delaware, Susquehanna, Mohican, and Massachusetts tribes. An enlarged form on a bulletin board may prove helpful. (See Appendix F for help)
 4. Read the Iroquois legend of “The Hunting of Great Bear” either in *Text Resources Grade Three* by the Core Knowledge Foundation pages 34 – 38 or *What Your Third Grader Needs to Know* edited by E.D. Hirsch, Jr. pages 29 – 31.
 5. Optional: students may finish their Iroquois headdress from yesterday if time is needed during the reading of the legend.
- E. *Assessment/Evaluation*
1. Observe participation in Charades – Appendix P.
 2. Assess proper completion of Appendix Q – Terms worksheet.
 3. Observe participation and proper completion of Learning Chart – Appendix E.

Lesson Six: Southwest Indians, Research Day

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students know the characteristics, location, distribution, and migration of human populations.
 2. Lesson Content
 - a. Pueblos (Hopi, Zuni)
 - b. Dine (Navajo)
 - c. Apaches
 3. Skill Objectives
 - a. The students will research a specific Southwest tribe in a group using a Research Organizer.

- b. The students will research the meaning of the name, location of the tribe, type of home, food, where they are today, and any other information applicable for that specific tribe using books provided by the teacher.
 - c. The students will listen to information presented to them about the Hopi Kachina doll.
 - d. The students will fill in information on their learning chart regarding the Hopi Kachina doll.
 - e. The students will create their own version of a Kachina doll.
- B. *Materials*
 - 1. Appendix R - Research Organizer (copy for each student)
 - 2. A variety of books on each of the tribes for groups to use in their research
 - 3. Appendix S – Research Rubric for Research Organizer and Presentation
 - 4. Toilet tissue tube (one per student)
 - 5. Scraps of construction paper
 - 6. Scissors, glue, and colored pencils or markers
- C. *Key Vocabulary*
 - 1. Kachina – a powerful rain making spirit (Hopi)
- D. *Procedures/Activities*
 - 1. Split students into eight groups (two groups for each tribe).
 - 2. Pass out Appendix R – Research Organizer to each student.
 - 3. Have students get into groups and research the answers for the Learning Chart. Tomorrow they will share their research with the class.
 - 4. The group is to assign a group member name to each item on the Research Organizer. Each member will need to present at least one item tomorrow to the class.
 - 5. The teacher should circulate and help with research as needed. Allow about 20 minutes for research and filling out the Research Organizer. Collect the organizer to assess proper completion before sharing in the next lesson. Use Appendix S for grading of research and participation components.
 - 6. Pull the group back together to explain about Kachinas and have students make a Kachina doll.
 - 7. Explain that Kachinas (kuh-CHEE-nahs) are spirit rainmakers. The Hopi believed that they were powerful protectors. The Hopi performed ceremonies to please the Kachinas so they would provide rain and good crops. There are over 200 Kachina spirits. Kachina dolls are given to help them learn about the different spirits.
 - 8. Show students pictures of Kachina dolls from books on Hopi Indians.
 - 9. Give each student a toilet tissue roll and bits of construction paper.
 - 10. Have student mark the tube off in approximate thirds.
 - 11. In the bottom third they should draw the legs. The arms and body should be in the middle third.
 - 12. The students should create a mask to place in the top third. They can use scraps of construction paper to make their design. (Adapted from *A Thematic Unit About Southwest Indians*, by Jo Ellen Moore, Evan-Moor Educational Publishers).
- E. *Assessment/Evaluation*
 - 1. Proper completion and participation in filling out Appendix R – Research Organizer. Use Appendix S for grading this assignment.

Lesson Seven: Southwest Indians, Presentation Day

- A. *Daily Objectives*

1. Concept Objectives
 - a. Students know the characteristics, location, distribution, and migration of human populations.
 - b. Students know the processes, patterns, and functions of human settlement.
 2. Lesson Content
 - a. Pueblos (Hopi, Zuni)
 - b. Dine (Navajo)
 - c. Apaches
 3. Skill Objectives
 - a. The students will present as a group the tribe they researched in Lesson 6.
 - b. The students will be graded individually using a rubric on their presentation.
 - c. The students will fill in parts of their learning chart based on presentations made by their peers.
 - d. The students will create their own Pokean shuttlecock.
 - e. The students will participate in a game of Pokean.
- B. *Materials*
1. Completed Research Organizer – Appendix R (students have it from previous lesson)
 2. Research Rubric – Appendix S (use to grade presentation)
 3. Corn husks or paper twist (Two per student)
 4. Rubber bands (one per student)
 5. Feathers from Appendix O-1 (three feathers per student)
 6. Appendix T – Pokean Game Questions (copy for the teacher)
- C. *Key Vocabulary*
1. Pokean – a Zuni game that uses a cornhusk and feather shuttlecock
- D. *Procedures/Activities*
1. Have groups present the information that they learned from last lesson's research. Grade each student as they present their group's information (Appendix S). Have students in the class fill in their Learning Chart as each group presents.
 2. Explain to students that the Zuni Indians of Arizona invented a game that is similar to badminton. They would make a shuttlecock out of corn husks and feathers. To play, they would bat the shuttle with their hand into the air without letting it drop.
 3. Have students make a Pokean shuttlecock. Lay the corn husks on top of each other crosswise. Bring the ends up and attach with a rubber band. Attach three feathers into the rubber band.
 4. To play the students should bat their shuttlecock into the air with a flat hand. Have each student try this game and see how many times they can bat it into the air without catching it.
 5. Divide students into groups to play a review game. The groups may be the same as their research groups. One shuttlecock will be required per group. Use Appendix T – Review Questions to play the game.
 6. Assign each group a tribe name so you can keep points. Ask the first member of tribe number one a question. If that student answers it correctly, by himself, the team will get the full points. If he conference with their tribe to get the correct answer, the team will get half the points. If the tribe cannot answer correctly, it goes to the next tribe. Points are determined by having the answering team bat

- the shuttlecock flat handed around in their group counting the hits until it falls to the ground. Rotate to each tribe and to each individual within the tribes.
7. Announce that there will be a n assessment tomorrow and they will be able to use their Learning Charts.
- E. *Assessment/Evaluation*
1. Evaluate presentation of group research material.
 2. Assess proper completion of their Learning Chart.
 3. Observe participation in the Pokean Review Game.

VI. CULMINATING ACTIVITY

- A. Earliest Americans Assessment – Appendix U

VII. HANDOUTS/WORKSHEETS

- A. Appendix A- KWL on Native Americans
- B. Appendix B- Map of Beringia
- C. Appendix C- Writing Prompt on Beringia
- D. Appendix C-1- Rubric for Grading Writing Prompt
- E. Appendix D- Optional advanced student math sheet
- F. Appendix E- Earliest American Learning Chart
- G. Appendix E-1 Modified Learning Chart
- H. Appendix F- Earliest American Learning Chart- Teacher's Answer Key
- I. Appendix G- Inuit Goggles
- J. Appendix H- Cutouts for snow goggles
- K. Appendix I- Fact or Opinion Sheet
- L. Appendix J- Fact or Opinion Sheet Answer Key
- M. Appendix K- Native Americans Worksheet: Anasazi and Mound Builders
- N. Appendix L- Native Americans Worksheet Answer Guide: Anasazi and Mound Builders
- O. Appendix M- Venn Diagram Comparing Anasazi and Inuit Cultures
- P. Appendix N- Venn Diagram Comparing Anasazi and Inuit Cultures – Completed (Ideas)
- Q. Appendix O- Directions for Iroquois headdress
- R. Appendix O-1- Feathers for headdress
- S. Appendix P - Charades Directions
- T. Appendix Q- Terms to Know Worksheet
- U. Appendix Q-1- Terms to Know Answer Key
- V. Appendix R- Research Organizer
- W. Appendix S- Research Rubric
- X. Appendix T- Pokean Game Questions
- Y. Appendix U- Native Americans Assessment
- Z. Appendix V- Native Americans Assessment Guide

