

+THREE NATIVE AMERICAN GROUPS

Grade Level: Kindergarten

Presented by: Marie Burrows, Laurens Academy, Clinton, SC

Length of Unit: Three and one half weeks

I. ABSTRACT

Kindergarten students will study three Native American tribes. First, the students will be introduced to the Comanche tribe. A week of study will be devoted to the Comanche way of life. The next tribe introduced is the Cherokee. A week will be filled with activities surrounding the Cherokee way of life. The last Native American group to be studied is the Navajo. Following the three week study, a pow wow will be held and the children will portray the different groups for parents and schoolmates.

II. OVERVIEW

- A. On a map, students will be able to locate the regions where the Comanche, Cherokee, and Navajo Native Americans camped.
- B. Students will compare the home structures of the three Native American groups.
- C. Students will participate in Native American games.
- D. Students will hear and be able to retell Native American folk tales.

III. BACKGROUND KNOWLEDGE

- A. For teachers:
 1. Lund, B. *The Cherokee Indians*. Minnesota: Capstone Press, 1997, ISBN 1-56065-477-5
 2. Lund, B. *The Comanche Indians*. Minnesota: Capstone Press, 1997, ISBN 1-56065-478-3
 3. Murdoch, D. *North American Indian*. New York: Alfred A Knopf, 1995, ISBN 0-679-86169-6

IV. RESOURCES

1. DePaola, Tomie. *The Legend of the Bluebonnet*. New York: Scholastic, 1989, ISBN 0-590-42603-6
2. "The Jumping Mouse" from Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996, ISBN 0-385-31841-3
3. Yue, David and Charlotte. *The Tipi*. New York: Alfred A. Knopf, 1984, ISBN 0-394-86177-9
4. Miles, Miska. *Annie and the Old One*. Boston: Little, Brown and Co., 1971.
5. Dolch, Edward and Marguerite P. *Navaho Stories*. Illinois: The Gerrard Press, Publishers, 1957
6. Blood, C. L. *American Indian Games and Crafts*. New York: Franklin Watts, 1981, ISBN 0-531-04304-5

IV. LESSONS

Lesson One: The Comanche Indians

A. Objectives:

1. Lesson Content: Introduction to the term Native American. Introduce the Comanche Tribe.
2. Concept Objective: The Comanche Indians were Plains Indians.
3. Skill Objective: Locate on a map of the US the Comanche Tribe homelands.

B. Materials:

large US map individual US maps white feathers
chart paper paints and paintbrush sentence strip for headband

C. Vocabulary:

Native American Plains Indians
warriors Reservations

D. Procedures:

1. Ask students what they know about Native Americans. List facts under the Knowledge section of the KWL chart, (Knowledge, Wondering, Learning).
2. Tell students that three particular groups will be studied. Introduce the Comanche Tribe to the class. Guide students in the Wondering section of the KWL chart.
3. Color in the territory on the US map that the Comanche Indians inhabited. (Remind class that the study on Native Americans is based on history; explain that today most Native Americans live in houses and have jobs. Many still live on reservations.)
4. Introduce Quanah Parker. He was the first overall chief of the Comanche Indians in 1875. He was a politician who helped get better treatment for the Comanche placed on reservations.
5. The Comanches were Plains Indians and are remembered as being brave fighters or warriors. The feathers worn by Indian warriors had different meanings (see Appendix A).

E. Evaluation:

1. Have each children color in the Comanche Territory on their maps.
2. Make a feather headdress. Decorate the headband with paint. Students decide what type of feathers to tape onto their headdress after hearing the meanings of the feathers. Ribbon can also be attached to the headband.

Lesson Two: Comanche Homelife

A. Objectives:

1. Lesson Content: Comanche Indians lived in tepees.
2. Concept Objective: Comanche Indians hunted buffalo and moved their homes with the herds.
3. Skill Objective: Create a miniature tepee using information presented in lesson.

