

# Native Americans

**Grade Level:** Kindergarten

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**Length of Unit:** 10-12 days

## I. ABSTRACT

This unit introduces the study of Native Americans past and present from the kindergarten portion of the *Core Knowledge Sequence*. The main focus of this unit is on the geographical, cultural, and physical differences between the Comanche and the Hopi. The unit looks at how geographical location influences peoples' way of life. Also, it will explore the cultural differences among Native Americans.

## II. OVERVIEW

### A. Concept Objectives

1. Students will become familiar with different Native American cultures.
2. Students will develop an awareness of geographical influences on the tribes and their stories and legends.
3. Students will become knowledgeable about cultural differences between tribes.

### B. Content from the *Core Knowledge Sequence* **Native American Peoples, Past and Present**

1. Comanche (pg 12)
2. Hopi (pg 12)

### C. Skill Objectives

1. The student will compare language and oral traditions (family stories) that reflect customs, regions, and cultures. **(TEKS ELA K.2 B)**
2. The student will use vocabulary to describe clearly ideas, feelings, and experiences. **(TEKS ELA K.4 B)**
3. The student will retell a spoken message by summarizing or clarifying. **(TEKS ELA K.4 D)**
4. The student will develop vocabulary by listening to and discussing both familiar and conceptual challenging selections read aloud. **(TEKS ELA K.8 B)**
5. The student will identify relevant questions for inquiry. ["Why were the buffalo and corn important?"] **(TEKS ELA K.12 A)-Adapted**
6. The student will use vocabulary related to time and chronology including before, after, next, first and last. **(TEKS SS K.3 B)**
7. The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather. **(TEKS SS K.5 A)**
8. The student will identify the human characteristics of places such as types of houses and ways of earning a living. **(TEKS SS K.5 B)**
9. The student will explain how basic human needs of food, clothing and shelter can be met. **(TEKS SS K.6 B)**
10. The student will create and interpret visuals including pictures and maps. **(TEKS SS K.16 B)**

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Hirsch, Jr., E. D. *Core Knowledge Sequence*. Charlottesville, Virginia: 1998, ISBN 1-890517-20-8

2. Hirsch, Jr. E. D. *What your Kindergartener Needs to Know*. New York, New York: Doubleday, 1996, ISBN 0-385-31841-3
  3. [http://lucy.ukc.ac.uk/EthnoAtlas/Hmar/Cult\\_dir/Culture.7846](http://lucy.ukc.ac.uk/EthnoAtlas/Hmar/Cult_dir/Culture.7846)
- B. For Students
1. Review map skills.
  2. Review knowledge on basic needs of humans. (food, clothing, shelter)

**IV. RESOURCES** (Provide a list of key resources-literature selections, activity books, AV materials, etc.-that are critical in teaching this unit.)

- A. *The Pueblo*, Bial, Raymond.
- B. *More Than Moccasins*, Carlson, Laurie.
- C. *How Would You Survive As An American Indian?*, Steedman, Scott.
- D. *The Comanche*, Streissguth, Thomas
- E. *Thematic Unit: Native American*, Hoven, Leigh. (reproducibles and transparencies)

**V. LESSONS**

**Lesson One: Native American Peoples Past and Present KWL**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will become familiar with different Native American cultures.
  2. Lesson Content **Native American Peoples Past and Present**
    - a. Comanche (pg. 12)
    - b. Hopi (pg.12)
  3. Skill Objective(s)
    - a. The student will compare language and oral traditions (family stories) that reflect customs, regions, and cultures. (TEKS ELA K.2 B)
- B. *Materials*
  1. chart paper
  2. markers
  3. tape
- C. *Key Vocabulary*
  1. Native American-the original peoples of North and South America
- D. *Procedures/Activities*
  1. Tape chart paper on the wall or anywhere that makes writing assessable.
  2. Divide the chart paper into three vertical columns. Label the columns K for what we know, W-for what we want to know and L-for what we learned.
  3. Ask the children, “What are Native Americans?” Wait for a response. Then, define Native Americans as the first people to live in North America and they are sometimes referred to as Indians.
  4. On the KWL chart, write the responses given by the students about what they know under the K portion of the chart.
  5. Ask the children what they want to know about Native Americans. Negotiate questions with the students. Write these questions under the W part of the chart. Negotiate the questions such as “Why were buffalo and corn important to the Native Americans?” The teacher may have to help the student phrase their response in question form.
  6. Leave the KWL chart up until the unit is finished. Throughout the unit list items the students have learned under the L column.
- E. *Assessment/Evaluation*

1. The teacher will assess oral responses to the questions and discussion of Native Americans.

## **Lesson Two: Geography of the Comanche**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of geographical influences on the tribes and their stories and legends.
2. Lesson Content **Native American Peoples Past and Present**
  - a. Comanche (pg. 12)
3. Skill Objective(s)
  - a. The student will create and interpret visuals including pictures and maps. (TEKS SS K.16 B)
  - b. The student will identify the physical characteristics of place such as landforms, bodies of water, natural resources and weather. (TEKS SS K.5 A)
  - c. The student will explain how basic human needs of food, clothing and shelter can be met. (TEKS SS K. 6 B)

### B. *Materials*

1. large map to the United States
2. *The Comanche* by Thomas Streissguth
3. crayons for each student
4. transparency of U.S. map (Appendix A-1)
5. transparency of buffalo map (Appendix A-2)
6. transparency of Comanche map (Appendix A-3)
7. classroom set of copies of Buffalo map for students
8. pencils for each student
9. highlighters
10. overhead projector
11. “*How Would You Survive as an American Indian?*” by Scott Steedman

### C. *Key Vocabulary*

1. Comanche-a nomadic tribe of Native Americans that lived on the Great Plains
2. Nomad-someone who has no fixed home and lives on the move
3. Great Plains-dry, flat grassland with few trees that extends from Texas to Canada
4. buffalo/bison-a large, shaggy-maned North American wild mammal that has short horns and heavy front legs with a large muscular hump

### D. *Procedures/Activities*

1. Ask the students, “Can you find Texas on the map?” Give the students a chance to find Texas on the map. Locate Texas on a large map of the United States.
2. Read pages 8-11 of *The Comanche* by Thomas Streissguth.
3. Define Great Plains- dry, flat grassland with few trees that extends from Texas to Canada. Show on the large map the area known as the Great Plains.
4. Using a transparency of the United States locate the Great Plains once again. (See Appendix A-1)
5. Take out the buffalo map transparency and show the students the areas in which the buffalo lived.(See Appendix A-2)
6. Next, pass out the buffalo map to each student. Have the students color the area where the buffalo lived in 1800 yellow. (See Appendix A-2) Have the students

label the compass rose with the missing E, W, S. After the students color their maps, the teacher will use a yellow highlighter to color in the transparency.

