



GRADE 5 LOUISIANA SOCIAL STUDIES

Civilizations in North America

Blackfoot tepee



Teacher Guide

Nakota winter count



Seminole doll



Bison



Civilizations in North America

Teacher Guide



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Civilizations in North America

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Civilizations in North America
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 5

Introduction

ABOUT THIS UNIT

The Big Idea

Civilizations flourished across North America prior to the arrival of Europeans.

The earliest Americans arrived in North America as early as perhaps twenty thousand years ago (18,000 BCE), along the Pacific coast. Others traveled from Asia across Beringia, the land bridge. Over time, Native peoples migrated throughout the North American continent and into Central and South America. These early peoples adapted to their environments and developed unique cultures. Among the earliest North Americans were the Ancestral Pueblo and the Mound Builders, two groups that later gave rise to Native American groups in the present-day Southeast, Great Plains, Eastern Woodlands, and Southwest. While some Indigenous groups disappeared after contact with Europeans, many others survive today, carefully preserving vibrant cultural traditions that have been practiced for centuries.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- medieval Europe: feudalism, the role of the Catholic Church, the growth of monasteries, the rise of Charlemagne, the growth of towns, the Crusades, the Black Death, the Hundred Years' War, the Magna Carta
- origins and tenets of Islam
- growth of the Islamic empire across Southwest Asia and North Africa
- Europe: the Alps, Ural Mountains, North European Plain; English Channel, Mediterranean Sea
- Southwest Asia and North Africa: Arabian Peninsula; Persian Gulf, Arabian Sea, Red Sea, Black Sea, Caspian Sea
- trans-Saharan trade leading to a succession of flourishing kingdoms: Ghana, Mali, and Songhai
- importance of camel caravans; trade in gold, iron, salt, ivory, and enslaved people; the city of Timbuktu as a center of trade and learning; the spread of Islam into West Africa through merchants and travelers
- great rulers of Mali: Sundiata Keita and Mansa Musa
- great rulers of Songhai: Sunni Ali and Askia Muhammad
- Niger River, Gulf of Guinea; the Sahara; Djenne and Timbuktu

What Students Need to Learn

- Two ancient groups, the Mound Builders and the Ancestral Pueblo, gave rise to many later societies.
 - The Mound Builders generally spread to the east and south, from the Mississippi River to the East Coast and the Gulf of America.
 - The Ancestral Pueblo, Hohokam, and Mogollon spread throughout the Southwest.
- Other societies developed independently across the continent. Nomadic and settled nations were found across the present-day United States, including in the Southeast, Great Plains, Eastern Woodlands, Southwest, and Pacific region, including the Plateau region and Great Basin.
- Each Indigenous culture was shaped in part by its environment.
- Indigenous groups shared culture and engaged in trade for centuries.
- The cultures and traditions of some Indigenous groups were changed by European contact, such as the adoption of the horse by some Plains, Great Basin, and Plateau peoples.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 3500 BCE to 1821 CE.

3500 BCE–1700s CE	The territory of the Mound Builders stretches from the Great Lakes to the Southeast.
100–1600 CE	The Ancestral Pueblo lives in the Four Corners area of the Southwest.
850–1700 CE	Some Plains peoples are nomadic; others are settled.
1300s CE	The Apache and Navajo (Diné) move into the Southwest.
1400 CE	Various Eastern Woodlands groups form the Haudenosaunee Confederacy.
1500s CE	By the 1500s, the Northeast, or Eastern Woodlands, is occupied by Algonquin, Iroquoian, and Siouan peoples.
1600 CE–today	Over time, descendants of the Ancestral Pueblo evolve into eastern and western Pueblo peoples.
1700s CE	The Creek Confederacy forms.
1750 CE	The horse becomes common among Indigenous peoples of the Plains.
1821 CE	Sequoyah creates the Cherokee syllabary.

AT A GLANCE

The most important ideas in Unit 3 are the following:

- The peoples of the Southeast were descended from the Mound Builders.
- The peoples within the Creek Confederacy agreed to join together to better cooperate with and help each other.
- The peoples of the Plains were generally nomadic or seminomadic, although farming communities also existed.
- The Plains way of life depended heavily on bison.
- The peoples of the Northeast, also called the Eastern Woodlands, were mostly farmers.
- The Haudenosaunee Confederacy formed for mutual benefit of its member nations.
- Pueblo peoples first occupied the Southwest thousands of years ago.
- The Apache and Navajo (Diné) moved into the Southwest several hundred years ago.
- The peoples of the Pacific Northwest had similar cultures, stretching up to the Alaskan coast.
- The peoples of present-day California were varied, with few similarities to other groups of the Pacific Coast.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Student Component

Civilizations in North America Student Reader—five chapters

Teacher Components

Civilizations in North America Teacher Guide—five chapters. The guide includes lessons aligned to each chapter of the *Civilizations in North America* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 56.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Civilizations in North America Timeline Card Slide Deck—eleven individual images depicting significant events and individuals related to civilizations in North America. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which cards to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

3500 BCE–1700s CE



Chapter 1

100–1600 CE



Chapter 4

N/D



Chapter 5

850–1700 CE



Chapter 2

1300s CE



Chapter 4

1400 CE



Chapter 3

1500s CE



Chapter 3

1600 CE–today



Chapter 4

1700s CE



Chapter 1

1750s CE



Chapter 2

1821 CE

Cherokee Alphabet											
D.	R	T	Ꮓ	C	i						
S.	Ꮝ	Ꮞ	A.	J.	E.						
Ꮟ	Ꮠ	Ꮡ	K.	F.	Ꮢ						
W.	Ꮤ	Ꮥ	G.	M.	Ꮣ						
Ꮦ	Ꮧ	Ꮨ	H.	N.	Ꮤ						
O.	Ꮩ	Ꮪ	A.	h.	Z.	Ꮫ	C				
T.	Ꮬ	Ꮭ	Ꮮ	Ꮯ	Ꮰ						
U.	Ꮱ	Ꮲ	Ꮳ	Ꮴ	Ꮵ						
V.	Ꮶ	Ꮷ	Ꮸ	Ꮹ	Ꮺ						
X.	Ꮻ	Ꮼ	Ꮽ	Ꮾ	Ꮿ						
G.	Ᏸ	Ᏹ	Ᏺ	Ᏻ	Ᏼ						
C.	Ᏽ	᏶	᏷	ᏸ	ᏹ						
ᏺ	ᏻ	ᏼ	ᏽ	᏾	᏿						
ᐁ	ᐂ	ᐃ	ᐄ	ᐅ	ᐆ						

Chapter 1

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 3 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized geographically, not chronologically. Each chapter discusses a different region of North America and the peoples that lived there. Each region experienced different events at various times, which is reflected in the timeline.

Understanding References to Time in the *Civilizations in North America* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Mound Builders society lasted from about 3500 BCE to about 1700 CE, while Sequoyah developed the Cherokee syllabary in 1821 CE.

You may also notice that the text switches occasionally between past and present tense. Although the focus of the text is on the past, the present tense is sometimes used to emphasize that these peoples and their cultures still exist today. Explain to students that Indigenous peoples still exist and, while many continue various traditions of their ancestors, their lives and circumstances have changed over time.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Civilizations in North America* unit is one of six history and geography units in the Grade 5 Bayou Bridges Louisiana Curriculum Series. A total of 35 days has been allocated to the *Civilizations in North America* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, an Artifact Study Activity Page and a Primary Source Analysis Activity Page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Framing Question
1	What were the key characteristics of the nations of the Southeast?
2	What were the key characteristics of the nations of the Plains?
3	What were the key characteristics of the nations of the Northeast?
4	What were the key characteristics of the nations of the Southwest?
5	What were the key characteristics of the nations of the West Coast?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	ritual, confederacy, palisade, clan, civil, thatch, harvest, supernatural, busk
2	bison, awl, tribe, sign language, tepee, calumet, initiation rite, band, animism, shaman, sweat lodge, vision quest, Sun Dance, war bonnet, sacred, medicine wheel, counting coup
3	nutrition, wigwam, longhouse, sachem, wampum
4	cliff dweller, canyon, adobe, kiva, wickiup, hogan, yucca
5	potlatch, totem pole, olla


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 81–89. They are to be used with the chapter specified for either guided reading support, additional activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–5—Artifact Study (AP 1.2)
- Chapters 2–5—Primary Source Analysis (AP 1.3)
- Performance Task Assessment—Claims and Evidence (AP 1.4)
- Chapters 1–5—Native American Culture Regions (AP 1.5)
- Chapters 1–2—Domain Vocabulary: Chapters 1–2 (AP 2.1)
- Chapters 3–5—Domain Vocabulary: Chapters 3–5 (AP 5.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

Books

Bruchac, Joseph. *Buffalo Song*. Illustrated by Bill Farnsworth. New York: Lee & Low Books, Inc., 2008.

Bruchac, Joseph. *Children of the Longhouse*. London: Puffin Books, 1998.

Erdrich, Lise. *Bears Make Rock Soup*. Illustrated by Lisa Fifield. San Francisco: Children's Book Press, 2013.

Getting to Know the Native American Indian Tribes. Newark, DE: Baby Professor, Education Kids, 2017.

Hoxie, Frederick E., ed. *Encyclopedia of North American Indians*. New York: Houghton Mifflin Harcourt, 1996.

McDonald, Liam, and Doug Kiel. *Indigenous America*. True History. New York: Penguin Workshop, 2022.

Messinger, Carla, with Susan Katz. *When the Shadbush Blooms*. Illustrated by David Kanietakeron Fadden. New York: Lee & Low Books, 2007.

Murdoch, David. *North American Indian*. DK Eyewitness. London: DK Children, 2005.

Ortiz, Simon J. *The People Shall Continue: 40th Anniversary Special Edition*. Illustrated by Sharol Graves. New York: Lee & Low Books, 2017.

Sorell, Traci. *We Are Grateful: Otsaliheliga*. Watertown, MA: Charlesbridge Publishing, 2021.

Sorell, Traci, Garrett Abel, and Frané Lessac. *We Are Still Here!: Native American Truths Everyone Should Know*. Solon, OH: Findaway World, 2022.

Sorell, Traci, and Lee Francis. *One Land, Many Nations*. Vol. 1. New York: Reycraft Books, 2022.

Weso, Tom Pecore. *Native American Stories for Kids: 12 Traditional Stories from Indigenous Tribes Across North America*. Oakland, CA: Rockridge Press, 2022.

CIVILIZATIONS IN NORTH AMERICA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;
FE—Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Civilizations in North America

"Peoples of the Southeast" Core Lesson (TG & SR, Chapter 1)	"Peoples of the Southeast" Core Lesson (TG & SR, Chapter 1)	"Primary Source: Cherokee Handcrafts" (TG & SR, Chapter 1, AP 1.2)	"The Cherokee Alphabet" (TG, Chapter 1 Additional Activities) "The Chitimacha of Louisiana" (TG, Chapter 1 Additional Activities)	"The Five 'Civilized' Tribes" (TG, Chapter 1 Additional Activities)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Civilizations in North America

"The Creek Green Corn Ceremony" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"Peoples of the Plains" Core Lesson (TG & SR, Chapter 2)	"Peoples of the Plains" Core Lesson (TG & SR, Chapter 2) "Domain Vocabulary: Chapters 1–2" (TG, Chapter 2 Additional Activities, AP 2.1)	"Primary Source: A Yankton (Nakota) Sioux Winter Count" (TG & SR, Chapter 2, AP 1.2)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Civilizations in North America

"Tepees and Earth Lodges" (TG, Chapter 2 Additional Activities)	"ARTIFACT STUDY: Teton (Lakota) Sioux Story Dress" (TG, Chapter 2 Additional Activities, AP 1.2)	"PRIMARY SOURCE ACTIVITY: Photograph of a Young American Indian" (TG, Chapter 2 Additional Activities, AP 1.3)	Chapter 2 Assessment	"Peoples of the Northeast" Core Lesson (TG & SR, Chapter 3)
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Civilizations in North America

"Peoples of the Northeast" Core Lesson (TG & SR, Chapter 3)	"Primary Source: Excerpt from the Haudenosaunee Great Law of Peace" (TG & SR, Chapter 3, AP 1.3)	"PRIMARY SOURCE ACTIVITY: Secotan, an Algonquian Village" (TG, Chapter 3 Additional Activities, AP 1.3)	"The Abenaki: Using the Land" (TG, Chapter 3 Additional Activities)	Chapter 3 Assessment
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Civilizations in North America

"Peoples of the Southwest" Core Lesson (TG & SR, Chapter 4)	"Peoples of the Southwest" Core Lesson (TG & SR, Chapter 4)	"Primary Source: Navajo Yei Rugs" (TG & SR, Chapter 4)	"Native American Housing" (TG, Chapter 4 Additional Activities)	"Dance in Diné (Navajo) Culture" (TG, Chapter 4 Additional Activities)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Civilizations in North America

"Coyote Goes to the Land of the Dead" (TG, Chapter 4 Additional Activities, FE 1)	Chapter 4 Assessment	"Peoples of the West Coast" Core Lesson (TG & SR, Chapter 5)	"Peoples of the West Coast" Core Lesson (TG & SR, Chapter 5) "Domain Vocabulary: Chapters 3–5" (TG, Chapter 5 Additional Activities, AP 5.1)	"Primary Source: Tlingit Carving" (TG & SR, Chapter 5)
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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Civilizations in North America

"Native American Art of the Northwest Coast" (TG, Chapter 5 Additional Activities)	"Indigenous Peoples of the American West" (TG, Chapter 5 Additional Activities)	Chapter 5 Assessment	Unit 3 Performance Task Assessment	Unit 3 Performance Task Assessment
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CIVILIZATIONS IN NORTH AMERICA PACING GUIDE

_____’s Class

(A total of 35 days has been allocated to the *Civilizations in North America* unit in order to complete all Grade 5 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Civilizations in North America

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Civilizations in North America

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Civilizations in North America

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Week 4**Day 16****Day 17****Day 18****Day 19****Day 20*****Civilizations in North America***

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Week 5**Day 21****Day 22****Day 23****Day 24****Day 25*****Civilizations in North America***

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Week 6**Day 26****Day 27****Day 28****Day 29****Day 30*****Civilizations in North America***

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Week 7**Day 31****Day 32****Day 33****Day 34****Day 35*****Civilizations in North America***

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CHAPTER 1

TOPIC: Peoples of the Southeast

The Framing Question: What were the key characteristics of the nations of the Southeast?

