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The American Indians

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Unit Overview: The American Indians

Description of the unit

The many complexities of American Indian studies cannot be covered in eight lessons. This unit serves as an introduction to the topic and provides a baseline for further study. The unit begins with four introductory lessons each of which may last from two to five sessions. The focus of these lessons is on four major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. This part of the unit is based around the *Retrieval Chart for American Indian Studies*. (Refer to page 9.)

Lesson 1: The Desert Southwest Indians

Lesson 2: The Pacific Northwest Indians

Lesson 3: The Plains Indians

Lesson 4: The Eastern Woodlands Indians

Using print and digital sources, students gather relevant information (on the physical characteristics of the region; distinct types of homes and shelters; foods; tools and weapons; and, customs and traditions), summarize or paraphrase the information in notes, and provide a list of their sources. A variety of optional activities are included with each lesson.

At the end of the four introductory lessons, teachers have a variety of choices from which to pick and choose in the final 4 lessons. If time is limited, select only one or two of these lessons depending upon which Common Core State Standards you wish to target.

Lesson 5: Writing about American Indians (Written Expression). This lesson includes a variety of writing options, some to be used while reading the textbook and a major multiple paragraph text with an introductory paragraph describing the geography of one American Indian region; a paragraph each describing the types of shelter, food, tools and weapons and customs and traditions of the American Indian group; and, one concluding paragraph.

Lesson 6: Speaking about American Indians (Oral Presentation). In this lesson, students are divided into groups of three or four and each group is assigned/selects a different American Indian group (e.g. Iroquois, Hopi, etc...). Using print and digital sources, students complete a retrieval chart for their specific group of American Indians and then orally present the information learned as classmates take notes on a copy of the retrieval chart. A multimedia component (e.g., graphics, sound) and visual displays is incorporated in the oral presentations

Lesson 7: Depict the Daily Life in a Village of an American Indian Settlement (Artistic Expression) **Mural** - Students work in groups of 3 or 4 to create a mural depicting the life and culture of one pre-Columbian type of settlement. **OR Triorama** - Students work individually to create a triorama depicting the life and culture of one pre-Columbian type of settlement.

Lesson 8: Comparing and Contrasting (Written Analysis) - Students use their retrieval charts to compare and contrast two tribes on at least 3 topics.

This manual supports the attainment of the following **Common Core State Standards** and **History-Social Science Standards for California Public Schools**.

Common Core State Standards: Reading Standards for Information Text

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Reading 5.1

Determine two or more main ideas of a text and explain how they are supported by key details; summarizes the text. Reading 5.2

Explain the relationships or interactions between two or more ideas in a historical text based on information in the text. Reading 5.3

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area. Reading 5.4

Compare and contrast the overall structure (e.g., comparison) of information in two or more texts. Reading 5.5

Analyze multiple accounts of the same topic, noting important similarities and difference in the point of view they represent. Reading 5.6

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly. Reading 5.7

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Reading 5.9

Common Core State Standards: Writing Standards

Write informative/explanatory text to examine a topic and convey ideas and information clearly. Writing 5.2

Produce clear and coherent writing, including multiple paragraph text, in which the development and organization are appropriate to task, purpose, and audience. Writing 5.4

Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. Writing 5.8

Common Core State Standards: Speaking and Listening Standards

Report on a topic, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas; speak clearly at an understandable pace. S&L 5.4

Academic History-Social Science Content Standards for Grade 5

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, tools, and utensils.
2. Describe their varied customs.

Lesson 1: American Indians of the Southwest

Materials needed: For each student, a copy of Handout #1.1 *Retrieval Chart for American Indian Studies* (see page 9); a spiral bound notebook or composition book (as an alternative, staple together 20 pages of ruled paper); *Reflections* Grade 5 textbook *The United States: Making a New Nation*, or any U.S. History textbook appropriate for Grade 5; variety of informational texts about American Indians of the Southwest. For examples of informational texts, refer to the Resources section on page 37.

Optional materials: access to digital on-line sources; teacher-developed picture vocabulary cards or Power Point presentation with photographs or illustrations of key vocabulary words

Activity # 1 Vocabulary for American Indians of the Southwest

Step 1: Introduce the notebook to students and explain that they will use it to keep track of information they learn about American Indians. On page 1, have students write *Table of Contents*.

For the first item in the *Table of Contents*, have students write the following title: "Vocabulary for American Indians of the Pacific Southwest". At the bottom of the page, write the page number (page 1).

Step 2: Select 3 to 5 general academic or domain-specific vocabulary words that are pivotal to the lesson, words that can be illustrated. Suggestions include adobe, staple, and hogan. Limit the number of words so the activity does not become ponderous.

On next blank page of the notebook, have students write "Vocabulary for American Indians of the Southwest" at the top of the page. Write page 3 on the bottom of the page. (Note: Page 2 is on the back side of the *Table of Contents*. It is left blank to save space in case it is needed later to continue the *Table of Contents*.)

Draw a chart with 3 columns. Label each column as shown below. Save at least 7 lines (rows) of notebook paper for each vocabulary word.

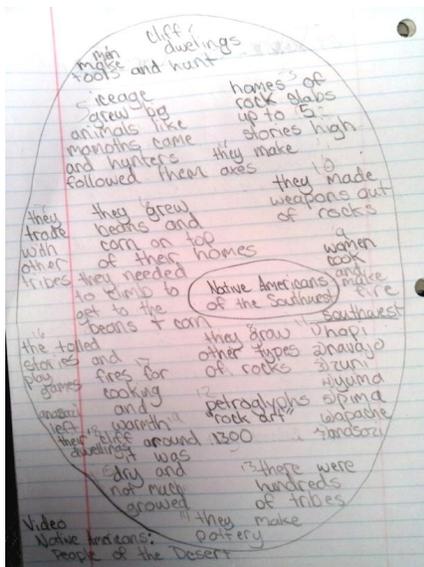
vocabulary/definition	illustration	sentence
Leave at least 7 lines (rows) of notebook paper for each word		

Step 3: Introduce one vocabulary word at a time. If possible, create a picture vocabulary card or a PowerPoint presentation with photos of each vocabulary word. You may also refer to the appropriate pages in the textbook to see if there are illustrations for the vocabulary words.

Once you have introduced the first word, have students write the word and the definition in the first column, illustrate the word in the 2nd column, and, in the 3rd column, use the word in a sentence that shows the meaning of the word. Refer to the sample on the next page.

vocabulary/definition	illustration	Sentence
adobe – a brick made of sun-dried clay and straw	{student-drawn illustration}	Sample: Some Indians in the southwest built houses using adobe bricks.
staple – main foods such as maize (corn) beans, and squash	{student-drawn illustration}	Sample: The Southwest Indians ate maize, corn and beans as their staple foods.
hogan – a cone-shaped Navajo shelter built by covering a log frame with bark and mud	{student-drawn illustration}	Sample: A hogan looks like an upside-down ice cream cone. It is covered with bark and mud. Navajo Indians lived in hogans.

Activity # 2 Circle Map for American Indians of the Southwest (optional)



If your school subscribes to United Streaming, or if you have access to other digital sources, show videos related to the American Indians of the Southwest.

On page 4 in their notebook, have students create a circle map like the one shown to the left. In the center, write “American Indians of the Southwest”. Surrounding the inner circle, take notes on the information presented in the video. Notes can be written randomly in no particular order.

It is helpful for the teacher to model this note-taking procedure.

Add the “Circle Map” to the Table of Contents.

Activity # 3 Retrieval Chart for American Indians of the Southwest

Step 1: Have students use the Table of Contents in their *Reflections* textbook (or any American History textbook appropriate for Grade 5) to locate the lesson on “The Desert Southwest” (*Reflections* Grade 5, Unit 1, Chapter 2, Lesson 1, page 52).

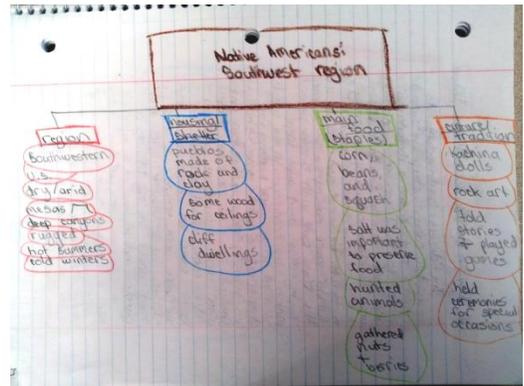
Step 2: Preview the lesson with the students. Note the lesson title and the titles of each of the sub-headings (The Pueblo People, Pueblo Culture, The Navajo, and Navajo Beliefs.) Review the illustrations and read the Summary on page 58.

