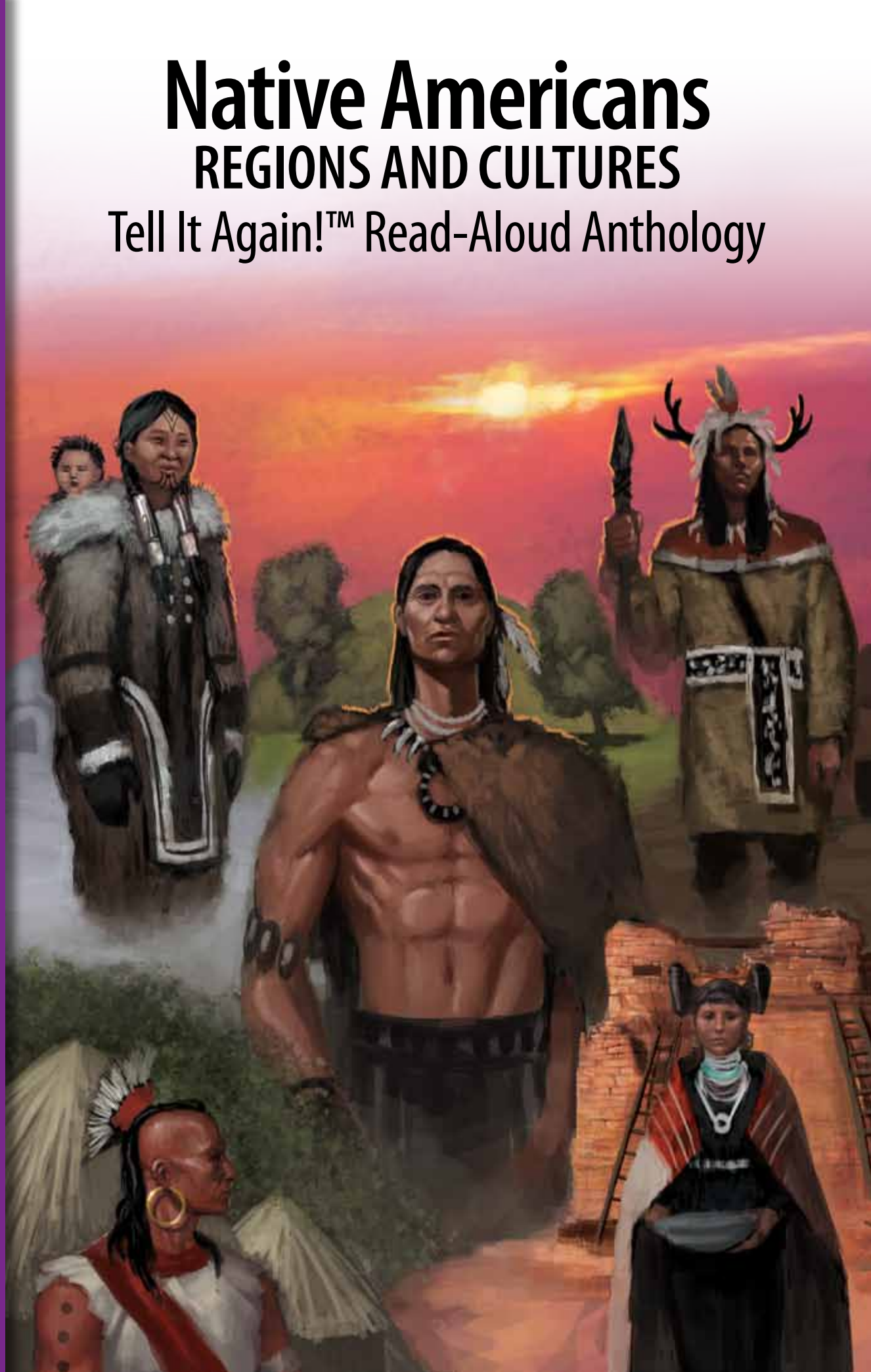


# Native Americans

## REGIONS AND CULTURES

Tell It Again!™ Read-Aloud Anthology



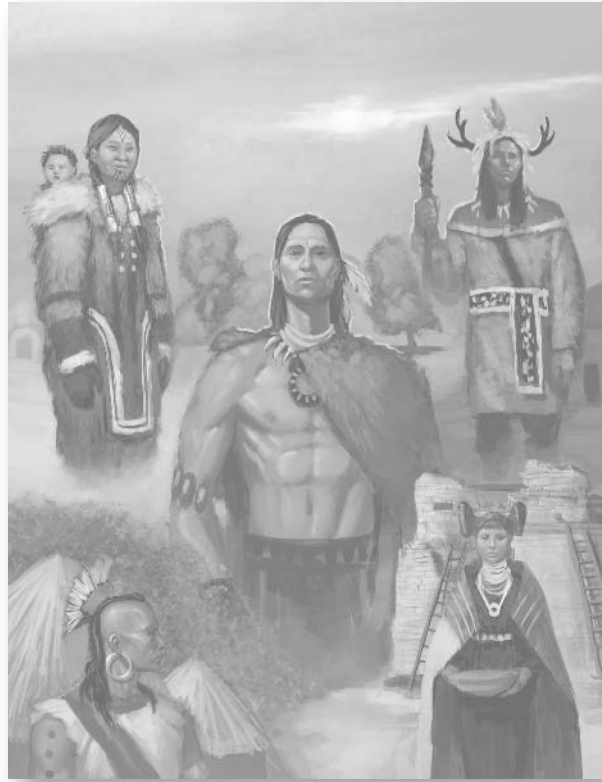
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GRADE 3





# Native Americans

REGIONS AND CULTURES

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 3

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REGIONS AND CULTURES

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# Alignment Chart for Native Americans: Regions and Cultures

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for Native Americans: Regions and Cultures

Core Content Objectives	Lesson							
	1	2	3	4	5	6	7	8
Locate the continents of North America, South America, and Asia on a map	✓							
Locate the Bering Strait on a map, and explain that during the Ice Age, this region was an exposed land mass known as Beringia that connected Asia to North America	✓							
Explain how and why nomadic hunters migrated from Asia to North America	✓							
Explain that the ways Native Americans obtained food evolved over time to include hunting, gathering, and in some areas, fishing and farming	✓	✓						
Explain that Native Americans spread out across North and South America in search of food and eventually developed different languages and cultures	✓	✓						
Describe the importance of trade in the development of farming techniques		✓						
Explain how Native Americans adapted to their environments and how these environments contributed to their cultural identity		✓	✓	✓	✓	✓	✓	✓
Describe the way in which Native Americans handed down their history from one generation to another		✓						
Explain why native people came to be called “Indians”		✓						
Explain that Native Americans still live throughout North America		✓	✓	✓	✓	✓	✓	✓
Locate regions in North America where Native Americans lived, and describe the physical characteristics of those regions		✓	✓	✓	✓	✓	✓	✓
Identify three of the groups of Native Americans that are referred to as Mound Builders			✓					
Explain how and why mounds throughout eastern North America were built by different groups of people at different times and that many are still visible today			✓					
Describe the various food sources and dwellings of Native Americans as related to their environment			✓	✓	✓	✓	✓	✓
Locate on a map of North America the Mississippi River and surrounding areas where the Mound Builders lived			✓					
List three of the groups of Native Americans that are referred to as Mound Builders: Adena, Hopewell, and Mississippian			✓					
Explain that the Native Americans of the Southwest region developed ways of channeling water from rivers to their fields				✓	✓			

**Alignment Chart for  
Native Americans: Regions and Cultures**

	Lesson							
	1	2	3	4	5	6	7	8
Explain that the Ancestral Pueblo became known for their stonework, basket weaving, and pottery making				✓				
Describe some characteristics of Native American cultures, including religious beliefs			✓	✓	✓	✓	✓	✓
Explain that the Ancestral Pueblo left their homes quite suddenly, migrated to new areas in the same region, and established new settlements, some of which still exist today				✓	✓			
Identify some tribes of the Southwest as including the Hopi, Zuni, Diné (Navajo), and Apache					✓			
Describe kachinas and their significance to the Hopi culture					✓			
Explain the significance of the winter and summer solstices to the Hopi culture					✓			
Identify the tribal names of some of the Native Americans of the Eastern Woodlands, including the Iroquois, Mohican, and Powhatan						✓		
Explain why the Iroquois nation was formed						✓		
Explain that many families in the Northeast region lived together in a longhouse and that a young married couple would live with the wife's family						✓		
Explain that corn, beans, and squash were very important to many Native Americans and are referred to as the "three sisters"						✓		
Describe wampum and its significance in the Iroquois cultures						✓		
Describe the roles and areas of authority of both men and women in Cherokee society							✓	
Explain why the Southeast was the most densely populated region							✓	
Identify the Thule as the group with which the Inuit merged								✓
Explain the importance of domesticated animals in Native American cultures								✓



**Reading Standards for Informational Text: Grade 3**

**Key Ideas and Details**

<b>STD RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓
	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including asking and answering <i>why</i> questions that require recognizing or inferring cause/effect relationships	✓



**Alignment Chart for  
Native Americans: Regions and Cultures**

		<b>Lesson</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>STD RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.								
<b>CKLA Goal(s)</b>	Sequence four to six pictures or sentences illustrating/describing events from a nonfiction/informational read-aloud	✓							
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud, using language that pertains to time, sequence, and cause/effect	✓			✓	✓	✓		
	Distinguish nonfiction/informational read-alouds that describe events that happened long ago from those that describe contemporary or current events		✓	✓				✓	
<b>Craft and Structure</b>									
<b>STD RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.								
<b>CKLA Goal(s)</b>	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases			✓		✓			
	Determine the meaning of general academic and domain-specific words and phrases in a nonfiction/informational read-aloud relevant to a Grade 3 topic or subject area								
<b>Integration of Knowledge and Ideas</b>									
<b>STD RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).								
<b>CKLA Goal(s)</b>	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational read-aloud (e.g., where, when, why, and how key events occur)							✓	✓
	Use images (e.g., maps, photographs) accompanying a nonfiction/informational read-aloud to check and support understanding								
	Interpret information from diagrams, charts, graphs, and/or graphic organizers	✓							✓
<b>STD RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.								
<b>CKLA Goal(s)</b>	Compare and contrast the most important points and key details presented in two nonfiction/informational read-alouds on the same topic				✓	✓	✓	✓	