VIII. BIBLIOGRAPHY

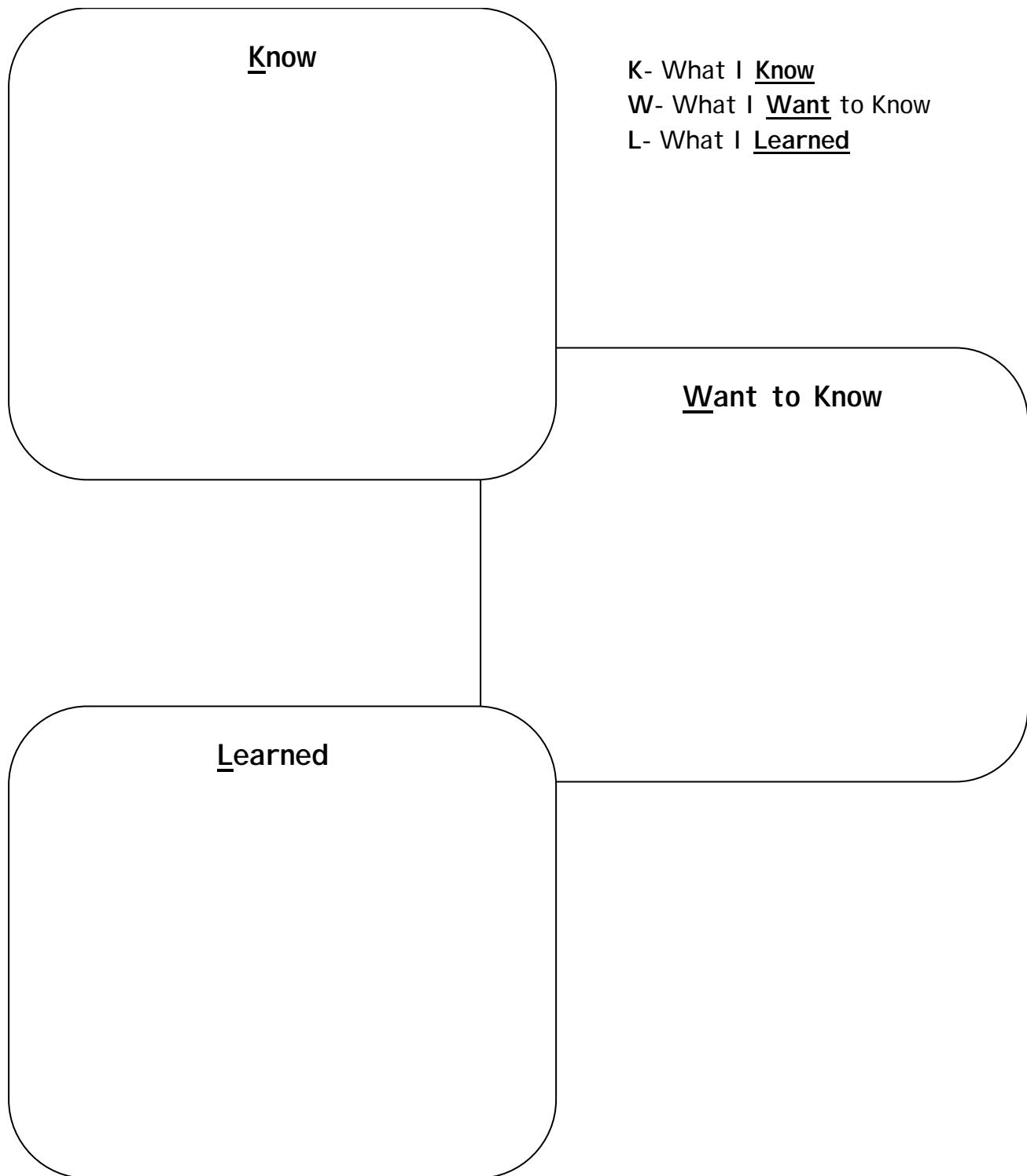
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Appendix A- KWL on Native Americans

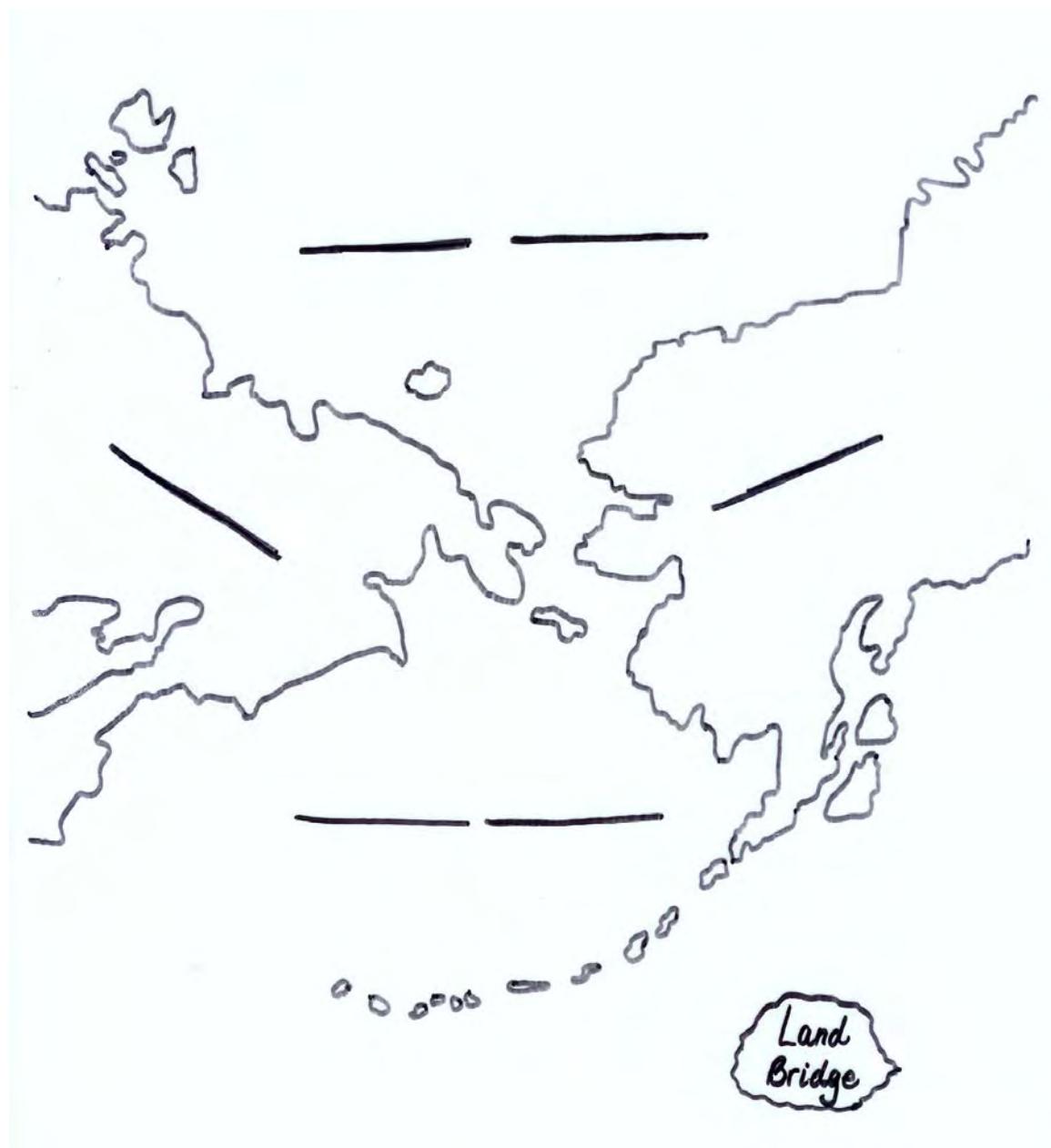
Name _____

Native Americans



Appendix B- Map of Beringia

Name _____



Appendix C- Writing Prompt on Beringia

Name_____

Word Box

Arctic Ocean	Russia
Bering Strait	Land Bridge
Alaska	Nomads
Asia	Hunter-gatherers
Beringia	Wooly Mammoth

Directions: Starting with the following prompt, write a paragraph describing how your life would be different if you lived in the time of Beringia. Please use at least 4 words from the Word Box in your paragraph.

"If I lived during the time of Beringia my life would be very different."