7. The teacher should take the buffalo map off the overhead and replace it with the map showing where the Comanche lived. Show the students the area on the transparency where the Comanche lived. Have the students color in this area on their buffalo map with a blue crayon. The teacher will take off the map showing where the Comanche lived and replace it with the buffalo map. Then, the teacher will color in the correct area on the map, where the Comanche lived, with a blue highlighter.
  8. Ask, "Why did the Comanche move around and live in such a large area of the Southern Great Plains?" Listen for responses and allow time for discussion.
  9. Read pages 18 and 19 of the book, *How Would You Survive as an American Indian?* by Scott Steedman.
  10. Explain that the Comanche moved because the buffalo provided their food, clothing and shelter.
  11. Review the content of the lesson and take up the maps.
- E. *Assessment/Evaluation*
1. The teacher will assess students' completion of the map by seeing what areas the student colored in.
  2. The teacher will listen and check for understanding in oral responses.

### **Lesson Three: Climate, Food and Clothing of the Comanche**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will become familiar with different Native American cultures.
2. Lesson Content **Native American Peoples Past and Present**
  - a. Comanche (pg. 12)
3. Skill Objective(s)
  - a. The student will compare language and oral traditions (family stories) that reflect customs, regions, and cultures. (TEKS ELA K.2 B)
  - b. The student will develop vocabulary by listening to and discussing both familiar and conceptual challenging selections read aloud. (TEKS ELA K.8 B)
  - c. The student will identify the human characteristics of places such as types of houses and ways of earning a living. (TEKS SS K.5 B)

B. *Materials*

1. *How Would You Survive as an American Indian?* By Scott Steedman
2. chart paper with a Venn diagram drawn on it
3. markers

C. *Key Vocabulary*

1. climate-the weather of a given region
2. hunter-gatherer-a form of collecting food by hunting wildlife and collecting wild vegetation

D. *Procedures/Activities*

1. Read *How Would You Survive as an American Indian?* page 6 "A Harsh Climate", page 24-25 "Food", page 26-27 "Clothing." Be sure to show the students the pictures in the book.
2. Then ask, "What would you need to protect yourself from the cold?" Allow time for discussion.
3. Ask, "What kind of food do you eat?" Allow time for discussion.

4. Define hunter-gatherer as a form of collecting food by hunting wildlife and collecting wild vegetation.
5. Discuss what kinds of food the Native Americans ate.
6. Tape up the Venn diagram and fill in responses comparing how we live now and how the Comanche lived.
7. Review what we learned by looking at the ways we are alike and different from the Comanche.

E. *Assessment/Evaluation*

1. The teacher will assess students' application of knowledge on the Venn diagram.

**Lesson Four: Comanche Shelter**

A. Daily Objective(s)

1. Concept Objectives
  - a. Students will become familiar with different Native American cultures.
  - b. Students will develop an awareness of geographical influences on the tribes and their stories and legends.
2. Lesson Content **Native American Peoples Past and Present**
  - a. Comanche (pg. 12)
3. Skill Objective(s)
  - a. The student will identify the human characteristics of places such as types of houses and ways of earning a living. (TEKS SS K.5 B)
  - b. The student will explain how basic human needs of food, clothing and shelter can be met. (TEKS SS K.6 B)

B. *Materials*

1. bowl
2. pencil
3. construction paper
4. scissors
5. tape
6. pictographs (see Appendices B-1)
7. *More Than Moccasins* by Laurie Carlson (pg. 10)
8. *How Would You Survive as an American Indian?* by Scott Steedman (pg. 14-15)

C. *Key Vocabulary*

1. tepee-big, cone shaped tent usually made of long wooden poles and buffalo skins

D. *Procedures/Activities*

1. Read page 10 of *More Than Moccasins* by Laurie Carlson and pages 14-15 of *How Would You Survive as an American Indian?* by Scott Steedman.
2. Allow time for discussion.
3. Ask, "Why does the top of the tepee stay open?" Listen for answers. Explain that the opening allowed the smoke from the fire inside to escape.
4. Ask, "Do you think the Comanche had furniture like we do?" Why or Why not.
5. Ask, "Where did their dogs sleep?(in the tepee) Why do you think the dogs stayed in the tepees?" Check for understanding of the ways of nomadic people.
6. Ask, "Do you think their way of life was easy or hard?" Listen for answers.
7. Make a tepee by first passing out construction paper, scissors, crayons, and tape to each student. Give each student a bowl.
8. Use a bowl to trace a large circle on the construction paper.
9. Cut the circle out, fold the circle in half and cut it on the fold. This will make two semicircles.

10. Roll one semicircle into a cone shape and tape.
11. Cut a slit at the base of the cone and fold back to make door flaps.
12. Pass out the pictograph sheet. (See appendices B-1)
13. Have the students use crayons to decorate their tepee with pictures from the pictograph sheet.
14. Set the tepees up to make a Comanche camp. To do this, put the tepees in a circular form and display.
15. Review the ways of nomadic people. Discuss the importance of the tepee to the Comanche's way of life. (The Comanche needed the tepees for shelter and they were easy to move. The tepees were made of buffalo skin. The buffalo were important to the Comanche because they depended on the buffalo for food, clothing and shelter. Because the buffalo moved, the Comanche were nomadic.