**Alignment Chart for  
Native Americans: Regions and Cultures**

**Lesson**

1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---

**Speaking and Listening Standards: Grade 3**

**Comprehension and Collaboration**

<b>STD SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.								
<b>STD SL.3.1a</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.								
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation with an adult or peer for at least six turns, staying on topic, building on others' ideas, and expressing their own ideas clearly				✓				
	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion				✓				
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific read-aloud or topic				✓				
	Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions		✓	✓	✓				
<b>STD SL.3.1b</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).								
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.				✓				
<b>STD SL.3.1c</b>	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.								
<b>CKLA Goal(s)</b>	Interpret information presented, and then ask questions to clarify information or the topic in a fiction or nonfiction/informational read-aloud				✓				
<b>STD SL.3.1d</b>	Explain their own ideas and understanding in light of the discussion.								
<b>CKLA Goal(s)</b>	During a discussion, explain ideas and understanding in relation to the topic				✓				
<b>STD SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.								
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify directions, exercises, and/or classroom routines and/or what a speaker says about a topic to gather additional information or deepen understanding of a topic or issue				✓				


**Alignment Chart for  
Native Americans: Regions and Cultures**

**Lesson**

		1	2	3	4	5	6	7	8
<b>Presentation of Knowledge and Ideas</b>									
<b>STD SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.								
<b>CKLA Goal(s)</b>	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud					✓			
<b>STD SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.)								
<b>CKLA Goal(s)</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification					✓			
<b>Language Standards: Grade 3</b>									
<b>Vocabulary Acquisition and Use</b>									
<b>STD L.3.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.								
<b>STD L.3.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.								
<b>CKLA Goal(s)</b>	Use sentence-level context as a clue to the meaning of a word or phrase					✓			
<b>STD L.3.4b</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).								
<b>CKLA Goal(s)</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> )		✓						
<b>STD L.3.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).								
<b>CKLA Goal(s)</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> )	✓							
<b>STD L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.								
<b>STD L.3.5a</b>	Distinguish the literal and nonliteral meanings of words and phrases in context								
<b>CKLA Goal(s)</b>	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases			✓		✓			
	Distinguish literal language from figurative language as used in a fiction or nonfiction/informational read-aloud			✓		✓			
<b>STD L.3.5b</b>	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).								
<b>CKLA Goal(s)</b>	Provide and/or use synonyms and antonyms		✓	✓	✓	✓	✓		✓
	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> )						✓		

**Alignment Chart for  
Native Americans: Regions and Cultures**

		Lesson							
		1	2	3	4	5	6	7	8
<b>STD L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).								
<b>CKLA Goal(s)</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships							✓	
<b>Additional CKLA Goals</b>									
<b>CKLA Goal(s)</b>	Listen to and understand a variety of texts, including informational texts					✓			
	Draw illustrations to represent the main idea and/or details from a nonfiction/informational read-aloud or to enhance a piece of writing	✓		✓	✓	✓	✓	✓	✓

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# Introduction to Native Americans: Regions and Cultures

This introduction includes the necessary background information to be used in teaching the *Native Americans: Regions and Cultures* domain. The *Tell It Again! Read-Aloud Anthology for Native Americans: Regions and Cultures* contains eight daily lessons, each of which is composed of two distinct parts—the Read-Aloud and the Extension—so that the lessons may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of seventy minutes.

In addition to these lessons, there is one Pausing Point in this domain after Lesson 8. This Pausing Point is designed to allow one day for reviewing, reinforcing, or extending the material taught thus far. One day is included for the Domain Assessment. **You should spend no more than ten days total on this domain.**

The daily language arts block should consist of 150 minutes, as outlined below in the suggested weekly schedule for the eighth domain-based unit in Grade 3, *Native Americans: Regions and Cultures*.

## Domain Overview

Here is an overview of the domain schedule for *Native Americans: Regions and Cultures*. Please see the Unit 8 Teacher Guide for the corresponding Skills schedule.

Week One					
Min.	Day 1 <sup>10</sup>	Day 2 <sup>10</sup>	Day 3 <sup>10</sup>	Day 4 <sup>10</sup>	Day 5 <sup>10</sup>
50	Lesson 1: “Spreading Through the Continents”	Lesson 2: “Changing Ways of Life”	Lesson 3: “Native Americans of the Greater Mississippi River Areas”	Lesson 4: “Native Americans of the Southwest, Part I”	Lesson 5: “Native Americans of the Southwest, Part II”
20	Lesson 1B: Extensions	Lesson 2B: Extensions	Lesson 3B: Extensions	Lesson 4B: Extensions	Lesson 5B: Extensions

Week Two					
Min.	Day 6 <sup>10</sup>	Day 7 <sup>10</sup>	Day 8 <sup>10</sup>	Day 9 <sup>10</sup>	Day 10 <sup>10</sup>
50	Lesson 6: “Native Americans of the Northeast”	Lesson 7: “Native Americans of the Southeast”	Lesson 8: “Native Americans of the Arctic/ Subarctic”	Pausing Point (one day only)	Domain Assessment
20	Lesson 6B: Extensions	Lesson 7B: Extensions	Lesson 8B: Extensions		Reassess/Remediate as needed

<sup>10</sup> Lessons include Student Performance Task Assessments

## Domain Components

---

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *Native Americans: Regions and Cultures*
- *Tell It Again! Image Cards* for *Native Americans: Regions and Cultures*

\*The *Tell It Again! Posters* for *Native Americans: Regions and Cultures* are located at the back of the *Tell It Again! Flip Book*.

You may wish to have one notebook/binder for each student readily available to be used for note-taking and/or other writing opportunities, such as “domain dictionaries” and writing prompts in the comprehension questions.

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Image Cards, Posters, Instructional Masters, and Assessments are also listed in the information below.

## Why Native Americans: Regions and Cultures Is Important

---

This domain reviews what students have already learned in previous grades about the first known inhabitants of North America. Students will learn more in-depth information about how some Native Americans first migrated from Asia to North America, how they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. Students will also learn the idiom “cold shoulder,” and that this custom of some Native Americans was used as a form of punishment.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of other groups of Native Americans that have lived, and continue to live, in various parts of North America.

### What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten, Grade 1, and Grade 2

---

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Native Americans: Regions and Cultures*. This background



knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

### ***Native Americans (Kindergarten)***

- Recall that Native Americans were the first-known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain that although there are many diverse tribes of Native Americans, they all needed food, clothing, and shelter to survive
- Explain the importance of the buffalo to the Lakota Sioux
- Describe the nomadic lifestyle of the Lakota Sioux
- Describe the food, clothing, and shelter of the Lakota Sioux, the Wampanoag, and the Lenape
- Describe the environment in which the Lakota Sioux, the Wampanoag, and the Lenape lived
- Identify the Wampanoag and Lenape as tribes that settled in a particular area rather than ones that moved from place to place
- Explain that Native Americans still live in the United States today
- Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

### ***Columbus and the Pilgrims (Kindergarten)***

- Explain why Columbus called the land where he landed *India* and the inhabitants *Indians*

### ***Early American Civilizations (Grade 1)***

- Locate the continents of Asia and North America on a world map or globe
- Explain that prehistoric nomads followed the animals they hunted
- Explain the importance of hunting among early peoples
- Describe how the first people in North America arrived by crossing an area of land between Asia and North America
- Explain that a shift occurred from hunting and gathering to farming among early peoples
- Compare and contrast hunter-gatherer societies and Mayan society

- Explain the importance of extended family to the Maya
- Identify the areas in which the Maya, Aztec, and Inca each lived
- Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- Describe the significance of the stars and planets to the Maya
- Explain that the Maya, Aztec, and Inca each had a religion, leaders, towns, and farming
- Explain that much of what we know about the Maya and the Inca is because of the work of archaeologists
- Explain that the Aztec established a vast empire in central Mexico many, many years ago
- Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago

#### ***A New Nation (Grade 1)***

- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation

#### ***Frontier Explorers (Grade 1)***

- Explain that there were many, many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Recall basic facts about Lewis and Clark’s encounters with the Native Americans
- Explain why and how Sacajawea helped Lewis and Clark

#### ***The War of 1812 (Grade 2)***

- Describe the relationship between the British and some Native Americans leading up to the War of 1812
- Describe why some Native Americans allied with the British to fight against some settlers who were taking Native American lands
- Identify the Battle of Tippecanoe between the United States and the Native Americans as escalating the War of 1812

#### ***Westward Expansion (Grade 2)***


- Explain the significance of Sequoyah’s invention of the Cherokee writing system

- Describe the Cherokee writing system in basic terms
- Explain that the U.S. government forced Native Americans from their lands
- Identify the Trail of Tears as a forced march of the Cherokee
- Explain that westward expansion meant displacement of Native Americans
- Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- Describe the effect of diminishing buffalo on the life of the Plains Native Americans

## ***Core Vocabulary for Native Americans: Regions and Cultures***

---

The following list contains all of the core vocabulary words in *Native Americans: Regions and Cultures* in the forms in which they appear in the text. The vocabulary words used in the Word Work activities are boldfaced. The multiple-meaning vocabulary words that are used as activities in the Pausing Point are marked with a + sign. The inclusion of the words on this list *does not* mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

 **Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

---

**Lesson 1**

adapt  
embedded  
**nomadic**  
prehistoric  
prey+  
regions  
sustenance  
woolly mammoths\*

---

**Lesson 2**

cultural identity  
development  
dispersed  
embellish  
**environment**  
generation\*  
lush

---

**Lesson 3**

**ceremonial\***  
city-state  
conical  
cremated  
effigy  
evident  
ritual  
teeming

---

**Lesson 4**

adobe  
ancestral  
arid\*  
cliff dwellings  
diverted  
**intricately**  
mesas  
pueblos

---

**Lesson 5**

**adopted**  
clans  
deities  
kachinas\*  
maintain  
revered  
solstice

---

**Lesson 6**

**cloaked\*+**  
longhouse  
peace pipe  
sachems  
scarce  
shamans\*  
wampum  
wigwam\*

---

**Lesson 7**

compelled  
densely populated  
**extended family**  
grievances  
outskirts

---

**Lesson 8**

caribou  
enabled  
hardship  
igloos  
**inhospitable**  
kayak  
pursuit  
stamina

\*The words or variations of the words marked with an asterisk are included in the Skills Reader and Vocabulary Cards.