Appendix C - 1

Name _____

Rubric for a Compare/Contrast Paragraph about Life in Beringia

	Criteria				Points
	4	3	2	1	
Four words from the Word Box	Used four or more words from the Word Box.	Used three words from the Word Box.	Used two words from the Word Box.	Used one word from the Word Box.	_____
Supporting Detail Sentence(s)	Paragraph has three or more supporting detail sentences that relate back to the main idea.	Paragraph has two supporting detail sentences that relate back to the main idea.	Paragraph has one supporting detail sentence that relate back to the main idea.	Paragraph had no supporting detail sentences that relate back to the main idea.	_____
Legibility	Legible handwriting.	Marginally legible handwriting .	Writing is not legible in places.	Writing is not legible.	_____
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	_____
				Total---->	_____

Teacher Comments:

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Appendix D- Optional advanced student math sheet

From:

http://www.nps.gov/akso/ParkWise/Teachers/Treasures/BELA_Footprints/activities/BeringianMath.htm

Beringian Math



Students calculate rates of migration for different species across the Bering Land Bridge.

Unit: Footprints into the Past and the Future

Guiding Question: What is Beringia, or the Bering Land Bridge?

Critical Content: Students will know about the Bering Land Bridge and migrations across it.

Grades: 4

Duration: 1/2 class period

Group size: students work individually

Setting: classroom

Materials: paper, pencils, map of Beringia (color or B&W), map of Seward Peninsula.

Objectives:

1. Students will use the formula $T=D/S$ to calculate the time it may have taken for early travelers to move from Asia to North America. T = time, D = distance, and S = speed.
2. Students will understand what, where and when Beringia or the land bridge was, and its significance to Bering Land Bridge National Preserve.

Before You Begin: Review The Lost Continent of Beringia

We can get a clearer picture of the how long it took the prehistoric animals and hunters to travel across the land bridge when their distance traveled and moving speed are taken into consideration. Remember, scientists don't think the animals and hunters intended on crossing to another continent. They believe that hunters followed the animals and preyed on them.

Appendix D (continued)

The formula to calculate the time it takes to travel a certain distance is **T=D/S**. That is the **time (T)** it takes to travel a certain **distance (D)** equals the distance traveled divided by the **speed (S)** of travel. For this exercise we have taken average speeds of migrating animals as well as a constant distance. Use the migration times below to get a better idea of the time it might take an animal or a human to travel the distance between the continents.

The distance traveled in all of our equations is 350 miles (this can be modified at the discretion of the instructor).

The estimated average animal migration speeds are as follows:

Muskox	2 miles per day
Caribou	15 miles per day
Woolly Mammoth	7 miles per day
Saber-toothed tiger	12 miles per day
Arctic tern	200 miles per day
Bear	20 miles per day
People	8 miles per day

Procedures:

1. Reinforce to the students that it took many years to populate North America.
2. Show them the color map of Beringia. Restate the purpose of the Preserve and distribute blackline maps to the class.
3. Have your students label Beringia, Alaska and Siberia.
4. Introduce the formula: **T=D/S**. Provide an example to do with the class explaining how the formula works. Use numbers that divide evenly to ease the concept of the equation. Use a student walking time from their home to school to put it into another perspective if necessary.
5. Use the estimated migration times the provided to reinforce the formula.
6. When comfortable with the students' performance, provide the remaining equations for independent practice.

Appendix D (continued)

Discussion Questions:

1. How do you think you could walk each day?
2. How long do you think it would take plants to cross Beringia?
3. Do you think small animals like mice and voles or insects crossed Beringia?
4. What kinds of plants and animals do you think might have been able to cross between the continents even if there had been no land bridge?

Extensions:

For students with more advanced mathematical skills, use the following:

- Give the students the time and distance - and have them figure out the speed.
- Give the time and speed and have them figure the distance.
- Research migrations of other animals and find out how long - it takes or how many miles the animal travels in a day. Some animals that migrate are whales, seals, and migratory birds.
- The students may pick one animal and a starting place for the animal in Siberia and show how far that animal migrated into Alaska by using the blackline maps.

Appendix E -Earliest American Learning Chart

Name_____

	Meaning of Name	Location	Type of Home	Food	Today	Other Information
Inuit						
Anasazi						
Mound Builders						
Hopi						
Zuni						
Navajo						
Apache						

	Meaning of Name	Location	Type of Home	Food	Today	Other Information
Iroquois						
Cherokee						
Seminole						
Powhatan						
Delaware						
Susquehanna						
Mohican						
Massachesett						

Appendix E-1 -Earliest American Learning - Modified

Name _____

	Meaning of Name	Location	Type of Home	Food	Today	Other Information
Inuit	The People	Region (from _____ Sea to _____)	, sod houses, and animal skin tents	Fish, whales, walruses, seals, caribous, musk oxen, and polar bears	Snowmobiles, _____ Modern houses, rifles, can shop at stores	Use dog sleds, snow goggles _____ means eater of raw meat
Anasazi	The _____ Ones or old enemies	region (Colorado, Arizona, New Mexico, and Utah)	_____ and Pueblos	Corn (_____), squash, beans, deer, rabbits, and elk	people of Arizona and New Mexico	is in _____
Mound Builders	Built _____	Eastern United States	Houses on top of the _____	Corn, beans, and squash	_____ died from _____, but the few remaining joined other tribes	Some mounds were in the _____ of _____
Hopi	The _____ people	(Arizona and New Mexico)	_____ apartments	Corn, squash, beans, and melons	Northeast Arizona - small farms and ranches are important along with tourism	_____ are given to children to teach them about Hopi _____.
Zuni	The _____	(New Mexico)	_____ apartments	Corn, beans, and squash Hunted - deer, sheep, rabbit, bear, _____, squirrel, mice, fish	Live in Northwest New Mexico - skilled _____	Many speak three languages - _____, _____, and _____
Navajo	Dine' means _____	(Arizona, New Mexico, and Utah)	_____ domed houses	Vegetable and potato stews, tortillas, corn, wheat, _____, _____, pine nuts, and peaches	Navajo Nation is in Northern Arizona, Utah and New Mexico	Fierce warriors Spin and Weave Navajo _____ _____ - WWII

Apache	Enemy	(Oklahoma and Arizona)	Tents - _____ hides _____	_____ - bulb of an plant, similar to molasses Buffalo, traded for corn and pottery, agave	Arizona - San Carlos Apache Reservation New Mexico, Oklahoma	_____ the _____ - means agree to stop fighting or arguing Used horses
	Meaning of Name	Location	Type of Home	Food	Today	Other Information
Iroquois	Snakes	New York	_____	Corn, beans, squash, strawberries, fish, and deer	Still have a _____ with Chiefs from tribes; Tradition important	Played a form of _____
Cherokee	People of a different _____	Southeast	Log homes	Pumpkins, squash, fish, bear, and turkeys	Many live in North Carolina and Oklahoma	_____ of _____ First to keep written records. _____ created _____
Seminole	Separate, _____, wild	Florida	Chickees (houses without walls with thatched roofs)	Corn, squash, pumpkins, deer, turkey, and alligator	Live in Florida and Oklahoma	Trail of Tears _____ - Seminole _____ leader
Powhatan	Falls in a current of water	Virginia	Longhouses	Beans, squash, maize, and tobacco	Oldest _____ in the U.S.	Helped _____ colonists _____
Delaware	English name	Delaware	Longhouses	Corn, beans, squash, pumpkin, deer, and bear	All survivors are of mixed heritage	No other tribe was pushed so far from their _____
Susquehanna	Great _____	Pennsylvania and New Jersey	-----	-----	-----	A river in Pennsylvania
Mohican	People of waters that are never still (_____)	New York	_____	Corn and fish	Many live in Wisconsin in Stockbridge _____	-----

Massachusett	By the Great Hill (_____ _____)	Massachusetts coast	- - - - -	Corn, beans, and squash	Many intermarried with _____ Americans and live in Massachusetts	Many killed by _____
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Appendix F -Earliest American Learning Chart Teacher Answer Key