E. *Assessment/Evaluation*

1. Listen for oral responses to questions asked about nomadic people.

**Lesson Five: Comanche Stories and Legends**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of geographical influences on the tribes and their stories and legends.
2. Lesson Content **Native American Peoples Past and Present**
  - a. Comanche (pg. 12)
3. Skill Objective(s)
  - a. The student will compare language and oral traditions (family stories) that reflect customs, regions, and cultures. (TEKS ELA K.2)
  - b. The student will retell a spoken message by summarizing or clarifying. (TEKS ELA K. 4 D)
  - c. The student will develop vocabulary by listening to and discussing both familiar and conceptual challenging selections read aloud. (TEKS ELA K.8 B)
  - d. The student will use vocabulary to describe clearly ideas, feelings, and experiences. (TEKS ELA K.4 B)
  - e. The student will use vocabulary related to time and chronology including before, after, next, first and last. (TEKS SS K. 3 B)

B. *Materials*

1. *The Legend of the Bluebonnet* by Tomie DePaola
2. copy of the bluebonnet (See Appendix C-1)
3. 10 blank white pages stapled together with the bluebonnet on the cover (each child will need a copy)
4. pencils
5. crayons

C. *Key Vocabulary*

1. Shaman-medicine man
2. famine-long period of time without food that causes great hardships
3. drought-long periods of time with very little rain
4. legend-story passed down from generation to generation

D. *Procedures/Activities*

1. Ask, "Has your granddad ever told you a story about when he was your age?" Allow time for discussion. Explain that the Comanche told stories or legends. The legends they told were passed down from generation to generation.
  2. Discuss the vocabulary explaining, that a shaman is a medicine man, famine means a long period of time without food that causes great hardships, and drought means long periods of time with very little rain.
  3. Read *The Legend of the Bluebonnet* by Tomie DePaola.
  4. Allow time for discussion. Say, "This story is a retelling of the Comanche Indian legend of how a girl's sacrifice brought the flower called the bluebonnet to Texas. Explain that the Comanche had to pass legends down from generation to generation because they had no written history. Today, most of our stories are written down.
  5. Pass out the bluebonnet booklets (See Appendix C-1) to each student and have them retell the story by drawing or writing the sequence of events.
  6. When the students have finished, take up the books.
- E. *Assessment/Evaluation*
1. The teacher will check for completion of the book and the correct sequence of events.

### **Lesson Six: Geography of the Hopi**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will become familiar with different Native American cultures.
  - b. Students will develop an awareness of geographical influences on the tribes and their stories and legends.
  - c. Students will become knowledgeable about cultural differences between the tribes.
2. Lesson Content **Native American Peoples Past and Present**
  - a. Hopi (pg. 12)
3. Skill Objective(s)
  - a. The student will create and interpret visuals including pictures and maps. (TEKS SS K.16 B)
  - b. The student will identify the physical characteristics of place such as landforms, bodies of water, natural resources and weather. (TEKS SS K.5 A)
  - c. The student will explain how basic human needs of food, clothing and shelter can be met. (TEKS SS K. 6 B)

#### B. *Materials*

1. large map of the United States
2. map of where the Hopi live (See Appendix D-1)
3. map showing where Comanche and Hopi lived (See Appendix D-2)
4. crayons
5. pencils

#### C. *Key Vocabulary*

1. Hopi-peaceful people
2. mesa-a flat topped steep sided land formation

#### D. *Procedures/Activities*

1. Locate Arizona on the large United States map.
2. Define Hopi as peaceful people.

3. Define mesa as a flat topped steep sided land formation.
4. Pass out map of where the Hopi live (See Appendix D-1) to each student.
5. Label the compass rose with the missing E, S, W. Have the students point to different directions in the room.
6. Have the students find Arizona on their map and color the area where the Hopi live.
7. Pass out the map showing where the Comanche and Hopi lived (See Appendix D-2) to each student. Label the compass rose.
8. Have the students color the Hopi area blue and the Comanche area red.
9. Have the students write on the bottom of the map which direction the Hopi are from the Comanche. (west)

E. *Assessment/Evaluation*

1. The teacher will assess comprehension of map skills by checking the map.

**Lesson Seven: Climate, Clothing and Food of the Hopi**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of geographical influences on the tribes and their stories and legends.
2. Lesson Content **Native American Peoples Past and Present**
  - a. Hopi (pg. 12)
3. Skill Objective(s)
  - a. The student will develop vocabulary by listening to and discussing both familiar and conceptual challenging selections read aloud. (TEKS ELA K.8 B)
  - b. The student will compare language and oral traditions (family stories) that reflect customs, regions, and cultures. (TEKS ELA K.2 B)
  - c. The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather. (TEKS SS K.5 A)
  - d. The student will create and interpret visuals including pictures and maps. (TEKS SS K.16 B)

B. *Materials*

1. desert guidebook pictures (See Appendices E-1 and E-2)
2. desert guidebook cover (See Appendix E-3)
3. desert guidebook pages (See Appendix E-4)
4. pencils
5. crayons

C. *Key Vocabulary*

1. desert-arid place that receives less than 10 inches of rain a year
2. maize-corn

D. *Procedures/Activities*

1. Explain that the Hopi live in the desert of Arizona. A desert is an arid place that receives less than 10 inches of rain a year.
2. Ask, "What type of clothes do you think the Hopi wear?" Allow time for discussion.
3. Explain that they wore clothing appropriate for the climate.
4. Read pages 65-71 in *The Pueblo* by Raymond Bial.

5. Talk about their clothing compared to ours in the summer. We wear short sleeves, loose fitting clothes and sometimes go barefoot. The Hopi wore loose fitting clothes and sometimes went barefoot.
6. Explain that the Hopi used vegetation in the area like yucca plants and the domesticated turkey for clothing. The Hopi wove yucca plant and turkey feathers to make blankets.
7. Their principle diet was maize but they also planted small gardens with beans, squash, pumpkins, sunflowers and cotton.
8. The Hopi did not use irrigation but used agricultural techniques that were passed down from generation to generation.
9. They planted maize seeds 10 inches below the surface to reach the subsoil moisture. They planted a lot of seeds in one hole. They were not planted close together in rows.
10. Have the students make a plant and animal booklet.
11. Pass out desert guidebook pictures (See Appendices E-1 and E-2) and color.
12. Cut the pictures on the bold black lines and sort them into two group, plants and animals.
13. Then pass out desert guidebook cover (See Appendix E-3) and desert guidebook pages (See Appendix E-4).
14. Have the students glue one picture in a box at the top of the page and write a repetitive sentence on the lines below. For example, A jackrabbit lives in the desert.
15. Repeat until all the pictures are used.
16. The student will turn in their work to the teacher.