Step 3: Read each section of the lesson using the reading strategy best suited to your students. Determine two or more main ideas for each section of the text and explain how they are supported by key details.

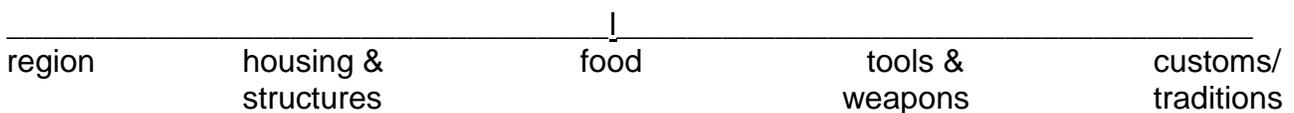
Note: If desired, duplicate the reading organizer from *Reflections Reading Support and Intervention* support material page 17 or use page 16 in *Success for English Learners*.

Step 4: Using the format provided on the Retrieval Chart (Handout # 1.1, page 9), have students summarize the information in their notebook. Add “Retrieval Chart” to the Table of Contents.

Optional: Instead of the retrieval chart, turn the notebook horizontally and construct a **tree map** as shown at the right. Record all pertinent information under each category of the tree map.



American Indians of the Southwest



Step 5: Color code each section of the retrieval chart (or the tree map) by circling each item in the same color. For example, circle all items related to the region in red; items related to housing in green, etc. If the circle map was completed in Activity #3, use the same color code to match each category. Add the items from the circle map to the retrieval chart and/or tree map.

Activity #4 Using Multiple Print or Digital Sources

Provide students with access to additional informational texts and/or digital sources.

Drawing on the information in these multiple print or digital sources, have students locate pertinent information and record it on the retrieval chart and/or tree map.

Compare and contrast the overall structure of two or more texts, noting important similarities and differences in the information or point of view they represent.



Keep track of the sources of information used so they can be properly documented.

Activity #5 Writing about the American Indians of the Southwest (optional)

Note to the Teacher: If you have time for your students to write a multiple paragraph text about each of the American Indian groups, then do this activity. If you only want your students to write about one of the American Indian groups, wait until you have covered all American Indians groups in Lessons 1-4 and then do Lesson 5: Writing about American Indians OR Lesson 8: Comparing and Contrasting American Indians.

Prompt for Students: On a new page in your notebook, use the information you have recorded on your retrieval chart to write an informative/ explanatory multiple paragraph text about the American Indians of the Southwest. Properly document the sources you have used. (Reminder: Add this text to the Table of Contents for your notebook.)

Teacher: In this lesson, model for students how to use relevant information from their retrieval chart to write an informative/ explanatory text that examines the topic “American Indians of the Southwest”. Demonstrate how to summarize or paraphrase information from the students’ notes on their retrieval chart into sentences that convey ideas coherently and clearly.

Begin with the “region” section of the retrieval chart (previously color-coded in red). This information will comprise the first paragraph. Write the sentences together with the students. (Note: Later in the unit, students will write more independently, but at this time, it is strongly suggested that you and the students write the sentences together.)

The second paragraph should relate to housing/shelter section of the retrieval chart, etc. until all sections of the retrieval chart have been covered. At the end of writing the multiple paragraph text, help students provide a list of sources used, both print and digital.

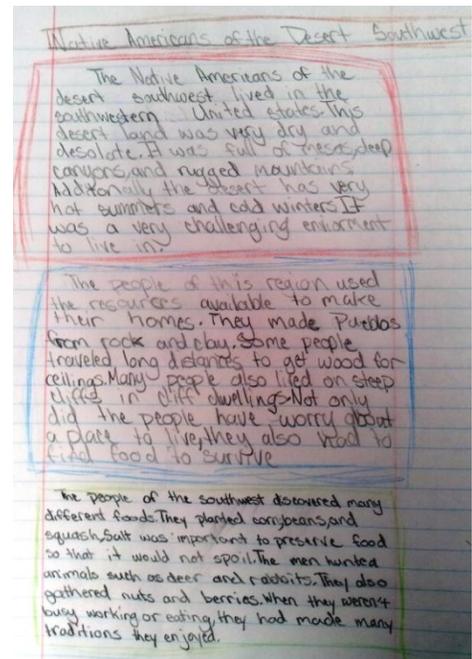


Table of Contents

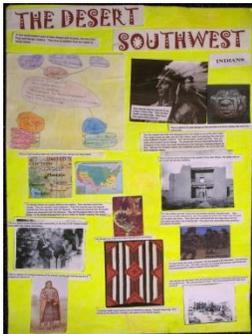
As a review, the Table of Contents in the student’s notebook should contain the following topics:

- Vocabulary for American Indians of the Southwest
- Circle Map for Northwest Indians (optional)
- Retrieval Chart for Northwest Indians (or construct a Tree Map, if desired)
- American Indians of the Southwest (optional multiple paragraph informative/explanatory text)

(Note: The information in parentheses is for the teacher.) As the unit progresses, add the page numbers and topics for the other American Indian groups studies.

Optional activities

Tepee – Draw a large circle of paper by tracing around the rim of a bowl or plate. Cut the circle out and cut it in half. Decorate half the circle with interesting designs. Roll it into a cone shape and tape or glue the ends together. Cut a slit and fold back the door flaps. New tepees were white, but darkened gradually at the top from smoke. Use brown crayon to darken the top part. Source: *More than Moccasins*

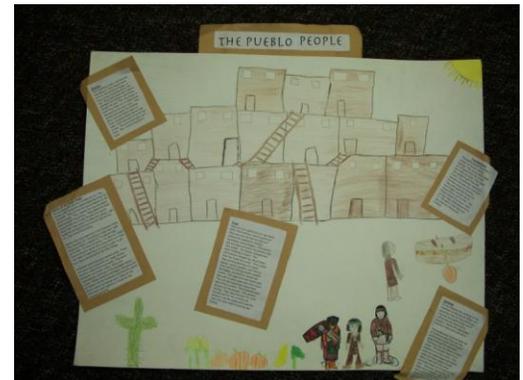


Poster Reports

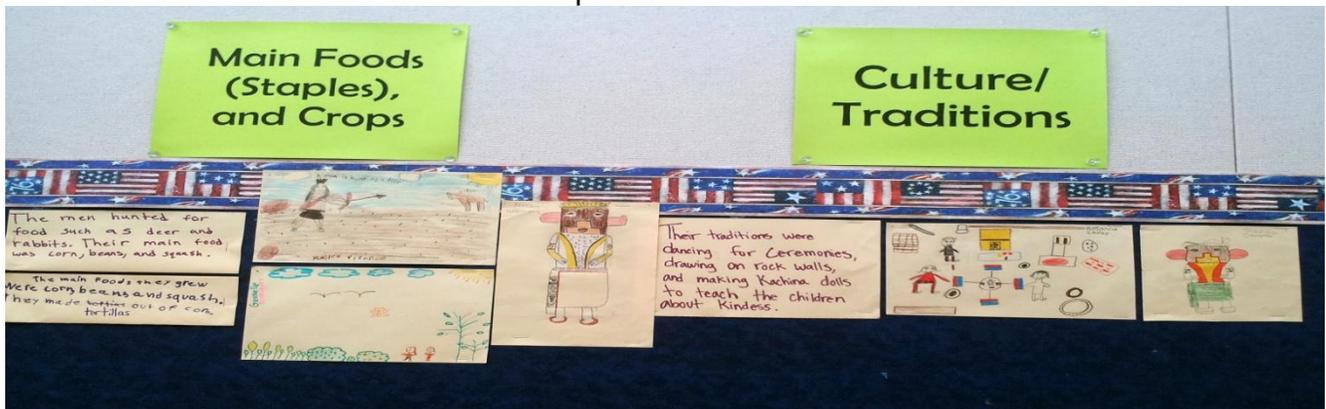
As an alternative to a written report, students can work individually or in groups to create a poster to show what they have learned about the Southwest Indians. The posters can be used to present oral reports. Refer to Lesson 6 for more about oral reports.

Pueblo People Have students work in small groups to draw a pueblo. Copies of their informative/ explanatory paragraphs can be display with their artwork.

Or, construct a pueblo using different sizes of boxes. Use pointed scissors to cut roof openings and construct ladders using sticks or toothpicks. Paint all the boxes the same shade of light tan. Before the paint dries, sprinkle cornmeal, salt, or fine sand on it for an adobe effect. Source: *More than Moccasins*



Bulletin Board Retrieval Chart Create a large bulletin board display with the topics from the retrieval chart across the top and the types of American Indian groups down the side. Have different students illustrate each of the topics from the retrieval chart.