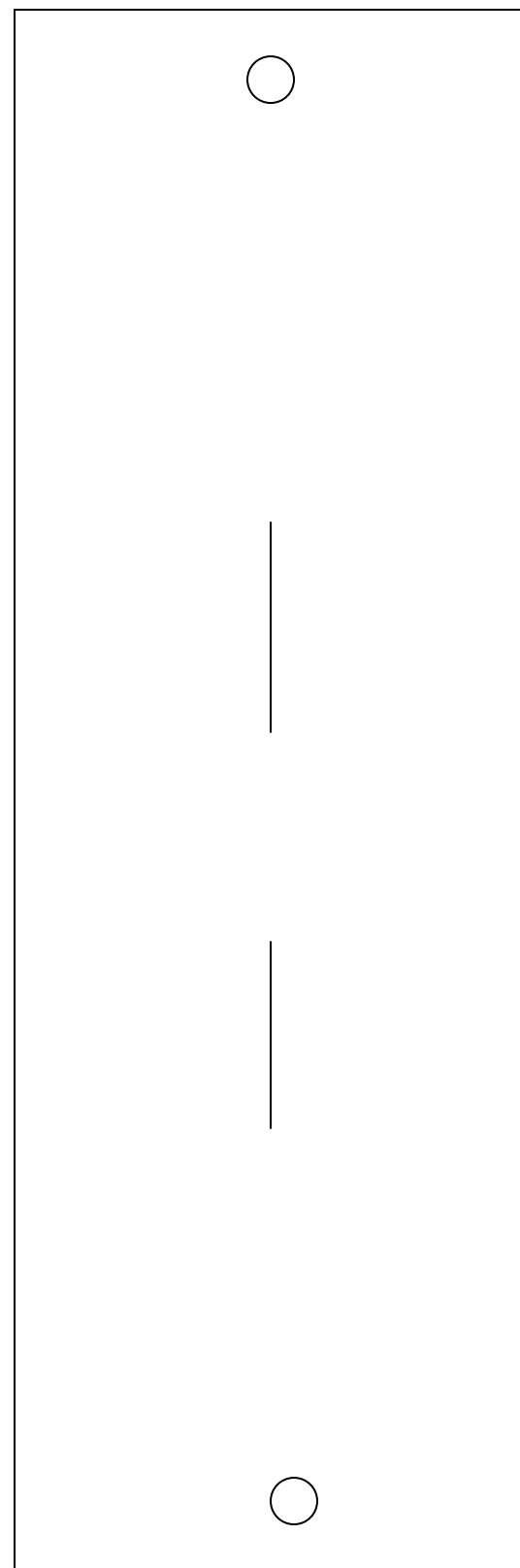
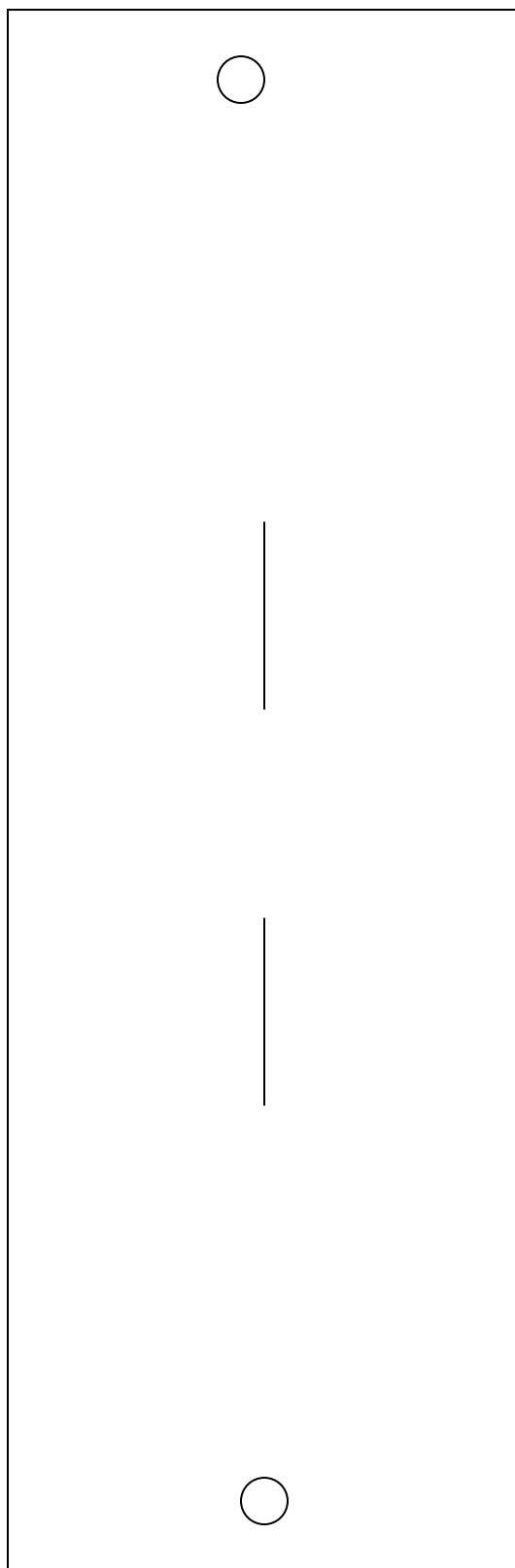
Name_____

	Meaning of Name	Location	Type of Home	Food	Today	Other Information
Inuit	The People	Arctic Region (from Bering Sea to Greenland)	I gloos, sod houses, and animal skin tents	Fish, whales, walruses, seals, caribous, musk oxen, and polar bears	Snowmobiles, Iditarod, Modern houses, rifles, can shop at stores	Use dog sleds, snow goggles Eskimo means eater of raw meat
Anasazi	The Ancient Ones or old enemies	Four corners region (Colorado, Arizona, New Mexico, and Utah)	Cliff dwellings and Pueblos	Corn (maize), squash, beans, deer, rabbits, and elk	Pueblo people of Arizona and New Mexico	Mesa Verde is in Colorado
Mound Builders	Built Mounds	Eastern United States	Houses on top of the mounds	Corn, beans, and squash	Most died from diseases, but the few remaining joined other tribes	Some mounds were in the shapes of animals
Hopi	The peaceful people	Southwest (Arizona and New Mexico)	Adobe apartments	Corn, squash, beans, and melons	Northeast Arizona - small farms and ranches are important along with tourism	Kachina dolls are given to children to teach them about Hopi spirits.
Zuni	The people	Southwest (New Mexico)	Adobe apartments	Corn, beans, and squash Hunted – deer, sheep, rabbit, bear, beavers, squirrel, mice, fish	Live in Northwest New Mexico – skilled artists	Many speak three languages – Zuni, Spanish, and English
Navajo	Dine' means people	Southwest (Arizona, New Mexico, and Utah)	Individual domed houses	Vegetable and potato stews, tortillas, corn, wheat, prickly pears, pine nuts, and peaches	Navajo Nation is in Northern Arizona, Utah and New Mexico	Fierce warriors Spin and Weave Navajo Code talkers - WWII