## Comprehension Questions

---

In the *Tell It Again! Read-Aloud Anthology for Native Americans: Regions and Cultures*, there are three types of comprehension questions: literal questions to assess students' recall of the core content; inferential questions to guide students to infer information from the text and think critically; and evaluative questions to guide students to build upon what they have learned from the text to use their creative, analytical, and application skills. Many of these questions are also labeled as writing prompts and are discussed in more detail in the Writing Opportunities section in this introduction.



The last comprehension question in each lesson prompts students to ask, answer, and/or research any remaining questions they may have about the content; this question may also be expanded upon as an “Above and Beyond” research and/or writing activity. Many of these comprehension questions may also serve as meaningful take-home topics to discuss with family members.

It is highly recommended that students answer all comprehension questions in complete sentences—whether orally or in writing—using domain vocabulary whenever possible. You may wish to have students collect written responses in a notebook or folder.

## Writing Opportunities

---

Everyday writing opportunities are included in the Comprehension Questions and Extensions in Lessons 1–8, as well as in the Pausing Point.

In the Comprehension Questions, shorter writing prompts that assess students' literal recall of the core content and provide practice for the short-answer writing section of the Domain Assessment are indicated by this icon: . Longer writing prompts that encourage students to think critically and expand creatively upon the content are indicated by this icon: . Some of these prompts may serve both purposes and may also be collected in a notebook or folder to provide source information for students to reference moving forward.

For these writing sessions, it is highly recommended that students take five to ten minutes of Discussing the Read-Aloud and/or Extension time to write a half page to a full page in response to one or more of the prompts, during which time you are encouraged to circulate and provide

over-the-shoulder conferencing for a group of students each day. During these daily writing sessions, you may also choose to reinforce what students are learning in the Skills strand by having them practice these skills in their writing. The goal of these extended writing sessions is to provide students with daily, “low-stakes” writing practice, and to have them receive immediate feedback on the content, featured skill(s), and clarity and depth of their written expression. You may also choose to publish select pieces of students’ writing to reinforce a particular concept or skill. It is highly recommended that students share their writing on a daily basis as time permits.

## ***Student Choice and Domain-Related Trade Book Activities***

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In the *Tell It Again! Read-Aloud Anthology for Native Americans: Regions and Cultures*, Student Choice and Domain-Related Trade Book activities are suggested in the Pausing Point. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***Native Americans: Regions and Cultures Image Cards***

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There are thirty Image Cards in the *Native Americans: Regions and Cultures* domain. These Image Cards include depictions of the earliest known inhabitants of North America, including their migration, the prehistoric animals they encountered, their food-gathering methods, regions, dwellings, and cultural practices and beliefs. In the *Tell It Again! Read-Aloud Anthology for Native Americans: Regions and Cultures*, Image Cards are referenced in the Pausing Point and in Lessons 1–8.

## ***Native Americans: Regions and Cultures Posters***

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There are two posters for the *Native Americans: Regions and Cultures* domain. Poster 1 depicts the Beringia migration of the early inhabitants from Asia to North America and South America, and Poster 2 shows the various regions of North America in which tribes of Native Americans settled. The *Tell It Again! Posters for Native Americans: Regions and Cultures* are located at the back of the *Tell It Again! Flip Book*.

## ***Instructional Masters and Family Take-Home Letters***

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Blackline Instructional Masters and Family Take-Home Letters are included at the back of the *Tell It Again! Read-Aloud Anthology for Native Americans: Regions and Cultures*. Instructional Masters are referenced in the Domain Assessment, in the Pausing Point, and in Lessons 1–8. The Family Letters are referenced in Lessons 1B and 4B.

## ***Above and Beyond Opportunities***

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In the *Tell It Again! Read-Aloud Anthology for Native Americans: Regions and Cultures*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are identified with this icon: ↗.

These opportunities may be found in the following: Comprehension Questions, Extensions, Pausing Point activities, research activities, and writing exercises.

You may also wish to assign some of these and other activities as homework for students who are ready for a challenge outside of the classroom. Many of the comprehension questions also serve as meaningful take-home questions to discuss with family members.

Additionally, you may choose to coordinate with your school's science and/or social studies teacher(s) to further reinforce the content covered in this language arts block.

## ***Student Performance Task Assessments***

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In the *Tell It Again! Read-Aloud Anthology for Native Americans: Regions and Cultures*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities to more formal written assessments and are indicated by this icon: ⑩. Extension activities, along with the corresponding Instructional Masters 3B-1, 4B-1, 5B-1, 6B-1, 7B-1, 8B-1, and 8B-2, provide these assessment opportunities. There is also a cumulative Domain Assessment. Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose. You may wish to make a copy of the Answer Keys to send home to family members. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each assessment into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

## **Recommended Resources for Native Americans: Regions and Cultures**

### **Trade Book List**

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It is highly recommended that students spend a minimum of twenty minutes each night reading independently or aloud to family members, or listening as family members read to them. You may suggest that they choose titles from this trade book list. These titles may also be put into the classroom book tub for various reading levels.

### ***General Native Americans***

1. *American Indian Families*, by Jay Miller (Children's Press, 1996) ISBN 0516260698
2. *American Indian Festivals*, by Jay Miller (Children's Press, 1996) ISBN 0516260901
3. *American Indian Foods*, by Jay Miller (Children's Press, 1996) ISBN 051626091X
4. *American Indian Games*, by Jay Miller (Children's Press, 1996) ISBN 0516260928
5. *Many Nations: An Alphabet Of Native America*, by Joseph Bruchac (Scholastic Inc., 2004) ISBN 043963590X
6. *Native Homes*, by Bobbie Kalman (Crabtree Publishing Company, 2001) ISBN 9780778704638
7. *Thirteen Moons on Turtle's Back*, by Joseph Bruchac and Jonathan London (Scholastic Inc, 1996) ISBN 0590995081
8. *Two Cultures Meet: Native American and European*, by Ann Rossi (National Geographic Society, 2002) ISBN 0792286790
9. *The Very First Americans*, by Cara Ashrose (Grosset and Dunlap, 1993) ISBN 0448401681
10. *When Cultures Meet*, by John Perritano (National Geographic Society, 2006) ISBN 0792254554



### ***Greater Mississippi River Areas/Mound Builders***

11. *Ancient Mounds of Watson Brake: Oldest Earthworks in North America*, by Elizabeth Moore and Alice Couvillon (Pelican Publishing Company, 2010) ISBN 9781589806566
12. *Mounds of Earth and Shell*, by Bonnie Shemie (Tundra Books, 1995) ISBN 0887763529

### ***Southwest/Ancestral Pueblo, Hopi, Zuni, Apache, and Navajo***

13. *The Anasazi Culture at Mesa Verde*, by Sabrina Crewe and Dale Anderson (Gareth Stevens Publishing, 2003) ISBN 0836833902
14. *The Apache*, by Andrew Santella (Children's Press, 2001) ISBN 0516273116
15. *Colors of the Navajo*, by Emily Abbink (Carolrhoda Books, 1998) ISBN 9781575052694
16. *The Hopi*, by Andrew Santella (Children's Press, 2003) ISBN 0516269879
17. *Life in a Hopi Village*, by Sally Senzell Isaacs (Heinemann-Raintree, 2001) ISBN 158810298X
18. *Life in a Pueblo*, by Amanda Bishop and Bobbie Kalman (Crabtree Publishing Company, 2003) ISBN 9780778704676
19. *The Magic Hummingbird: A Hopi Folktale*, collected and translated by Ekkehart Malotki (Kiva Publishing, 1996) ISBN 9781885772046
20. *The Navajo*, by Andrew Santella (Children's Press, 2003) ISBN 0516269887
21. *The Pueblos*, by Alice K. Flanagan (Children's Press, 1998) ISBN 0516263838
22. *The Pueblos: People of the Southwest*, by Ruby Maile (National Geographic Society, 2004) ISBN 0792247272
23. *The Southwest Indians: Daily Life in the 1500s*, by Mary Englar (Capstone Press, 2005) ISBN 0736843191
24. *The Stone Cutter & the Navajo Maiden*, by Vee Browne (Salina Bookshelf, Inc., 2008) ISBN 1893354920
25. *Turquoise Boy: A Navajo Legend*, by Terri Cohlene (Scholastic Inc., 2004) ISBN 0439635888

### ***Northeast/Eastern Woodlands/Iroquois***

26. *The Delaware*, by Michelle Levine (Lerner Publications Company, 2007) ISBN 0822567008
27. *Eastern Woodlands Indians*, by Mir Tamim Ansary (Heinemann Library, 2000) ISBN 1588104516
28. *Iroquois*, by Richard M. Gaines (ABDO Publishing Company, 2000) ISBN 1577653734
29. *The Iroquois*, by Stefanie Takacs ( Scholastic Inc., 2003) ISBN 051627824X
30. *The Iroquois: People of the Northeast*, by Ruby Maile (National Geographic Society, 2004) ISBN 0792247280
31. *The Iroquois: The Six Nations Confederacy*, by Mary Englar (Capstone Press, 2000) ISBN 9780736848176
32. *Iroquois Indians*, by Caryn Yacowitz (Heinemann Library, 2003) ISBN 1403405104
33. *Life in a Longhouse Village*, by Bobbie Kalman (Crabtree Publishing Company, 2001) ISBN 0778704621
34. *Life of the Powhatan*, by Rebecca Sjonger and Bobbie Kalman (Crabtree Publishing Company, 2004) ISBN 0778704720
35. *The Powhatan*, by David C. King (Marshall Cavendish Corp., 2008) ISBN 9780761426813