Retrieval Chart for American Indian Studies

Directions: Using print and digital sources, gather relevant information and record the information on this retrieval chart. Properly document the sources used.

American Indian Group: _____

Tribes in the Region: _____

Physical characteristics of the region; influences of the geography and climate	
Housing and structures built; materials used; and, how they were obtained	
Food – and how it was obtained	
Tools and weapons and how they were obtained	
Customs and traditions; miscellaneous information	

Name _____ Date _____

Lesson 2: American Indians of the Northwest

Materials needed: For each student, a copy of Handout #1.1 *Retrieval Chart for American Indian Studies* (see page 9); a spiral bound notebook or composition book (as an alternative, staple together 20 pages of ruled paper); *Reflections* Grade 5 textbook *The United States: Making a New Nation*, or any U.S. History textbook appropriate for Grade 5; variety of informational texts about American Indians of the Northwest (refer to the Resources section for examples).

Optional materials: access to digital on-line sources; teacher-developed picture vocabulary cards or Power Point presentation with photographs or illustrations of key vocabulary words

Activity # 1 Vocabulary for American Indians of the Northwest

Step 1: On the Table of Contents page, have students write the following title: “Vocabulary for American Indians of the Pacific Northwest”.

Step 2: Select 3 to 5 general academic or domain-specific vocabulary words that are pivotal to the lesson, words that can be illustrated. Suggestions include harpoon, totem pole, clan, and longhouse. Limit the number of words so the activity does not become ponderous.

Draw a chart with 3 columns. Label each column as shown below. Save at least 7 lines (rows) of notebook paper for each vocabulary word.

Vocabulary for American Indians of the Pacific Northwest

Vocabulary/definition	illustration	sentence
harpoon – long spear with sharp point made from shells		The hunters used <u>harpoons</u> to kill whales.
totem pole		
clan		
longhouse		

Step 3: Introduce one vocabulary word at a time. If possible, create a picture vocabulary card or a PowerPoint presentation with photos of each vocabulary word.

harpoons

Harpoons are long spears with sharp points made from shells.



The hunters used harpoons to _____.

You may also refer to the appropriate pages in the textbook to see if there are illustrations for the vocabulary words.

totem pole

A tall pole which has characters carved in it that represent animals or spirits and together tell a story.



Once you have introduced the first word, have students write the word and the definition in the first column, illustrate the word in the 2nd column, and, in the 3rd column, use the word in a sentence that shows the meaning of the word is understood.

Activity # 2 Circle Map for American Indians of the Northwest (optional)

If you have access to digital sources such as United Streaming, show videos related to the American Indians of the Northwest.

In their notebook, have students create a circle map. In the center, write “American Indians of the Northwest”. Surrounding the inner circle, take notes on the information presented in the video. Notes can be written randomly in no particular order. It is helpful for the teacher to model this note-taking procedure. Add the “Circle Map” to the Table of Contents.

Activity # 3 Retrieval Chart for American Indians of the Northwest

Step 1: Have students use the Table of Contents in their *Reflections* textbook (or any American History textbook appropriate for Grade 5) to locate the lesson on “The Pacific Northwest” (*Reflections* Grade 5, Unit 1, Chapter 2, Lesson 2, page 60).

Step 2: Preview the lesson with the students. Note the lesson title and the titles of each of the sub-headings (A Region of Plenty, Resources and Trade, and Trade and Wealth.) Review the illustrations and read the Summary on page 65.

Step 3: Read each section of the lesson using the reading strategy best suited to your students. Determine two or more main ideas for each section of the text and explain how they are supported by key details.

Option: Use the Key Topic Form shown on the right (Handout #2.1 on page 13). At the top of the form, write the lesson title (The Pacific Northwest). Write the titles of each sub-heading at the top of each column. Underneath each sub-heading, list the main ideas.

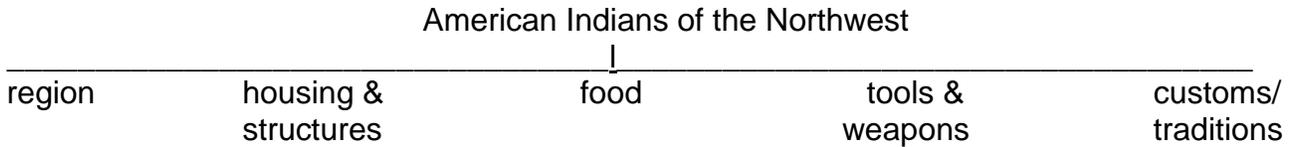
Option # 2: Duplicate the reading organizer found in Harcourt School Publishers *Reflections Reading Support Intervention* (page 21) or from *Success for English Learners* (page 20).

The image shows a handwritten Key Topic Form for the lesson "The Pacific Northwest". The form is organized into columns for sub-headings: "A Region of Plenty", "Resources and Trade", and "Trade and Wealth". Each column contains main ideas and essential details. A "BIG IDEA" section is at the bottom.

Topic: Pacific Northwest		
1 Main Idea	2 Main Idea	3 Main Idea
A Region of Plenty	Resources and Trade	Trade and Wealth
Essential details	Essential details	Essential details
Pacific had an area very different place from the southwest.	Enormous trees that grow in the forest of the Pacific that provide many things.	The chinook lived in the Columbia River where they controlled boats.
The Kwakwaka'wakw and the chinook lived mostly off salmon.	The long house had doors that could be removed.	The Network allowed goods and ideas to pass from villages.
Whales was also an important source.	Wood was very important and they made things out of it. Masks were used for storytelling.	It was difficult to trade because they each had different languages.
Dallas was also an important source.	Totem poles were placed in different locations.	The natural resources in the trade network made the Pacific ind. identity.
BIG IDEA (What is important to understand about this?)		

Step 4: Using the format provided on the Retrieval Chart (Handout # 1.1), have students summarize the information in their notebook. Add “Retrieval Chart” to the Table of Contents.

Option: Instead of the retrieval chart, turn the notebook horizontally and construct a **tree map** as shown below. Record pertinent information under each category of the tree map.



Step 5: Color code each section of the retrieval chart (or the tree map) by circling each item in the same color. If the circle map was completed in Activity #3, use the same color code to match each category. Add the items from the circle map to the retrieval chart or tree map.

Activity #4 Using Multiple Print or Digital Sources

Provide students with access to additional informational texts and/or digital sources. Drawing on the information in these multiple print or digital sources, have students locate pertinent information and record it on the retrieval chart or tree map. Compare and contrast the overall structure of two or more texts, noting important similarities and difference in the information or point of view they represent. Keep track of the sources so they can be properly documented.

Activity #5 Writing about the American Indians of the Northwest (optional)

Note to the Teacher: If you have time for your students to write a multiple paragraph text about each of the American Indian groups, then do this activity. If you only want your students to write about one of the American Indian groups, wait until you have covered all American Indians groups in Lessons 1-4 and then do Lesson 5: Writing about American Indians OR Lesson 8: Comparing and Contrasting American Indians.

Prompt for Students: On a new page in your notebook, use the information from several sources you have recorded on your retrieval chart to knowledgeably write an informative/ explanatory multiple paragraph text about the American Indians of the Northwest. (Reminder: Add this text to the Table of Contents for your notebook.)

Teacher: In this lesson, model for students how to use relevant information from their retrieval chart to write an informative/ explanatory text that examines the topic “American Indians of the Southwest”. Demonstrate how to summarize or paraphrase information from the students’ notes on their retrieval chart into sentences that convey ideas coherently and clearly.

Begin with the “region” section of the retrieval chart (previously color-coded in red). This information will comprise the first paragraph. Write the sentences together with the students. (Note: If your students are more advanced, this may be done independently.)

The second paragraph should relate to housing and shelter section of the retrieval chart, etc. until all sections of the retrieval chart have been covered. At the end of writing the multiple paragraph text, help students provide a list of sources used, both print and digital.

Key Topic:

Main Idea	Main idea	Main idea
------------------	------------------	------------------

Essential details **Essential details** **Essential details**

GENERALIZATION (a general statement about the information)

Lesson 3: American Indians of the Plains

Materials needed: For each student, a copy of Handout #1.1 *Retrieval Chart for American Indian Studies* (see page 8); a spiral bound notebook or composition book (as an alternative, staple together 20 pages of ruled paper); *Reflections* Grade 5 textbook *The United States: Making a New Nation*, or any U.S. History textbook appropriate for Grade 5; variety of informational texts about American Indians of the Plains (refer to the Resources section).