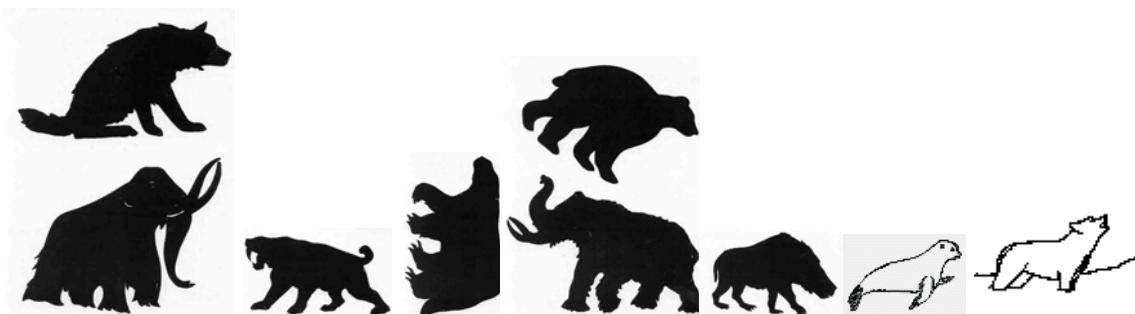
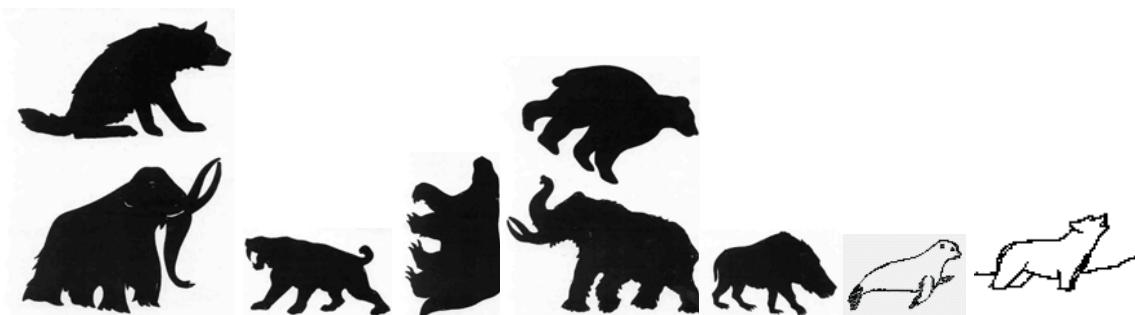
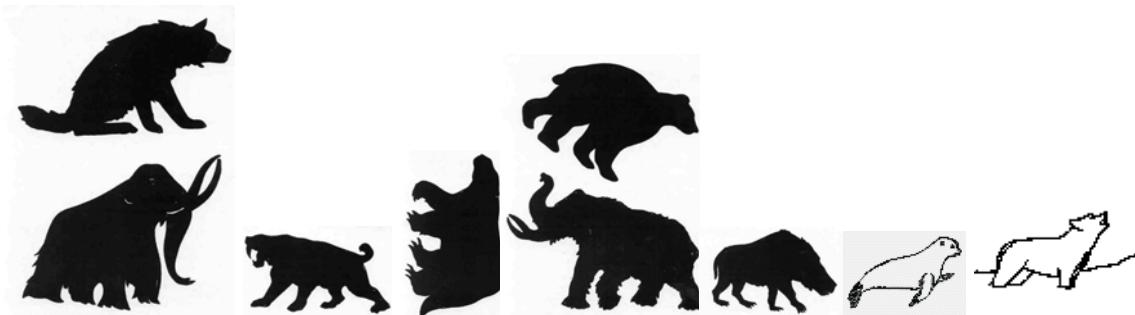
Apache	Enemy	Southwest (Oklahoma and Arizona)	Tents - buffalo hides	Mescal - bulb of an plant, similar to molasses Buffalo, traded for corn and pottery, agave	Arizona - San Carlos Apache Reservation New Mexico, Oklahoma	Bury the hatchet - means agree to stop fighting or arguing Used horses
	Meaning of Name	Location	Type of Home	Food	Today	Other Information
Iroquois	Snakes	New York	Long houses	Corn, beans, squash, strawberries, fish, and deer	Still have a Great Council with Chiefs from tribes; Tradition important	Played a form of lacrosse
Cherokee	People of a different speech	Southeast	Log homes	Pumpkins, squash, fish, bear, and turkeys	Many live in North Carolina and Oklahoma	Trail of Tears First to keep written records. Sequoyah created alphabet
Seminole	Separate, runaway, wild	Florida	Chickees (houses without walls with thatched roofs	Corn, squash, pumpkins, deer, turkey, and alligator	Live in Florida and Oklahoma	Trail of Tears Osceola - Seminole resistance leader
Powhatan	Falls in a current of water	Virginia	Longhouses	Beans, squash, maize, and tobacco	Oldest reservations in the U.S.	Helped Jamestown colonists Pocahontas
Delaware	English name	Delaware	Longhouses	Corn, beans, squash, pumpkin, deer, and bear	All survivors are of mixed heritage	No other tribe was pushed so far from their homeland
Susquehanna	Great Field	Pennsylvania and New Jersey	_____	_____	_____	A river in Pennsylvania
Mohican	People of waters that are never still (Hudson)	New York	Longhouses	Corn and fish	Many live in Wisconsin in Stockbridge Reservation	_____

Massachusett	By the Great Hill (Blue Hills)	Massachusetts coast		Corn, beans, and squash	Many intermarried with African Americans and live in Massachusetts	Many killed by smallpox
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Appendix G- Inuit Snow Goggles



Appendix H – Cutouts for snow goggles



Appendix I - Fact or Opinion Sheet

Name _____

Helpful Hints!

Fact Statements tell something that can be proven.

Opinion Statements are one's personal thoughts, and may use words such as the following: *all, never, always, I think...*

Directions: Write an **F** for **Fact**, or **O** for **Opinion** on the blanks.

1. _____ People walked over to North America from Asia on a Land Bridge many years ago.
2. _____ It was hard for these people to leave Asia and live in North America.
3. _____ All Native Americans lived in teepees.
4. _____ Eskimos make igloos out of snow.
5. _____ I think Native Americans are the best culture ever.
6. _____ Inuit means "the people".
7. _____ Every Eskimo eats raw meat.
8. _____ Eskimos always wear furry coats.
9. _____ The Inuit live in North America.
10. _____ When the ice melted, it covered the Land Bridge.

Appendix J- Fact or Opinion Sheet Answer Key

Name _____

Helpful Hints!

Fact Statements tell something that can be proven.

Opinion Statements are one's personal thoughts, and may use words such as the following: *all, never, always, I think...*

Directions: Write an **F** for **Fact**, or **O** for **Opinion** on the blanks.

1. **F** People walked over to North America from Asia on a Land Bridge many years ago.
2. **O** It was hard for these people to leave Asia and live in North America.
3. **O** All Native Americans lived in teepees.
4. **F** Eskimos make igloos out of snow.
5. **O** I think Native Americans are the best culture ever.
6. **F** Inuit means "the people".
7. **O** Every Eskimo eats raw meat.
8. **O** Eskimos always wear furry coats.
9. **F** The Inuit live in North America.
10. **F** According to archeologists when the ice melted, it covered the Land Bridge.

Appendix K- Native Americans Worksheet: Anasazi and Mound Builders

Name_____

Choose the correct answer to complete the statement. Write that letter in front of the statement.

- _____ 1. The ancient cliff dwellers were called Anasazi because
 - a. this is the name that they called themselves.
 - b. later groups of the Southwest called them this, which means “ancient people who are not us” or “enemy ancestors”.
 - c. it means the same thing as Eskimo.

- _____ 2. Scientists believe that the Anasazi originally came from
 - a. Mexico.
 - b. Asia.
 - c. Africa.

- _____ 3. The most important crop for the Anasazi was
 - a. corn.
 - b. squash.
 - c. watermelon.

- _____ 4. If you visit Mesa Verde, you will see the ruins of the Anasazi villages built
 - a. in the canyon bottom by the river.
 - b. up in the cliffs.
 - c. by the ocean.

- _____ 5. Like the Anasazi, the Mound Builders were also
 - a. farmers.
 - b. warriors.
 - c. Wanderers (nomads).

6. The Anasazi lived in the Four Corners area for hundreds of years and then suddenly they were gone. Scientists have several different ideas what happened to them. List one possible reason that they disappeared.

7. Although we do not know what happened to the Anasazi, we do know why many Mound Builders died. Explain what happened to the Mound Builders.