### ***Southeast/Cherokee***

36. *Grandmother Spider Brings the Sun: A Cherokee Story*, by Geri Keams (Northland Publishing, 1995) ISBN 0873586948
37. *Nations of the Southeast*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2005) ISBN 0778704777
38. *The Seminole*, by Liz Sonneborn (Franklin Watts, 2002) ISBN 0531162281
39. *The Seminole Indians*, by Bill Lund (Capstone Press, 2006) ISBN 9780736880565
40. *Seminole Indians*, by Caryn Yacowitz (Heinemann Library, 2003) ISBN 9781403405111

41. *The Seminoles: A First Americans Book*, by Virginia Driving Hawk Sneve (Holiday House, 1994) ISBN 0823411125
42. *She Sang Promise: The Story of Betty Mae Jumper, Seminole Tribal Leader*, by Jan Godown Annino (National Geographic Society, 2010) ISBN 9781426305924
43. *Soft Rain: A Story of the Cherokee Trail of Tears*, by Cornelia Cornelissen (Random House, Inc., 1998) ISBN 9780440412427
44. *Southeast Indians*, by Mir Tamim Ansary (Heinemann Library, 2001) ISBN 1588104540
45. *The Southeast Indians: Daily Life in the 1500s*, by Kathy Jo Slusher-Haas (Capstone Press, 2005) ISBN 0736843175
46. *Yonder Mountain: A Cherokee Legend*, as told by Robert H. Bushyhead (Marshall Cavendish, 2002) ISBN 9780761451136

#### ***Arctic/Subarctic/Thule and Inuit***

47. *Houses of snow, skin and bones*, by Bonnie Shemie (Tundra Books, 1993) ISBN 0887763057
48. *The Inuit*, by Andrew Santella (Children's Press, 2001) ISBN 0516273191
49. *Inuit Indians*, by Caryn Yacowitz (Heinemann Library, 2003) ISBN 9781403441713
50. *The Inuit Thought of It: Amazing Arctic Inventions*, by Alooook Ipellie with David MacDonald (Annick Press Ltd., 2007) ISBN 9781554510870
51. *Life in the Far North*, by Bobbie Kalman and Rebecca Sjonger (Crabtree Publishing Company, 2003) ISBN 9780778704690
52. *The Polar Bear Son: An Inuit Tale*, retold and illustrated by Lydia Dabovich (Clarion Books, 1997) ISBN 0395975670

#### **Teacher/Family Resources**

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1. *500 Nations* (DVD), directed by Jack Leustig (Warner Home Video, 2004) ASIN B0002S65WC
2. America Reads: Families—What You Can Do:  
[http://www2.ed.gov/inits/americanreads/families\\_cando.html](http://www2.ed.gov/inits/americanreads/families_cando.html)
3. El día de los niños/El día de los libros: Many Children, Many Cultures, Many Books!:  
<http://dia.ala.org>

4. Electronic print of *Ball Play of the Choctaw*, painted by George Caitlin:  
<http://americanart.si.edu/collections/search/artwork/?id=3886>
5. List of books for elementary school ages:  
<http://www.talkstorytogether.org/american-indian/alaskan-native-book-list/elementary-school-books>

### **Websites**

1. Buffalo hide painting as a way of story-telling  
<http://americanhistory.si.edu/kids/buffalo/hideactivity/>
2. Buffalo parts matching game  
<http://www.americanhistory.si.edu/kids/buffalo/matching/>
3. Cahokia Mound Builders, excerpt from *500 Nations* documentary  
<http://www.youtube.com/watch?v=vTrVZr-DLHQ>
4. Cherokee Fact Sheet for Kids  
[http://www.bigorrin.org/cherokee\\_kids.htm](http://www.bigorrin.org/cherokee_kids.htm)
5. Map of tribes in each state today  
[http://teacher.scholastic.com/activities/explorer/native\\_americans/be\\_an\\_explorer/map/read/be\\_an\\_explorer\\_skagit.htm](http://teacher.scholastic.com/activities/explorer/native_americans/be_an_explorer/map/read/be_an_explorer_skagit.htm)
6. National Geographic for Kids pictures of modern Native Americans  
[http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043\\_14107\\_600x450.jpg](http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043_14107_600x450.jpg)
7. National Museum of the American Indian  
<http://www.nmai.si.edu>
8. Native Americans Facts for Kids  
<http://www.native-languages.org/kids.htm>
9. Native American Foods Facts for Kids  
<http://www.native-languages.org/food.htm>
10. PBS Quiz: “A day in the life” of a Native American boy  
[http://pbskids.org/stantonanthony/nativeam\\_boy.html](http://pbskids.org/stantonanthony/nativeam_boy.html)
11. Seminole Fact Sheet for Kids  
[http://www.bigorrin.org/seminole\\_kids.htm](http://www.bigorrin.org/seminole_kids.htm)
12. Weave a Virtual Wampum Belt  
<http://www.nativetech.org/beadwork/wampumgraph/index.html>



# Spreading Through the Continents

# 1

## ☑ **Lesson Objectives**

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### Core Content Objectives

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Students will:

- ✓ Locate the continents of North America, South America, and Asia on a map
- ✓ Locate the Bering Strait on a map, and explain that during the Ice Age, this region was an exposed land mass known as Beringia that connected Asia and North America
- ✓ Explain how and why nomadic hunters migrated from Asia to North America
- ✓ Explain that the ways Native Americans obtained food evolved over time to include hunting, gathering, and in some areas, fishing and farming
- ✓ Explain that Native Americans spread out across North and South America in search of food and eventually developed different languages and cultures

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Sequence images illustrating the events that took place in “Spreading Through the Continents” as people migrated from Asia to North America (RI.3.3)
- ✓ Describe the relationship between the nomadic Native Americans and the Native Americans who settled in one place, using language that pertains to cause/effect (RI.3.3)

- ✓ Interpret a map of Asia and North America to demonstrate understanding of how the continent of North America initially became populated (RI.3.7)
- ✓ Use a known root word as a clue to the meaning of an unknown phrase with the same root, such as *prey* and *preyed upon* (L.3.4c)
- ✓ Draw an illustration that depicts the word *nomadic*

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**adapt, v.** To change to fit in better; to become used to

*Example:* When Isabella goes to a new school next year, she will have to adapt to the new schedule and new rules.

*Variation(s):* adapts, adapted, adapting

**embedded, v.** To be fixed into a surrounding object; rooted

*Example:* The stone had been so firmly embedded in the ground that we could not remove it.

*Variation(s):* embed, embeds, embedding

**nomadic, adj.** Relating to people who move from place to place for various reasons, often in search of food

*Example:* The nomadic tribe wandered the desert in search of fresh water and food.

*Variation(s):* none

**prehistoric, adj.** Describes the time before history was written down by people

*Example:* In prehistoric times, people did not write down their history, but passed it down orally.

*Variation(s):* none

**prey, n.** An animal that is hunted as food

*Example:* A fast and powerful lion usually is able to outrun its prey, such as a zebra or wildebeest.

*Variation(s):* none

**regions, n.** Large spaces or geographic areas

*Example:* When we learned about the different regions of the United States, we learned that Mount St. Helens is an active volcano located in the northwest region of the country.

*Variation(s):* region

**sustenance, n.** A way to sustain life; nourishment


*Example:* The Alvarez family’s garden provided sustenance to them throughout the summer months.

*Variation(s):* none

**woolly mammoths, n.** Large mammals, now extinct, that roamed parts of North America and Asia and that were hunted by the prehistoric people who migrated from Asia to North America

*Example:* The woolly mammoths were able to scrape vegetation from the hard, cold ground with their very large tusks.

*Variation(s):* woolly mammoth, woolly mammoth(s)

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>	world map or globe	10
	<b>Essential Background Information or Terms</b>	Poster 1 (Beringia Migration); Poster 2 (Native American Regions of North America); Image Card 1; world map or globe	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Spreading Through the Continents</b>	Posters 1 and 2; Image Cards 2–6; world map or globe	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Posters 1 and 2; Image Cards 3–5	15
	<b>Word Work: Nomadic</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sequence of Events</b>	Image Cards 7–11	20
	<b>Beringia Migration Map</b>	Instructional Master 1B-1; colored pencils or crayons; chart paper, chalkboard, or whiteboard	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-2 and 1B-3	



# Spreading Through the Continents

1A

## Introducing the Read-Aloud

10 minutes

### Domain Introduction

Ask students: “On which continent do we live?” Using a world map or a globe, ask a student to point to North America. Tell students that for the next several days they will be learning about the earliest known people who lived in North America.

Tell students that these early people are often referred to as Natives, Native Americans, Indians, or American Indians. Tell students that in a later read-aloud they will be hearing how these people came to be known as “Indians,” but in this domain these people will most often be referred to as Native Americans. Ask students: “Who can tell me what *native* means? (an original resident of a particular place) “Why are these people called Native Americans?” (because they are the earliest known residents of the continent of North America)

Explain that students are going to hear several names that have been given to groups and tribes of Native Americans, but that we cannot know for sure what some of these early people called themselves. Tell students that they will hear more about this when learning about each region and its groups and tribes.

Tell students that they are going to learn how the Native Americans first arrived on the continent of North America thousands of years ago, how they lived when they first arrived, how they adjusted to different environments, and how, over time, they started to form tribes with other people who shared similar languages, customs, beliefs, and traditions.

### Essential Background Information or Terms

Tell students that long, long ago, certain parts of the world looked very different from the way they do today. Show students Image Card 1 (Ice Age), and explain that long ago, large areas of the earth’s waters were frozen during the Ice Age. Explain that an ice age is a time when large areas of land and water are covered by thick ice. There have been a number of ice ages throughout history, but when we talk about the Ice



Age, we are talking about a major event that occurred during a time that is believed to have begun millions of years ago and ended about ten thousand years ago.

On a world map or globe, direct students' attention to Alaska. Then point to Asia on the same map or globe, and ask students if they know which continent that is.

**Note:** Students who participated in the Core Knowledge Language Arts program in Grade 2 will have studied the continent of Asia in the *Early Asian Civilizations* domain.

Next, show students Poster 1 (Beringia Migration), and direct their attention to Alaska and Asia and the region in between (Beringia). Tell them that this map shows the area between Asia and North America as it looked thousands of years ago. Ask students, "What is different about the way this area looked thousands of years ago and the way it looks today?"