Primary Focus Objectives

- ✓ Explain the role of geography in shaping Indigenous cultures of the Southeast. (5.7, 5.13.a, 5.13.b)
- ✓ Describe the Indigenous cultures of the Southeast. (5.13.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ritual*, *confederacy*, *palisade*, *clan*, *civil*, *thatch*, *harvest*, *supernatural*, and *busk*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Peoples of the Southeast”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 1.5

- individual student copies of Letter to Family (AP 1.1)
- display copy of Native American Culture Regions (AP 1.5)
- individual student copies of Artifact Study (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

ritual, n. an act or series of actions done in the same way in a certain situation, such as a religious ceremony (4)

Example: Many groups conduct a ritual to honor an important event in a person’s life.

Variations: rituals, ritualistic (adj.)

confederacy, n. a group of people, organizations, or countries that join together for a common cause (6)

Example: The nations of the confederacy held a meeting to discuss shared policies.

Variations: confederacies, confederation

palisade, n. a fence made of sharpened wooden posts (6)

Example: The people erected a palisade to protect their town from further attacks.

Variations: palisades

clan, n. a group of families claiming a common ancestor (7)

Example: The members of the clan get together to celebrate holidays and share family news.

Variations: clans

civil, adj. related to the government, not religious or military organizations (7)

Example: Unlike religious and military leaders, civil leaders are often elected.

thatch, n. plant materials, such as straw, laid over each other (8)

Example: Many peoples in history have used thatch as roofing material.

Variations: thatched (adj.)

harvest, v. to gather crops at the end of the growing season (8)

Example: In North America, many farmers plant crops in the spring, tend them through the summer, and harvest them in the fall.

Variations: harvests, harvesting, harvested, harvest (n.)

supernatural, adj. beyond the world and laws of nature that can be seen or observed (9)

Example: Belief in supernatural beings is part of many religions.

busk, n. a ceremonial fasting time (10)

Example: A busk is often followed by a feast.

Variations: busks

THE CORE LESSON 35 MIN

Introduce *Civilizations in North America* Student Reader

5 MIN

Distribute copies of the *Civilizations in North America* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. Ask students to brainstorm individual words or simple phrases, describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention pictures of a war bonnet, bison, adobe homes, and totem poles.


Introduce “Peoples of the Southeast”

5 MIN

Activity Page



AP 1.5

 Display Native American Culture Regions (AP 1.5). Explain that when Europeans arrived in North America, hundreds of Indigenous cultures already existed here. The map shows the different regions where these groups lived. The many cultures in each region have their own identities but also share certain characteristics. Point to the Southeast on the map and explain that in this chapter, students will learn about the cultures of the Southeast.

Call students’ attention to the Framing Question. Emphasize that even though the question is written in the past tense, many of the peoples mentioned in this chapter are still here. They are not extinct. The past tense indicates that we are studying the history of these peoples and the roots of the cultures that exist today. Tell students to look for information about how the peoples of the Southeast lived, governed, and believed.

Guided Reading Supports for “Peoples of the Southeast”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Mound Builders,” pages 2–5

Scaffold understanding as follows:

Invite volunteers to read the section on pages 2–5 aloud.

CORE VOCABULARY—Point out the vocabulary term *ritual*, and explain its meaning.

SUPPORT—Students who completed Bayou Bridges Grade 4 may recall learning about the Mound Builders and their history in Louisiana.

SUPPORT—Explain to students that mound-building societies in North America date to at least 3500 BCE. They include at least several different groups, including those we call the Adena and Hopewell cultures. When Europeans arrived in North America, they encountered the Mississippian mound-building culture. The Cahokia Mounds in southern Illinois, such as the one shown on page 4, are the remnants of a Mississippian city that prospered after 1000 CE.

After the volunteers read the text, ask the following questions:

LITERAL—What shapes were the mounds that the Mound Builders built, and how did this change over time? (5.4, 5.7, 5.13, 5.13.b)

- » Originally the Mound Builders built small, domed mounds. Later, they built larger, flat-topped mounds. They also sometimes built in specific shapes, such as snakes.

LITERAL—What were the mounds used for? (5.8, 5.13)

- » The mounds were used for religious rituals and burial of the dead.

INFERENTIAL—Why do you think we lost information about the Mound Builders when Europeans arrived? (5.3, 5.13)

- » We lost information about the Mound Builders when Europeans arrived because the Europeans disrupted the Mound Builder societies. Although some peoples survived, many societies died out because they could not fight the germs and diseases carried to their region by Europeans.


“Southeast Nations,” pages 5–6

Scaffold understanding as follows:

Have students read the section on pages 5–6 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *confederacy* and *palisade*, and explain their meanings.

SUPPORT—Explain that descendants of the Mississippians created new, distinct cultures. These are the nations discussed in the rest of the chapter.

 **SUPPORT**—Guide students to find Louisiana on the Peoples of the Southeast map on page 5. Ask them to identify a nation that lived/lives there. (*Chitimacha*) (5.6)

After students read the text, ask the following questions:

LITERAL—What important geographic features affected the nations of the Southeast? (5.7, 5.13.a)

- » Important geographic features that affected the nations of the Southeast include the Appalachian Mountains, the Atlantic Ocean, the Mississippi River and numerous other rivers, and the Gulf.

EVALUATIVE—How did the geography of the Southeast affect the growing season there? (5.7, 5.13.b)

- » The growing season in the Southeast was long because winters were mild and summers were hot.

EVALUATIVE—How were the Catawba different from the peoples of the Creek Confederacy? (5.4)

- » The Catawba spoke a Siouan language. This set them apart from the peoples of the Creek Confederacy.

LITERAL—Why did the Catawba surround their villages with palisades? (5.13.c)

- » The Catawba surrounded their villages with palisades to protect them from attacks.

“Culture and Politics,” pages 7–9

Scaffold understanding as follows:

Read the section on pages 7–9 aloud.

CORE VOCABULARY—Point out the vocabulary terms *clan*, *civil*, *thatch*, and *harvest*, and explain their meanings.

SUPPORT—Explain that the peoples of the Southeast are not the only culture to have a clan system; similar systems were used by many nations across North America. Explain that while each nation might have different ways of tracing a clan, all clans function with a similar purpose: to provide a sense of family and belonging.

TURN AND TALK—Point out that individual families kept gardens near their homes, but major crops were grown outside of town as a group effort. What does this indicate about the concept of community within some Southeast groups? (5.13.b)

SUPPORT—Explain that the Cherokee game of stickball, as well as the stickball of other Indigenous peoples, became the game we call lacrosse today. Stickball players gained endurance and agility that helped prepare them for war.

After reading the text, ask the following questions:

LITERAL—What was the difference between the red and white communities of Southeast nations’ towns? (5.13.c)

- » The red community was in charge of matters relating to war, and the white community was in charge of peacetime-related concerns, such as making laws.

LITERAL—What materials did people use to build their homes? (5.13.b)

- » People built homes with walls of mud and straw and used thatch or bark shingles for roofs.

INFERENTIAL—Why might it be useful to divide towns into war and peace communities? (5.13.c)

- » It might be useful to divide towns into war and peace communities so that each group could develop and master specialized knowledge.

“Religious and Spiritual Beliefs,” pages 9–10

Scaffold understanding as follows:

Have students read the section on pages 9–10 independently.

CORE VOCABULARY—Point out the vocabulary terms *supernatural* and *busk*, and explain their meanings.

SUPPORT—Little is definitively known about the specific beliefs of the original peoples in this region because most extant records were written by Europeans, who may have misunderstood the cultures they came into contact with. Explain that, in many cases, modern historians must do their best with what information remains.

After students read the text, ask the following questions:

LITERAL—What did Creeks believe about souls? (5.8, 5.13.c)

- » Creeks believed that a person’s soul survived after their death. They believed it could be captured and used by others.

LITERAL—What crimes were forgiven at the midsummer ceremony? (5.13.c)

- » All crimes except murder were forgiven at the midsummer ceremony.

EVALUATIVE—Why was a large feast held at midsummer? (5.3, 5.13.b)

- » A large feast was held to break the midsummer busk. Midsummer was when the corn ripened, so there was lots of food, which was also a reason to celebrate.

“Art, Clothing, and Trade” and “Language,” pages 10–12

Scaffold understanding as follows:

Invite volunteers to read the sections on pages 10–12 aloud.

SUPPORT—Draw students’ attention to the Cherokee syllabary on page 12. Explain that a syllabary is a set of written characters that represent syllables, not sounds. Ask which symbols they recognize. (*most of them; D, R, T, I, A, J, and E, for example*) Ask why there are letters that are not from the English or Latin alphabet. (*Possible answer: Cherokee has sounds that do not appear in English or any Latin language.*) (5.2.c, 5.13, 5.13.c)

After the volunteers read the text, ask the following questions:

LITERAL—What did Southeast Native Americans wear? (5.13.c)

- » The men wore loincloths and might wear a shirt and leggings in cold weather. The women wore long skirts.

INFERENTIAL—Why do you think modern historians know more about Cherokee society than many other societies? (5.3, 5.13.c)


- » The Cherokee have a written alphabet and were able to write down some of their history.

EVALUATIVE—How would you argue against the claim that the Creek were not an advanced society? (5.5.d, 5.13.c)

- » Possible answer: They made items that were both useful and beautiful, and their arts survive to this day in skilled practitioners. They had governments and traded with other nations, working together in a confederacy.

Primary Source Feature: “Cherokee Handcrafts,” page 13

Scaffold understanding as follows:

-  **Background for Teachers:** The first image shows moccasins sewn from animal hide, with a vegetal pattern created using five different colors of tiny glass beads. The second image is of a plaited basket crafted from rivercane (a bamboo-like grass native to the Southeast), which has been split and dyed. It features a multicolored geometric pattern.

Direct students to the Primary Source Feature on page 13.

Introduce the source to students by reviewing what they read about the Cherokee.

Then have students first look at the images and identify the objects. (*shoes and a basket or box*) **What are they used for?** (*to cover/protect feet; storage for small items*)

Next, have students identify details in each object. Prompt students to consider what these details tell us about the Cherokee. (5.2.a)

Distribute Artifact Study (AP 1.2). Have students complete the Activity Page about one of the objects with a partner.

Note: You may wish to have students complete an Artifact Study (AP 1.2) for both objects.

After students have completed the Activity Page, ask the following questions:

LITERAL—What was used to decorate these items? (5.2.a)

- » The items are decorated with beadwork. Natural dyes would have been used for the colors in the basket’s pattern.

INFERENTIAL—How do you think people learned to make these objects? (5.13.c)

- » Older people probably taught younger people how to make them.

Activity Page



AP 1.2

INFERENTIAL—The Student Reader explains that Cherokee people still make baskets today. Why do you think this practice continues in modern times? (5.13.c)

- » Weaving baskets must be an important tradition in Cherokee culture and a practice that people do not want to forget, even when there are so many other options for containers today.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (5.1)
- Review and discuss the Framing Question: “What were the key characteristics of the nations of the Southeast?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the key characteristics of the nations of the Southeast?”
 - » Key points students should cite include: Many of them were descended from the Mound Builders; a group of them formed the Creek Confederacy; they lived in settled communities with communal farming; towns were often divided into red for war and white for peace; families were grouped into clans traced through the mother; their religions differed, but all honored supernatural beings and held ceremonies around agricultural cycles; they relied on a transcontinental trade network; in the 1800s, Sequoyah invented an alphabet for the Cherokee language.
- Choose one of the Core Vocabulary words (*ritual, confederacy, palisade, clan, civil, thatch, harvest, supernatural, or busk*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: Peoples of the Plains

The Framing Question: What were the key characteristics of the nations of the Plains?

Primary Focus Objectives

- ✓ Explain the role of geography in shaping Indigenous cultures of the Great Plains. (5.13.b)
- ✓ Describe the Indigenous cultures of the Great Plains. (5.13.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *bison, awl, tribe, sign language, tepee, calumet, initiation rite, band, animism, shaman, sweat lodge, vision quest, Sun Dance, war bonnet, sacred, medicine wheel, and counting coup.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Peoples of the Plains”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.3

AP 1.5

- display copy of Native American Culture Regions (AP 1.5)
- individual student copies of Primary Source Analysis (AP 1.3)
- symbol key for Lone Dog’s Winter Count from the Internet

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the symbol key may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

bison, n. a large animal similar to a cow or ox (16)

Example: The Plains people hunted bison for their meat and skin.

awl, n. a sharp, pointed tool used for sewing and making holes (16)

Example: When sewing leather, you need an awl because a sewing needle is not sturdy enough.

Variations: awls

tribe, n. a group of people who share the same language, customs, beliefs, and leadership (17)

Example: Members of this tribe frequently discuss their relationships with other groups.

Variations: tribes, tribal (adj.)

sign language, n. a language that uses gestures instead of speech (18)

Example: Sign language is a method of communication that does not require spoken or written words.

Variations: sign languages

tepee, n. a home made by stretching animal skin around poles in the shape of a cone (18)

Example: The hole in the top of a tepee lets smoke out of the dwelling.

Variations: tepees

calumet, n. a pipe smoked ceremonially to signal a peace agreement (20)

Example: Sharing a calumet signaled peace during a negotiation.

Variations: calumets

initiation rite, n. an act that a person must complete to join a group (21)

Example: Many groups have an initiation rite for new members.

Variations: initiation rites

band, n. a group of people who work together for a goal (22)

Example: Sometimes people formed a band to hunt together.

Variations: bands

animism, n. the belief that objects, places, and creatures all possess a specific spiritual essence (23)

Example: Animism leads many believers to honor natural elements, such as trees and rivers, as sacred.

shaman, n. a religious leader who can talk to spirits (23)

Example: The shaman led a religious ceremony in which he communicated with the spirits of dead ancestors.

Variations: shamans

sweat lodge, n. a building where water is poured over hot rocks to make steam (23)

Example: Some people find breathing the steam in a sweat lodge to be purifying.

Variations: sweat lodges

vision quest, n. a religious ritual that involves going into the wilderness to get help from a spirit guide (23)

Example: In some societies, a young person was expected to go on a vision quest as a step toward becoming an adult.

Variations: vision quests

Sun Dance, n. a religious ritual that involves fasting and dancing (24)

Example: Those who participated in the Sun Dance fasted and danced in a quest for spiritual insight.

Variations: Sun Dances

war bonnet, n. an article worn on the head and decorated with eagle feathers (25)

Example: Each feather in a war bonnet must be earned by an act of bravery or sacrifice.

Variations: war bonnets

sacred, adj. holy or religiously important (25)

Example: Those mountains are thought to be the home of the gods and are therefore considered sacred.

medicine wheel, n. an object or artwork that symbolizes the four directions using certain colors (25)

Example: The shaman collected the colored stones he would need to make a medicine wheel.