Appendix L- Native Americans Worksheet Answer Guide: Anasazi and Mound Builders

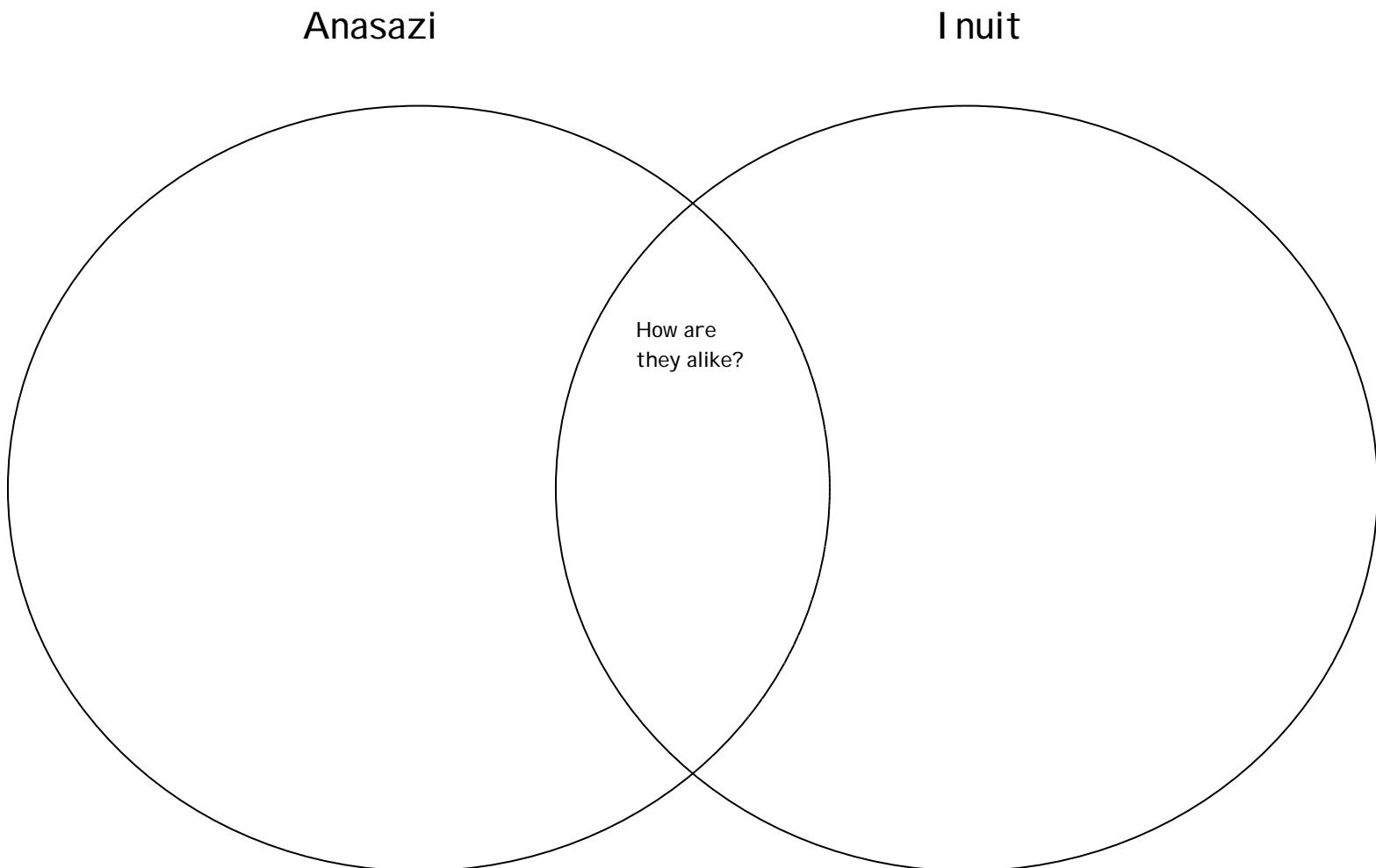
Name _____

Choose the correct answer to complete the statement. Write that letter in front of the statement.

- b 1. The ancient cliff dwellers were called Anasazi because
- this is the name that they called themselves.
 - later groups of the Southwest called them this, which means “ancient people who are not us” or “enemy ancestors”.
 - it means the same thing as Eskimo.
- b 2. Scientists believe that the Anasazi originally came from
- Mexico.
 - Asia.
 - Africa.
- a 3. The most important crop for the Anasazi was
- corn.
 - squash.
 - watermelon.
- b 4. If you visit Mesa Verde, you will see the ruins of the Anasazi villages built
- in the canyon bottom by the river.
 - up in the cliffs.
 - by the ocean.
- a 5. Like the Anasazi, the Mound Builders were also
- farmers.
 - warriors.
 - Wanderers (nomads).
6. The Anasazi lived in the Four Corners area for hundreds of years and then suddenly they were gone. Scientists have several different ideas what happened to them. List one possible reason that they disappeared.
There was a drought and they no longer could grow crops. The Anasazi wore out the soil.
7. Although we do not know what happened to the Anasazi, we do know why many Mound Builders died. Explain what happened to the Mound Builders.
The Europeans brought germs and diseases that they could not fight off. In a short time, the Mound Builders began to die.

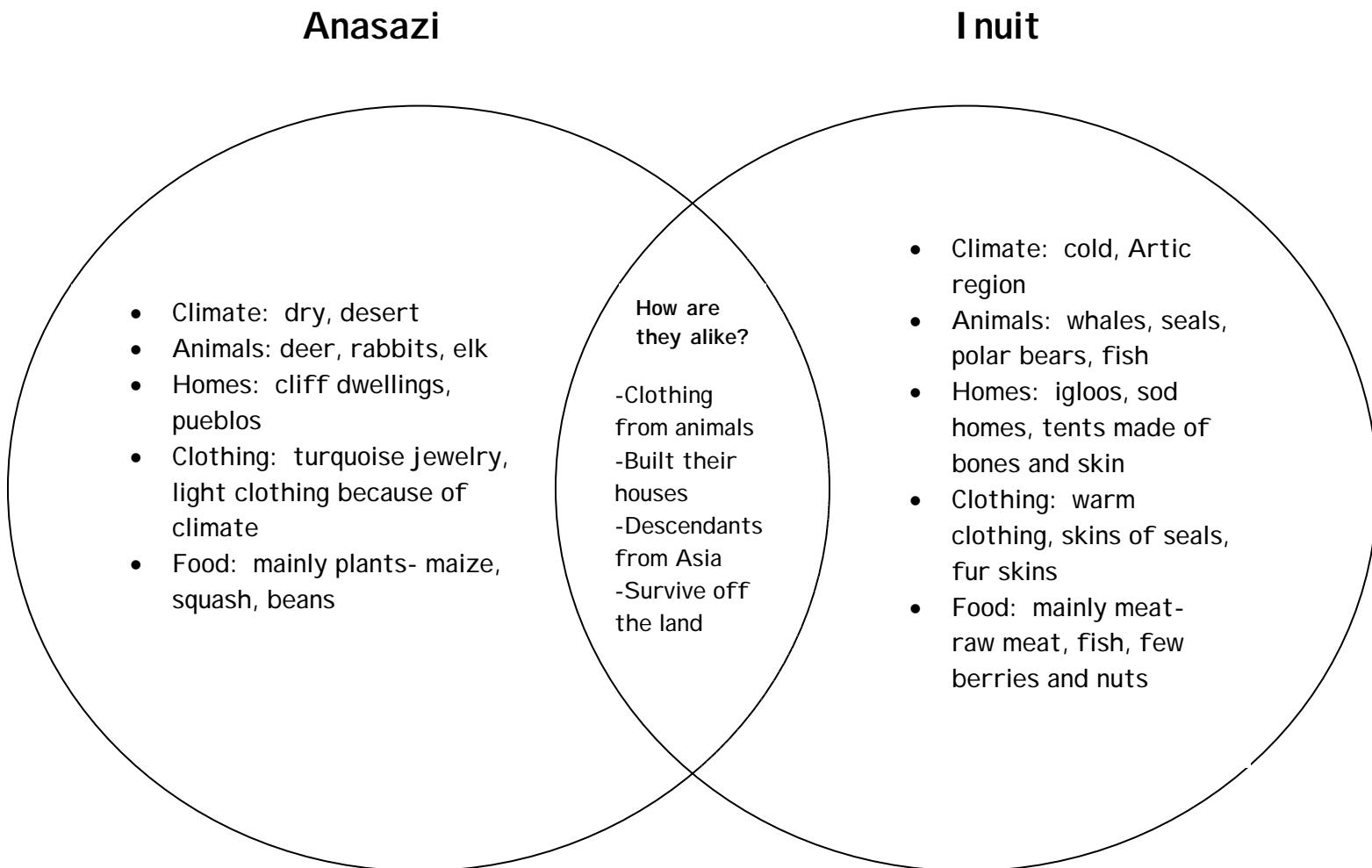
Appendix M- Venn Diagram Comparing Anasazi and Inuit Cultures