Guide the discussion until students understand that today, Alaska, which is on the continent of North America, is separated from the continent of Asia by a body of water. But thousands of years ago, the land connecting the two continents was above water. Explain that because much of the earth's water was frozen, the surface level of the water was much lower than it is today. You may wish to point directly to Beringia on Poster 1 (Beringia Migration) and compare it to the Bering Strait on Poster 2 (Native American Regions of North America), so that students can see that there is now water where there once was land.

Explain that today, because the ice has melted and the sea levels have risen, this landmass between Asia and North America is now beneath a body of water known as the Bering Strait. Point to the Bering Strait on a world map or globe. Remind students that they heard the word *strait* when they studied *The Ancient Roman Civilization* domain earlier this year. Ask students: "Who remembers what a strait is?" (a narrow passage of water that connects two larger bodies of water) Point out the Bering Sea and Arctic Ocean on a map, and explain that the Bering Strait is a passage of water between these two bodies of water. Guide students to see the connection between the terms *Beringia*, *Bering Strait*, and *Bering Sea*.

**Note:** You may wish to display Poster 1 in your classroom for quick reference throughout this domain.

## Purpose for Listening

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Tell students to listen carefully to hear more about where the early settlers of North America came from, how it is believed they got to this continent, how the Ice Age is related to their migration, and how they lived when they first arrived.



## Spreading Through the Continents

### ← Show image 1A-1: People migrating across Beringia

1 [Have a volunteer point to these continents on Poster 1 (Beringia Migration).]

2 [Point to the area of Beringia on Poster 1.]

3 [Point to Greenland on Poster 1 and show Image Card 1 (Ice Age) again.] You may have learned about the glaciers that covered regions of Greenland if you studied about the Vikings. Who can tell me what a glacier is? (a large, slow-moving body of ice and snow that forms around mountains and valleys)

4 [Show Image Cards 2–4.] Except for the buffalo, all of these prehistoric animals are now extinct. The images of these other animals are not photographs; they are recreations of what scientists believe these animals looked like based on the remains found by archaeologists.

5 [Show students Image Card 5 (Multiple Migrations) as you read the following section.]

I want you to imagine a time long, long ago—so long ago, that we cannot say for certain when. In this ancient time, people began to move from one land to another. These **prehistoric** people were **nomadic** hunters who traveled in groups. These prehistoric people began to move from the land we call Asia into the land we call North America.<sup>1</sup> They did not *plan* to move from one land to another. They were simply following the herds of animals that they hunted for their own survival. It is thought that various groups of people ventured on foot across a vast, cold area between Asia and North America called Beringia, following herds of prehistoric animals.<sup>2</sup>

Historians think that the very beginning of this migration of ancient Asian people began during the last major Ice Age. It was during this Ice Age that large areas of the earth’s waters were frozen. At this time, northern **regions** of North America were covered in thick sheets of ice and giant, glistening glaciers.<sup>3</sup> As you heard earlier, because water had turned to ice during the Ice Age, sea levels had dropped and certain areas of land had become uncovered. Beringia was one of these areas.

As these prehistoric people moved across Beringia, they lived and hunted in this icy world. There they followed and hunted great herds of large mammals such as **woolly mammoths**, mastodons, giant bison (or buffalo), saber-toothed cats, and giant ground sloths.<sup>4</sup> These large mammals are known as big game. All of these animals were **prey** for the people who migrated, or moved, from Asia to North America.<sup>5</sup>

This is almost certainly not the *only* way that people arrived in North America. It is also likely that people came to North America in boats, following the coast line in search of land and food, and then stayed because they discovered an abundance of new resources.

This migration of people and animals did not happen all at one time, nor did these people come from only one place. People moved from across Asia into North America over a period of time.



← **Show image 1A-2: Landscape of a melting glacier**

However they arrived, these are believed to be the very first people to inhabit North America. Eventually, as the climate began to warm and the ice-covered land began to thaw, it became possible to travel even farther into North America. Giant glaciers that had blocked native peoples' paths melted.<sup>6</sup> People moved south through an area that opened up between two enormous glaciers. Scientists call this path between these glaciers the Ice-Free Corridor. This corridor, or passage, was cold and wet, but habitable.

6 [Point to the Ice-Free Corridor on Poster 1.]

And so, large numbers of native peoples continued to migrate, or move, in small groups just as before. They lived a nomadic life as they followed the herds of animals that they preyed upon.



← **Show image 1A-3: Man with spear and spear thrower about to hunt**

In order to survive in this way, these native peoples had to be expert hunters. Although we do not know much about this period of human history, archaeologists have discovered a variety of spears, including leaf-shaped spears, **embedded** in mammoths' bones, in addition to tools for scraping and carving bone. It also seems that prehistoric hunters used a spear-thrower. This device was a short rod with a hook on the end. It enabled the hunter to throw a spear or dart with a great deal more accuracy and power. It is also believed that these early Native Americans learned how to domesticate dogs so they could be used to help them hunt and travel.



← **Show image 1A-4: Prehistoric people utilizing parts of a woolly mammoth**

7 [Point to the woolly mammoth on Image Card 2. You may also wish to indicate nine feet to students using a yardstick or other reference, explaining that the word *mammoth* means huge.]

We can only imagine what life must have been like for these early peoples as they endeavored to survive in an ice-cold world by hunting creatures such as the nine-foot-tall woolly mammoth.<sup>7</sup> With nothing more than a spear and stealth, they would have hunted in groups to take down their prey. A woolly mammoth would have provided many pounds of meat, as well as fur, tusks, and bones. A band of hunters and their families would most likely have stayed with the carcass, or dead body, of the animal until the food supply ran out.

In addition to food, the animals they hunted provided these native people with clothes. Archaeologists have discovered artifacts and other evidence that tell us that animal hides were stretched out to dry, and afterward were sewn together using simple tools made of rock or bone to provide either clothing or a form of shelter.



← **Show image 1A-5: Bones of woolly mammoth**

As the earth's climate changed and it became warmer, the way these early peoples lived changed, too. Gradually, many prehistoric animals that had been hunted for their meat, fur, and bones disappeared from our world forever. Were they hunted to extinction by people struggling to survive in a changing world? Or, did climate change alter the delicate balance of the food chain to such an extent that these mammoths could no longer find the foods they needed to live? We will never know for certain the answer to these questions. We do know that the saber-toothed tiger and the woolly mammoth no longer wander this land, whereas other ancient creatures, such as the buffalo, did survive.



← **Show image 1A-6: Modern American buffalo in grass**

8 [Point to the buffalo in the image.]

9 Both people and animals adapt to their environments. Throughout this domain, you will be hearing how different groups of Native Americans adapted to the environments of the regions in which they settled.

It does appear that some animals were more able to **adapt** to climate change than others. The buffalo, for example, is thought to have become smaller and swifter over time.<sup>8</sup> Once the ice was gone, new plants, grasses, and trees emerged, and various animals adapted to a new diet. Native peoples adapted, too.<sup>9</sup> They found other, smaller prey to hunt such as deer and rabbits, as well as new varieties of fruits, nuts, and seeds to gather and consume, or eat. These prehistoric people looked even more to the oceans, lakes, and rivers for **sustenance** and a means of transportation.



← **Show image 1A-7: Plains, woodland, swamp, and desert**<sup>10</sup>

10 [Point to each region on Poster 2 (Native American Regions of North America) as you read the following section.]

11 [Have a volunteer point to the Arctic/Subarctic region and South America on Poster 2.]

And so eventually, over many years, people moved right across this vast expanse of land to various regions—to the wide open grasslands of the Central Plains; to the northeastern and southeastern woodlands, swamplands, and coastal regions; and to the sun-drenched west coast and dry southwestern deserts. Some people settled in the far north regions of the arctic and subarctic. Some people moved even farther south, into what we now call the continent of South America.<sup>11</sup>



← **Show image 1A-8: Prehistoric North American agricultural settlement**

Eventually, many ancient peoples chose to no longer live nomadic lives, but instead chose to settle in one place and establish permanent or semipermanent settlements. They may have decided this because they discovered regions where the food supplies were plentiful in the form of animals to hunt and fish, and plants to consume. In addition, there were natural resources such as fresh water to drink, and wood or other materials that could be used to construct homes and build cooking fires. The temperature in some regions may also have been temptingly mild. One thing that is certain is that many native people began to farm, though they had previously survived by foraging for wild plants in addition to hunting prey. Native people began experimenting with planting and harvesting, and they eventually began to grow a variety of crops.

Because of this, some people chose to stay in one place and, by their collective efforts, increase their own food supply.

12 [Show Image Card 6 (Tribes Across North America) and explain that this image shows only some of the many Native American groups across North America. Also point out the broad headings/names that identify the collective groups studied in this domain.]

Over time, approximately five hundred North American native tribes came to inhabit a wide variety of regions across North America.<sup>12</sup> These native peoples—whose total population peaked, or reached its highest number, at about twenty million—would live their lives according to their own customs and cultures for thousands of years until European culture brought extreme changes to their ways of life.

## Discussing the Read-Aloud



20 minutes

### Comprehension Questions


15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.



1. *Literal* We have been talking about prehistoric people. What does *prehistoric* mean? (refers to someone or something that existed during a time before people started writing down history)
2. *Inferential* [Show Poster 1 (Beringia Migration).] Using this map, who can explain how many scientists believe that the earliest known inhabitants of North America came to this continent? [Have a volunteer point to Asia and North America on Poster 1.] What was the name given to the area where Asia and North America were once connected by this uncovered land? (Beringia) [Have a volunteer point to the area of Beringia on Poster 1.]