Variations: medicine wheels

counting coup, v. touching the body of an enemy warrior without killing them (26)

Example: Counting coup helped warriors prove their bravery using either their hand or a coupstick to touch an opponent.

THE CORE LESSON 35 MIN

Introduce “Peoples of the Plains”

5 MIN

Activity Page



AP 1.5



Display Native American Culture Regions (AP 1.5). Point out the Southeastern region and review key characteristics of Southeastern cultures. Then point to the Plains and explain that in this chapter, students will learn about the Indigenous peoples in what we know today as the Great Plains.

Call students’ attention to the Framing Question. Emphasize that even though the question is written in the past tense, many of the peoples mentioned in this chapter are still here. They are not extinct. The past tense indicates that we are studying the history of these peoples and the roots of the cultures that exist today. Tell students to look for information about how Plains peoples lived, governed, and believed.

Guided Reading Supports for “Peoples of the Plains”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Great Plains," pages 14–16

Scaffold understanding as follows:

Read the first two paragraphs of the section on page 14 aloud.

SUPPORT—Have students examine the photograph of the plains on pages 14–15. Prompt them to predict how land with features like those they see in the photo might have been used by people living there hundreds of years ago. (5.7)

Have students read the last two paragraphs of the section on page 16 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *bison* and *awl*, and explain their meanings. Direct students to the image of bison on page 16 to illustrate the term. Note that the word *bison* is both singular and plural—one *bison*, many *bison*.

SUPPORT—Remind students that *nomadic* means that the people moved from place to place without living in a fixed location.

SUPPORT—Remind students that dung is an animal's droppings. Have students note all the different ways that Native Americans of the Plains made use of the bison. (5.13.b)

After students read the text, ask the following questions:

LITERAL—What are the Plains? (5.13.a)

» The Plains are flat grasslands in the midwestern United States.

LITERAL—How did the peoples of the Plains get their food before the arrival of the Spanish and the introduction of the horse? (5.13.c)

» Some were farmers. Others were hunter-gatherers who hunted bison on foot.

LITERAL—How did peoples of the Plains hunt bison? (5.13.c)

» They herded the bison into areas that were difficult to escape.

INFERENTIAL—How did the physical geography of the Plains affect the lifestyle of Plains peoples? (5.6, 5.13.b)

» Possible answer: The grasses of the Plains supported large herds of bison. People learned to hunt and use bison to meet their needs.

“Plains Nations,” pages 17–18

Scaffold understanding as follows:

Read the section on pages 17–18 aloud.

CORE VOCABULARY—Point out the vocabulary terms *tribe* and *sign language*, and explain their meanings.

Note: The names of the Plains nations are pronounced as follows: Cheyenne (/shy*anne/), Pawnee (/paw*knee/), Arapaho (/uh*rap*uh*hoe/), Comanche (/com*anne*chee/), Hidatsa (/huh*dat*suh/), and Arikara (/are*uh*car*uh/). Say each name aloud, and have students repeat it after you.



SUPPORT—Use the map on page 17 to point out the Great Plains. Ask students which river runs through the plains. (*the Missouri River*) (5.6)

SUPPORT—Clarify for students that while some of the large nomadic tribes of the Plains nations broke into bands to move and hunt, they came together as a large tribe at least once a year for ceremonies.

After reading the text, ask the following question:

LITERAL—How did people of different Plains nations communicate with one another? (5.13.c)

» They used a common sign language.

“Life on the Plains,” pages 18–20

Invite volunteers to read the section on pages 18–20 aloud.

CORE VOCABULARY—Point out the vocabulary terms *tepee* and *calumet*, and explain their meanings.

SUPPORT—Prompt students to identify similarities and differences in the photos of the tepee (on page 18) and the earthen lodge (on page 19), guiding them to an understanding of the differences in the structures’ size, portability, and purposes. (5.13.b)

SUPPORT—Explain that smoking the calumet was done rarely and only as part of a ceremonial ritual.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did some Plains tribes live in tepees while others lived in earth lodges? (5.13.b)

» Nomadic people lived in tepees because they were easy to assemble and disassemble and easy to move. People who lived in permanent villages did not need homes that were easy to move, so they built earth lodges that gave better protection against the weather.

INFERENTIAL—What does the existence of trading networks tell you about the peoples of the Great Plains as well as other Indigenous groups? (5.13, 5.13.c)

- » Tribes, nations, and cultures often knew about one another and what they might be able to offer to and get from other groups, even if those groups lived far away.

“Family and Society,” pages 20–23

Scaffold understanding as follows:

Have students read the section on pages 20–23 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *initiation rite* and *band*, and explain their meanings.

SUPPORT—Note that Plains cultures are not the only cultures that have initiation rites to mark a young person’s passage into adulthood. Ask students what traditions in American culture mark this change. (*possible answers: getting a driver’s license, sweet sixteen or quinceañera, confirmation, bar/bat mitzvah, registering to vote, high school and/or college graduation*) (5.4)

SUPPORT—Point out the word *edible* on page 21. Explain that *edible* means able to be eaten. Ask students to give examples of plants that are edible. Guide students to understand that fruits and vegetables come from edible plants.

After students read the text, ask the following questions:

LITERAL—What training did boys in Plains societies receive as they grew up? (5.13.c)

- » Boys in Plains societies learned about justice, bravery, and honor by listening to stories. They learned to use bows and arrows. They learned to handle horses and hunt small game. They joined adults on bison hunts and war parties.

LITERAL—How did Plains women support their household and their community? (5.13.c)

- » Plains women often made robes and tepees. They gathered plants and took care of crops. They cooked, sewed, and did beadwork. They moved the camping sites during hunting season.

EVALUATIVE—What is the difference between a clan and a band? (5.13.c)

- » People were members of clans based on their family; bands were formed for a specific purpose, and membership could change.

“Religious and Spiritual Beliefs,” pages 23–24

Scaffold understanding as follows:

Read the section on pages 23–24 aloud.

CORE VOCABULARY—Point out the vocabulary terms *animism*, *shaman*, *sweat lodge*, *vision quest*, and *Sun Dance*, and explain their meanings.

SUPPORT—Explain that the vision quest was another type of initiation rite. It was used to usher young people into adulthood. Point out that initiation rites can also indicate what personal traits or skills are important in a culture. Ask students what the initiation rite of the vision quest tells them about Plains peoples’ culture and the traits or skills they held to be important. (5.3, 5.13)

SUPPORT—Vision quests were not only used during the transition from childhood to adulthood. Explain to students that people used vision quests after becoming adults as well. Plains peoples believed that vision quests could help them prepare for important life events.

SUPPORT—Explain that the ritual of the Sun Dance was very physically demanding. As with sweat lodges and vision quests, the person undertaking the ritual was physically challenged in order to achieve something. The point of the Sun Dance was for the dancer to endure and suffer something very difficult in exchange for power or insight—or to benefit their community.

After reading the text, ask the following questions:

LITERAL—What type of religion did nearly all Plains peoples share? (5.13.c)

» Plains peoples believed in animism.

EVALUATIVE—How were the vision quest and the Sun Dance similar? (5.8)

» Both the vision quest and the Sun Dance were very challenging physically.

INFERENTIAL—How do you predict that a belief in animism influenced the ways that Plains peoples approached their environment? (5.13.c)

» If a person believed that everything around them contained a spirit, they would be more likely to treat it with some level of respect.

“Clothing and Art” and “War,” pages 24–26

Scaffold understanding as follows:

Invite volunteers to read the section “Clothing and Art” on pages 24–26 aloud.

CORE VOCABULARY—Point out the vocabulary terms *war bonnet*, *sacred*, and *medicine wheel*, and explain their meanings.

SUPPORT—Students may be familiar with the sight of the war bonnet. Explain that this item is generally worn only by people of the Plains nations, not the other nations students are learning about, and only on special occasions.

Have students read the section “War” on page 26 independently.

CORE VOCABULARY—Point out the vocabulary term *counting coup*, and explain its meaning.

Note: The word *coup* is pronounced /koo/. Say the word, and have students repeat it after you.

After students read the text, ask the following questions:

LITERAL—When do people wear war bonnets? (5.13.c)

» People wear war bonnets during special events and ceremonies.

LITERAL—Why did warriors count coup? (5.13.c)

» Warriors gained status by counting coup.

EVALUATIVE—Plains people viewed the four directions (north, south, east, and west) as sacred. How is this belief connected to animism? (5.3, 5.8)

» Animism is the belief that everything has a spirit. In the Plains peoples’ animism, the directions used in nature have spirits and are therefore sacred.

Primary Source Feature: “A Yankton (Nakota) Sioux Winter Count,” page 27

Scaffold understanding as follows:



Background for Teachers: A winter count is a pictorial calendar or history. Many Plains cultures measured an annual cycle as beginning from the first snowfall of a winter and ending with the first snowfall of the next winter. A designated keeper would paint a pictograph on the “winter count” of what the community decided was the most important event to record from that time period. The pictograph key for Long Dog’s Winter Count from the Museum of Native American History explains various pictographs.

Direct students to the Primary Source Feature on page 27.

Introduce the source to students by explaining that *Nakota* is another name for the Yankton (Nakota) Sioux, who are related to the Santee (Dakota) and Teton (Lakota) Sioux. One tradition among the Sioux is keeping a type of calendar called a winter count. A winter count is a recording of important events in pictures. Often, each picture represents one year. This winter count was created by a Nakota Sioux named Lone Dog.

Have students look at the winter count. What do they think it is made from? (*animal hide*) (5.2.a)

Then have students identify as many pictographs as they can. Explain some of them using the pictograph key. The horselike drawing near the center represents the “curly horses” the Nakota stole from the Crow people in 1803–1804. The black sphere with two reddish-orange stars near the top right represents an eclipse of the sun for 1869–70.

Ask: What themes or patterns do you notice in these pictographs, and what might they represent? What does that tell us about Lone Dog’s tribe? (*There are lots of lines that show battles. This tells us Lone Dog’s tribe were warriors.*) (5.2.c)

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What kinds of symbols did Lone Dog use? (5.2.a, 5.2.c, 5.13.c)

- » Lone Dog used symbols representing people, animals, buildings, stars, and trees.

EVALUATIVE—Why might the Sioux have recorded events in this way? (5.2.a, 5.13.c)

- » They recorded events on animal hide because it was easy to get and it was durable. They drew pictures because they did not have a written language.

Activity Page



AP 1.3

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “What were the key characteristics of the nations of the Plains?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the key characteristics of the nations of the Plains?”
 - » Key points students should cite include: Some Plains peoples lived in towns and farmed, while others were nomadic and followed the bison herds; they used a sign language to trade; nomadic peoples used tepees, while settled peoples lived in large groups in earthen lodges; men and women had different roles; they believed in animism; they used feathers and war bonnets to symbolize their achievements; warriors gained status by acts of bravery (counting coup).
- Choose one of the Core Vocabulary words (*bison, awl, tribe, sign language, tepee, calumet, initiation rite, band, animism, shaman, sweat lodge, vision quest, Sun Dance, war bonnet, sacred, medicine wheel, or counting coup*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 3

TOPIC: Peoples of the Northeast

The Framing Question: What were the key characteristics of the nations of the Northeast?

Primary Focus Objectives

- ✓ Describe the geographic, political, economic, and cultural structures of the peoples of the Northeast. (5.13)
- ✓ Explain the role of geography in shaping Indigenous cultures of the Northeast. (5.13.a, 5.13.c)
- ✓ Describe the Indigenous cultures of the Northeast. (5.13.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *nutrition*, *wigwam*, *longhouse*, *sachem*, and *wampum*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Peoples of the Northeast”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.3

AP 1.5

- display copy of Native American Culture Regions (AP 1.5)
- individual student copies of Primary Source Analysis (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

nutrition, n. the nourishment people get from food that helps them grow and stay healthy (31)

Example: Fresh fruits and vegetables provide better nutrition than sugary snacks.

Variations: nutritious (adj.), nutritional (adj.)

wigwam, n. a domed dwelling built by peoples of the Northeast, made of poles tied together and covered (31)

Example: People living near the Great Lakes built fires in their wigwams to keep them warm through the night.

Variations: wigwams

longhouse, n. a rectangular house made of bark panels on a frame of wooden poles (32)

Example: A longhouse was usually large enough to house several families through the winter.

Variations: longhouses

sachem, n. a chief of a Northeast nation (35)

Example: The young men asked the sachem to help settle their dispute.

Variations: sachems

wampum, n. a bead made from clamshells (37)

Example: Wampum not only served as money; it was also an important art form.

THE CORE LESSON 35 MIN

Introduce “Peoples of the Northeast”

5 MIN

Activity Page



AP 1.5



Display Native American Culture Regions (AP 1.5). Point out the Plains region, and review key characteristics of Plains cultures. Then point to the Northeast on the map and explain that in this chapter, students will learn about Indigenous peoples of the Northeast.

Call students’ attention to the Framing Question. Emphasize that even though the question is written in the past tense, many of the peoples mentioned in this chapter are still here. They are not extinct. The past tense indicates that we are studying the history of these peoples and the roots of the cultures that exist today. Tell students to look for information about how the peoples of the Northeast lived, governed, and believed.

Guided Reading Supports for “Peoples of the Northeast”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Eastern Woodlands,” pages 28–30

Scaffold understanding as follows:

Read the section on pages 28–30 aloud.

SUPPORT—Note that *Algonquian* refers to a language group, and *Algonquin* refers to a particular nation of Algonquian speakers. Many nations spoke Algonquian languages, but this does not make all of them Algonquin people.



SUPPORT—Direct students to the Peoples of the Northeast map on page 30. Ask students what geographical feature is in the middle of the culture region. (*the Great Lakes*) (5.6)

Note: Haudenosaunee is pronounced (/ho*den*oh*show*nee/). Say the name aloud, and have students repeat it after you. Explain that the Haudenosaunee are sometimes called the Iroquois.

After reading the text, ask the following questions:

LITERAL—How are the peoples and nations of the Eastern Woodland often categorized? (5.13.c)

- » These peoples and nations are often grouped by the languages they spoke or speak.

EVALUATIVE—Why were the Eastern Woodlands a good place to live? (5.7, 5.13.b)

- » The Eastern Woodlands had many sources of water, year-round fishing, deer and bear to hunt, trees for wood, and plants to gather.

“The Three Sisters,” page 31

Scaffold understanding as follows:

Invite volunteers to read the section on page 31 aloud.

CORE VOCABULARY—Point out the vocabulary term *nutrition*, and explain its meaning.