Name _____



Appendix N- Venn Diagram Comparing Anasazi and Inuit Cultures

Name _____

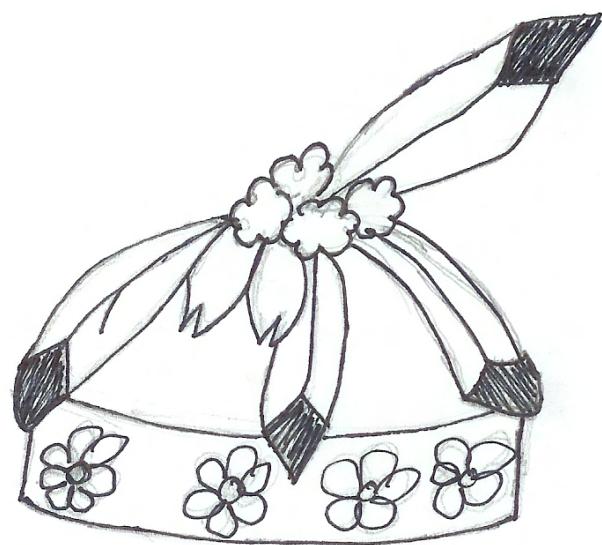
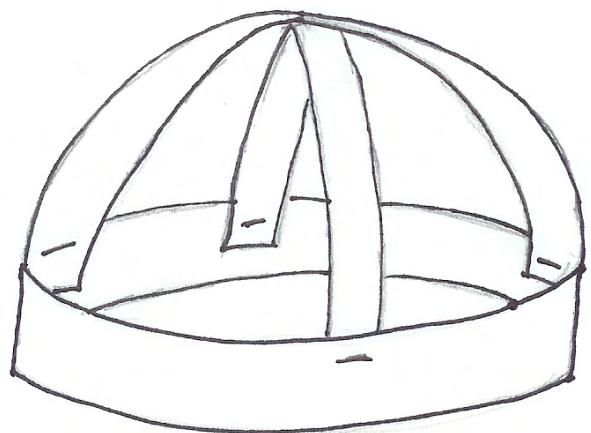


Appendix O – Iroquois Headdress Directions

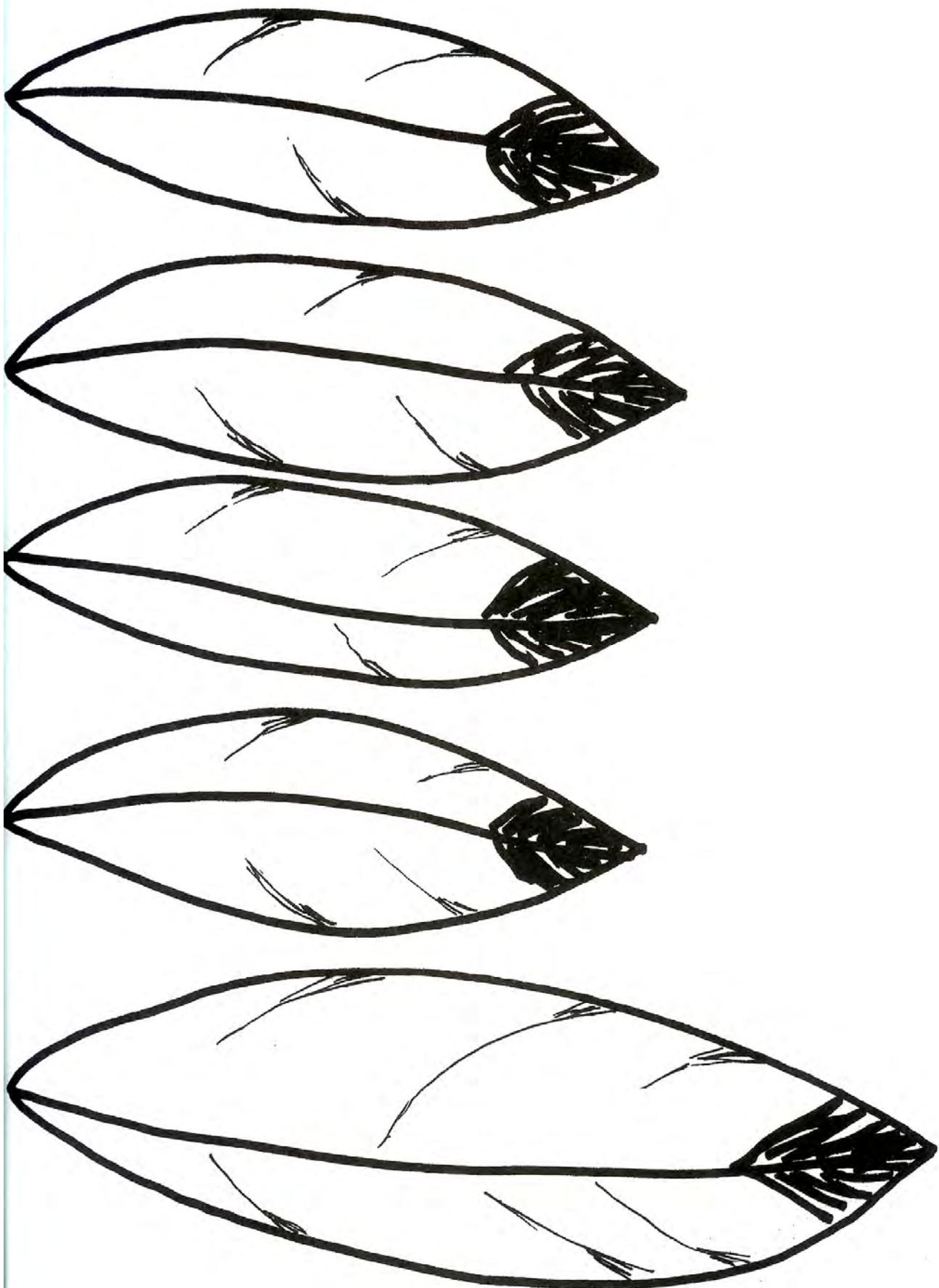
Materials: White construction paper, cotton balls, scissors, stapler, glue, colored pencils.

Cut the construction paper into three strips. All strips should be two inches wide. Make one strip 24 inches long and the other two should be 14 inches long. The longer strip should be decorated. The Iroquois would use bright colors to make flower design against a dark background. Fit the long strip around the head and staple it to make the headband. The two shorter strips will be stapled to fit across the top of the head and they should cross one another. Cut the feathers out of Appendix O-1. Staple the four smaller feathers around the cap frame pointing downward. The larger feather should be stapled to the top center so that it sticks up a little bit. You can also glue cotton balls to the top around the larger feather's base to symbolize fluffy eagle feathers.

Explanation: While Indians in the open wore long, flowing feathers this caused problems for the eastern Indians living in dense forested areas. Therefore, the Iroquois and other eastern tribes would have worn caps that fit closely to their heads. When they went through the woods, they would take out the top, large feather and replace it when they came out of the woods.



Appendix O-1



Appendix P

Eastern Woodland Charades

Before beginning the Eastern Woodland Charade game, you may need to explain to your class how to play Charades. Tell them that Charades is a lot like acting out a skit, but you can't use your voice. Use a student volunteer to show the class an example. Whisper in the volunteer's ear a simple example such as "jump rope" or "playing baseball", and let the class guess as he acts out the Charade.

When the students understand how to play, divide your class into 9 groups. Give each group a term and definition from Lesson Four. Give the groups 5 minutes to come up with a charade based on their term to present to the class. Some groups who have "Woodland tribes", or "Longhouses" may have to use their bodies to form trees or parts of the house. The other groups will try to guess the terms as each group presents.

The following are the term used in Lesson Four:

1. **Woodland tribes** – Native Americans who lived east of the Mississippi River that lived in thick forests.
2. **Algonquin** – a language spoken by many eastern tribes.
3. **Shaman** – the medicine man.
4. **Longhouses** – a large Native American dwelling that many families could live in.
5. **Wigwam** – smaller houses built of poles and bark.
6. **Sachem** – the most respected leader among many of the eastern tribes (chief).
7. **Lacrosse** – a modern game that comes from an Algonquin stickball game.
8. **Peace Pipe** – a pipe that was smoked together to extend friendship or peace.
9. **Confederacy** – a group of tribes

Appendix Q

Eastern Woodland Terms to Remember

Directions: Match the definitions to the correct term.

- | | |
|--------------------------|---|
| 1. _____ Woodland tribes | a. a large Native American dwelling that many families could live in |
| 2. _____ Algonquin | b. smaller houses built of poles and bark |
| 3. _____ Shaman | c. a modern game that comes from an Algonquin stickball game |
| 4. _____ Longhouses | d. Native Americans who lived east of the Mississippi River that lived in thick forests |
| 5. _____ Wigwam | e. a language spoken by many eastern tribes |
| 6. _____ Sachem | f. the medicine man |
| 7. _____ Lacrosse | g. a pipe that was smoked together to extend friendship or peace |
| 8. _____ Peace Pipe | h. the most respected leader among many of the eastern tribes (chief) |
| 9. _____ Confederacy | i. a group of tribes |

Appendix Q-1

Eastern Woodland Terms to Remember - Answer Key

Directions: Match the definitions to the correct term.