3. *Inferential* Did the people of Asia plan to migrate to the continent of North America? (no) Why did they migrate across Beringia? (They were following the herds of animals that were their prey.) What were some of the big game animals that the early Americans hunted as their prey? (woolly mammoths; mastodons; giant bison, or buffalo; saber-toothed cats; and giant ground sloths)
4.  *Inferential* These prehistoric people were nomadic. What does it mean to be nomadic? (to move from place to place, often in search of food) Why did many of the early Americans decide to stop being nomadic and choose to settle in permanent or semipermanent communities? (They discovered regions where the food and natural resources were plentiful, so they were able to remain in one place to hunt animals and gather fruit, nuts, and other plants to eat. Eventually, they began to farm in those areas in which they settled.)
5. *Inferential* If these events were all prehistoric, and so were not written down, from whose point of view do we know what happened? (archaeologists' point of view; based on their discoveries and artifacts, and stories passed down through many generations of people)
6. *Inferential* How do we know the Native Americans were expert hunters? (Archaeologists have found a variety of spears embedded in the bones of woolly mammoths.)
7.  *Evaluative* [Show Image Cards 2–4. Tell students to look carefully at the woolly mammoth.] What animal that is alive today do you think the woolly mammoth is related to? (elephant) Today there are elephant species on two continents, Africa and Asia. Which species do you think the woolly mammoth would be more closely related to, the Asian elephant or the African elephant? (Asian elephant) What is one prehistoric animal of prey that did not become extinct and still survives today? (bison, or buffalo)
8. *Inferential* [Show Poster 2 (Native American Regions of North America).] Why did these native people spread across North and South America? (Melting glaciers allowed them to move and follow their prey.) How did the number of tribes change as native people spread to different regions of North America? (They increased to approximately five hundred different tribes, each with its own unique culture.) How far did some of these early people eventually migrate? (to the continent of South America)



9.  *Evaluative* Compare and contrast the nomadic Native Americans to those who settled in one place. (The nomadic groups moved around—hunting, fishing, and gathering to get their food; the groups who settled in one place began to farm the land, growing crops.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* Would you prefer to live a nomadic existence or settle in a permanent community? Why? (Answers may vary.)
11. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

### Word Work: Nomadic

5 minutes

1. In the read-aloud you heard, “These prehistoric people were *nomadic* hunters who traveled in groups.”
2. Say the word *nomadic* with me.
3. Nomadic people are those who move from place to place, often in search of food. Today, there are nomadic people who move from place to place for various reasons.
4. The nomadic people of the desert often rely on camels for transportation.
5. Have you ever learned about nomadic people? Be sure to use the word *nomadic* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I learned about nomadic people in . . .” or “The nomadic people of . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *nomadic*?

Use a *Drawing* activity for follow-up. Have students try to imagine nomadic people moving from place to place in search of food. Have them draw their idea and then write a sentence beneath their drawing. Make sure that they use the word *nomadic* in a complete sentence when they share.



**Complete Remainder of the Lesson Later in the Day**



# Spreading Through the Continents

1B

## Extensions

20 minutes

### Sequence of Events

Remind students that in the read-aloud, they heard about a number of different events that took place as people migrated from Asia to North America. Tell students that they are going to sequence, or put into order, the major events that they learned about today as they occurred many years ago. Display Image Cards 7–11 out of order and have students help to place them into the correct order. Explain that many events have occurred since the time depicted in Image Card 11. As students summarize the main points about the migration from Asia to North America, encourage them to use domain vocabulary.

### 10 Beringia Migration Map (Instructional Master 1B-1)

Tell students they will be locating some of the areas that they heard about in today's read-aloud and labeling them on a map. They will also be drawing arrows on the map to show some of the routes used by the people of Asia to migrate to different areas of North America. Remind students that it is believed that there were several ways people migrated to North America, but this domain will focus on the Beringia migration.

Give each student a copy of Instructional Master 1B-1. Write the following words on a piece of chart paper, a chalkboard, or a whiteboard:

1. Asia
2. Beringia
3. Alaska
4. North America
5. Ice-Free Corridor
6. South America

Ask for student volunteers to point to each of the locations or routes on Poster 1 (Beringia Migration). When the student correctly identifies each location, have all students label that area on their own worksheets. Follow the same procedure for each of the remaining five areas.

Once students have correctly labeled the six areas, they will draw and label two migration routes on the map (Instructional Master 1B-1). Write the following phrases on a piece of chart paper, a chalkboard, or a whiteboard:

1. the route from Asia through Beringia to North America
2. the route through the Ice-Free Corridor to various parts of North America, south to South America

Ask students to choose two different colored pencils or crayons, one for each route they will be labeling on the map. Tell students to select one colored pencil or crayon for the first route that shows how the early Americans traveled from Asia through Beringia to North America. Ask students to use that colored pencil or crayon to color in the arrow on the key next to the phrase, "Route from Asia to North America." Ask for a student volunteer to trace on Poster 1 the route the early Americans used to migrate through Beringia from Asia to North America. When the student correctly identifies this route, ask students to use the colored pencil or crayon they just used on the key to draw the route on their individual maps.

Ask students to use their second colored pencil or crayon to color in the arrow on the key next to the phrase, "Route through Ice-Free Corridor." Ask for another student volunteer to show on Poster 1 the route the early Americans used to migrate throughout the continent of North America and to South America. When the student correctly identifies this route, ask students to use the colored pencil or crayon they just used on the key to draw the route on their individual maps.

## ***Take Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-2 and 1B-3.



# Changing Ways of Life

## 2

### ✓ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Explain that the ways Native Americans obtained food evolved over time to include hunting, gathering, and in some areas, fishing and farming
- ✓ Explain that Native Americans spread out across North and South America in search of food and eventually developed different languages and cultures
- ✓ Describe the importance of trade in the development of farming techniques
- ✓ Explain how Native Americans adapted to their environments and how these environments contributed to their cultural identity
- ✓ Describe the way in which Native Americans handed down their history from one generation to another
- ✓ Explain why native people came to be called “Indians”
- ✓ Explain that Native Americans still live throughout North America
- ✓ Locate the Arctic/Subarctic, Northeast, Southwest, and Southeast regions in North America where Native Americans lived and describe their physical characteristics

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Distinguish the way history was passed down long ago—such as by the Native Americans—from how we pass down history today (RI.3.3)

- ✓ Using an unlabeled map of North America, identify and label the different geographic regions of North America to check and support comprehension of “Changing Ways of Life” (RI.3.7)
- ✓ Make personal connections to “Changing Ways of Life” by describing the cultural identity of present-day communities (W.3.8)
- ✓ Make predictions prior to hearing “Changing Ways of Life” about how the lifestyle of some groups of Native Americans changed over time based on images, and compare the actual outcomes to predictions (SL.3.1a)
- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *sub-* and *subarctic* (L.3.4b)
- ✓ Provide and use synonyms for the word *dwelling* (L.3.5b)

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**cultural identity, *n.*** A group’s common practices, beliefs, and traditions, and the ways in which its members are connected to those practices, beliefs, and traditions

*Example:* Each of the individual tribes in North America developed its own cultural identity by developing its own language, practices, and beliefs—much of which resulted from its geography.

*Variation(s):* cultural identities

**development, *n.*** An important change or growth

*Example:* The rapid development of the town was clear because ten new buildings were constructed in just a few months.

*Variation(s):* developments

**dispersed, *v.*** Spread apart or broken up

*Example:* The fans dispersed quickly after the home team lost the game.

*Variation(s):* disperse, disperses, dispersing

**embellish, *v.*** To decorate; to add to something to make it more beautiful or interesting

*Example:* Maria decided to embellish the plain tablecloth by adding some interesting beads.

*Variation(s):* embellishes, embellished, embellishing

**environment, n.** A person’s physical surroundings; surrounding conditions

*Example:* Mr. James set up a good learning environment in his classroom so that all his students could do their best work.

*Variation(s):* environments

**generation, n.** All of the people of about the same age within a society or a family


*Example:* My mother and my aunt belong to one generation; my cousins and I belong to another.

*Variation(s):* generations

**lush, adj.** Characterized by full and healthy growth; covered with a thick growth of healthy plants

*Example:* Susan is an excellent gardener, and each summer her yard is lush and green.

*Variation(s):* lusher, lushest

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 1 (Beringia Migration); Poster 2 (Native American; Regions of North America)	10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Changing Ways of Life</b>	Image Cards 6 and 12	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		15
	<b>Word Work: Environment</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Regions Map</b>	Poster 2; Instructional Master 2B-1; chart paper, chalkboard, or whiteboard	20



# Changing Ways of Life

2<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Briefly review with students the fact that the early inhabitants of North America came from Asia, mostly across the area known as Beringia. Have a volunteer point to the areas of Asia, North America, and Beringia on Poster 1 (Beringia Migration). Ask students, “How does this area look today?” Guide students to remember that this area between Asia and North America is covered by water (the Bering Strait) and is not connected as it was during the Ice Age. Have a volunteer point to the Bering Sea on Poster 2 (Native American Regions of North America).

Ask students, “How did those early Americans acquire their food?” Encourage students to use the word *nomadic* in their answer. Tell students that today they will hear about a major change that occurred in the way in which the early Americans lived and obtained their food.

Ask, “What are regions?” Show Poster 2, and remind students that as native people migrated across North America, they began to settle in different regions. Ask, “How far did these early people migrate?” Have a volunteer point to South America on Poster 2.

### Purpose for Listening

Show students the first image of this read-aloud, and ask them to predict how the lifestyle of some groups of native people changed. Tell students to listen carefully to hear whether or not their predictions are correct and to discover how some native people changed from a nomadic existence to a type of different existence and a new way of obtaining their food.





## Changing Ways of Life

### ← Show image 2A-1: Prehistoric people settling farther south

- 1 [Point to the people farming and show Image Card 12 (Hunting, Fishing, Gathering, and Farming).]
- 2 Who can tell me what maize is? (corn)

As you learned in the previous read-aloud, while they continued to hunt, fish, and gather, many native peoples also began to farm.<sup>1</sup> This was a very important **development** that changed native peoples' way of life quite significantly, or importantly. They began to plant and harvest crops such as squash, beans, and maize.<sup>2</sup> Farming added to the food supply and allowed some groups of people to have the choice to stay in one place instead of migrating to follow their prey.

Native peoples' knowledge and understanding of nature, particularly of plants, was acquired over many years. Over time, they experimented with growing local grasses and gourds. Eventually many of them developed the ability to grow a wider variety of plants. In addition to increasing their food supply by farming, native peoples also began to use plants to make such things as clothing, medicine, homes, and household items. They began to raise animals such as turkeys, while continuing to hunt, gather, and fish.