E. *Assessment/Evaluation*

1. The student will name plants and animals that are native to the desert by making the booklet.

**Lesson Eight: Hopi Shelter**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will become familiar with different Native American cultures.
  - b. Students will develop an awareness of geographical influences on the tribes and their stories and legends.
2. Lesson Content **Native American Peoples Past and Present**
  - a. Hopi (pg. 12)
3. Skill Objective(s)
  - a. The student will identify the human characteristics of places such as types of houses and ways of earning a living. (TEKS SS K.5 B)
  - b. The student will explain how basic human needs of food, clothing and shelter can be met. (TEKS SS K.6 B)

B. *Materials*

1. card board shoe boxes in various sizes
2. sand
3. black construction paper
4. twigs or popsicle sticks
5. tan tempera paint
6. glue
7. scissors

8. *More Than Moccasins* by Laurie Carlson
  9. Reading Rainbow video *The Legend of the Indian Paintbrush* by Tomie DePaola
  10. chart paper with Venn diagram on it
  11. markers
  12. clay
- C. *Key Vocabulary*
1. pueblo-Native American village that consists of flat roofed stone or adobe houses joined in groups sometimes several stories high
  2. hornos-a dome shaped, outdoor cooking oven
  3. adobe-building material made from sun-dried mud and straw
- D. *Procedures/Activities*
1. Watch a clip from the Reading Rainbow, *The Legend of the Indian Paintbrush* by Tomie DePaola on making adobe.
  2. Read pages 15-16 of *More Than Moccasins* by Laurie Carlson.
  3. Discuss the book and video.
  4. Explain to the students that a pueblo is a Native American village that consists of flat roofed stone or adobe houses joined in groups sometimes several stories high. Adobe is a building material made from sun-dried mud and straw. The Hopi made their pueblos out of adobe because the materials needed to make adobe were plentiful in the desert. The Hopi people lived in this type of shelter. The Hopi also used hornos, which are dome shaped, outdoor cooking ovens.
  5. Make a pueblo village (whole group) by arranging the larger boxes on the bottom and building up to the smaller ones by gluing them together. Divide the students into several groups giving each group a specific job.
  6. One group will use pointed scissors to cut roof openings.
  7. Explain to the student that the Hopi built the first story without doorways so they had to climb ladders to go inside through the second floor or the roof to protect themselves from enemies. They would pull the ladders up so enemies could not get in.
  8. One group will paint the boxes with the tan tempera paint. Sprinkle with sand before the paint dries.
  9. One group will use the black construction paper to cut and make doors and windows. Glue these on to the painted boxes. Making sure there are no doors on the bottom floor.
  10. Give one group of children three popsicle sticks or twigs to make ladders. Break one popsicle stick into three smaller pieces. Use two Popsicle sticks vertically and glue smaller pieces of the sticks horizontally to make a ladder.
  11. One group of students can use modeling clay to make the hornos and small clay pots that the Hopi used to store food and water. To make a hornos, have the group make beehived shaped mounds of clay. Explain that the hornos were used, by women, to bake bread.
  12. After the shelter is finished, make a Venn diagram comparing the Comanche tepee to the Hopi pueblo. Call the children together whole group.
  13. Ask questions like, "Why did the Comanche live in a tepee? Why would a Comanche not live in a pueblo?"
  14. Record the students answers on the chart comparing and contrasting the two shelters.
- E. *Assessment/Evaluation*
1. Listen for understanding in verbal responses when filling out the Venn diagram.

## Lesson Nine: A Hopi Legend

### A. Daily Objectives

1. Concept Objective(s)
  - a. Students will develop an awareness of geographical influences on the tribes and their stories and legends.
2. Lesson Content **Native American Peoples Past and Present**
  - a. Hopi (pg. 12)
3. Skill Objective(s)
  - a. The student will compare language and oral traditions (family stories) that reflect customs, regions, and cultures. (TEKS ELA K.2)
  - b. The student will retell a spoken message by summarizing or clarifying. (TEKS ELA K.4 D)

### B. Materials

1. sand table
2. straws
3. *Hopi Yaponcha-The Wind God*, <http://www.the-office.com/bedtime-story/hopi-windgod.htm>, (See Appendix F-1)
4. blow dryer
5. rubber bands

### C. Key Vocabulary

1. None

### D. Procedures/Activities

1. Read *Hopi Yaponcha-The Wind God*, <http://www.the-office.com/bedtime-story/hopi-windgod.htm>, (See Appendix F-1).
2. Discuss the story.
3. Review how the Hopi planted maize. They planted the maize seeds ten inches deep and a lot in each hole. They did not plant in rows.
4. Ask, "Why do you think they planted a lot of seeds in one hole?"
5. Do an experiment. Explain the maize is represented by the straw and the blow dryer represents the wind. First put one straw shallowly in the sand table and ask, "What do you think will happen when the wind (blow dryer) blows one plant(straw)." Wait for responses. Blow the straw with the blow dryer. Check their predictions. (The straw should blow over.)
6. Try sticking the straw deeper into the sand and blowing with the blow dryer to see what happens. (It should be harder to blow over but it should still blow over.)
7. Next, bundle 5-7 straws together with a rubber band and stick the bundle deep in the sand like the Hopi planted their maize.
8. Ask, "What do you think will happen?"
9. Repeat the blow dryer test. (The straws should remain standing.)
10. Discuss the results and ask again, "Why did the Hopi plant numerous seeds in one hole?"