Optional materials: access to digital on-line sources; teacher-developed picture vocabulary cards or Power Point presentation with photographs or illustrations of key vocabulary words

Activity # 1 Vocabulary for American Indians of the Plains

Step 1: On the Table of Contents page, have students write the following title: “Vocabulary for American Indians of the Plains”.

Step 2: Select 3 to 5 general academic or domain-specific vocabulary words that are pivotal to the lesson, words that can be illustrated. Suggestions include tepee, travois, lodge, sod, buffalo (bison), and council. Draw a chart with 3 columns. Label each column as shown below. Save at least 7 lines (rows) of notebook paper for each vocabulary word.

Vocabulary for American Indians of the Pacific Northwest

Vocabulary/definition	illustration	sentence
tepee		.
travois		
lodge		
sod		

Step 3: Introduce one vocabulary word at a time. If possible, create a picture vocabulary card or a PowerPoint presentation with photos of each vocabulary word. You may also refer to the appropriate pages in the textbook to see if there are illustrations for the vocabulary words.

tepee

a tent used by the Plains Indians, made from animal skins on a frame of long poles. There is an opening at the top for ventilation and a flap door.



A **tepee** was used by the Plains Indians when they hunted for buffalo because _____.

Once you have introduced the first word, have students write the word and the definition in the first column, illustrate the word in the 2nd column, and, in the 3rd column, use the word in a sentence that shows the meaning of the word is understood.

travois

A transport device used by the Plains Indians consisting of two poles joined by a frame and pulled by an animal.



The Native Americans of the Great Plains needed **travois** in order to _____.

Activity # 2 Circle Map for American Indians of the Plains (optional)

If you have access to digital sources or if your school subscribes to United Streaming, show videos related to the American Indians of the Plains.

In their notebook, have students create a circle map. In the center, write “American Indians of the Plains”. Surrounding the inner circle, take notes on the information presented in the video. Notes can be written randomly in no particular order. It is helpful for the teacher to model this note-taking procedure. Add the “Circle Map” to the Table of Contents.

Activity # 3 Retrieval Chart for American Indians of the Plains

Step 1: In the *Reflections* textbook (or any American History textbook appropriate for Grade 5), have students use the Table of Contents to locate the lesson on “The Plains” (*Reflections* Grade 5, Unit 1, Chapter 2, Lesson 3, page 68).

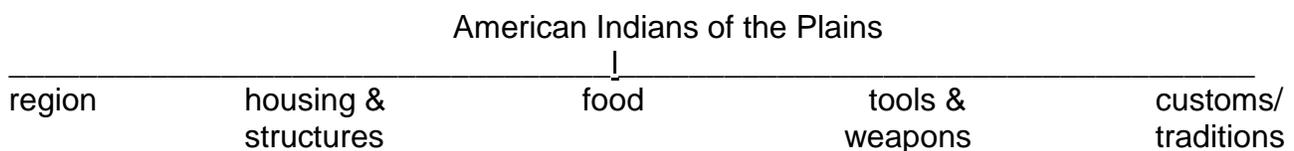
Step 2: Preview the lesson with the students. Note the lesson title and the titles of each of the sub-headings (Life on the Plains, Farmers and Hunters, A Nomadic Society, and Plains Cultures.) Review the illustrations and read the Summary on page 73.

Step 3: Read each section of the lesson using the reading strategy best suited to your students. Determine two or more main ideas for each section of the text and explain how they are supported by key details.

Options: Use the Key Topic Form (Handout #2.1 on page 13); the reading organizer from page 25 *Reflections Reading Support and Intervention* support material; or, page 24 in *Success for English Learners*.

Step 4: Using the format provided on the Retrieval Chart (Handout # 1.1), have students summarize the information in their notebook. Add “Retrieval Chart” to the Table of Contents.

Option: Instead of the retrieval chart, turn the notebook horizontally and construct a **tree map** as shown below. Record pertinent information under each category of the tree map.



Step 5: Color code each section of the retrieval chart (or the tree map) by circling each item in the same color. If the circle map was completed in Activity #3, use the same color code to match each category. Add the items from the circle map to the retrieval chart or tree map.

Activity #4 Using Multiple Print or Digital Sources

Provide students with access to additional informational texts and/or digital sources. Drawing on the information in these multiple print or digital sources, have students demonstrate the ability to locate pertinent information quickly and record it on the retrieval chart and/or tree map. Compare and contrast the overall structure of two or more texts, noting important similarities and difference in the information or point of view they represent. Keep track of the sources of information used so they can be properly documented.

Activity #5 Writing about the American Indians of the Plains (optional)

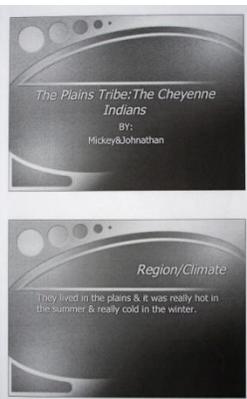
Note to the Teacher: If you have time for your students to write a multiple paragraph text about each of the American Indian groups, then do this activity. If you only want your students to write about one of the American Indian groups, wait until you have covered all American Indians groups in Lessons 1-4 and then do Lesson 5: Writing about American Indians OR Lesson 8: Comparing and Contrasting American Indians.

Prompt for Students: On a new page in your notebook, use the information from several sources you have recorded on your retrieval chart to knowledgeably write an informative/explanatory multiple paragraph text about the American Indians of the Plains. (Reminder: Add this text to the Table of Contents for your notebook.)

Teacher: In this lesson, model for students how to use relevant information from their retrieval chart to write an informative/ explanatory text that examines the topic “American Indians of the Southwest”. Demonstrate how to summarize or paraphrase information from the students’ notes on their retrieval chart into sentences that convey ideas coherently and clearly.

Begin with the “region” section of the retrieval chart (previously color-coded in red). This information will comprise the first paragraph. Write the sentences together with the students. (Note: If your students are more advanced, this may be done independently.)

The second paragraph should relate to housing and shelter section of the retrieval chart, etc. until all sections of the retrieval chart have been covered. At the end of writing the multiple paragraph text, help students provide a list of sources used, both print and digital.



Optional Activities using College and Career Readiness Anchor Standards for Writing

Power Point Presentation Students write informative/ explanatory text for a PowerPoint presentation that clearly and accurately examines and conveys information about the Plains Indians. They select and organize their information from multiple print and digital sources and analyze which content to present. Shown at the left are the first two slides of a PowerPoint presentation on the Cheyenne Indians.

Visual Presentation

Students write informative/ explanatory text to accompany a visual presentation that clearly and accurately examines and conveys information about the Plains Indians. They select and organize their information from multiple print and digital sources and analyze which content to present. Shown at the right is a display on the Shawnee Indians.

Other visual presentations may include a chart, collage, diagram, diorama, drawing, map, model, painting, poster, scrapbook, or a video.



Lesson 4: American Indians of the Eastern Woodlands

Materials needed: For each student, a copy of Handout #1.1 *Retrieval Chart for American Indian Studies* (see page 8); a spiral bound notebook or composition book (as an alternative, staple together 20 pages of ruled paper); *Reflections* Grade 5 textbook *The United States: Making a New Nation*, or any U.S. History textbook appropriate for Grade 5; variety of informational texts about American Indians of the Eastern Woodlands (refer to the Resources section).

Optional materials: access to digital on-line sources; teacher-developed picture vocabulary cards or Power Point presentation with photographs or illustrations of key vocabulary words

Activity # 1 Vocabulary for American Indians of the Eastern Woodlands

Step 1: On the Table of Contents page in their notebook, have students write the following title: "Vocabulary for American Indians of the Eastern Woodlands".

Step 2: Select 3 to 5 general academic or domain-specific vocabulary words that are pivotal to the lesson, words that can be illustrated. Suggestions include wigwam, palisade, wampum, and confederation.

Draw a chart with 3 columns. Label each column as shown below. Save at least 7 lines (rows) of notebook paper for each vocabulary word.

Vocabulary for American Indians of the Pacific Eastern Woodlands

Vocabulary/definition	illustration	sentence
wigwam		
palisade		
wampum		
Confederation		

Step 3: Introduce one vocabulary word at a time. If possible, create a picture vocabulary card or a PowerPoint presentation with photos of each vocabulary word. You may also refer to the appropriate pages in the textbook to see if there are illustrations for the vocabulary words.

Once you have introduced the first word, have students write the word and the definition in the first column, illustrate the word in the 2nd column, and, in the 3rd column, use the word in a sentence that shows the meaning of the word is understood.