SUPPORT—Diagram the planting of the three sisters on the board or chart paper. Show the corn stalk in the middle of a small mound of dirt, beans sending runners up the stalk around it, and some squash, with large leaves, around the edge of the mound.

After the volunteers read the text, ask the following question:

LITERAL—Why were the three sisters given that name? (5.13.c)

- » The crops were given the name the three sisters because they worked together to provide good nutrition and to help one another grow.

Scaffold understanding as follows:

Have students read the section on pages 31–34 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *wigwam* and *longhouse*, and explain their meanings. Point out that another term for wigwam is *wickiup*, which they will encounter in Chapter 4.

SUPPORT—Call students’ attention to the picture of the wigwam on page 32 and the picture of the longhouse on page 33. Ask students how the houses are alike and how they are different. (*They are both made from bark pulled over poles. The longhouse is bigger than the wigwam.*) (5.2.c, 5.13.b, 5.13.c)

After students read the text, ask the following questions:

LITERAL—What building materials were available to the Native people who lived around the Great Lakes? What kinds of houses did they build? (5.7, 5.13.b, 5.13.c)

- » The people who lived around the Great Lakes built wigwams using forest materials including wood, reeds, and bark.

INFERENTIAL—Why do you think some Eastern Woodlands people built wigwams while others built longhouses? What evidence supports your claim? (5.5.a, 5.5.b, 5.5.c, 5.13.b)

- » People who lived near the water lived in smaller homes. People who lived deeper in the forest lived in larger ones and had more resources to use to build large houses. Longhouses also allowed several generations of a family to live together in one home.

LITERAL—What are two different ways that clans could be categorized in Northeast cultures? (5.13.c)

- » A person’s clan could be based on their mother’s or father’s family. A clan could also be connected to personal traits, such as strength in leading or teaching others.

EVALUATIVE—What does the name *Mahican* mean? How did this name come to be? (5.13.a, 5.13.b, 5.13.c)

- » The name *Mahican* means great water that is always moving, either flowing or ebbing. The Mahican crossed many bodies of water before finally settling in the Hudson River valley.

“Government and Politics,” pages 34–35

Scaffold understanding as follows:

Have students read the section on pages 34–35 independently.

CORE VOCABULARY—Point out the vocabulary term *sachem*, and explain its meaning.

SUPPORT—Share with students that the Haudenosaunee are sometimes called the Iroquois. This means that the Haudenosaunee Confederacy is often called the Iroquois Confederacy—a group that students will likely learn more about when studying later U.S. history. Both the Haudenosaunee Confederacy and the U.S. government share power between two levels of government—a central or national government and the governments of member nations or, today, states. (The Tuscarora people joined as the sixth nation of the Confederacy in the 1700s.)

After students read the text, ask the following questions:

LITERAL—Why was the Haudenosaunee Confederacy formed? (5.3, 5.13.c)

- » The Haudenosaunee Confederacy was formed to keep peace among the Mohawk, Oneida, Seneca, Onondaga, and Cayuga as well as to help organize those nations against enemies.

INFERENTIAL—How do you think Hiawatha’s reason for leaving home influenced his later actions? (5.5.c)

- » Hiawatha was upset about all the fighting he saw taking place among Northeast peoples. He was probably already thinking about a solution when he met Deganawida and developed the Haudenosaunee Confederacy.

“Religious and Spiritual Beliefs,” pages 35–36

Scaffold understanding as follows:

Read the section on pages 35–36 aloud.

SUPPORT—Explain that a generation is a group of people all born about the same time. All the students in the class are part of one generation, their parents are all part of an older generation, and their grandparents are part of another even older generation. The seventh generation after them would be their great-great-great-great-grandchildren. Explain that seven generations could be about 150 to 200 years.

After reading the text, ask the following questions:

LITERAL—What seven teachings guide the Ojibwe? (5.13.c)

- » The seven teachings that guide the Ojibwe are wisdom, love, respect, bravery, truth, humility, and honesty.

LITERAL—What do most of the festivals of the Northeast peoples have in common? (5.13.c)

- » Most festivals are related to food, including how it is grown and harvested.

“Art, Clothing, and Trade,” pages 37–38

Scaffold understanding as follows:

Have students read the section on pages 37–38 with a partner.

CORE VOCABULARY—Point out the vocabulary term *wampum*, and explain its meaning.

SUPPORT—Highlight for students that while *wampum* refers to the clamshell bead itself, the word is often used for items made of these beads or as an adjective describing such an item, as in a wampum belt.

After students read the text, ask the following questions:

EVALUATIVE—Why was wampum valuable? (5.13.c)

- » Wampum beads were very difficult to make.

LITERAL—What was a gustoweh? What did the feathers on a gustoweh show? (5.13.c)

- » A gustoweh was a men’s hat decorated with beads and feathers. The feathers indicated which nation the wearer belonged to.

Primary Source Feature: “Excerpt from the Haudenosaunee Great Law of Peace,” page 39

Scaffold understanding as follows:



Background for Teachers: Although the constitution of the Haudenosaunee Confederacy was not written at the time of its formation, its story and laws were passed down by word of mouth for generations. This version was recorded in 1916 by an archaeologist at the State Museum in New York.

Direct students to the Primary Source Feature on page 39.

Introduce the source to students by reviewing what students read about the Haudenosaunee Confederacy. Explain that the confederacy was united by the Great Law of Peace. These excerpts are from that Great Law.

Invite volunteers to read the source aloud.



SUPPORT—Make sure students understand that the tree and eagle in the excerpt are figurative or symbolic. There is no actual Tree of the Great Peace or Tree of the Great Long Leaves.

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

LITERAL—If another nation wants to join the confederacy, what do they have to do? (5.2.a, 5.13.c)

- » If another nation wants to join the confederacy, they have to obey the laws of the Great Peace, have clean minds, and obey the wishes of the Confederate Council.

LITERAL—What is the purpose of the Eagle in the Great Law? (5.2.a, 5.13.c)

- » The Eagle warns of approaching danger.

INFERENTIAL—According to the Great Law of Peace, what benefits did member nations get from the alliance? (5.2.a, 5.13.c)

- » Members of the Five Nations got peace and strength from the alliance.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “What were the key characteristics of the nations of the Northeast?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the key characteristics of the nations of the Northeast?”
 - » Key points students should cite include: The Eastern Woodlands were rich in resources that provided food and materials for building and clothing; there were three groups of peoples, based on language: Algonquin, Iroquoian, and Siouan; the people planted the three sisters—corn, beans, and squash; the peoples around the lakes lived

in wigwams and the others lived in multifamily longhouses, and some peoples migrated seasonally; five nations (Onondaga, Cayuga, Seneca, Oneida, and Mohawk) formed the Haudenosaunee Confederacy to keep peace; most peoples believed in animism; the principle of the seventh generation guided decisions.

- Choose one of the Core Vocabulary words (*nutrition, wigwam, longhouse, sachem, or wampum*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 4

TOPIC: Peoples of the Southwest

The Framing Question: What were the key characteristics of the nations of the Southwest?

Primary Focus Objectives

- ✓ Describe the geographic, political, economic, and cultural structures of the peoples of the Southwest. (5.13)
- ✓ Explain the role of geography in shaping Indigenous cultures of the Southwest. (5.13.a, 5.13.c)
- ✓ Describe the Indigenous cultures of the Southwest. (5.13.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *cliff dweller*, *canyon*, *adobe*, *kiva*, *wickiup*, *hogan*, and *yucca*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Peoples of the Southwest.”

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.2

AP 1.3

AP 1.5

- display copy of Native American Culture Regions (AP 1.5)
- individual student copies of Artifact Study (AP 1.2)
- individual student copies of Primary Source Analysis (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

cliff dweller, n. a person who lives on a rock ledge or cliff wall, such as a member of the Ancestral Pueblo people (40)

Example: Each day, the cliff dweller would climb down to the canyon floor to fetch water from the river.

Variations: cliff dwellers

canyon, n. a deep valley cut through rock by river water (40)

Example: Many visitors to the Southwest are surprised at how deep a canyon can be as well as how steep its walls are.

Variations: canyons

adobe, n. a building material made partially of sun-dried clay (42)

Example: Southwest peoples mixed grass with clay to make strong blocks of adobe.

kiva, n. an underground structure used for everyday and ceremonial purposes (43)

Example: Because the kiva was dug into the ground, it offered protection from the desert heat.

Variations: kivas

wickiup, n. a hut made from a frame of bent grass or bark-covered branches (47)

Example: One reason that nomadic people used wickiups for housing was that they were simple to assemble.

Variations: wickiups

hogan, n. a home made of logs or stone (48)

Example: The logs used to make a hogan were packed with mud to provide insulation for the people living in the home.

Variations: hogans

yucca, n. a plant that grows in the Southwest that has tough leaves (50)

Example: Yucca grows well in hot, dry environments.

Variations: yuccas

THE CORE LESSON 35 MIN

Introduce “Peoples of the Southwest”

5 MIN

Activity Page



AP 1.5



Display Native American Culture Regions (AP 1.5). Point out the Northeast region, and review key characteristics of Northeast cultures. Then point to the Southwest on the map and explain that in this chapter, students will learn about Indigenous peoples of the Southwest.

Call students' attention to the Framing Question. Emphasize that even though the question is written in the past tense, many of the peoples mentioned in this chapter are still here. They are not extinct. The past tense indicates that we are studying the history of these peoples and the roots of the cultures that exist today. Tell students to look for information about how the peoples of the Southwest lived, governed, and believed.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Cliff Dwellers,” pages 40–43

Scaffold understanding as follows:

Read the section on pages 40–43 aloud.

CORE VOCABULARY—Point out the vocabulary terms *cliff dweller*, *canyon*, *adobe*, and *kiva*, and explain their meanings.

SUPPORT—Students who completed Bayou Bridges Grade 4 may recall learning about the Ancestral Pueblo. These were a Pueblo people who developed around 100 CE and declined around 1600 CE. Explain that *pueblo* refers to the clusters of homes built of stone or adobe by Southwest peoples.

SUPPORT—Call students’ attention to the image of cliff dwellings on pages 40–41, and read the caption aloud. Point out to students how the homes were built into the side of the cliff. Ask students why the cliff dwellers might have built homes like this. (*Cliff dwellings were shielded from the sun for much of the day, so they remained cool; some of the walls were already built; they were easier to defend from attack than homes out in the open.*) (5.7, 5.13.b)

After reading the text, ask the following questions:

LITERAL—Who are cliff dwellers? (5.13.b)

» Cliff dwellers are people who built their homes in the sides of cliffs.

LITERAL—Who were the Ancestral Pueblo? (5.13.c)

» The Ancestral Pueblo were a cliff-dwelling people who lived in the American Southwest.

EVALUATIVE—How did their building methods reflect the Pueblo peoples’ environment and local geography? (5.7, 5.13.b)

» Pueblo peoples used local clay soil and their region’s warm and plentiful sunlight to make adobe, which they used to construct buildings.

EVALUATIVE—What was the difference between a kiva and a grand kiva? (5.13, 5.13.c)


» A regular kiva was an underground structure in which people performed ceremonies as well as day-to-day activities such as cooking


and sleeping. A grand kiva was built for an entire community to gather for meetings and ceremonies.

“The Pueblo, Apache, and Diné,” pages 43–45

Scaffold understanding as follows:

Have students read the section on pages 43–45 with a partner.

 **SUPPORT**—Refer students to the Peoples of the Southwest map on page 44. Ask them to answer this question in as many ways as they can: Where in North America is the Southwest? (*Possible answers: south of the Rocky Mountains; east of the Colorado River*) Have students point to features on the map as they refer to them. (5.6, 5.13.a)

 **SUPPORT**—Have students compare the Early Peoples of the Southwest map on page 42 with the map on page 44. Prompt them to point out general differences in where people settled. (*Earlier peoples were spread out farther north and south.*) (5.6, 5.13.b)

After students read the text, ask the following questions:

EVALUATIVE—What is the connection between the names *Diné* and *Navajo*? (5.13.c)

» They refer to the same people. *Diné* is the name the people call themselves, while *Navajo* is the name others use.

LITERAL—How did the relationship among the Pueblo, Diné, and Apache change not long before Europeans arrived? (5.13.c)

» The groups began fighting.

“Pueblo Life,” pages 45–46

Scaffold understanding as follows:

Invite volunteers to read the section on pages 45–46 aloud.

SUPPORT—Direct students to the photograph of a Pueblo building on page 45. Prompt them to identify some of the features they just learned about, including terraces, decks, a lack of doors, and retractable ladders. (5.2.a, 5.13.b)

SUPPORT—Point out the photo on page 46 of the boy participating in the Buffalo Dance. Encourage students to predict the role of the buffalo in Southwest peoples’ history and what comparisons one might draw to the culture of the Plains peoples. (*Possible answer: The buffalo must have been an important source of meat and hides, as the bison was for the Plains peoples.*) (5.2.c., 5.13)

After the volunteers read the text, ask the following questions:

INFERENTIAL—Why did the Pueblo build large buildings with many rooms? (5.3, 5.5.a, 5.13.c)

- » Possible answer: The Pueblo built large homes with many rooms in order to house several generations of a family.

LITERAL—How were Pueblo clans related to a family's activities and responsibilities? (5.13.c)

- » Each clan became experts in a specific part of life and made decisions about it.

EVALUATIVE—How would you argue against the claim that the Pueblo were not an advanced society? (5.5.d, 5.13)

- » Possible answer: The Pueblo developed building designs and materials that are still used today.

"Apache Life," pages 47–48

Scaffold understanding as follows:

Have students read the section on pages 47–48 independently.

CORE VOCABULARY—Point out the vocabulary term *wickiup*, and explain its meaning. Remind students that some peoples of the Northeast or Eastern Woodlands also lived in wickiups but called them wigwams.

After students read the text, ask the following questions:

LITERAL—How did an Apache become a chief? (5.13)

- » An Apache chief had to earn the position.

EVALUATIVE—How did the role of families in Pueblo cultures differ from that of Apache families? (5.4, 5.13.c)

- » The Pueblo clans were responsible for a certain area of life; the Apache lived in bands of extended families.

LITERAL—Which mountains do the Apache consider sacred? (5.8, 5.13.a)

- » The Apache consider Sierra Blanca, the Three Sisters Mountains, Oscura Mountain Peak, and Guadalupe Mountain in New Mexico and western Texas sacred.

LITERAL—In the Apache religion, what was the source of a force or energy that could impact people's good fortune and health? (5.13.c)

- » In the Apache religion, nature was the source of a force or energy that could impact people's good fortune and health.