### E. Assessment/Evaluation

1. Teacher observation during discussion and experiment.

## VI. CULMINATING ACTIVITY (Optional)

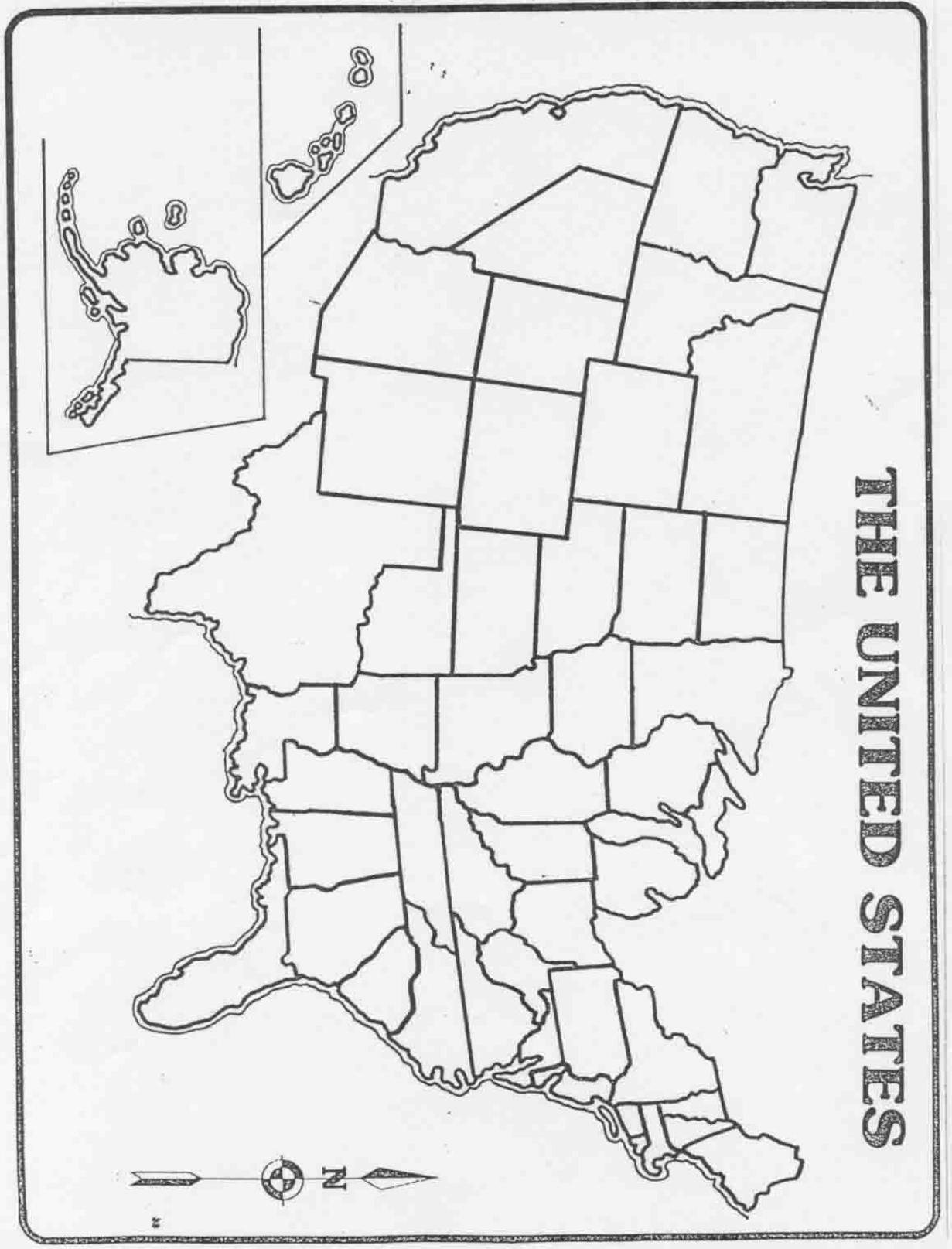
- A. To end this study of Native Americans, take a field trip to the Lubbock Lakesite Landmark. This tour will review many of the facts we learned about Native Americans. It will also provide a chance for the students to see how Native Americans used authentic artifacts in everyday life.