Activity # 2 Circle Map for American Indians of the Eastern Woodlands (optional)

If you have access to digital sources such as United Streaming, show videos related to the American Indians of the Eastern Woodlands. In their notebook, have students create a circle map. In the center, write "American Indians of the Eastern Woodlands". Surrounding the inner circle, take notes on the information presented in the video. Add the "Circle Map" to the Table of Contents.

Activity # 3 Retrieval Chart for American Indians of the Eastern Woodlands

Step 1: Have your students use the Table of Contents in the *Reflections* textbook (or any American History textbook appropriate for Grade 5), to locate the lesson on “The Eastern Woodlands” (*Reflections* Grade 5, Unit 1, Chapter 2, Lesson 4, page 74).

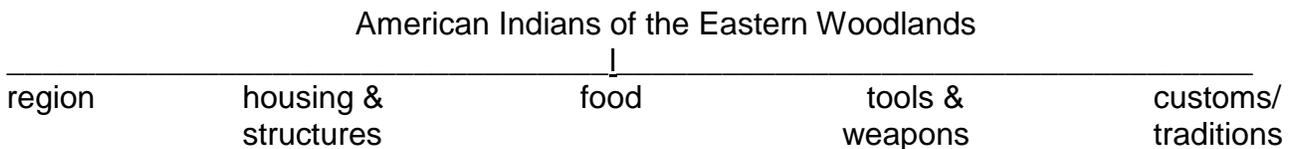
Step 2: Preview the lesson with the students. Note the lesson title and the titles of each of the sub-headings (Life in the Eastern Woodlands, The Iroquois and The Algonquians.) Review the illustrations and read the Summary on page 79.

Step 3: Read each section of the lesson using the reading strategy best suited to your students. Determine two or more main ideas for each section of the text and explain how they are supported by key details.

Optional: Use the Key Topic Form (Handout # 2.1 on page 13) or duplicate the reading organizer from *Reflections Reading Support and Intervention* support material page 29 or page 28 in *Success for English Learners*.

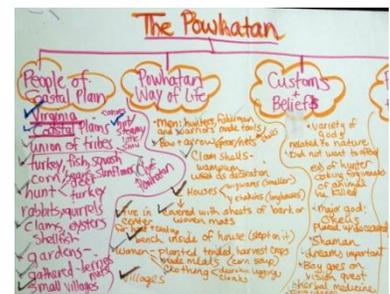
Step 4: Using the format provided on the Retrieval Chart (Handout # 1.1, page 9), have students summarize the information in their notebook. Add “Retrieval Chart” to the Table of Contents.

Option: Instead of the retrieval chart, turn the notebook horizontally and construct a **tree map** as shown below. Record pertinent information under each category of the tree map.



As an option, assign each group of students to one of the tribes in the region and have them create their own tree map.

Step 5: Color code each section of the retrieval chart (or the tree map) by circling each item in the same color. If the circle map was completed in Activity #3, use the same color code to match each category. Add the items from the circle map to the retrieval chart or tree map.



Activity #4 Using Multiple Print or Digital Sources

Provide students with access to additional informational texts and/or digital sources. Drawing on the information in these multiple print or digital sources, have students locate pertinent information and record it on the retrieval chart or tree map. Compare and contrast the overall structure of two or more texts, noting important similarities and difference in the information or point of view they represent. Keep track of the sources so they can be properly documented.

Activity #5 Writing about the American Indians of the Eastern Woodlands (optional)

Note to the Teacher: If you have time for your students to write a multiple paragraph text about each of the American Indian groups, then do this activity. If you only want your students to write about one of the American Indian groups, wait until you have covered all American Indians groups in Lessons 1-4 and then do Lesson 5: Writing about American Indians OR Lesson 8: Comparing and Contrasting American Indians.

Prompt for Students: On a new page in your notebook, use the information from several sources you have recorded on your retrieval chart to knowledgeably write an informative/ explanatory multiple paragraph text about the American Indians of the Eastern Woodlands. (Reminder: Add this text to the Table of Contents for your notebook.)

Teacher: In this lesson, model for students how to use relevant information from their retrieval chart to write an informative/ explanatory text that examines the topic “American Indians of the Plains”. Demonstrate how to summarize or paraphrase information from the students’ notes on their retrieval chart into sentences that convey ideas coherently and clearly.

Begin with the “region” section of the retrieval chart (previously color-coded in red). This information will comprise the first paragraph. Write the sentences together with the students. (Note: Later in the unit, students will write more independently, but at this time, it is strongly suggested that you and the students write the sentences together.)

The second paragraph should relate to housing/shelter section of the retrieval chart, etc. until all sections of the retrieval chart have been covered.

At the end of writing the multiple paragraph text, help students provide a list of sources used, both print and digital.

Lesson 5: Writing about American Indians

Reading is an “input” skill whereas writing is an “output” skill. There are a variety of types of writing, including narratives, summaries, informational reports, responses to literature and persuasive essays. Students cannot clearly write accurate, informative/explanatory text that examines a topic and conveys ideas and information unless they have first gathered relevant information from multiple print or digital sources.

This lesson provides a variety of options for writing about American Indians. Some activities are short while others require more time. Scan the following activities to select those that fit your objectives.

Using Writing to Understand the Content

Writing does not have to be a major event. One type of writing occurs while students are reading and processing the content in their textbook. This section describes utilitarian writing with a purpose. It is not the creative fun-type of writing, but the every-day workhorse. These short writing activities are done prior to or during the reading of the lesson. They provide a reason for getting into the text.

Turn Headings into Questions: Model for students how to turn lesson headings into questions. For example:

Heading: Life in the Eastern Woodlands

Question: What was life like in the Eastern Woodlands?

Have pairs of students write questions for the headings of each subsection in the lesson and then write an answer to each question.

Scan and Write a Fact: Have students scan the lesson to find specific information such as the names of some American Indian groups that lived in the Pacific Northwest. Students write the name of each group and one fact about it.

Photos and Captions: Read aloud the focus question or questions at the beginning of the lesson. Then ask students to examine the photographs and captions in the lesson, identify how each relates to the focus question, and then write the answer to the focus question.

Seek and Use Vocabulary: Have students scan the lesson to find the meaning of one lesson vocabulary term and then use the term in a sentence that illustrates the words meaning in context.

Maps Galore: Ask students to examine a map in the lesson. Ask each student to write one fact learned from the map.

Review, Read, Write: Have pairs of students work together to find answers to the lesson review questions. Have students discuss their answers with another pair. Then, after reading the lesson, each student writes his/her answers to the review questions.

Search and Compare: Have pairs of students work together to search the lesson text for specific information about a particular topic. For example, “What were the differences and

similarities between the Iroquois Indians and the Algonquian Indians?” Lead a discussion about the two types of language groups and have students create a Venn diagram to compare and contrast them.

Writing a Multiple Paragraph Text about the American Indians

The optional Activity # 5 in Lessons 1 through 4 asked students to integrate information from several texts recorded on their retrieval chart (or tree chart) to knowledgeably write informative/ explanatory multiple paragraph text about the American Indians of a selected region. If this activity was not completed for each lesson, have students select one of the regions or one specific tribe in the region as the focus of their writing.

It is recommended that the text include an introductory paragraph describing the geography of the region; a paragraph each describing the types of shelter, food, tools and weapons and customs and traditions of the American Indian group; and, one concluding paragraph.

Model how to use relevant information on the retrieval charts to write informative/ explanatory text to examine the topic and convey ideas coherently and clearly. Demonstrate how to summarize or paraphrase information from their notes into sentences. Begin with the “region” section of the retrieval chart. Depending upon the writing expertise of your students, write the sentences together or have them write independently. The second paragraph should relate to housing/shelter section of the retrieval chart, etc. At the end of the text, help students provide a list of sources used, both print and digital.

Refer to page 22 for a **Rubric** to assess History/Social Science academic content knowledge in the writing activities. The development and organization of a student’s writing should be appropriate to the task, purpose, and the audience. Students first write a rough draft, edit their writing, and write a final text, including a list of sources. A separate rubric should be used to assess language standards, including the conventions of Standard English.

A Variety of Written Texts to Provide Evidence of Student Learning

Rather than writing the multiple paragraph text described in Activity #5, students select from the following types of written presentation:

an autobiography, a biography, biographical sketch, bio-poem, book report or book review, captions for photographs or illustrations, crossword puzzle, dialogue, an editorial or letter to the editor, fortunately-unfortunately sentences, a diary, journal, log, magazine article, personal letter, persuasive article, poem, postcard, reader’s theater, script, story, or a test.

Helpful Hints for Historical Writing

Assume your audience knows nothing about the topic.