“Diné Life,” pages 48–50

Scaffold understanding as follows:

Read the section on pages 48–50 aloud.

CORE VOCABULARY—Point out the vocabulary terms *hogan* and *yucca*, and explain their meanings.

SUPPORT—Explain that the U.S. military and the Navajo Code Talkers used modifications of the Navajo vocabulary, English equivalents, and word substitutions to build the code described in the Student Reader.

After reading the text, ask the following questions:

LITERAL—Where did the Diné originally come from? **(5.13.c)**

» The Diné originally came to the Southwest from Canada.

LITERAL—According to the Diné, who are the Holy People? **(5.8, 5.13.c)**

» The Holy People are supernatural beings who can influence events on Earth.

Primary Source Feature: “Navajo Yei Rugs,” page 51

Scaffold understanding as follows:



Background for Teachers: *Yei*, or Holy People, are godlike entities for the Diné people. They take an interest in the affairs of humans (the Earth Surface People) and can be called on for help through prayers and ceremonies. Originally depicted in sand paintings, their images are also woven into rugs. They are always shown as elongated, humanlike figures.

Direct students to the Primary Source Feature on page 51.

Introduce the source to students by reviewing with students who the Navajo (Diné) are. Explain that these are special Navajo rugs. They could be used as floor coverings or as wall art.

Explain that the Yei are the Holy People that students read about. The rugs show a dance or ceremony to call these Navajo spirits to help humanity communicate with the Great Spirit.

Have students study the rugs and identify details in the rugs. Ask: What details do the rugs have in common? (*long people, colors, geometric shapes*)



Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently.

Note: You may choose to have students complete an Artifact Study (AP 1.2) about the rugs instead.

After students have completed the Activity Page, ask the following questions:

LITERAL—What shapes are used in the rugs? (5.2.a, 5.2.c, 5.13.c)

» The rugs use lines, squares, rectangles, triangles, and arrows.

EVALUATIVE—How do the rugs depict the dance and the Holy People differently? (5.2.c)

» Possible answers: One shows the Holy People holding feathers; the other shows two of them with feathers on their heads and holding various objects including feathers.

EVALUATIVE—Based on the rugs, what do you think happens during a ceremony to call the Yei? (5.2.a, 5.8)

» During a ceremony to call the Yei, participants might hold feathers and raise their arms.

Timeline Card Slide Deck

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “What were the key characteristics of the nations of the Southwest?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the key characteristics of the nations of the Southwest?”
 - » Key points students should cite include: Pueblo peoples first occupied the Southwest thousands of years ago and became farmers; the Ancestral Pueblo were cliff dwellers; later, the Apache and Diné migrated to the area; Pueblo clans managed specific

areas of community life; Pueblo tribes participated in an extensive trade network; the Apache lived in wickiups and were nomadic; the Pueblo and the Diné farmed and were settled; the Pueblo and Diné were weavers, while the Apache mostly wore hides; the Apache hold mountains sacred; the Diné believe the Holy People take an interest in everyday life.

- Choose one of the Core Vocabulary words (*cliff dweller, canyon, adobe, kiva, wickiup, hogan, or yucca*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 5

TOPIC: Peoples of the West Coast

The Framing Question: What were the key characteristics of the nations of the West Coast?

Primary Focus Objectives

- ✓ Describe the geographic, political, economic, and cultural structures of the peoples of the Pacific Northwest and West Coast. (5.13)
- ✓ Explain the role of geography in shaping Indigenous cultures of the Pacific Northwest and West Coast. (5.13.a, 5.13.c)
- ✓ Describe the Indigenous cultures of the West Coast. (5.13.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *potlatch*, *totem pole*, and *olla*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Peoples of the West Coast.”

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.2

AP 1.5

- display copy of Native American Culture Regions (AP 1.5)
- globe or world map
- Internet access
- capability to display Internet in the classroom
- image from the Internet of an olla
- individual student copies of Artifact Study (AP 1.2)

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

potlatch, n. a huge ceremony and celebration that can last days or even weeks (57)

Example: The host gave people gifts at the potlatch.

Variations: potlatches

totem pole, n. a carved and painted log set upright (59)

Example: Each animal or symbol on a totem pole has a specific meaning.

Variations: totem poles

olla, n. a large, round clay pot with a small neck (60)

Example: A family would need more than one olla to store different types of food.

Variations: ollas

THE CORE LESSON 35 MIN

Introduce “Peoples of the West Coast”

5 MIN

Activity Page



AP 1.5



Display Native American Culture Regions (AP 1.5). Point out the Southwest region, and review key characteristics of Southwest cultures. Then point to the West Coast and explain that in this chapter, students will learn about Indigenous peoples of the West Coast.

Call students' attention to the Framing Question. Emphasize that even though the question is written in the past tense, many of the peoples mentioned in this chapter are still here. They are not extinct. The past tense indicates that we are studying the history of these peoples and the roots of the cultures that exist today. Tell students to look for information about how the peoples of the West Coast lived, governed, and believed.

Guided Reading Supports for “Peoples of the West Coast”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Pacific Coast,” pages 52–55

Scaffold understanding as follows:

Invite volunteers to read the section on pages 52–55 aloud.



SUPPORT—Explain that the geography of the areas discussed is very different from place to place. For example, the Pacific Northwest is a rain forest, while Death Valley in southern California is a desert. Have students compare the region shown on the map on page 55 with the same region on a globe or world map. Ask them to describe the countries and states that this region includes today, as well as major landforms. (5.6, 5.13.a)

After the volunteers read the text, ask the following questions:

LITERAL—Describe the environment of the Pacific Northwest. (5.13.a)

- » The Pacific Northwest is rugged and windy, with mountains on one side and the Pacific Ocean on the other. The weather is mild but moist. It has lush forests in which plants and animals abound.

LITERAL—Describe the environment of California. (5.13.a)

- » The environment of California is highly varied, ranging from forests to mountains to deserts. Central California contains the fertile San Joaquin Valley, while southern California has the continent's hottest desert.

INFERENTIAL—How do you predict the experiences of the peoples who lived in the Pacific Northwest varied from those who lived farther south in what is now southern California? (5.13.a, 5.13.b)

- » Possible answer: The climate is wetter and milder in the Pacific Northwest. So it may have been easier for peoples living there to hunt for and gather a variety of food than it would have been for peoples in much hotter, drier southern regions.

"Life in the West," page 56

Scaffold understanding as follows:

Have students read the section on page 56 independently.

SUPPORT—Point out that peoples in the different regions of the West had very different environments and therefore very different ways of life. Ask how life was different for people living in different places. (*They lived in different kinds of houses; they ate different foods; they used different materials for clothing; some moved with the seasons.*) (5.4)

After students read the text, ask the following questions:

EVALUATIVE—Why did peoples of the West Coast never become farmers? (5.7, 5.13.b)

- » There was so much food available naturally that West Coast peoples never needed to farm.

LITERAL—Why did some of the peoples of California migrate with the seasons? (5.7, 5.13.b)

- » The resources available in California changed with the seasons. When resources in a place ran low, people moved to where things they needed were more abundant.

“Social Organization,” pages 56–57

Scaffold understanding as follows:

Read the section on pages 56–57 aloud.

CORE VOCABULARY—Point out the vocabulary term *potlatch*, and explain its meaning.

SUPPORT—Note that students are probably used to gatherings where people bring gifts to give the host. At a potlatch, it is the host who gives gifts to their guests.

After reading the text, ask the following questions:

LITERAL—What were potlatches? (5.13.c)

- » Potlatches were great ceremonies that lasted for days. They honored chiefs or celebrated life events, such as a new child, a coming of age, a marriage, or a wedding anniversary.

LITERAL—How was social rank in the nations of the Pacific Northwest determined? (5.13.c)

- » Social rank was determined by how closely someone was related to the chief.

LITERAL—How were chiefs of the peoples of California chosen? (5.13.c)

- » Some chiefs inherited the positions, while others were those who made the best decisions.

“Religious and Spiritual Beliefs,” page 58

Scaffold understanding as follows:

Have students read the section on page 58 independently.

SUPPORT—Remind students of what they have learned in earlier chapters about the religious and spiritual beliefs of Indigenous peoples in other regions, such as the Creek belief in a universal spirit, the importance of animism to Plains and Northeast peoples, and the energy that the Apache believed could be found in nature. Have them compare this knowledge to what they are now learning about peoples who settled farther north and west. (5.13, 5.13.c)

After students read the text, ask the following questions:

LITERAL—Why did the people of the Pacific Northwest nations thank spirits when they killed animals for food? (5.13.c)

- » They believed spirits were in all things, including plants and animals.

EVALUATIVE—What was similar about the *toloache* and Kuksu religious systems? (5.13.c)

- » In both the *toloache* and Kuksu religious systems, priests went through intense, sometimes lifelong training.

“Art, Clothing, and Trade,” pages 58–61

Scaffold understanding as follows:

Have students read the section on pages 58–61 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *totem pole* and *olla*, and explain their meanings. Display the image of the olla, and point out the characteristics described in its definition.

SUPPORT—Direct students to the image of the totem poles on page 59. Have students identify the animals on the totem poles. (*an eagle; animals with four legs and claws, such as a fox or raccoon*) (5.13.c)

SUPPORT—Have students compare the style of art in the Chilkat robe, the totem poles, and the carved box. (The Chilkat were one group within the Tlingit nation.) Note that this is a style of art unique to the peoples of the Pacific Northwest. What are the characteristics of this art style? (*The style uses shapes that have several thick outlines. The squat, rounded shape is very common.*) (5.2.c)

After students read the text, ask the following questions:

LITERAL—Why is woodworking a common art form for nations of the Pacific Northwest? (5.13.b)

- » Woodworking is a common art form of the Pacific Northwest because there is a lot of wood available in the forest.

LITERAL—What is the purpose of totem poles? (5.13.c)

- » Totem poles tell a story, mark an important event, or stake a claim to territory.

LITERAL—Why has so much knowledge of the nations of the West Coast been lost? (5.3)

- » A lot of knowledge of the nations of the West Coast was lost when people were forced out of their homelands by Spanish conquerors and by people looking for gold.

Primary Source Feature: “Tlingit Carving,” page 62

Scaffold understanding as follows:



Background for Teachers: Tlingit people view woodworking as a useful and sacred skill. Apprentices work with masters for years to learn the trade. The abundance of wood in the Pacific Northwest means that woodworkers never lack for materials—but they also do not carve frivolously. Master woodworkers oversee every step of the process of carving. Raven, shown in the carving, is a trickster god who is featured in many creation myths of the peoples of the Pacific Northwest. Raven is also the name of one of the two Tlingit moieties, or subgroups.

Direct students to the Primary Source Feature on page 62.

Introduce the source by having students find the location of the Tlingit on the map on page 55. Remind students that the Tlingit are a Pacific Northwest people. Invite volunteers to share what they remember about the geography of the Pacific Northwest.

Give students a moment to examine the image, encouraging them to focus on the figure, before asking:

- What does the image tell you about the environment where the Tlingit live? **(5.13.b)** *(It has lots of trees and forests.)*
- What details do you notice about the figure? **(5.13.c)** *(It is a bird. It is sitting, and its wings are closed. It is looking right at the viewer.)*
- How is this art similar to and different from the Pacific Northwest style of art you saw earlier in the chapter? **(5.2.a, 5.2.c)** *(This is also a bird, like the totem pole. It also uses geometric shapes. This one is carved directly into a tree, unlike the totem pole and the box. Also unlike the totem pole, it is not painted.)*

Distribute Artifact Study (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What is the object made of? **(5.2.a, 5.13.c)**

- » The object is made from a tree. It is carved wood.

EVALUATIVE—What knowledge and experience do you think was required to make it? **(5.2.a, 5.13.c)**

- » The person who made the carving probably needed to know about the properties of different kinds of wood and about Tlingit spiritual beliefs. They probably needed a lot of experience and specialized tools to make the art beautiful.

Activity Page



AP 1.2

INFERENTIAL—What does this carving tell you about Tlingit culture?
(5.2.a, 5.13.c)

- » It shows that the raven was an important animal for them. It shows that the forest was useful and that they respected the forest and trees. It shows that they had plenty of resources to spend a lot of time making beautiful art out in the forest.

Timeline Card Slide Deck

- Show students the Chapter 5 Timeline Card. Read and discuss the caption.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “What were the key characteristics of the nations of the West Coast?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the key characteristics of the nations of the West Coast?”
 - » Key points students should cite include: The Pacific Northwest has mild weather and lush forests; present-day California has a highly varied geography; the peoples of these regions did not need to farm because food is naturally abundant there; some peoples were able to live in permanent settlements, while others were nomadic; the nations of the Pacific Northwest held potlatches for important events; in the Pacific Northwest, chiefs led family groups, while in California, chiefs led individual villages; West Coast peoples believed in animism and had long training periods for priests; much of the art of the Pacific Northwest is made of wood because of the abundance of trees; art includes totem poles and Chilkat robes in the Pacific Northwest and woven baskets and decorated boats in southern California.
- Choose one of the Core Vocabulary words (*potlatch*, *totem pole*, or *olla*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

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Assessment: Chapter 1—Peoples of the Southeast

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.



Which geographic feature had the greatest effect on the Cherokee people? (5.7, 5.13.a, 5.13.b)

- a) Appalachian Mountains
- b) Mississippi River delta
- c) Atlantic Ocean
- d) Gulf of America

2. Use the image to answer the question.



Which nation's people made these items? (5.13.c)

- a) the Catawba
- b) the Seminole
- c) the Cherokee
- d) the Mississippians

3. How is a person's clan determined in the cultures of the Southeast? (5.13.c)

- a) by birth
- b) by a test
- c) by personal choice
- d) by a religious leader

4. In Southeast nations, why were parts of towns designated as red and white? (5.13.c)

- a) One part was responsible for farming, and the other was responsible for hunting.
- b) One part was responsible for war, and the other was responsible for peace.
- c) One part was for villagers, and the other was for travelers.
- d) One part was for men, and the other was for women.