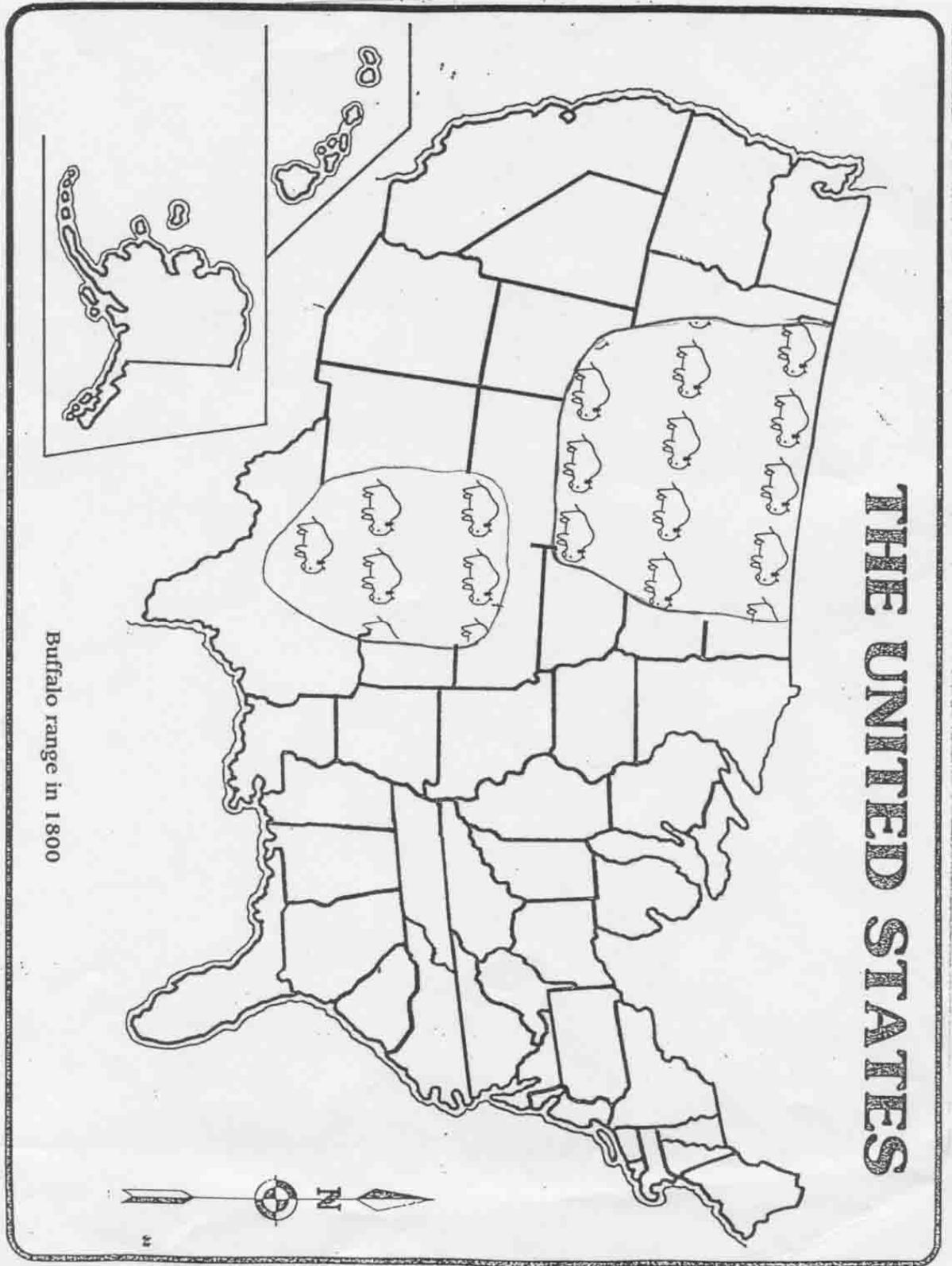
## HANDOUTS/WORKSHEETS

### 1. Appendices A-1 to F-1

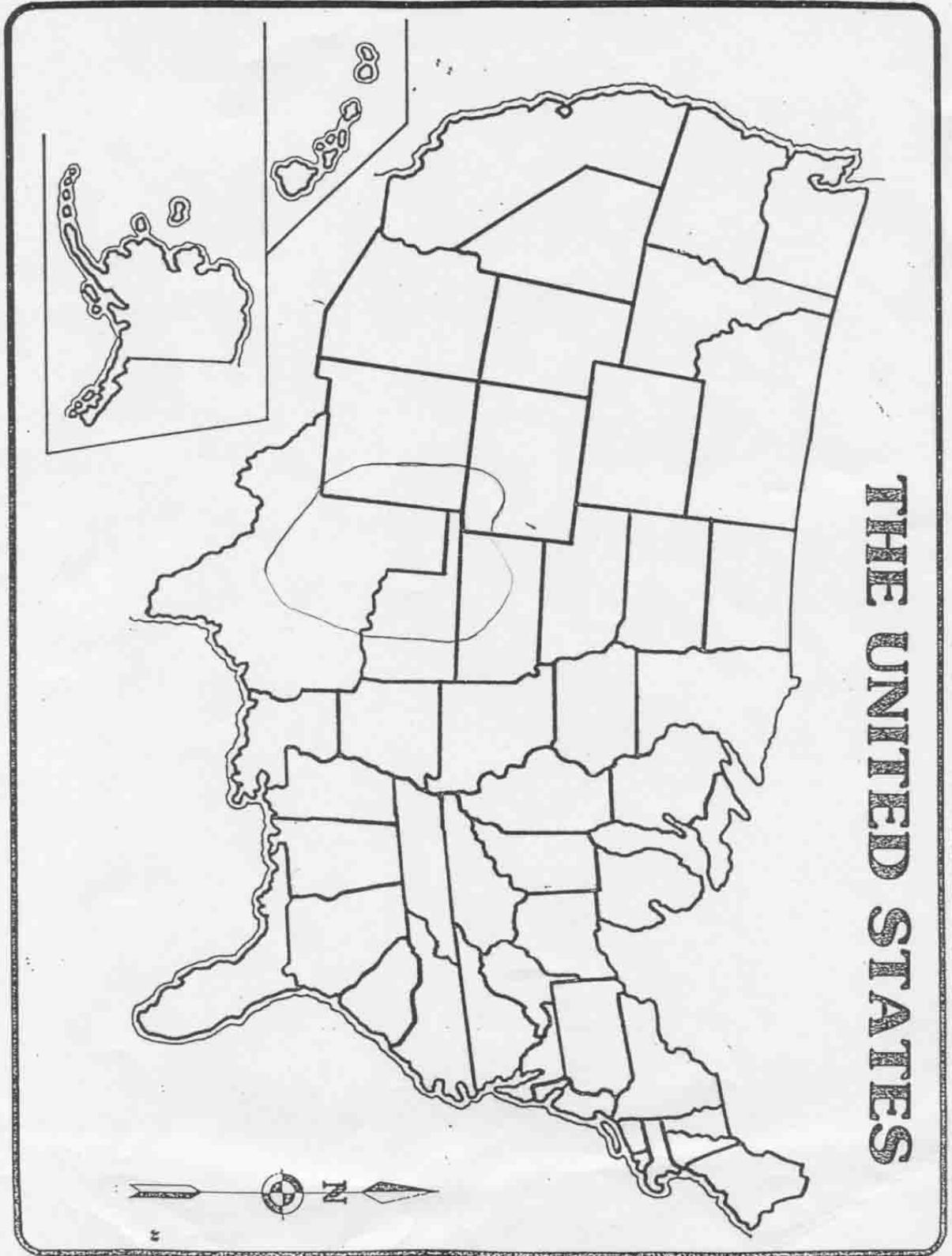
- VII. BIBLIOGRAPHY** (Provide complete bibliographic information and when available, addresses, ISBN numbers and telephone numbers i.e., Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1991, ISBN 0-385-31026-9
- A. Bial, Raymond. Lifeways: The Pueblo. New York, New York: Benchmark Books, 2000, ISBN 0-7614-0861-4
  - B. Carlson, Laurie. More Than Moccasins: A Kids Activity Guide to Traditional North American Indian Life. Chicago, Illinois: Chicago Review Press, 1994, ISBN 1-55652-213-4
  - C. DePaola, Tomie. The Legend of the Bluebonnet. New York, New York: G.P. Putnam's Sons, 1983, ISBN 0-399-20938-7
  - D. DePaola, Tomie. The Legend of the Indian Paintbrush. New York, New York: Scholastic, 1988, ISBN 0-590-44706-8
  - E. Hirsch, Jr., E. D. Core Knowledge Sequence. Charlottesville, Virginia: 1998, ISBN 1-890517-20-8
  - F. Hoven, Leigh. Thematic Unit Native Americans. Huntington Beach, California: Teacher Created Materials, Inc., 1990, ISBN 1-55734-285-7
  - G. Sneve, Virginia Driving Hawk. The Hopis: A First Americans Book. New York, New York: Holiday House, 1995, ISBN 0-8234-1194-X
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  - K. [http://.lucy.ukc.ac.uk/EthnoAtlas/Hmar/Cult\\_dir/Culture.7846](http://.lucy.ukc.ac.uk/EthnoAtlas/Hmar/Cult_dir/Culture.7846)
  - L. <http://www.the-office.com/bedtime-story/hopi-windgod.htm>