Historical writing is based on facts, not make-believe.

Historical facts should support statements.

Make the writing engaging by providing details from the time period.

History/Social Science Rubric – Grade 5

Depending upon the writing or speaking task, select the appropriate categories for assessment.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
KNOWLEDGE OF GEOGRAPHIC CONTENT and SPATIAL THINKING	Student demonstrates an in-depth understanding of the geographic content and spatial thinking.	Student demonstrates a clear understanding of the geographic content and spatial thinking.	Student demonstrates a limited understanding of the geographic content and spatial thinking.	Student demonstrates little understanding of the geographic content and spatial thinking.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
USES ACADEMIC LANGUAGE	Student shows a deep understanding of academic language that is woven in an interesting way whether written or oral.	Student shows an effective use of academic language that is woven in an interesting way whether written or oral.	Student shows a limited use of academic language whether written or oral.	Student shows little or no use of academic language whether written or oral.
HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.

Lesson 6: Speaking about American Indians

In Grade 5, students are expected to be able to orally report on a topic or text, sequencing ideas logically, using appropriate facts and relevant, descriptive details to support main ideas. This standard was first developed in Grade 3 when students were to plan and deliver an informative/explanatory presentation on a topic that: organize ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. Since the study of American Indians falls at the beginning of the Grade 5 school year, the speaking activity in this lesson builds on this Grade 3 expectation. (Note: In Grade 4, students plan and deliver a *narrative* presentation and by the end of Grade 5, students will be assessed on planning and delivering an *opinion speech*.) A Common Core State Standard for Grade 5 is to include multimedia components (e.g., graphics, sound) and visual displays in presentations. It is recommended this component be included in the oral presentation.

Oral Presentation and Note-Taking (Speaking and Listening)

Students are divided into groups of 3 or 4 and each group is assigned/selects a different American Indian group (e.g. Iroquois, Hopi, etc...). Using print and digital sources, students complete a retrieval chart (Handout #1.1, page 9) for their specific group of American Indians and then orally present the information learned as classmates take notes on a copy of the retrieval chart. Since students are working as a group, the sections of the retrieval chart can be evenly distributed so students are graded on their individual presentation and the inclusion of a multimedia component (e.g., graphics, sound) and visual displays in their presentation.

On the Table of Contents and on a new page in their notebook, have students write the title “American Indians Oral Presentation.” On this page, students use the information from their retrieval chart to plan their oral presentation.

It is recommended the teacher model how to plan and deliver an oral presentation. Use relevant information from a retrieval chart to sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas. Demonstrate how to summarize or paraphrase information on to note cards and then into the presentation. Convey ideas coherently, speak clearly at an understandable pace, and use eye contact and appropriate body language.

Refer to page 22 for a **Rubric** to assess History/Social Science academic content knowledge in speaking activities. The development and organization of a student’s speech should be appropriate to the task, purpose, and the audience. Depending upon the task, students first summarize or paraphrase information on note cards. A separate rubric should be used to assess language standards, including the ability to speak clearly at an understandable pace.

A Variety of Oral Presentations to Provide Evidence of Student Learning

Rather than the speaking project described above, students select from the following types of oral presentations: audio or video tape, a debate, dialogues, dramatization, first person narrative, interview, newscast, play, role play, skit, song, or teach a lesson.

Lesson 7: Depict the Daily Life in a Village of an American Indian Settlement

Option # 1 Create a Mural to Depict the Daily Life in a Village of Your American Indian Group – A Group Project

A mural is a design or a pictorial representation executed on background paper using a variety of media. It can be either two or three-dimensional. Students use the information from their research on their American Indian group to help them depict a scene that visually illustrates the daily life of people who occupied a tribal village.

Note: If desired, all of the tribes in a specific region may work together on a large mural background for their region. Each tribal group can then work on one section of the mural to depict their specific tribe's way of life.

Materials needed for a mixed media mural:

- large sheets of neutral-toned butcher paper for the background
- tempera and/or watercolor paint; crayons; colored chalk
- construction paper to create two or three-dimensional paper sculpture objects that are glued to the background
- a variety of other papers such as tissue paper and cardboard
- mosaic materials such as sticks, stones, tiles, sandpaper and raffia (available from craft stores)
- several sizes of paint brushes and sponges (use to smear, wipe, dot or trail the paint on the background paper)
- glue and scissors; glue gun (optional, but useful)
- various containers for supplies

Prompt: Create a mural to illustrate life in an American Indian village. Working in groups of three or four, students select one tribe from a region. Draw or paint the background of the mural to reflect the natural environment of the region. Each person in the group is responsible for depicting one or more of the following: food, housing and shelter, tools and weapons, and customs and traditions.

Procedure:

Organize the development of the mural before beginning the work. The purpose of the mural is for each tribal group to visually display the content on their retrieval chart. Also, each group will orally describe how their tribe depended on, adapted to, and modified the physical environment.

Step 1: Using their retrieval charts, groups determine the background for their mural. It should depict the local landscape, including the region's natural features such as: mountains, hills, valleys, canyons, deserts, rivers, harbors and/or ocean.

Step 2: Determine the people, animals, homes and types of shelter, food, tools and weapons and customs and traditions that will be depicted on the foreground of the mural. Include information from each of the topics on the retrieval chart. Discuss the proportions of the objects. These objects should be constructed separately and then attached to the mural.

Step 3: To assess the mural, use the rubrics for *Knowledge of Historical Content* and *Supports the Topic with Accurate Geographic Examples*. (Refer to Handout # 7.1, page 27.)

In addition to the content of the mural, each person's participation in the group activities may be assessed according to:

- willingness to interact within the group
- staying on task
- sharing materials
- cooperating with other group members
- being courteous to others
- doing a fair share of the work
- willingness to clean up the work area

Step 4: Students organize committees within each tribal group to work on different parts of the mural. Choose materials suited for the project. Students should be encouraged to be creative in their use of materials while remaining accurate historically and geographically.

Step 5: Title the mural, "Culture of a _____ Indian Village"

Step 6: Each tribal group orally presents their mural to classmates. The oral presentation should reflect the Standard 5.4 of the Common Core State Standards for Speaking and Listening that states: *Report on a topic, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas; speak clearly at an understandable pace.*

Option # 2 Create a Triorama to Depict the Daily Life in a Village of an American Indian Group – An Individual Project

A triorama is a pictorial representation drawn on a background sheet of 8 ½" by 11" paper using colored pencils (preferred), crayons or thin-lined felt tip pens. For the drawing, each student uses the information on one American Indian group from his/her retrieval chart to depict a scene that visually illustrates the daily life of the people who occupied a tribal village. Cutout figures may be placed on the lower platform of the triorama. (Directions for constructing a triorama are listed below.)

Note: If desired, four tribes in a specific region may work together on a super triorama. Each student works on one triorama to depict his/her specific tribe's way of life. When the four trioramas are finished, glue them together to form a pyramid. From underneath, tape the four lower panels together so they form four corners.

Constructing a Triorama

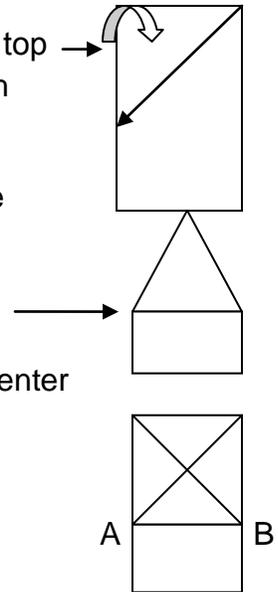
Hold a sheet of 8 ½" by 11" paper with the narrow end at the top. Fold the top left corner of the paper diagonally so that the top edge of the paper is flush with the right edge of the paper.

Fold the top right corner diagonally so that it touches the lower point of the previous fold.

Fold the panel at the bottom to make a horizontal crease along the edge.

Open the paper and cut along the lower left hand diagonal crease to the center of the paper.

Pull point A over to point B so that the piece you cut is flush with the lower right diagonal crease. Glue the base into place.



Procedure

Step 1: Using your retrieval chart, determine the background for your triorama. It should depict the local landscape, including the region's natural features such as: mountains, hills, valleys, canyons, deserts, rivers, harbors and/or ocean.

Step 2: Determine the people, animals, homes and types of shelter, food, tools and weapons and customs and traditions that will be depicted on the foreground of the triorama. Include information from each of the topics on the retrieval chart. Consider the proportions of the objects. These objects should be constructed separately and then attached to the triorama. Cutout figures may be added to the lower platform of the triorama.

Step 3: Write informative/explanatory text to clearly describe how the geography and climate influenced the way American Indians in the region lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, tools, and utensils. Place the written description on the panel at the base of the triorama.