5. What was the purpose of the sport of stickball? Select the **two** correct answers. (5.13.c)

- a) to bring children into adulthood
- b) to gain political standing
- c) to choose a new chief
- d) to settle disputes
- e) to have fun

6. What is celebrated at the midsummer busk? (5.13.c)

- a) the corn harvest
- b) the invention of stickball
- c) the initiation into a new clan
- d) the formation of the Creek Confederacy

7. Use the image to answer the question.

Cherokee Alphabet					
D _{da}	R _{re}	T _{te}	Ꮘ _{ge}	C _{ca}	i _{vi}
S _{sa} Ꮝ	F _{ff}	Y _{ye}	A _{aa}	J _{ja}	E _{ee}
Ꮖ _{fa}	Ꮠ _{pa}	Ꮚ _{ga}	Ꮛ _{ka}	Ꮜ _{la}	Ꮞ _{na}
W _{wa}	Ꮤ _{ta}	Ꮦ _{va}	Ꮧ _{wa}	Ꮫ _{va}	Ꮩ _{ya}
Ꮪ _{za}	Ꮬ _{cha}	Ꮮ _{ta}	Ꮯ _{ta}	Ꮰ _{ta}	Ꮱ _{ta}
Ꮲ _{ta} Ꮳ _{ca} Ꮴ _{ca}	Ꮵ _{ta}	Ꮶ _{ta}	Ꮷ _{ta}	Ꮸ _{ta}	Ꮹ _{ta}
Ꮺ _{ja}	Ꮻ _{ka}	Ꮼ _{ka}	Ꮽ _{ka}	Ꮾ _{ka}	Ꮿ _{ka}
Ᏸ _{pa}	Ᏹ _{pa}	Ᏺ _{pa}	Ᏻ _{pa}	Ᏼ _{pa}	Ᏽ _{pa}
᏷ _{wa} ᏸ _{wa}	ᏹ _{wa}	ᏺ _{za}	ᏻ _{za}	ᏼ _{za}	ᏽ _{za}
᏾ _{za} ᏿ _{za}	ᐁ _{pa}	ᐃ _{pa}	ᐅ _{pa}	ᐇ _{pa}	ᐉ _{pa}
ᐋ _{pa}	ᐍ _{pa}	ᐏ _{pa}	ᐑ _{pa}	ᐓ _{pa}	ᐕ _{pa}
ᐗ _{pa}	ᐙ _{pa}	ᐛ _{pa}	ᐝ _{pa}	ᐟ _{pa}	ᐡ _{pa}
ᐣ _{pa}	ᐥ _{pa}	ᐧ _{pa}	ᐩ _{pa}	ᐫ _{pa}	ᐭ _{pa}
ᐯ _{pa}	ᐱ _{pa}	ᐳ _{pa}	ᐵ _{pa}	ᐷ _{pa}	ᐹ _{pa}
ᐻ _{pa}	ᐽ _{pa}	ᐿ _{pa}	ᑀ _{pa}	ᑂ _{pa}	ᑄ _{pa}
ᑆ _{pa}	ᑈ _{pa}	ᑎ _{pa}	ᑐ _{pa}	ᑒ _{pa}	ᑔ _{pa}
ᑖ _{pa}	ᑘ _{pa}	ᑚ _{pa}	ᑜ _{pa}	ᑞ _{pa}	ᑠ _{pa}
ᑢ _{pa}	ᑤ _{pa}	ᑦ _{pa}	ᑧ _{pa}	ᑨ _{pa}	ᑩ _{pa}
ᑫ _{pa}	ᑬ _{pa}	ᑭ _{pa}	ᑮ _{pa}	ᑯ _{pa}	ᑰ _{pa}
ᑲ _{pa}	ᑳ _{pa}	ᑴ _{pa}	ᑵ _{pa}	ᑶ _{pa}	ᑷ _{pa}
ᑹ _{pa}	ᑺ _{pa}	ᑻ _{pa}	ᑼ _{pa}	ᑽ _{pa}	ᑾ _{pa}
ᑿ _{pa}	ᑽ _{pa}	ᑾ _{pa}	ᑿ _{pa}	ᑽ _{pa}	ᑾ _{pa}

Sounds represented by vowels.

ᐁ as in father as short as e in east
ᐃ as in but as short as e in yet
ᐅ as in bay as short as e in bed
ᐇ as in fed as short as e in ped
ᐉ as in leg unvocalized.

Consonant Sounds.

ᑆ as in English, but approaching to ᑈ, ᑎ as in English, but approaching to ᑐ, ᑒ as in English, but approaching to ᑔ, ᑖ as in English, but approaching to ᑘ, ᑚ as in English, but approaching to ᑜ, ᑞ as in English, but approaching to ᑠ, ᑢ as in English, but approaching to ᑤ, ᑦ as in English, but approaching to ᑧ, ᑨ as in English, but approaching to ᑩ, ᑫ as in English, but approaching to ᑬ, ᑭ as in English, but approaching to ᑮ, ᑯ as in English, but approaching to ᑰ, ᑲ as in English, but approaching to ᑳ, ᑴ as in English, but approaching to ᑵ, ᑶ as in English, but approaching to ᑷ, ᑹ as in English, but approaching to ᑺ, ᑻ as in English, but approaching to ᑼ, ᑽ as in English, but approaching to ᑾ, ᑿ as in English, but approaching to ᑽ.

Who created this syllabary? (5.13.c)

- a) Sequoyah
 - b) Sacagawea
 - c) chiefs of the Creek Confederacy
 - d) Europeans who studied the Creeks
8. What is the significance of the syllabary?
- a) It made the Cherokee language easier to pass on.
 - b) It helped Cherokees negotiate with Americans.
 - c) It helped the Cherokees keep their language secret.
 - d) It allowed for Cherokees to make favorable trade deals.

Use the T-chart to answer questions 9 and 10.

Cherokee	Catawba

9. Which detail belongs in the Cherokee column?

- a) spoke Siouan
- b) fished shellfish
- c) used shells as tools
- d) had a written alphabet

10. Which detail belongs in the Catawba column?

- a) built palisades
- b) played stickball
- c) held a midsummer busk
- d) were part of the Creek Confederacy

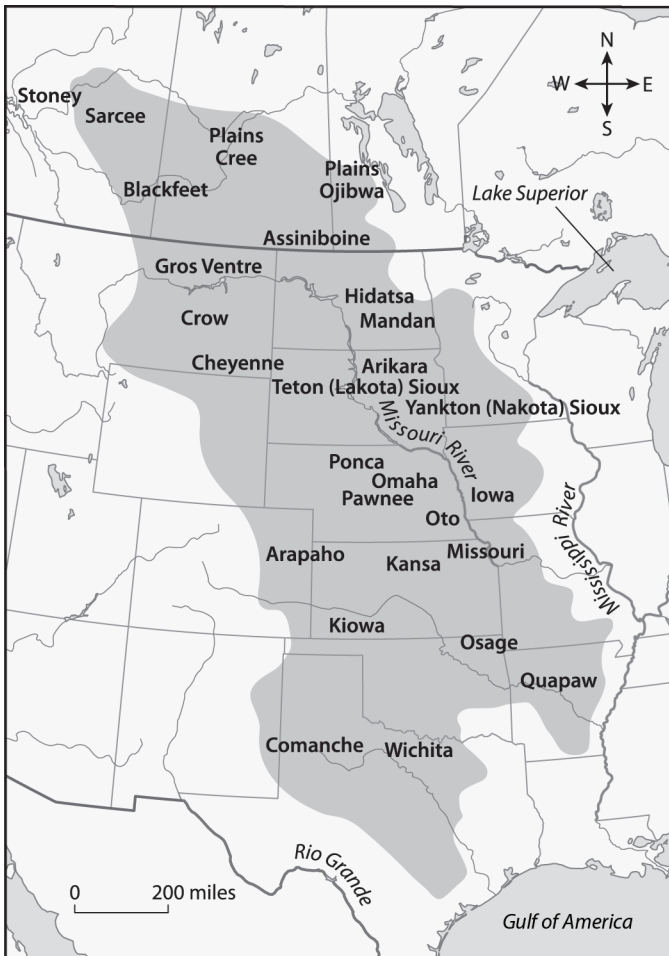
B. On your own paper, write a well-organized paragraph in response to the following prompt:

How might Creek peoples have benefitted from their confederacy? Make a claim, and support it with evidence from the chapter. (5.5, 5.5.a, 5.5.c, 5.13.c)

Assessment: Chapter 2—Peoples of the Plains

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.



Which geographic features are most of the groups on the map close to? Select the **two** correct answers. (5.13.b)

- a) Lake Superior
- b) Rio Grande
- c) Missouri River
- d) Gulf of America
- e) Mississippi River

2. Use the image to answer the question.



How did the peoples of the Plains treat this animal? (5.13.c)

- a) They rode them into battle.
 - b) They used them to carry supplies.
 - c) They worshipped them as sacred beings.
 - d) They used them for food and raw materials.
3. What did Plains peoples develop for communication between nations? (5.13.c)
- a) slang
 - b) sign language
 - c) written language
 - d) picture language
4. Use the image to answer the question.



What is this type of home called? (5.13.c)

- a) tepee
- b) wigwam
- c) longhouse
- d) earth lodge

5. Use the image to answer the question.



What did sharing a calumet signal? (5.13.c)

- a) offer to marry
 - b) desire to trade
 - c) declaration of war
 - d) intention to become chief
6. What kind of relationship did Plains children have with their grandparents? (5.13.c)
- a) serious and respectful
 - b) competitive
 - c) distant
 - d) joking
7. Which group in Plains societies was mainly responsible for building and maintaining earth lodges? (5.13.c)
- a) children
 - b) women
 - c) elderly people
 - d) men
8. What religious belief did most Plains peoples share? (5.8)
- a) There exists one all-powerful god.
 - b) The chief's power comes from the gods.
 - c) A spirit exists in all people, animals, and things.
 - d) Doing good deeds brings rewards in the afterlife.

9. Use the image to answer the following question.



What does this item represent? (5.13.c)

- a) the political standing of the person who made it
- b) important events that occurred in the past
- c) offerings made to the gods
- d) items owed in a trade

10. Use the image to answer the question.



What do the feathers in this head covering represent? (5.13.c)

- a) enemies killed in battle
- b) brave deeds
- c) age
- d) wealth

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The bison was at the center of life on the Plains.

Support or refute this claim using evidence from the chapter. (5.5, 5.5.a, 5.13.c)

Assessment: Chapter 3—Peoples of the Northeast

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.



Which nations would have been most likely to live in longhouses? Select the **two** correct answers. (5.13.c)

- a) Abenaki
- b) Delaware
- c) Erie
- d) Huron
- e) Menominee

2. What were the three sisters? (5.13.b)

- a) Haudenosaunee chiefs
- b) guiding principles
- c) crops
- d) lakes

3. Use the image to answer the question.



What was this type of home called? (5.13.c)

- a) earth lodge
 - b) longhouse
 - c) tepee
 - d) wigwam
4. Use the image to answer the question.



Who would live in a home like this? (5.13.c)

- a) one family
- b) multiple clans
- c) several families
- d) all the warriors in a town

5. Use the excerpt to answer the question.

Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south and one to the west. The name of these roots is The Great White Roots and their nature is Peace and Strength. If any man or any nation outside the Five Nations shall obey the laws of the Great Peace and make known their disposition to the Lords of the Confederacy, they may trace the Roots to the Tree and if their minds are clean and they are obedient and promise to obey the wishes of the Confederate Council, they shall be welcomed to take shelter beneath the Tree of the Long Leaves.

Which group included this description of the Tree of Great Peace in its constitution? (5.13.c)

- a) the Three Sisters
 - b) the Creek Confederacy
 - c) the Grand Medicine Society
 - d) the Haudenosaunee Confederacy
6. What do dodems mean to the Ojibwe? (5.13.c)
- a) They are sacred objects used in rituals.
 - b) They mark the edges of each clan's territory.
 - c) They tell the story of where the Ojibwe come from.
 - d) They explain how each clan's people should behave.
7. What do priests in the Grand Medicine Society do? (5.8)
- a) fight attackers
 - b) perform rituals
 - c) teach about their medicine
 - d) make decisions for the group
8. What is the principle of the seventh generation? (5.13.c)
- a) Each seventh generation is to form a new clan.
 - b) A home should be built to last seven generations.
 - c) Decisions should be made with the seventh generation in mind.
 - d) Each generation is responsible for one of the seven grandfathers.
9. Use the image to answer the question.



What was used to make the beads in this wampum belt? (5.13.c)

- a) metal
- b) tree bark
- c) clamshells
- d) animal bone

10. What did Eastern Woodlands men wear to show which nation they belonged to? (5.13.c)

- a) hats
- b) war bonnets
- c) wampum belts
- d) leather moccasins

B. On your own paper, write a well-organized paragraph in response to the following prompt:

How did the Haudenosaunee Confederacy bring peace to its member nations? Make a claim, and support it with evidence from the chapter. (5.5, 5.5.a, 5.5.c, 5.13.c)

Assessment: Chapter 4—Peoples of the Southwest

A. On your own paper, write the letter that provides the best answer.

- How did Pueblo peoples use their natural surroundings to construct housing? (5.13.b)
 - They dammed rivers to clear land.
 - They built all structures underground.
 - They used local clay to make adobe for bricks.
 - They built wickiups from available plants and animal skins.
- Which statement best describes the Apache's relations with the Diné? (5.13.b)
 - They ignored the Diné.
 - They raided Diné villages.
 - They were friendly trade partners.
 - They constantly warred with the Diné.
- Use the map to answer the question.