Appendix A-1





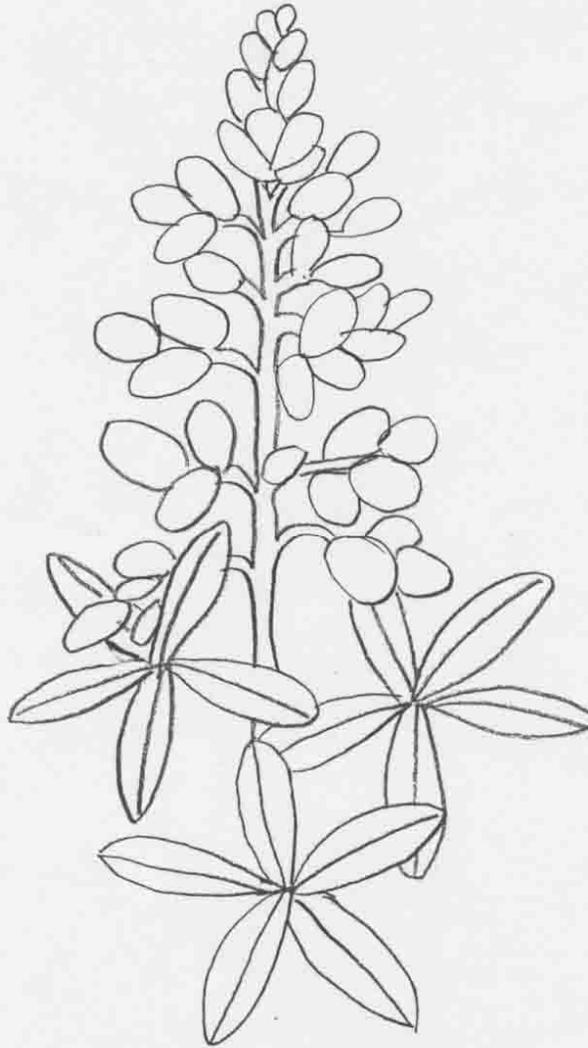
Appendix A-3



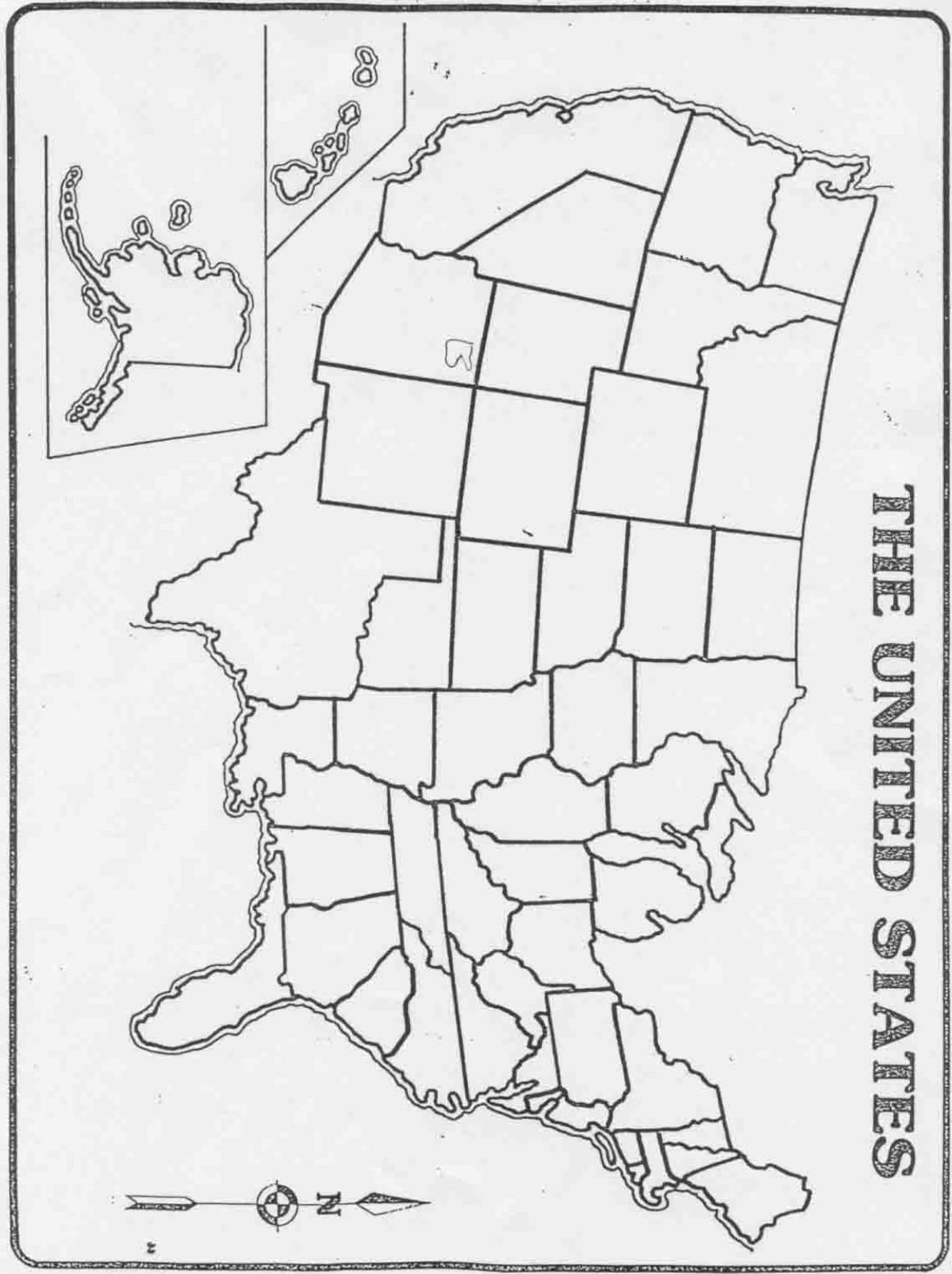
# Appendix B-1

has been deleted due to copyright reasons, but you can find the information on page 32 of Leigh Hoven's Thematic Unit Native Americans, which can be found in the bibliography.