B. Materials:

brown grocery bag sticks paintbrush and paints

C. Vocabulary:

tepee buffalo

D. Procedure:

1. Share with class that Comanche Indians lived in tepees. A tepee is a home made of poles and animal skins. The Comanche hunted buffalo and found tepees suitable for their lifestyle of following the buffalo herds. The women were in charge of the tepee construction and activity in and around the tepee. Tepees were built facing the east in order to prevent the Plains wind from entering.
 2. A fireplace was located in the center of the tepee. Flaps were opened at the top of the tepee to act as a chimney. Beds were also located inside the tepee. The beds were buffalo skins.
 3. Share with the class several of the good tepee manners listed in the book The Tipi (see resource list).
- E. Evaluation:
1. Children will be divided into group or bands (most people in a band were family; each band had its own leader). Explain that the Comanche people lived in bands.
 2. Each band will make a miniature tepee. (See Appendix B for pattern and directions.)

Lesson Three: Comanche Food

A. Objectives:

1. Lesson Content: Buffalo was the main source of Comanche Indian diet.
2. Concept Objective: Buffalo lived on the Plains and the Indians used them as their main source of food.
3. Skill Objective: Students will make a parfleche and explain its usefulness.

B. Materials:

brown grocery bag brown yarn hole punch

C. Vocabulary:

parfleche pemmican famine drought

D. Procedure:

1. The Comanche ate buffalo year round. Sometimes they dried the meat. Some meat was pounded into a powder called pemmican. Pemmican was mixed with berries and melted fat before being eaten.
2. Pemmican was stored in a parfleche. A parfleche was made from buckskin.
3. Comanche Indians also ate wild berries, vegetables, and other animals they hunted.
4. Read *The Legend of the Bluebonnet* by Tomie DePaola. Discuss the illustrations. Point out the word famine and explain its meaning. Discuss the bravery of the small Indian girl.
5. Children will construct a parfleche. (See Appendix C for directions.)

E. Evaluation:

1. After the parfleche is made, the children will discuss as a group the different foods usually found in a parfleche.
2. Students will be able to tell why a parfleche was useful for a Plains Indian.

Lesson Four: Comanche Clothing

A. Objectives:

1. Lesson Content: Men wore breechcloths and women wore fringed dresses.
2. Concept Objective: Clothes were made from the skins of the animals hunted.
3. Skill Objective: Comanche Indians wore animal skins.

B. Materials:

brown grocery bags paintbrushes and paint

C. Vocabulary:

buckskin breechcloth

D. Procedure:

1. Indians of the Great Plains wore buckskin. The men wore a breechcloth and the women wore dresses made of deer skin that was sewn together.
2. The animal skins had to be softened. This was the women's job. The women would rub the skin with a mixture of animal brains, liver, ashes, and fat. They soaked the skin in water, pulled, stretched, and even chewed the skin until it became a soft leather.
3. The boys will enjoy making breechcloths from a grocery bag with string attached to the sides.

The students will crumple the bag before cutting out a breechcloth shape. The girls will make a fringed tunic from a crumpled grocery bag. Cut an opening for a head and arms, and slip the tunic over the child's head. Fringe the hem with scissors. Allow the children to paint designs onto their outfits.

E. Evaluation:

The children will be able to describe Comanche clothing. The children will draw on designs typical of Native Americans.

Lesson Five : Make a Comanche Owner Stick

A. Objectives:

1. Lesson Content: Each child will make an owner stick similar to the type made by the Comanche Indians.

2. Concept Objective: Owner sticks were like name tags for people.

3. Skill Objective: Students will follow oral directions. Each student will also decide what is special about himself/herself and include that in the owner stick.

B. Materials:

sticks feathers paint and paintbrush
beads paper yarn and ribbons

C. Vocabulary:

owner stick

D. Procedure:

1. Read "The Story of Jumping Mouse" from *What Your Kindergartner Needs to Know*. Explain that this is a Plains Indian tale. Have class act out the story after you have read it.

2. Explain that some Plains Indians made owner sticks. These sticks were like name tags. Each person decorated a stick to represent him/herself. Discuss how everyone is different.

3. Make the owner sticks. Begin by having everyone gather two sticks (each stick should be about twelve inches long). Tie the sticks together in a "+" shape. Paint designs on the sticks. Draw and cut out figures of things that represent things liked by the child (for example - a football shape, a cat shape). Glue the shape onto the stick. Use yarn to tie beads and feathers onto the stick. Ribbons can also be added. Remind students **not** to write their names on their sticks.

4. Once all the sticks are made have the children play a guessing game. Place all the owner sticks in front of the class and have students guess who the individual was who made the different sticks.