What geographic features did most of the peoples on the map live near? (5.13.b)

- rivers
- valleys
- oceans
- mountains

4. Use the image to answer the question.



Which people would be most likely to live in a building like this? (5.13.c)

- a) Plains peoples
 - b) Pueblo tribes
 - c) Apache
 - d) Diné
5. What is true of a Pueblo clan? Select the **two** correct answers. (5.13.c)
- a) Each clan only eats certain foods.
 - b) Each clan has its own religious rituals.
 - c) Each clan occupies and controls its own village.
 - d) Each clan is responsible for governing one area of life.
 - e) Each clan partners with a similar clan in another village.
6. What two main groups are the Pueblo peoples divided into? (5.13.c)
- a) the Holy People and the Earth Surface People
 - b) the eastern group and the western group
 - c) the cliff dwellers and the kiva dwellers
 - d) the ancestors and the experts

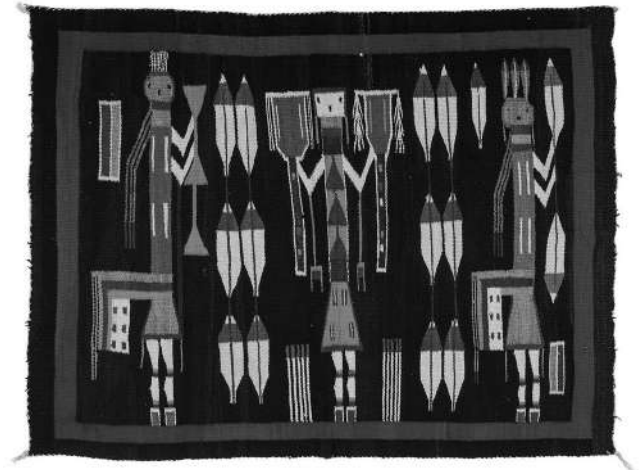
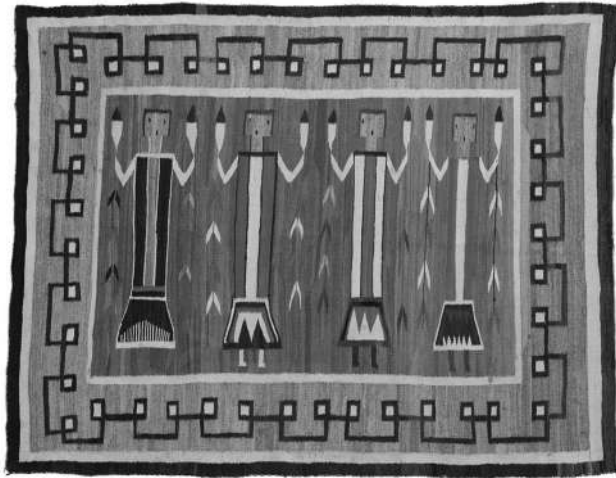
7. From where did the Apache migrate to the Southwest? (5.7)
- a) Europe
 - b) Canada
 - c) Central America
 - d) Eastern Woodlands
8. What are the Sierra Blanca, Three Sisters Mountains, Oscura Mountain Peak, and Guadalupe Mountains? (5.13.c)
- a) the sacred mountains of the Apache
 - b) the original home of the Ancestral Pueblo
 - c) the places where the Holy People come from
 - d) the sites of important battles between the Apache and Diné
9. Use the image to answer the question.



Which direction does the door of these types of homes traditionally face? (5.13.c)

- a) east
- b) north
- c) south
- d) west

10. Use the images to answer the question.



Who or what are the Diné communicating with as shown in these rugs? (5.8)

- a) clan leaders
- b) supernatural beings
- c) sacred mountains
- d) other Native American nations

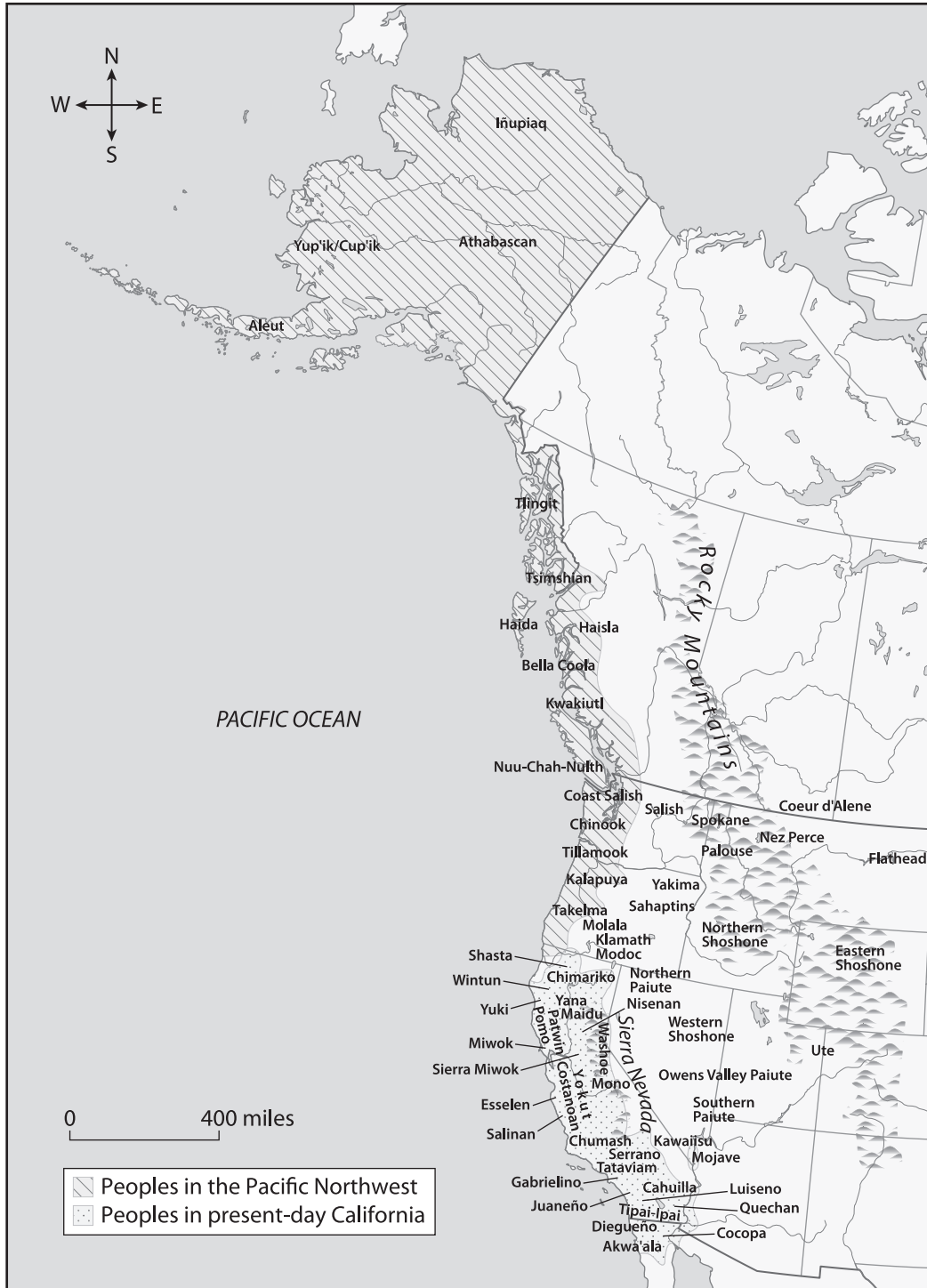
B. On your own paper, write a well-organized paragraph in response to the following prompt:

What are the main similarities and differences among the Pueblo, Apache, and Diné? Make a claim, and support it with evidence from the chapter. (5.5, 5.5.a, 5.5.b, 5.13.b, 5.13.c)

Assessment: Chapter 5—Peoples of the West Coast

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.



1. What type of climate did the Tillamook people most likely experience? (5.13.b)
 - a) lots of rain with mild temperatures year-round
 - b) cool, wet winters and hot, dry summers
 - c) very cold winters and mild summers
 - d) extremely hot and dry all year
2. What were the main ways peoples of the West Coast found food? Select the **two** correct answers. (5.13.b)
 - a) fishing
 - b) growing corn
 - c) gathering
 - d) trading
 - e) hunting bison
3. Why might a chief hold a potlatch? (5.13.c)
 - a) to prepare for war
 - b) to celebrate a wedding
 - c) to make trades with other villages
 - d) to ask the spirits to help with a problem
4. What was the longest period a priest in the Kuksu religion might be in training? (5.8)
 - a) one year
 - b) five years
 - c) ten years
 - d) the priest's entire life
5. Use the image to answer the question.



What might the figures on an object like this represent? Select the **two** correct answers. (5.13.c)

- a) important dates
- b) dead chiefs
- c) families
- d) values
- e) tribes

6. Use the image to answer the question.



Why are Tlingit (Chilkat) robes like this one very expensive? (5.13.c)

- a) They take years to make.
 - b) They are made of rare materials.
 - c) A family can only have one at a time.
 - d) They require large quantities of materials to make.
7. What were ollas used for? (5.13.c)
- a) building homes
 - b) asking spirits for aid
 - c) storing food and water
 - d) showing the social status of the wearer
8. Use the image to answer the following question.



Where might a carving like this be found? (5.13.b)

- a) the Pacific Northwest
- b) the California mountains
- c) the Southern California coast
- d) the Southern California desert

Use the T-chart to answer questions 9 and 10.

Tlingit	Chumash

9. Which detail belongs in the Tlingit column?

- a) made ollas
- b) carved totem poles
- c) moved with the seasons
- d) used *toloache* for religious purposes

10. Which detail belongs in the Chumash column?

- a) held potlatches
- b) wove Chilkat robes
- c) made highly decorated boats
- d) lived in huge houses that held fifty people

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Why did none of the peoples of the West Coast farm? Make a claim, and support it with evidence from the chapter. (5.5, 5.5.a, 5.5.c, 5.13.b)

Performance Task: *Civilizations in North America*

Teacher Directions: The widely varied geography of the present-day United States of America is reflected in the also varied Indigenous cultures that developed in different places across the continent of North America.

Activity Page



AP 1.4

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their essay.

Prompt:

The environment was the most important factor in shaping Indigenous North American cultures. (5.5, 5.5.a, 5.5.c, 5.5.d, 5.7, 5.13, 5.13.b)

Support this claim with evidence from the unit reading and activities.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The physical environment where a Native American culture was located determined a lot about the culture.
Reason:	The food, clothing, shelter, and activities of a culture were based on the resources that were available and the challenges the environment posed.
Evidence:	Each culture used the resources it had available to build shelters, create clothing, and eat. For example, in the Northeast Woodlands, people lived in homes made of wood and bark, ate fish and crops that grew well together, and wore clothing made of animal skins that they hunted in the forest. Similarly, in the Southwest, people lived in homes made of adobe (bricks made from local clay soil), ate crops that they could irrigate, and wore clothing made of yucca fibers. People in the Northeast and on the Plains needed homes to protect them from cold winters, while people in the Southwest needed homes to shelter them from the heat. People in the Pacific Northwest lived in large wooden houses, did not farm because of the abundant food provided by the forest and ocean, and wore clothing made of the skins of the animals they hunted.
Counterclaim and Answer:	It can be argued that many of these cultures that were very separated by geography had very similar features, such as wearing animal skins or building homes of wood. However, in all cases, these resources were the ones available in that environment. In addition, the specific animals used for skins (deer or bison, for example) were based on the location of that culture.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.4), which is intended to be a support for students as they think about their written responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections among the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of Native American civilizations; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• All nations in North America used the resources they had available.• Many nations built similar homes, ate similar foods, or wore similar clothing because similar resources were available in their environments.• Aspects of culture that depend less on the environment, such as religion and family structure, were more varied among the different nations.
2	<p>Response is mostly accurate, somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of Native American civilizations, with analysis and reasoning that is somewhat cohesive and sound but may be uneven. Connections among the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some errors may be present.</p>
1	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some knowledge of some Native American civilizations, but analysis and reasoning are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</p>
0	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of Native American civilizations. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>

Activity Page 1.1**Use with Chapter 1****Letter to Family**

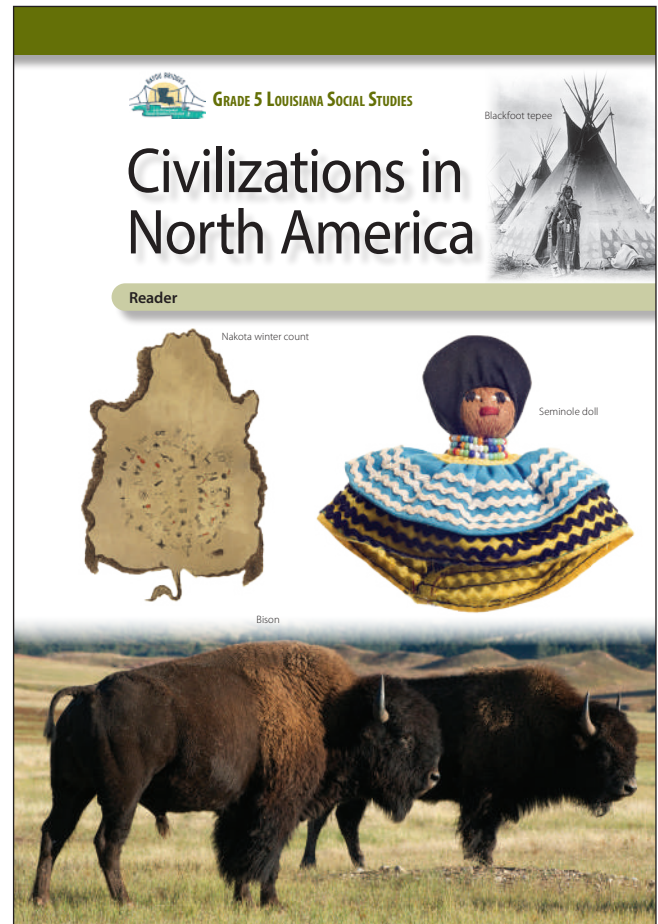
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about Native American civilizations. They will learn about the general cultures of the peoples of the Southeast, Plains, Northeast, Southwest, and West Coast.

In this unit, students will study the cultures of these various peoples, including the types of homes they lived in, the types of foods they ate, the types of clothing they wore and art they made, and other relevant aspects of society. They will analyze primary sources that reflect these cultures and make claims based on what they've learned.