Step 4: To assess the triorama, use the rubrics for *Knowledge of Historical Content* and *Supports the Topic with Accurate Geographic Examples*. (Refer Handout #7.2, page 28.)

A Mural Depicting Life in an American Indian Tribe

Prompt: Create a mural to illustrate life in an American Indian village. Working with a group of three or four, students select one tribe from a region. Draw or paint the background of the mural to reflect the natural environment of the region.

Each person in the group is responsible for depicting one or more of the following in the foreground of the mural: homes and types of shelter, food, tools and weapons and customs and traditions.

Step 1: With members of your tribal group, determine the background for the mural. It should depict the local landscape, including the region's natural features such as: mountains, hills, valleys, canyons, rivers, harbors and/or ocean. Be creative in your use of materials while remaining historically and geographically accurate.

Step 2: Determine the people, people, animals, homes and types of shelter, food, tools and weapons and customs and traditions that will be depicted on the foreground of the mural. Include information from each of the topics on the retrieval chart. These objects should be constructed separately and then attached to the mural. Determine who in your group will be responsible for each task.

Rubric:

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF GEOGRAPHIC CONTENT and SPATIAL THINKING	Student demonstrates an in-depth understanding of the geographic content and spatial thinking.	Student demonstrates a clear understanding of the geographic content and spatial thinking.	Student demonstrates a limited understanding of the geographic content and spatial thinking.	Student demonstrates little understanding of the geographic content and spatial thinking.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and geographic examples.	Student supports the topic with several historical and geographic accurate examples.	Student supports the topic with limited historical and geographic examples.	Student has few or no historical and geographic examples.

A Triorama Depicting Life in an American Indian Tribe

Prompt: Create a triorama to illustrate life in an American Indian village. Select one tribe from a region. Draw the background of the triorama to reflect the natural environment of the region. Depict the following in the foreground of the mural: homes and types of shelter, food, tools and weapons and customs and traditions.

Step 1: Using your retrieval chart, determine the background for your triorama. It should depict the local landscape, including the region's natural features such as: mountains, hills, valleys, canyons, deserts, rivers, harbors and/or ocean.

Step 2: Determine the people, animals, homes and types of shelter, food, tools and weapons and customs and traditions that will be depicted on the foreground of the triorama. Include information from each of the topics on the retrieval chart. Consider the proportions of the objects. These objects should be constructed separately and then attached to the triorama. Cutout figures may be added to the lower platform of the triorama.

Step 3: Write informative/explanatory text to clearly describe how the geography and climate influenced the way American Indians in the region lived and adjusted to the natural environment, including locations of villages, the structures that they built, and how they obtained food, tools, and utensils. Place the written description on the panel at the base of the triorama.

Rubric:

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF GEOGRAPHIC CONTENT and SPATIAL THINKING	Student demonstrates an in-depth understanding of the geographic content and spatial thinking.	Student demonstrates a clear understanding of the geographic content and spatial thinking.	Student demonstrates a limited understanding of the geographic content and spatial thinking.	Student demonstrates little understanding of the geographic content and spatial thinking.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and geographic examples.	Student supports the topic with several historical and geographic accurate examples.	Student supports the topic with limited historical and geographic examples.	Student has few or no historical and geographic examples.

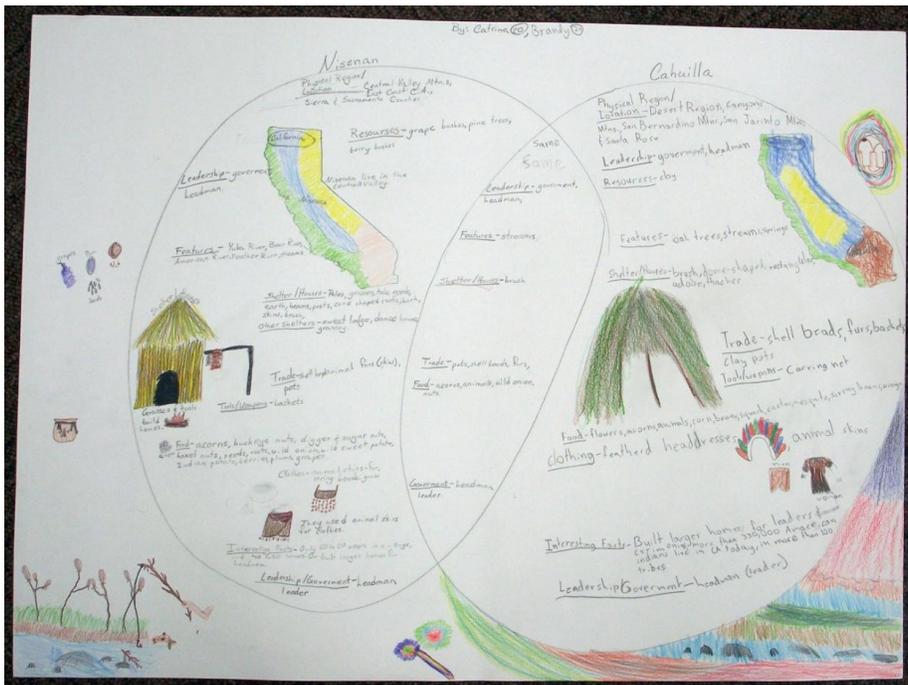
Lesson 8: Comparing and Contrasting American Indians

Activity # 1 Build Fluency using a Venn Diagram

Materials needed: Completed Retrieval Charts from Lessons 1-4

On a whiteboard, draw a Venn diagram. Label the left circle *Desert Southwest Indians*, label the right circle *Plains Indians*, and label the intersecting area as *Both*. Have students from the Desert Southwest Indian group and the Plains Indian group write information in each section of the Venn diagram to compare and contrast the tribes and how they depend on, adapt to, and modify the environment. The teacher and other students may make suggestions.

Desert Southwest Indians	BOTH - How are they the same?	Plains Indians
The Desert Southwest Indians live in a dry, rocky desert environment in today's Arizona and New Mexico.	The Southwest Indians and the Plains Indians were able to adjust their lifestyle to the natural environment.	The Plains Indians lived on the plains between the Mississippi River and the Rocky Mountains.
The Desert Southwest Indians mainly ate corn, beans and squash.		Buffalo were the main food source of the Plains Indians



Compare and Contrast Venn diagram

Once students understand the process, mix and match student tribal groups from different regions.

Have the students complete a Venn diagram to compare and contrast their tribes. The process may be repeated several times.

Activity #2 Writing Compare/Contrast Sentences

Explain to students that writers use certain **signal words** when they write compare and contrast sentences. Duplicate the following chart on chart paper:

Signal words when you write compare sentences:

too	alike	both	the same as
resemble	as well as	have in common	

Signal words when you write contrast sentences:

but	different	yet	does not appear
however	instead	otherwise	even though
in contrast			

Using the Venn diagram developed in Activity #1, write some sample compare/contrast sentences using the signal words. Assist students with the proper punctuation. For example:

- Both the Pacific Northwest Indians and the Eastern Woodlands Indians built longhouses.
- The Northwest Indians lived mostly along the northwestern coastal region. In contrast, the Woodlands Indians lived along the banks of the Great Lakes, rivers or streams in the eastern region.
- The Southwest Indians live in a dry, rocky desert environment in today's Arizona and New Mexico. The Northwest Indians live in a different region that is located between the Pacific Ocean and the rugged mountains to the east in what are now Oregon, Washington and Western Canada.

Activity #3 Comparing and Contrasting American Indian Tribes

Materials needed: For each student, a copy of **Handout #8.1, page 32, Comparing and Contrasting American Indian Tribes**

ASSESSMENT: Standard 5.1 Comparing and Contrasting American Indian Tribes

Prompt: Select two American Indian tribes from different regions. Use historically accurate examples to compare and contrast the tribes according to at least 3 of the following topics: geography of the region; shelter; food; tools and weapons; customs and traditions.

Rubric:

Indicator: Uses Multiple Perspectives

Indicator: Supports the Topic with Accurate Examples

Comparing and Contrasting American Indian Tribes

Prompt: Select two American Indian tribes from different regions. Use historically accurate examples to compare and contrast the tribes according to at least 3 of the following topics: geography of the region; shelter; food; tools and weapons; customs and traditions.

Rubric:

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
USES MULTIPLE PERSPECTIVES	Student uses many historically accurate examples to compare/contrast multiple perspectives.	Student uses several historically accurate examples to compare/contrast multiple perspectives.	Student uses limited historically accurate examples to compare/contrast multiple perspectives.	Student uses few or no historically accurate examples to compare/contrast multiple perspectives.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.