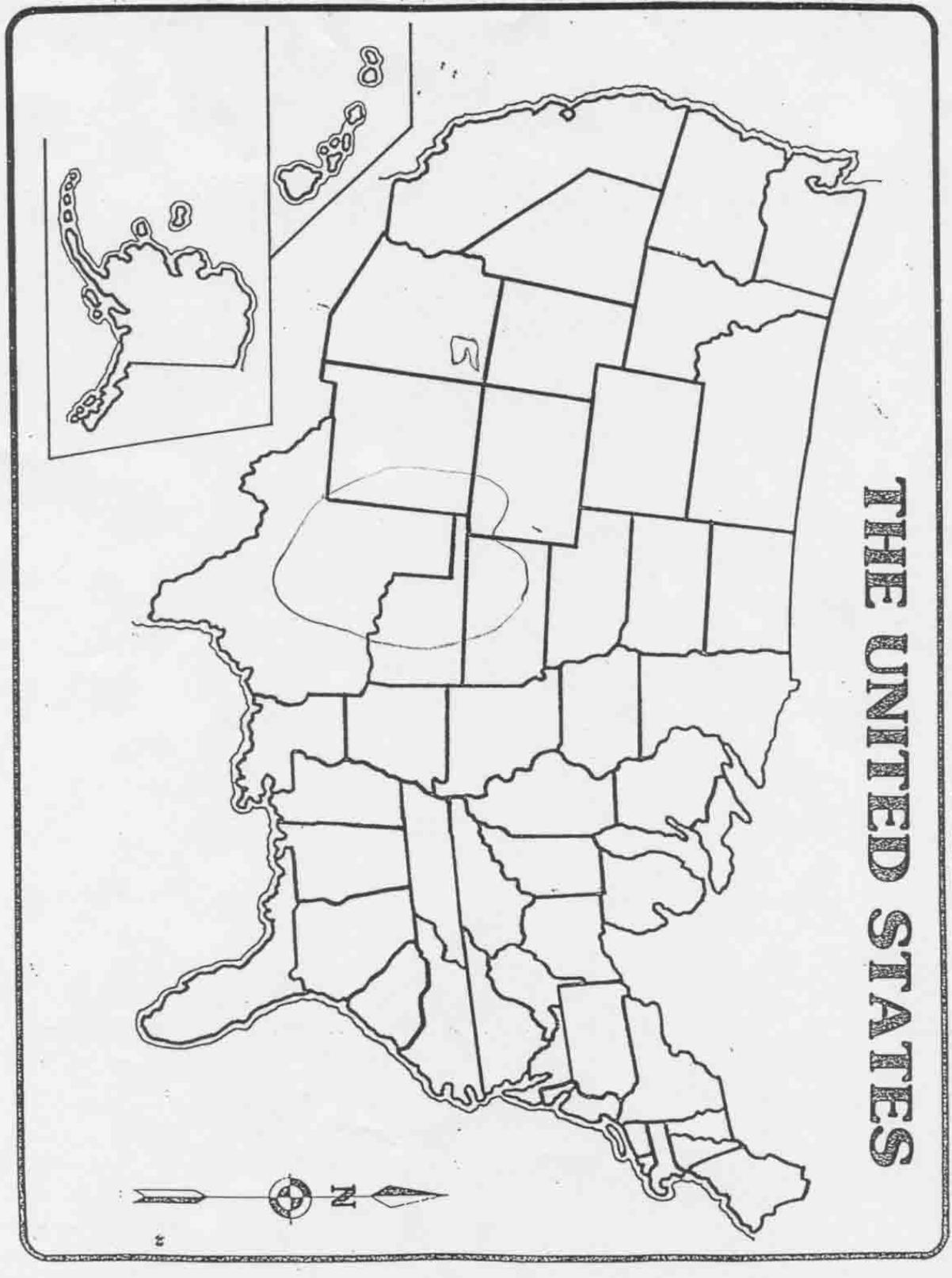
Appendix C-1



Appendix D-1



Appendix D-2



# Appendix E-1

has been deleted due to copyright reasons, but you can find the information on page 51 of Leigh Hoven's Thematic Unit Native Americans, which can be found in the bibliography.

# Appendix E-2

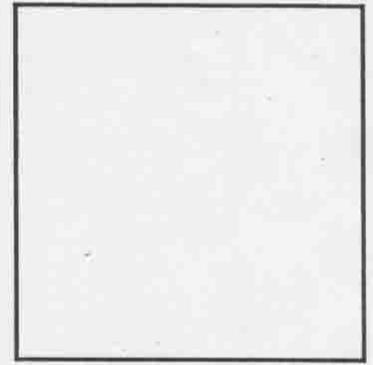
has been deleted due to copyright reasons, but you can find the information on page 52 of Leigh Hoven's Thematic Unit Native Americans, which can be found in the bibliography.

# Appendix E-3

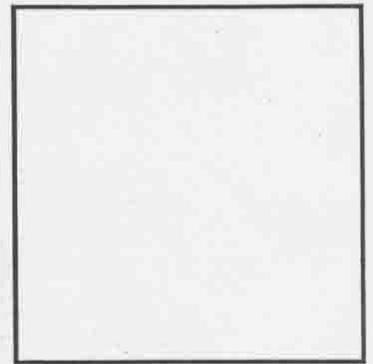
has been deleted due to copyright reasons, but the information can be found on page 50 of Leigh Hoven's Thematic Native Unit Americans, which can be found in the bibliography.

Appendix E-4

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# Appendix F-1

can be found at [www.the-office.com/bedtime-story/hoqi-windgod.htm](http://www.the-office.com/bedtime-story/hoqi-windgod.htm)