As part of their exploration, students will learn about Indigenous religious and spiritual beliefs and practices. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1, 4, 5

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it require a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (*continued*)

Use with Chapters 1, 4, 5

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____

Date _____

Activity Page 1.4

Use with Performance Task

Claims and Evidence

STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*

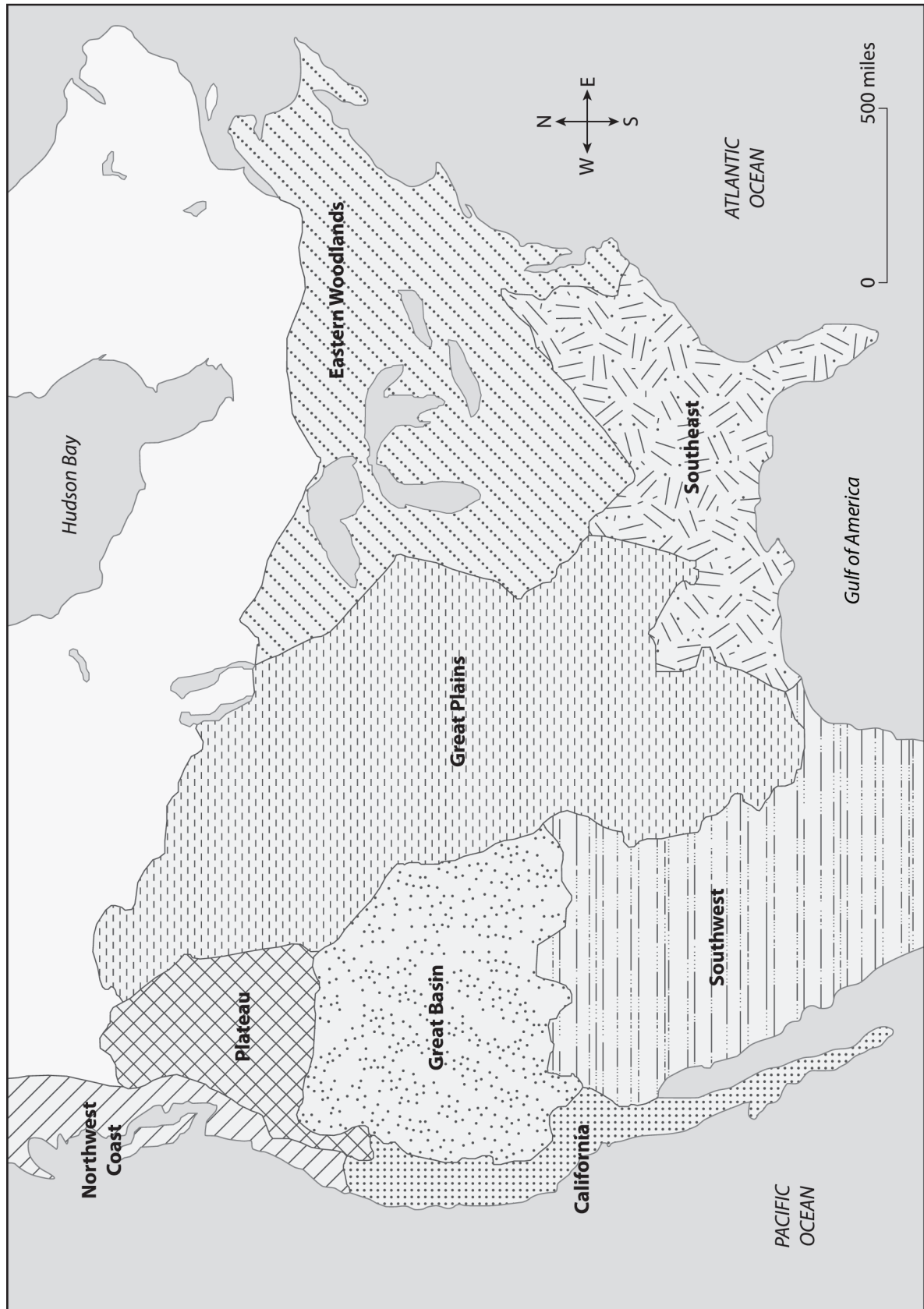


RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Native American Culture Regions

Name _____ Date _____



Activity Page 2.1

Use with Chapters 1–2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-----------|-----------------|---|
| _____ 1. | ritual | a) plant materials, such as straw, laid over each other |
| _____ 2. | confederacy | b) a fence made of sharpened wooden posts |
| _____ 3. | palisade | c) a group of people who share the same language, customs, beliefs, and leadership |
| _____ 4. | clan | d) a ceremonial fasting time |
| _____ 5. | civil | e) an act that a person must complete to join a group |
| _____ 6. | thatch | f) a group of people, organizations, or countries that join together for a common cause |
| _____ 7. | harvest | g) a religious ritual that involves fasting and dancing |
| _____ 8. | supernatural | h) to gather crops at the end of the growing season |
| _____ 9. | busk | i) related to the government, not religious or military organizations |
| _____ 10. | bison | j) a home made by stretching animal skin around poles in the shape of a cone |
| _____ 11. | awl | k) beyond the world and laws of nature that can be seen or observed |
| _____ 12. | tribe | l) a large animal similar to a cow or ox |
| _____ 13. | sign language | m) an act or series of actions done in the same way in a certain situation, such as a religious ceremony |
| _____ 14. | tepee | n) a religious leader who can talk to spirits |
| _____ 15. | calumet | o) a group of families claiming a common ancestor |
| _____ 16. | initiation rite | p) the belief that objects, places, and creatures all possess a specific spiritual essence |
| _____ 17. | band | q) a religious ritual that involves going into the wilderness to get help from a spirit guide |
| _____ 18. | animism | r) a sharp, pointed tool used for sewing and making holes |
| _____ 19. | shaman | s) a pipe smoked ceremonially to signal a peace agreement |
| _____ 20. | sweat lodge | t) a building where water is poured over hot rocks to make steam |
| _____ 21. | vision quest | u) a group of people who work together for a goal |
| _____ 22. | Sun Dance | v) a language that uses gestures instead of speech |

Name _____

Date _____

Activity Page 2.1 (*continued*)

Use with Chapters 1–2

- | | | | |
|-------|------------|----------------|---|
| _____ | 23. | war bonnet | w) an article worn on the head and decorated with eagle feathers |
| _____ | 24. | sacred | x) touching the body of an enemy warrior without killing him |
| _____ | 25. | medicine wheel | y) holy or religiously important |
| _____ | 26. | counting coup | z) an object or artwork that symbolizes the four directions using certain colors |

Name _____

Date _____

Activity Page 5.1

Use with Chapters 3–5

Domain Vocabulary: Chapters 3–5

Use the words in the word bank to complete each sentence.

nutrition	wigwam	longhouse	sachem	wampum	cliff dweller
canyon	kiva	adobe	wickiup	hogan	yucca
	potlatch	totem pole	olla		

1. A(n) _____ was the type of home most often used by people who lived around the Great Lakes.
2. The three sisters provided people with good _____.
3. A(n) _____ might last days or weeks.
4. Pueblo peoples built homes made of _____.
5. Fibers from the _____ can be woven into clothing.
6. Food or water could be stored in a(n) _____.
7. Belts made of _____ could symbolize a person's standing in their clan.
8. A(n) _____ was dug into the ground to help keep it cool.
9. A(n) _____ was covered in bark and could house several generations of families.
10. Every nation in the Haudenosaunee Confederacy was led by its own _____.
11. The figures on a(n) _____ can represent families, values, and supernatural beings.
12. Apache people lived in a type of home called a(n) _____.
13. A(n) _____ has a river flowing at the bottom of it.
14. The term _____ refers to the type of home used by the Ancestral Pueblo.
15. A traditional Diné home is called a(n) _____.

2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

GRADE 5

- 5.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 5.2** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 5.3** Explain connections between ideas, events, and developments in world history.
- 5.4** Compare and contrast events and developments in world history.
- 5.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 5.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.
- 5.7** Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.
- 5.8** Describe the origin and spread of major world religions as they developed throughout history.
- 5.9** Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.
 - a)** Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.
 - b)** Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.
 - c)** Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.
 - d)** Describe the development of feudalism and manorialism and their role in the medieval European economy.

- e) Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.
- f) Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.
- g) Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its effect on the global population.
- h) Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

5.10 Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

- a) Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.
- b) Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.
- c) Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.

5.11 Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.

- a) Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.
- b) Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.
- c) Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.
- d) Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca.

5.12 Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

- a) Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.
- b) Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
- c) Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.
- d) Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.
- e) Explain the significant causes of the Protestant Reformation, including the selling of indulgences and Martin Luther's 95 Theses.
- f) Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) and Copernicus (heliocentric).
- g) Describe Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a) Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of America, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.
- b) Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.
- c) Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.
- d) Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Inca civilizations.
- e) Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.
- f) Describe Aztec religious beliefs and how they were linked to the traditions of the society.
- g) Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.
- h) Identify Moctezuma II and describe features of his reign.
- i) Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.
- j) Explain how the Inca kept their empire together without a written language.

5.14 Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.

- a) Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.
- b) Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.
- c) Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.
- d) Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.
- e) Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.
- f) Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.
- g) Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.

Answer Key: *Civilizations in North America*

Chapter Assessments

Chapter 1

- A.** 1. a 2. c 3. a 4. b 5. d, e 6. a 7. a 8. a 9. d 10. a
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that it helped them defend against enemies, helped them have a common language, and helped them trade with each other. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. c, e 2. d 3. b 4. a 5. b 6. d 7. b 8. c 9. b 10. b
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as the fact that Plains peoples used the bison as a source of food and raw materials to make many things from clothing to shelter. Hunting bison was a major part of Plains culture and determined where and when groups traveled and camped. Answers should include explanations of how the evidence supports the claim.

Chapter 3

- A.** 1. a, b 2. c 3. d 4. c 5. d 6. d 7. b 8. c 9. c 10. a
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as the fact that member nations fought each other before the formation of the confederacy, and afterward not only did everyone agree to abide by the laws decided by the council, but they were able to unite against their enemies as well. Answers should include explanations of how the evidence supports the claim.

Chapter 4

- A.** 1. c 2. b 3. a 4. b 5. b, d 6. b 7. b 8. a 9. a 10. b
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that the Pueblo and Diné both build homes that use mud to stay cool; the Diné and Apache both come from Canada and speak similar languages; the Pueblo and Diné both weave fibers; the Apache were nomadic while the others were not; the Pueblo used a system of clan-based decision-making; and the Diné use singers for religious ceremonies and healing. Answers should include explanations of how the evidence supports the claim.

Chapter 5

- A.** 1. a 2. a, c 3. b 4. d 5. c, d 6. a 7. c 8. a 9. b 10. c
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that the land is varied, but food is plentiful everywhere in the form of wild plants, wild game, and fish, and that where food is scarcer, people moved seasonally to be near more resources. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Artifact Study (AP 1.2): Chapter 1 Primary Source Feature

1. moccasins, a type of shoe
2. a Cherokee community
3. I don't know.
4. many colors, including blue, black, brown, white, red, and yellow
5. the shape of a slipper
6. It looks like a small to medium-sized pair of shoes.
7. animal hide, glass beads, thread
8. Someone would need to know how to prepare the animal hide and how to sew pieces of it to make a moccasin. The person would also need to know how to make a design with beads and attach them.
9. The moccasins were made to protect a person's feet. However, the amount of decoration indicates they might also have been worn for more formal or special occasions.
10. I think one person with experience in sewing and beadwork could have made them.
11. The artifact seems very well preserved. There is not much discoloration, and there do not seem to be many missing beads.
12. I don't know when the moccasins were made, but I know they were made by a Cherokee person, following a Cherokee tradition.

Conclusion: I think this artifact reflects a long-standing Cherokee tradition of making beautiful moccasins. The colors, materials, and design are all probably very carefully chosen to preserve this tradition.

Primary Source Analysis (AP 1.3): Chapter 2 Primary Source Feature

Describe the source: The source is an animal skin with drawings on it. Some of the pictures clearly represent tepees, people, and animals such as horses.

Connect the source to what you know: The peoples of the Plains did not have a written language. They recorded things that happened to them using pictures to tell stories.

Understand the source. Identify its message, purpose, and/or audience: I know that the drawings on the hide represent events that happened to Lone Dog and his Yankton (Nakota) Sioux tribe. Presumably, the pictures represent actors and objects involved in events.

Draw a conclusion from or about the source: The symbols seem to be arranged in a spiral. It seems that the author-artist drew a series of pictures starting near the center of the hide and spiraling outward counterclockwise.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

- | | |
|-------|-------|
| 1. m | 14. j |
| 2. f | 15. s |
| 3. b | 16. e |
| 4. o | 17. u |
| 5. i | 18. p |
| 6. a | 19. n |
| 7. h | 20. t |
| 8. k | 21. q |
| 9. d | 22. g |
| 10. l | 23. w |
| 11. r | 24. y |
| 12. c | 25. z |
| 13. v | 26. x |

Primary Source Analysis (AP 1.3): Chapter 3 Primary Source Feature

Describe the source: The source is a legal document that set out laws for the Haudenosaunee Confederacy.

Connect the source to what you know: The Haudenosaunee Confederacy was formed to unite the

Five Nations in maintaining peace between themselves and in fighting their common enemies.

Understand the source. Identify its message, purpose, and/or audience: The source describes how to treat strangers. It uses the symbolism of a tree to explain how the Confederacy should be run. It also says that the eagle at the top of the tree will watch for danger.

Draw a conclusion from or about the source: The source tells the Haudenosaunee to welcome strangers who are honest and agree to obey their laws. It says that other people might be a danger to the Haudenosaunee and that the confederacy will help protect them.

Primary Source Analysis (AP 1.3): Chapter 4 Primary Source Feature

Describe the source: The source is two woven rugs. One shows four tall figures holding up feathers. The other shows some similar figures holding different objects as well as six pairs of large feathers.

Connect the source to what you know: The Diné wove rugs and blankets out of wool. They believed in supernatural beings they called the Holy People, who took an interest in earthly events.

Understand the source. Identify its message, purpose, and/or audience: We are told that the elongated figures depicted on the rugs are the Holy People and that the rugs show a dance that was used for religious ceremonies.

Draw a conclusion from or about the source: These rugs may have been used in the dance, or they may have been made to commemorate important dances.

Artifact Study (AP 1.2): Chapter 5 Primary Source Feature

1. a carving
2. It is in a Pacific Northwest forest, created by a Tlingit woodworker.
3. I don't know.
4. It is the same color as the tree from which it is carved: brownish-gray.
5. It is the shape of a large bird with its wings tucked close to its body.
6. It looks fairly large. It may be two feet tall or even bigger.

7. It is made from a tree.
8. The person who carved it would need to know how to carve into wood that hard and thick, including which tools to use to give such detail.
9. It was carved to honor a key figure in Tlingit creation myths.
10. I think one skilled woodworker could have made it.
11. Weather, such as rain and wind, may have caused the carving to lose some of its detail. However, you can still recognize the figure of the bird easily.
12. I know that the carving was made in the Pacific Northwest, where the Tlingit live, in a wooded area.

Conclusion: I think this artifact was created to preserve an important figure in Tlingit belief systems, in a place that is important to the Tlingit. It also honors the long tradition of Tlingit woodworking.

Domain Vocabulary: Chapters 3–5 (AP 5.1)

- | | |
|--------------|-------------------|
| 1. wigwam | 9. longhouse |
| 2. nutrition | 10. sachem |
| 3. potlatch | 11. totem pole |
| 4. adobe | 12. wickiup |
| 5. yucca | 13. canyon |
| 6. olla | 14. cliff dweller |
| 7. wampum | 15. hogan |
| 8. kiva | |



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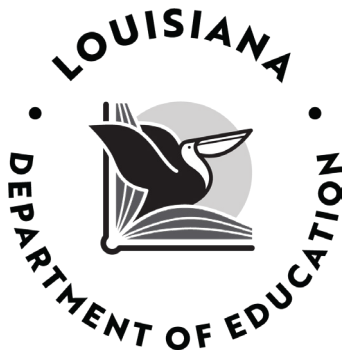


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integrating topics in geography, civics, economics, and the arts,
exploring civilizations, cultures, concepts, and skills specified in the
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Civilizations in North America

The Inca and Aztec Empires

Renaissance and Reformation

Age of Contact

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