Double-Bubble Compare and Contrast

Region Title 5 points

American Indians of the _____

Geography 15 points

Create a map detailing the general geographic area.

A day in the life of.... 15 points

Illustrate and label a typical scene of daily life.

A day in the life of.... 15 points

Illustrate and label a typical scene of daily life.

Double-Bubble 15 points

Use a double-bubble to compare and contrast two different peoples from the same region.

Interesting Facts 15 points

In a paragraph, tell the most interesting facts about the American Indians of your region.

BE SPECIFIC

Interesting Facts 15 points

In a paragraph, tell the most interesting facts about the American Indians of your region.

BE SPECIFIC

Neatness, color and creativity: 5 points

Total Possible Points: 100

Due _____

*Developed by an unknown Grade 5 teacher, San Diego Unified School District

Extended Activities

Using the following format, write an “I Am Poem” from the viewpoint of an American Indian from a specific tribe.

I Am Poem

I am

I wonder

I hear

I see

I want

I am

I pretend

I feel

I touch

I worry

I cry

I am

I understand

I say

I dream

I try

I hope

I am

Create an Artifact

Regional tribal groups can select a specific American Indian artifact to create. Artifacts could represent Indian transportation, economy, or customs and traditions. For example, for the west coastal region of American Indians, transportation or an economic artifact could be a raft or canoe and a cultural artifact could be totem pole.

Create a Game. Using resources from the natural environment, challenge students to design a game American Indians might play. They should specify the region where the game was played. Be creative. Ask questions such as,

- What materials will you use?
- How many players can play your game?
- What are the rules?
- How will you keep score?
- How do you determine who wins the game?

Daily Geography Questions

1. The Hopi Indians lived on land in which present-day state? **Arizona**
2. What was the staple crop for most American Indians groups? **corn**
3. In which area did Indian groups hunt with harpoons – the **Northwest** of the Southwest?
4. In which area for the Pueblo and Navajo people settle? **Southwest**
5. For which animal for the Plains Indians perform the Sun Dance? **buffalo**
6. In the Great Plains, where would you find lodges covered with sod – in the northern or southern prairies? **Northern prairies**
7. Which two rivers in the Central Plains provided fertile areas for farming? **Missouri River, Platte River**
8. In which region did American Indian groups play a game similar to lacrosse? **Eastern Woodlands**
9. Which American Indian shelter was made by tying trunks of small trees together? **wigwam**
10. In which present-day state would you find the city of Cahokia? **Illinois**
11. Which direction would you travel from a Navajo village to trade with the Powhattan people? **northeast**
12. Which river divides the eastern and western United States? **Mississippi River**
13. The Algonquian people lived on a plain near which coast? **Atlantic Ocean**
14. In the Eastern Woodlands, where would you find more farmers – in the northern or southern areas? **Southern areas**
15. In which region did people burn oil made from seals?

Art Projects

Many art projects make use of stones, minerals and related materials. Below are samples of art projects using different media and tools.

Charcoal is one of the oldest and finest drawing media. It is capable of making a very wide range of light and dark grays and blacks. It may be used crisply or blended and rubbed to produce sensitive shadings and achieve volume through lights and shadows. Before working on white or pastel-colored paper, “fix” the surface by spraying with a shellac and alcohol solution or with hair spray.

Sticks and twigs of varying sizes and flexibility may be dipped in thin paint or ink and used as “pens” or “brushes.” Try drawing with the sharp end of a toothpick to make crisp lines before using the chewed end of a green twig to introduce fuzzy, mealy lines into the same drawing. Drag, push, dot and skitter a brittle twig over a surface to achieve varied linear effects.

Chalks are powdered pigments mixed with white talc and pressed into large or small cylinders. Chalk can be used in a number of ways to achieve interesting art projects. Chalk rubbings can be made by drawing with the point or side of the chalk upon thin paper placed over a textured area. The texture will appear as a rubbing upon the paper surface. On colored paper, the broad side of white chalk can be used to make wide strokes while the end of the chalk can be used to make narrow strokes. Using sandpaper wet or dry, apply colored chalk to achieve vivid, unusual effects. Chalk can be dipped in water and applied immediately to the paper for a rich, colorful effect. Since chalk dries quickly, frequent dippings are necessary to keep it moist. Dry chalk can be used on wet paper. Moisten the paper and draw upon it with dry chalk, using its point or side. Try smudging the chalked areas with fingers for variation. Moist newspapers underneath help the surface paper retain the necessary dampness. Dry chalk can be used also with buttermilk or liquid starch.

Crayons may be chipped or scraped with dull knives or scissor blades. The colored chips may be arranged closely upon paper that is then covered with another piece of paper and pressed with a warm iron. When the chips are sufficiently melted, the top sheet may be peeled off. Crayon engravings can be made by first heavily covering the entire surface of the paper with crayons, preferably light, bright colors. This area is then covered solidly with black or dark crayon, which may be burnished with the palm of the hand. Using a tool such as a partially unfolded paper clip, compass point or nail, scratch a design into the top covering of crayon to reveal the colors underneath. Also, crayon may be used to draw on sandpaper to create rich textural effects.

Clay modeling may be used to make coil bowls, pinch pots and animals. Modeling tools such as a dull knife, fingernail file, tongue depressor or a lollipop stick can be used to help achieve the desired shapes.

Resources for Grade 5, Standard 1

Carlson, Laurie. *More than Moccasins – A Kid’s Activity Guide to Traditional North American Indian Life*. 1994. Chicago Review Press.

Center for Hands-On Learning. *Games and Toys of Native American Indians*. Rio Rancho, NM. Complete set \$175 plus shipping and handling. Each activity is authentic and based on the landmark 1902 monograph; each package contains information about the tribe and game; each package contains everything needed to make and play the games and toys as well as complete instructions; fun games of luck and skill - some seem familiar but others are very different from anything you've ever played. The tribes represented include:

Pacific Coast and Arctic - Chinook, Hupa, Inuit, Makah, Shasta, and Yupik
Northern Great Plains - Blackfeet, Cree, Dakota, Mandan, and Omaha
Northern Mountain and Plains - Bannock, Nez Perce, Paiute, Shoshoni, Ute
Southwestern Deserts and Mesas - Apache, Hopi, Pueblo, Navajo, Zuni
Southern Great Plains - Caddo, Cheyenne, Kiowa, Osage
Eastern Woodlands - Cherokee, Choctaw, Lenape (Delaware) Massachusetts, Natchez
North Central Prairies and Woodlands - Ho-Chunk (Winnebago), Illinois, Menominee, Ojibway, Sauk

Kalman, Bobbie, *Nations of the Northeast* (Native Nations of North America). 2006. Crabtree Publishing.

Kalman, Bobbie, *Nations of the Northwest Coast* (Native Nations of North America). 2004. Crabtree Publishing.

Kalman, Bobbie, *Nations of the Plains* (Native Nations of North America). 2001. Crabtree Publishing.

Kalman, Bobbie, *Nations of the Southwest* (Native Nations of North America). 2003. Crabtree Publishing.

Kamma, Anne, *If You Lived with the Indians of the Northwest Coast*. Illustrated by Pamela Johnson. 2002. Scholastic. New York, NY.

Levine, Ellen; illustrated by Shelly Hehenberger. *If You Lived with the Iroquois*. 1998. Scholastic, New York, NY.

Senzell Isaacs, Sally. *Life in a Hopi Village* (Picture in the Past). Heineman Library. Chicago, Illinois. 2012.

Senzell Isaacs, Sally. *Life in a Sioux Village* (Picture in the Past). Heineman Library. Chicago, Illinois. 2002.

Teacher Evaluation Form

Dear Teacher:

We hope that you enjoyed this curriculum guide. We'd like to hear from you about what worked for your class and what did not. What would you like to see changed? Please take a minute to fill out this form and mail it to the address below. Thank you for your time.

1. Which parts of the Teacher Guide did you find the most useful? (Check all that apply.)
- | | |
|---|--|
| <input type="checkbox"/> Lesson Activities | <input type="checkbox"/> Handouts |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Extended Activities |
| <input type="checkbox"/> Correlation to Standards | <input type="checkbox"/> Resources |

2. What should be added in future guides?

3. What should be deleted in future guides?

4. Will you keep this guide for future reference? Pass it to another teacher?

5. Did the guide meet your expectations? Suggestions for improvement are welcome.

6. Which grades would most benefit from this guide?

(Optional) Name _____

Grades you Teach _____ Subjects _____

School Name and District _____

We appreciate your opinions. Please return this form to:

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