E. Evaluation:

Children must follow directions in order to complete the owner stick. During the presentation time evaluate the finished products.

Lesson Six: Meet the Cherokee

A. Objectives:

1. Lesson Content: Locate the land area occupied by the Cherokee prior to their relocation in the Trail of Tears.

2. Concept Objective: The Cherokees are another group of Native Americans.

3. Skill Objective: Locate on a US map the land occupied by the Cherokee Indians prior to the Trail of Tears relocation.

B. Materials:

KWL chart large US map individual US maps
strawberry baskets ribbon

C. Vocabulary

Cherokee

D. Procedure:

1. Review facts presented during the first five lessons about the Comanche Indians. List those in the "Learning" section of the KWL chart.

2. Introduce the Cherokee Indians by adding them to the KWL chart. List all "wonderings" shared by the students.

3. Point to the land occupied by the Comanche on the US map. Show the class the land used by the Cherokee.

4. Explain that the Cherokee was a large tribal group and are still large today. Most Cherokee Indians live on one of two reservations. One reservation is in Oklahoma, and the other is in North Carolina.

5. The Cherokee are famous for their beautiful basket weaving. Invite the class to make a woven basket using strawberry baskets and ribbon. Weave the ribbon in and out of the plastic openings. Knot the ends of the ribbon.

E. Evaluation:

The children will color in the land area on their individual maps indicating the land occupied by the Cherokee.

Lesson Seven: Cherokee Homes

A. Objectives:

1. Lesson Content: Discuss the homes of the Cherokee.
2. Concept Objective: The Comanche lived in tepees because they followed the buffalo. The Cherokee lived in permanent dwellings due to the lifestyle they adopted. Address the stereotype that all Indians lived in tepees.
3. Skill Objective: Compare the two Native American groups' choices of dwellings and make a Cherokee home.

B. Materials:

clay twigs tree bark

C. Vocabulary:

clan

D. Procedure:

1. Cherokees lived in villages. Their homes were built of wood covered with a mud and grass mixture. The roof was made of tree bark.
2. The inside of the houses were covered with colorful rugs and baskets. Animal skins were the beds. A fire was placed in the center of the home and smoke escaped through a hole in the center of the roof.
3. Corn was the most popular food of the Cherokee. It was often served like a soup. The Cherokee also ate deer, rabbit and wild turkey.
4. Divide the class into clans. Explain that a clan is a large family group and the Cherokee divided up their nation into seven clans.
5. Each clan is to gather bark and sticks and construct a Cherokee dwelling. The structures were usually round.

E. Evaluation:

Make a Venn diagram showing likes and differences between the Cherokee and Comanche groups.

Lesson Eight: Green Corn Festival

A. Objective:

1. Lesson Content: The Green Corn Festival was a holiday celebrated yearly.
2. Concept Objective: Indians celebrate different holidays.
3. Skill Objective: Recreate a Green Corn Festival fire.

B. Materials:

M & M's Red Hots Tootsie Roll minis paper plates

C. Vocabulary:

festival

D. Procedure:

1. The Cherokee held a four day celebration to give thanks and mark the start of the new year. The festival was held when the corn turned yellow and was ready for harvesting. On the first day of the festival, the Indians would put out their home fires. The clan leader would light a community fire and the Indians would take one hot coal from this fire to start their own fire. They would keep the fire going all year until next year's green corn festival.
2. After telling the class about the festival, build your own community fire by placing M & M's in a circle as coals. Stack a few Tootsie Rolls in the center as logs. Add a few Red Hots to symbolize the fire. Have each student make a fire; do **not** add Red Hots. Next, have students come to your fire and remove one red hot and take it back to their fire.

E. Evaluation:

1. After reviewing the material, celebrate the festival by eating your fires.

Lesson Nine: Sequoyah

A. Objectives:

1. Lesson Content: Sequoyah put the Cherokee language into print.

2. Concept Objective: A written language is important.
3. Skill Objective: Children will see that a written language is very important.

B. Materials:

chart paper

C. Vocabulary:

Sequoyah

D. Procedure:

1. Ask the class to try to imagine what it would be like to have no written language. What are some of the things we wouldn't have? Make a list of ways written language is used in modern society. Help students see that written language is even more necessary today than in Sequoyah's time.