### ← Show image 2A-2: Two tribes meeting to trade

And so, after a long period of time, many native peoples, having migrated across North America, came to live in groups called tribes. Each tribe had its own name, language, set of beliefs, and overall **cultural identity**. How each tribe lived, the clothes the tribe members wore, the foods they ate, and the homes they lived in depended greatly upon the **environment** in which they lived. This is especially true of language. Different words were created that related specifically to regional beliefs and habitats. And so the languages of these native peoples became widely different from region to region, and from tribe to tribe within a region.

Trade brought native peoples from different regions together, and a greater understanding of farming techniques spread. When

tribes from different regions met to trade, they not only shared their ideas of farming techniques, they also traded crops and seeds. In this way, tribes began growing crops that were not native to the region in which they lived.<sup>3</sup> With a more reliable food supply, and the ability to store corn for two to three years to be used when there was not a good harvest, the population of native peoples in North America began to increase, and large settlements began to develop in different regions.

3 We have been talking about native people, but plants and animals can also be native to a region. What does it mean if a plant or crop is native to a region? (It naturally grows in that region.)



← **Show image 2A-3: Plains Native Americans**

4 [Point to the Central Plains on Poster 2 (Native American Regions of North America) as you read the following sentence.]

That is not to say that all tribes settled in one place, however.<sup>4</sup> Some, such as the Shoshone, Cheyenne, and Blackfoot of the Central Plains never really settled in the true sense of the word. They chose a nomadic existence, following the enormous herds of buffalo that moved with the seasons. The buffalo provided them with everything they needed, including food, clothes, and the tipis they lived in.<sup>5</sup> It is believed that, at one time, more than thirty million buffalo roamed parts of North America. The culture of these Central Plains tribes grew out of their nomadic lifestyle.

5 [You may wish to point out that *tipis* may also be spelled *teepees*.]



← **Show image 2A-4: Tribal leader**

Other groups, such as the southeastern Cherokee and northeastern Iroquois, moved from place to place in the wintertime when the earth would not yield any food, and hunting was the only way to survive. Tribes such as these returned to their settlements in the spring.

Nevertheless, once large native populations began to live in settlements, there came the need for new rules. These rules were designed to help a large number of people live together in one place. And so, native tribes created their own unique governing systems. Generally, elected leaders or strong family groups were responsible for establishing tribal laws and making sure that they were obeyed. Spiritual leaders also guided their communities and participated in the decision-making process. Eventually, individual tribal laws, languages, clothing, customs, and religious beliefs began to set them apart from each other.



← **Show image 2A-5: Plains, Southwest, Northeast, Southeast, Northwest, and Arctic/Subarctic shelters**

For all tribal groups, their day-to-day activities and the construction of their homes were largely determined by the region in which they lived and the local resources available to them. Consequently, their cultural identity became linked to a specific region. For example, some of the tribes living on the Great Plains, an enormous area of grassland, did not have an abundance of trees to use for building. Instead, some homes were made out of soil, grass, and roots, whereas others were made out of animal hides and were called tipis.<sup>6</sup>

6 [Point to the image of the tipi and to the other types of dwellings as you read about them.]

7 Who can name a synonym for the word *dwelling*? (*home, shelter*)

In the Southwest, native peoples called Pueblo used clay bricks and stone to construct tall Pueblo dwellings.<sup>7</sup> They learned how to farm with a limited, or small, water supply. The Iroquois tribe of the Northeast, where trees were abundant, built longhouses out of wood and bark that provided warm shelters during the cold and snowy winter months. They hunted the animals of the forest such as deer and rabbits, and wore animal furs in the wintertime.

Southeastern tribes lived close to the coast, on the **lush** hills and in the mountains. The Southeast fishermen, as well as Native Americans in other regions, built boats, set nets and traps in the rivers, and hunted fish with spears. Farmers grew corn, beans, and squash. They also raised sunflowers and tobacco. Their homes were made from mud and clay with roofs of brush and sometimes river cane. On the Northwest Coast, native tribes would build plank houses using long, flat planks, or boards, of cedar wood, which grew in great abundance in that region. They relied on the bountiful, or large, supply of fish, including salmon, as well as seals and porpoises. They even hunted whales. In the Arctic and subarctic regions, the Inuit also hunted whales and continued to perfect ingenious ways of surviving in this often-frozen land, including building igloos, which you will hear more about later.<sup>8</sup>

8 If the prefix *sub-* means under, where do you think the subarctic region is located? (the Arctic)

Although cultural identity was determined in large part by the region in which a group was located, that does not mean that all

groups within a region shared the exact same culture. Within each region, there were some cultural differences from one tribe to another, just as there are differences among people within a state or region today.



← **Show image 2A-6: Clothing**

Clothes were made from local resources, too, and varied enormously from region to region. Furs and animal hides were worn in the colder regions and on the Great Plains. Cloth woven from plant fiber was common in warmer regions, and local plant dyes were used to **embellish** clothes and possessions. Many Native Americans also embellished their skin with markings, piercings, and tattoos.



← **Show image 2A-7: Native myths and stories**

As the people of each tribe developed their own language, they told stories about their own history.<sup>9</sup> They handed down their history from one **generation** to the next in this way. They created their own unique fables and mythological tales to help explain the world in which they lived. They celebrated life, worshipped a variety of nature gods, and gave thanks for the resources planet Earth provided for them.

9 You will read more about these stories and myths independently during Skills time.

← **Show image 2A-8: Several different communities**

By the time Christopher Columbus and other Europeans arrived in North America thousands of years later, the journey that probably began with a nomadic people following herds of prehistoric mammals had brought about the creation of a very different world than that of the Europeans. It was a world that included many hundreds of unique native tribes, farming, trade, diverse—or different—cultures, and the building of immense ceremonial mounds. Native tribes were now **dispersed**, or spread, all across North America.<sup>10</sup> Because Christopher Columbus thought that he had arrived in a part of Asia called the Indies, he called these native peoples “Indians”; however, they never referred to themselves as Indians.<sup>11</sup>



10 [Point to the various tribes. Show Image Card 6 (Tribes Across North America) and remind students that there were more than five hundred tribes across North America.]

11 You will be learning more about Christopher Columbus and other European explorers later this year.

Once the Europeans arrived in North America, the traditions of many of these native tribes were threatened and eventually destroyed. Armed confrontation, the introduction of new diseases, and cultural clashes meant that, for many tribes, much of their traditional way of life was lost to them forever. What had taken thousands upon thousands of years to create was all but gone for many tribes within four hundred years.

In the next part of this domain, you will learn about some of the tribes who survived, and still live, in various parts of North America. You will discover what made them unique and knowledgeable, and how they have helped, and continue to help, shape the history and culture of the United States.

## ***Discussing the Read-Aloud***


**20** minutes

### **Comprehension Questions**

15 minutes


If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Evaluative* Were your predictions correct about the way in which the Native Americans changed from being nomadic people? (Answers may vary, but should include the fact that the Native Americans started staying in permanent or semipermanent settlements while they continued to hunt, fish, and gather their food. As they settled, the native people began to farm.)
2. *Literal* How did trade help the Native Americans gain a better understanding of farming techniques? (Trading brought together people from different regions, and while they met to trade things like crops and seeds, they also exchanged ideas about farming techniques.)


3.  *Literal* An important development that took place in the history of the Native Americans was when they began to disperse throughout the continents of North and South America and developed different cultural identities. What are some of the things that make up a tribe's cultural identity? (language, set of beliefs, houses, clothes, and food)
4. *Literal* What was the main reason the different tribes developed different houses, different food supplies, different clothes, and different languages? (their environment) How did some of the native people use some of the local plant dyes? (They used them to embellish their clothing.)



← **Show image 2A-5 Plains, Southwest, Northeast, Southeast, Northwest, and Arctic/Subarctic shelters**

5. *Inferential* Because the Central Plains is an area of grassland with very few trees, what types of houses did the early Americans build in that area? (Some were made of soil, grass, and roots, whereas others were tipis made out of animal hides.) In the dry southwestern part of the continent, what type of houses did the Pueblo build? (tall homes built with clay bricks) What type of homes did the Iroquois build in the snowy, northeastern part of the land? (longhouses built of wood and bark) What was the environment like in the southeastern region? Use as many adjectives as you can to describe the environment. (lush hills and fertile soil)
6. *Literal* What was the main method of obtaining food for both the northwest coast tribes and those in the Arctic/Subarctic? (fishing)
7. *Evaluative* Describe how the method of passing down history and stories was different for the Native Americans compared to how we do this today. (They told history and stories and passed them on orally from generation to generation; today we often record history and stories by the written word.) Do we also pass stories down orally today? (Answers may vary, but may include responses such as, Yes, we do, e.g., stories our parents or grandparents have told us that we may never have written down.)
8.  *Literal* Why were the Native Americans called “Indians”? (Christopher Columbus and other early European settlers thought they had arrived in a part of Asia called the Indies.)
9. *Evaluative* Are there still native tribes within the United States today? (yes) Are there any in our state? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* Compare and contrast the cultural identity of your generation in your neighborhood with the cultural identity of one of the groups of Native Americans you heard about today. Consider things such as your environment, beliefs, dwelling, clothing, and the food you eat as you discuss this. (Answers may vary.)
  11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
- You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

### Word Work: Environment

5 minutes

1. In the read-aloud you heard, "How each tribe lived, the clothes the tribe members wore, the foods they ate, and the homes they lived in depended greatly upon the *environment* in which they lived."
2. Say the word *environment* with me.
3. *Environment* means a person's physical surroundings or the surrounding conditions.
4. The environment in the Arctic region is cold and harsh.
5. How would you describe the environment in our classroom? Be sure to use the word *environment* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "The environment in our classroom is . . ."]
6. What's the word we've been talking about? What part of speech is the word *environment*?

Use a *Sharing* activity for follow-up. Directions: Turn to your partner and take turns describing different environments you have seen or experienced (other than our classroom). Discuss the details of that environment. Then I will call on one or two of you to share with the class something that your partner said. Be sure to use the word *environment* in a complete sentence when you share.