- | | |
|-----------------------------|---|
| 1. <u>d</u> Woodland tribes | a. a large Native American dwelling that many families could live in |
| 2. <u>e</u> Algonquin | b. smaller houses built of poles and bark |
| 3. <u>f</u> Shaman | c. a modern game that comes from an Algonquin stickball game |
| 4. <u>a</u> Longhouses | d. Native Americans who lived east of the Mississippi River that lived in thick forests |
| 5. <u>b</u> Wigwam | e. a language spoken by many eastern tribes |
| 6. <u>h</u> Sachem | f. the medicine man |
| 7. <u>c</u> Lacrosse | g. a pipe that was smoked together to extend friendship or peace |
| 8. <u>g</u> Peace Pipe | h. the most respected leader among many of the eastern tribes (chief) |
| 9. <u>i</u> Confederacy | i. a group of tribes |

Appendix R- Research Organizer

Names _____

Native Americans of the Southwest

Directions: As a group, research and write down information about the tribe you have been assigned. You will be graded on your individual participation, group cooperation, presentation, and correct information.

Please find information about each of the following. Assign a group member to be the presenter for each category.

Meaning of Name: **Presenter:** _____

Location: **Presenter:** _____

Type of Home: **Presenter:** _____

Food: _____

Today: _____

Other Information: _____

Appendix S- Research Rubric

Native Americans of the Southwest

Southwest Natives	
Name	
	Points 0-4
Individual participation	
Group Participation	
Correct Information	
Presentation -Eye contact (2 points) -Clear, audible voice (2 points)	
Total out of 16	

Southwest Natives	
Name	
	Points 0-4
Individual participation	
Group Participation	
Correct Information	
Presentation -Eye contact (2 points) -Clear, audible voice (2 points)	
Total out of 16	

Southwest Natives	
Name	
	Points 0-4
Individual participation	
Group Participation	
Correct Information	
Presentation -Eye contact (2 points) -Clear, audible voice (2 points)	
Total out of 16	

Southwest Natives	
Name	
	Points 0-4
Individual participation	
Group Participation	
Correct Information	
Presentation -Eye contact (2 points) -Clear, audible voice (2 points)	
Total out of 16	

Appendix T- Pocean Game Questions

1. What is the name of the 1,000 mile long land mass that connected Asia and North America? (*Beringia*)
2. Please locate on the map the Bering Strait. (*The body of water that separates Asia and North America*)
3. Please locate on the map the Bering Sea. (*The sea below Beringia*)
4. What is the name of the ocean above Beringia? (*Arctic Ocean*)
5. What is the time in history when ice covered parts of the Earth's surface called? (*the Ice Age*)
6. What is another name for a wanderer? (*nomad*)
7. People who hunt and gather plants for food are called what? (*hunter-gatherers*)
8. What do we call the people that came to North America across the land bridge and settled in the Arctic region? (*Inuits*)
9. What is another name for the Inuit that means "eater of raw meat"? (*Eskimo*)
10. Please name at least one animal that currently lives in the Arctic region. (*caribou, Polar Bear, musk ox, wolf, etc...*)
11. For what was a harpoon used? (*a spear like weapon that was used for hunting*)
12. What does Anasazi mean? (*the ancient ones*)
13. What do we call the area where Colorado, Utah, New Mexico, and Arizona come together? (*the Four Corners*)
14. Who were the ancient people who built geometric or animal shapes with dirt? (*the Mound Builders*)
15. What is the geographical name of a deep valley cut between mountains by a river? (*a canyon*)
16. What do we call bricks made of clay and straw that are dried in the sun? (*an adobe*)
17. What is a steep rock face called? (*a cliff*)
18. What do we call moving from one place to another? (*migrating*)
19. A long period of dry weather is called? (*a drought*)
20. These Native Americans lived east of the Mississippi River in thick forests. (*the Woodland tribes*)
21. Many of these tribes spoke this language. (*Algonquin*)
22. What is a Shaman? (*the medicine man*)
23. Please describe a Longhouse. (*a large Native American dwelling that many families could live in, built of long poles of wood*)
24. Please describe a wigwam. (*smaller houses built of poles and bark*)
25. What was a Sachem? (*the most respected leader among many of the Eastern tribes- the chief*)
26. What is the modern name of the game that comes from an Algonquin stickball game? (*Lacrosse*)
27. What was the name of the pipe that was smoked together to extend friendship or peace? (*the Peace Pipe*)
28. What is the name of a group of tribes? (*a confederacy*)
29. What was the name of the powerful rain making spirit of the Hopi Indians? (*Kachina*)
30. What was the name of the Zuni game that uses a cornhusk and feather shuttlecock? (*Pocean*)

Appendix U- Native American Assessment

Name _____

Use the Word List to fill in the blanks (a word can be used only once). (Two points each)

Beringia
Ice Age

Nomad
Hunter-gatherer

Inuit
Eskimo

Anasazi
Mound Builder

1. What is the name of the area of land that once connected Asia and North

America? _____

2. Someone who wanders looking for food and land is called a

3. What is the name of the group of people who crossed the land bridge and settled
in North America? _____

4. What is the name of the people who resided in the Four Corners area and built
pueblos? _____

5. What is another name for “eaters of raw meat”? _____

Use your Learning Chart to answer the following questions. (Two points each)

6. Please name at least 3 tribes that used Long Houses.

7. Which tribe ate alligator?

8. Which tribe races the Iditarod today?

9. Which tribe gave a special contribution is winning World War II?

10. Which tribe's ancient home is now part of a National Park in Colorado?

11. Name a famous Seminole resistance leader. _____

12. Which tribe has the oldest reservation in the United States?

13. Name two tribes from the Eastern Woodland region.

14. Name two tribes from the Southwest region.

15. Name two tribes whose name means “the people”.

16. Which tribe lived in Chickees? _____

17. Which tribe played a form of lacrosse? _____

18. Which tribe helped the Jamestown colonists in 1607? _____

19. Which tribe was the first to keep written records and created their own alphabet?

20. Name the man who created this alphabet for his tribe.

Writing: Using your Learning Chart, compare and contrast two tribes. Please include at least **four** of the categories from your chart such as *Meaning of Name, Location, Type of Home, or Food.* (These are just examples, you may choose others if you'd like!) (Ten Points)

Appendix V- Native American Assessment Answer Guide

Name _____

Use the Word List to fill in the blanks. (A word can be used only once.) (Two Points each.)

Beringia
Ice Age

Nomad
Hunter-gatherer

Inuit
Eskimo

Anasazi
Mound Builder

1. What is the name of the area of land that once connected Asia and North

America? Beringia

2. Someone who wanders looking for food and land is called a

Nomad

3. What is the name of the group of people who crossed the land bridge and settled
in North America? Inuits

4. What is the name of the people who resided in the Four Corners area and built
pueblos? Anasazi

5. What is another name for “eaters of raw meat”? Eskimo

Use your Learning Chart to answer the following questions. (Two points each)

6. Please name at least 3 tribes that used Long Houses.

Powhatan, Delaware, Mohican, Iroquois

7. Which tribe ate alligator? Seminole

8. Which tribe races the Iditarod today? Eskimo or Inuit

9. Which tribe gave a special contribution in winning World War II? Navajo

10. Which tribe's ancient home is now part of a National Park in Colorado? Anasazi

11. Name a famous Seminole resistance leader. Osceola

12. Which tribe has the oldest reservation in the United States? Powhatan

13. Name two tribes from the Eastern Woodland region.

Answers may vary. Use the Learning Chart to grade.

14. Name two tribes from the Southwest region.

Navajo, Hopi, Zuni, Apache, Anasazi

15. Name two tribes whose name means “the people”. Inuit, Zuni, Navajo

16. Which tribe lived in Chickees? Seminole

17. Which tribe played a form of lacrosse? Iroquois

18. Which tribe helped the Jamestown colonists in 1607? Powhatan

19. Which tribe was the first to keep written records and created their own alphabet?

Cherokee

20. Name the man who created this alphabet for his tribe. Sequoyah

Writing: Using your Learning Chart, compare and contrast two tribes. Please include at least four of the categories from your chart such as *Meaning of Name, Location, Type of Home, or Food*. (These are just examples, you may choose others if you'd like!) You will also be graded on capitalization and punctuation. (Ten points)

Writing Rubric

	2 points per category	Comments
Category 1 (from Learning Chart)		
Category 2		
Category 3		
Category 4		
Punctuation/Capitalization		
Total out of 10		