2. Introduce Sequoyah as the Cherokee who spent ten years making a written language for the Cherokee. He felt that a written language would make the Cherokee as powerful as the white man.

3. Read the Cherokee legend of how the earth began from *The Cherokee Indians* by Bill Lund. Emphasize how important it was to have a written language to record the story.

E. Evaluation:

Look at the list of why a written language is important. Add any new ideas. If the class failed to add a need to record history, do so now. Emphasize that aspect of a written language.

Lesson Ten: Trail of Tears

A. Objectives:

1. Lesson Content: The history of the Indian Removal Act.
2. Concept Objective: Understand why the Indians were asked to leave their land.
3. Skill Objective: Trace on a map the Trail of Tears.

B. Materials:

map of the US

C. Vocabulary:

Trail of Tears Indian Removal Act US Supreme Court

D. Procedure:

1. Explain that the white men wanted the Indian land because gold was found on part of the land. The land was also needed for white settlers. The US government wanted the land and passed the Indian Removal Act in 1830. The government forced the Indians to leave their homelands. The

Cherokee fought against this by taking their case to the Supreme Court. The Supreme Court said that the government could not move the Cherokee, but the government did anyway. The US Army was used to capture the Cherokee and march them to Oklahoma.

2. Show the route the Indians walked during the relocation.

3. Explain that over 4,000, Indians died during the forced march, hence the name Trail of Tears.

E. Evaluation

The students will be able to trace the forced march on a US map. Encourage the students to devise another solution to the Indian Removal Act.

Lesson Eleven: Introduce the Navajo Indians

A. Objective:

1. Lesson Content: Locate the Navajo Indian homelands on the US map.
2. Concept Objective: Navajo Indians live in the western portion of the US.
3. Skill Objective: Locate the Navajo homelands and color in the section on the map.

B. Materials:

KWL chart large US map individual US maps

C. Vocabulary:

Navajo

D. Procedure:

1. List what was learned about the Cherokee Indians on the Learning section of the KWL chart.

2. Introduce the Navajo Tribe. Add any "wonderings" to the KWL chart. Show their homelands on the large US map.

3. Read *Annie and the Old One* by Miska Miles. Review their lifestyle after reading the book.

E. Evaluation:

Have the children color in the Navajo homelands on individual US maps.

Lesson Twelve: Weave a Navajo rug

A. Objective:

1. Lesson Content: Weaving is an important way of life for the Navajo.
2. Concept Objective: Navajo raise sheep in order to have wool for weaving.
3. Skill Objective: Weave a rug following oral directions.

B. Materials:

cardboard loom yarn safety pin

C. Vocabulary:

wool loom weave

D. Procedure:

1. Review the story of *Annie and the Old One* and stress how important weaving and sheep raising are for the Navajo.
2. Allow the children to make a simple woven rug. (See Appendix D for directions.)

E. Evaluation:

As children weave rugs, discuss the source of the Navajo yarn for their weaving. Discuss some of the difficulties a Navajo may face raising sheep in a dry area.

Lesson Thirteen: Hogans are Navajo homes

A. Objective:

1. Lesson Content: The Navajo live in Hogans.
2. Concept Objective: The Navajo live in Hogans; they stay in one location unlike the Comanche.
3. Skill Objective: Make a miniature Hogan.

B. Materials:

coffee filters brown construction paper

C. Vocabulary:

Hogan

D. Procedure:

1. Review the homes of the Comanche and the Cherokee. Remind the children why their homes were constructed in that particular manner. Introduce the children to the Navajo home, a Hogan.
2. Make a miniature Hogan from a coffee filter and construction paper. (See Appendix E.)

E. Evaluation:

Children will follow simple directions and construct a Hogan. Encourage students to wonder why a Navajo lived in a mud dwelling and not a tepee or a home like the Cherokee.

Lesson Fourteen: Sand Painting

A. Objective:

1. Lesson Content: Sand painting was a form of medicine used by the Navajo.
2. Concept Objective: Sand painting was used by medicine men years ago, but it is now a form of Navajo art.
3. Skill objective: Make a sand painting based on a Navajo chant.

B. Materials:

colored sand Navajo chant

C. Vocabulary:

chant

D. Procedure:

1. Explain that the Navajo used sand paintings as their main way of treating sick people. Today the sand paintings are done as art work.
2. Make a sand painting to represent a Navajo Chant. Read the chant found in the Frank Schaffer Publication "Literature Notes for *Annie and the Old One*."
3. Make a sand painting. (See Appendix F)

E. Evaluation:

The sand paintings should represent the chant.

Lesson Fifteen: Review the Three Tribes

A. Objective:

1. Lesson Content: Discuss the Long March of the Navajo.
2. Concept Objective: Compare the living conditions, locations and arts of the Navajo, Cherokee, and the Comanche Tribes.
3. Skill Objective: Complete the KWL chart and review what studied about each tribe. Make a

silver belt to wear during the Powwow.

B. Materials:

| | | |
|--------------------|--------------------------|------|
| KWL chart | oval pieces of cardboard | yarn |
| silver spray paint | turquoise modeling clay | glue |

C. Procedures:

1. Remind the students of the Trail of Tears endured by the Cherokee. Explain to them that the Navajo were also forced to leave their homes. The US Army marched more than 8,000 Navajo on a 300 mile march. The Indians called it the Long Walk. Thousands of Navajo died during the march and their imprisonment at Fort Sumter, New Mexico. After four years of living in the fort the Navajo agreed to settle on the reservation. Today the Navajo are the largest Native American group living in the US.

2. Review the facts learned about the Navajo Indians. Add that information to the learning section of the KWL chart.

3. Sum up the lessons on Navajo tribes by reading a Navajo story from NavahoStories by Dolch.

4. Students will make Navajo belts. Spray paint a small oval piece of cardboard silver. After the paint is dry glue on pieces of turquoise modeling clay that has been shaped into flat shapes. Punch holes at both ends of the oval and attach yarn pieces. Let the children tie their silver belts around their waists.

E. Evaluation:

Students should be able to supply facts for the learning section of the KWL chart.

VI. CULMINATING ACTIVITY

Divide the class into three groups. Each group will portray a different Native American group that was studied. Explain that the class will be celebrating with a Powwow. Have the groups dress in costume. The students dressing as Comanche have their costumes. The Cherokee and the Navajo groups have not made costumes but a simple tunic can be made for the girls using men's t-shirts that have been dyed a tan color. The girls can add Native American drawings and fringe the sleeves and hem. The boys can wear vests made from brown grocery bags. During the celebration have a review game of facts between the three groups. Ask questions and have the children from each team answer the questions. The groups would also enjoy playing Native American games. Shinny and/or the Hand Game (from American Indian Games and Crafts by Charles L. Blood) is an excellent resource.

VII. BIBLIOGRAPHY

Pine, T.S. The Indians Knew. New York: McGraw-Hill Book Company, 1957

Hirsch, Jr. E.D. What Your Kindergartner Needs to Know. New York: Dell Publishing. 1996, ISBN 0-385-31841-3

Murdock, D. North American Indian. New York: Alfred A. Knopf, 1995, ISBN 0-679-86169-6

Haslam, A. & Parsons, A. Make It Work! North American Indians. New York: Scholastic Inc., 1996, ISBN 0-590-93746-4

Salomon, J. H. The Book of Indian Crafts and Indian Lore. New York: Harper & Brothers Publishers, 1928

Lund, B. The Comanche Indians. Minnesota: Capstone Press, 1997, ISBN 1-56065-478-3

Yue, D. & C. The Tipi. New York: Alfred A. Knopf, 1984, ISBN 0-394-86177-9

DePaola, T. The Legend of the Bluebonnet. New York: Scholastic Inc., 1989, ISBN 0-590-42603-6

Lund, B. The Cherokee Indians. Minnesota: Capstone Press, 1997, ISBN 1-56965-477-5

McCall, B.A. The Cherokee. Florida: Rourke Publications, Inc., 1989, ISBN 0-86625-376-9

Fleischmann, G. The Cherokee Removal, 1838. New York: Franklin Watts, Inc., 1971

Dolch, E. & M. P. Navaho Stories. Illinois: The Gerrard Press, Publishers, 1957

Miles, M. Annie and the Old One. Boston: Little, Brown and Company, 1971
Blood, C. L. American Indian Games and Crafts. New York: Franklin Watts,
1981, ISBN 0-531-04304-5