### Complete Remainder of the Lesson Later in the Day



# Changing Ways of Life

2<sub>B</sub>

## Extensions

20 minutes

### 10 Regions Map

Give each student a copy of Instructional Master 2B-1. Tell students that today they will be labeling on a map some of the regions that they heard about in today's read-aloud. Write the following geographic regions on a piece of chart paper, a chalkboard, or a whiteboard:

1. Southwest
2. Northeast
3. Southeast
4. Arctic/Subarctic

Review with students the cardinal directions of north, east, south, and west. Remind students that in *The Viking Age* domain earlier this year, they used a mnemonic device to remember these cardinal directions. Ask students if they recall that mnemonic device (“Never Eat Soggy Waffles”), and if they remember how to apply it to the map. Ask for a student volunteer to identify the cardinal directions on Poster 2 (Native American Regions of North America).

Ask for a student volunteer to point to the Southwest region on Poster 2. When the student correctly identifies that area, have all students label that area on their own copies of Instructional Master 2B-1. Follow the same procedure for each of the remaining three geographic regions.

After students have labeled all four regions, ask if they see a connection between the cardinal directions on the map and the name given to the Southwest, Northeast, and Southeast regions. Review the prefix *sub-*, and remind students that the subarctic is “below,” or just south of, the Arctic.





# Native Americans of the Greater Mississippi River Areas

## 3

### ☑ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Explain how Native Americans adapted to their environments and how these environments contributed to their cultural identity
- ✓ Explain that Native Americans still live throughout North America
- ✓ Locate on a map of North America the Mississippi River and surrounding areas where the Mound Builders lived
- ✓ Describe the region where the Mound Builders lived
- ✓ Identify three of the groups of Native Americans that are referred to as Mound Builders: Adena, Hopewell, and Mississippian
- ✓ Explain how and why mounds throughout eastern North America were built by different groups of people at different times and that many are still visible today
- ✓ Describe the various food sources and dwellings of the Mound Builders as related to their environment
- ✓ Describe some characteristics of the Mound Builders' cultures, including their religious beliefs

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Distinguish why it was necessary for Native American chiefs to create and enforce rules long ago from why it is necessary today (RI.3.3)

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “window to the past” as used in “Native Americans of the Greater Mississippi River Areas” (RI.3.4) (L.3.5a)
- ✓ Categorize and organize details about the lifestyle of the Mound Builders from “Native Americans of the Greater Mississippi River Areas” (W.3.8)
- ✓ Make predictions prior to hearing “Native Americans of the Greater Mississippi River Areas” about why Native Americans built mounds based on text heard thus far, and compare the actual outcomes to predictions (SL.3.1a)
- ✓ Provide and use synonyms and antonyms for the word *ceremonial* (L.3.5b)
- ✓ Draw illustrations to represent the main ideas and details of the cultural identity of the Mound Builders from “Native Americans of the Greater Mississippi Areas” to enhance organized written information

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**ceremonial, *adj.*** Refers to a set of formal acts, often fixed and traditional, that are performed on important religious or social occasions

*Example:* Graduation from one grade to another is sometimes celebrated by a ceremonial act, such as walking down an aisle in a robe and receiving a diploma.

*Variation(s):* none

**city-state, *n.*** An independent city and the surrounding community it controlled

*Example:* Athens was one of the most powerful city-states in ancient Greece.

*Variation(s):* city-states

**conical, *adj.*** Having the shape of a cone

*Example:* The sight of a conical tornado sweeping over the town was frightening.

*Variation(s):* none

**cremated, v.** Reduced to ashes by fire; burned

*Example:* The cremated remains were placed in a beautiful urn.

*Variation(s):* cremate, cremates, cremating

**effigy, n.** An image or representation, often sculpted into a monument

*Example:* The effigy on the monument was beautifully sculpted into an eagle.

*Variation(s):* effigies

**evident, adj.** Clear to see or understand; plain

*Example:* The artist’s talent was evident from the beautiful sculptures she created.

*Variation(s):* none

**ritual, n.** A procedure related to religion, custom, or culture

*Example:* Vivian’s bedtime ritual of putting on pajamas, brushing her teeth, and reading a story with her younger brother was the same every school night.

*Variation(s):* rituals

**teeming, v.** To be filled to overflowing

*Example:* The entrance to the football stadium was teeming with people.

*Variation(s):* teem, teems, teemed

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 2 (Native American Regions of North America)	10
	<b>Where Are We?</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Native Americans of the Greater Mississippi River Area</b>	U.S. map	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	U.S. map	15
	<b>Word Work: Ceremonial</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Building a Mound</b>	Image Card 13	20
	<b>Regions and Cultures Organizer</b>	Image Card 13; Instructional Master 3B-1; chart paper, chalkboard, or whiteboard	



# Native Americans of the Greater Mississippi River Areas

3A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Review with students what was learned in the previous read-aloud. You may wish to ask the following questions:

- How did farming change the lives of the early people? (Once people began to farm, it allowed them to stay in one place if they chose to. Farming increased the food supply, and as a result, the population increased. With settlement came the need for additional rules to help large numbers of people live together.)
- Why do you think the population increased once people began to farm? (People were less susceptible to hunger and starvation. With more food, it was possible to feed a greater number of people. Also, corn could be stored for two to three years, and the surplus provided back-up food in less productive years.)
- How did people begin to use plants? (to make things such things as clothes, homes, and medicines) What else did people raise for food? (animals, such as turkeys)
- What are some of the regions where people began to settle and build different types of homes? (Northwest, Canada, Northeast, Southwest, Central Plains, Southeast)
- Who can recall what *cultural identity* means? (Cultural identity is a sense of culture that a particular group has of itself.)

### Where Are We?

Tell students that a long time ago, some native people began to settle in towns in a region near the Mississippi River. Have a volunteer point to this river on Poster 2 (Native Americans Regions of North America). Ask, “Why do you think people would want to settle near a river?” (to have water to drink, to cook with, to wash clothes in, for transportation using canoes to irrigate their crops; and to be able to plant their crops in rich river soils)

**Note:** Students who have participated in the Core Knowledge Language Arts program have learned about many civilizations that have developed around large rivers, such as the ancient Chinese around the Yangtze River, the ancient Egyptians around the Nile, and the ancient Mesopotamians around the Tigris and Euphrates Rivers.

Tell students that these native people began to build many mounds in this region. Ask, “Does anyone know what a mound is?” Show students image 3A-5 and explain that a mound is a pile of earth that forms a hill. Explain that it can be small, such as a baseball mound, or very, very large. Explain that because these people built so many mounds, they became known as Mound Builders. Tell students that many of these mounds are still in existence today.

### **Purpose for Listening**

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Tell students to listen carefully to find out more about the Mound Builders, and ask students to predict why these groups of Native Americans built mounds. Tell students to listen to hear whether their predictions are correct.



## Native Americans of the Greater Mississippi River Areas

### ← Show image 3A-1: Early farming, hunting, and fishing in the Mississippi River Valley

More than three thousand years ago, in the river valleys north, south, east, and west of the Mississippi River, several groups of early Americans began to spread out and inhabit this large region rich in fertile soil. Because of the richness of the soil in the Mississippi River valley, there was an abundance of plants that could be harvested for food. There was also a wide variety of fruits and berries that could be gathered. In addition, there were long, winding, freshwater rivers that were **teeming** with fish.

In the beginning, the groups of people who lived in this region survived by hunting, fishing, and gathering. Then, while continuing to hunt, many of them also began to farm. As you heard earlier, farming provided groups of people with a more reliable food supply. In particular, they began to grow sunflowers and squash. Later, they grew corn and beans. Because these early peoples began to farm the land, it became necessary for them to stay close to their crops. As a result, they began to construct permanent homes and settlements.



### ← Show image 3A-2: Early Mississippian settlement surrounding mounds

As you heard earlier, once specific groups of people began to settle in certain regions, they began to develop their own unique cultures. These Native Americans built homes, developed languages, and learned new crafts and skills. Each group did these things in their own way, and their cultures grew out of the areas in which they lived. They also worshiped many nature gods and animal spirits;<sup>1</sup> and they also created art, ornaments, and jewelry.

But that is not all they created. Just as the ancient Egyptians, Maya, Aztec, and Inca built giant structures that rose up toward the heavens, so too did these early native peoples of eastern North America. They built amazing mounds.<sup>2</sup>

1 What are people who believe in many gods called? (polytheistic)  
What other groups that you have learned about were polytheistic? (Greeks, Romans, Vikings)

2 What is a mound? [Point to the mounds in the image.]

Some of the mounds were small with rounded tops. Others were flat-topped mounds. Others rose up into the sky like pyramids. Some were burial mounds, whereas others were strictly for **ceremonial** purposes. There were mounds shaped like animals, too. Often the chief of the settlement, as the most important leader, had his home built on top of a mound. Today archaeologists call this early native culture the Mississippian Culture.<sup>3</sup>

3 Why do you think archaeologists gave them this name?

The Mississippians were one of the three distinct groups known as Mound Builders. These three groups, called the Adena, Hopewell, and Mississippians, lived at different times in and around this region of North America.



← **Show image 3A-3: Adena civilization**

The Adena were one of the early groups of people to build mounds. They built mounds that ranged in size from less than twenty feet to more than three hundred feet in diameter.<sup>4</sup> These mounds functioned as earthen burial chambers and religious ceremonial sites.

4 [You may wish to help students to get a visual picture of these sizes.]

The Adena inhabited a large area near the Ohio River in what are now the states of Ohio, Indiana, West Virginia, Kentucky, and parts of Pennsylvania and New York.<sup>5</sup> So, this group of Mound Builders had moved into some areas that were connected to the Mississippi River by the Ohio River, and some other areas that were quite a distance away from both rivers.

5 [Show U.S. map.] I need six volunteers to show us on the map where each of these states is located, and another volunteer to find the Ohio River.

The Adena lived in villages in circular homes with **conical** roofs.<sup>6</sup> These Native American homes were made from poles, tree branches, mud, and bark. The Adena hunted and gathered, and they also worked together to grow sunflowers, squash, and tobacco. Interestingly, this first group of Mound Builders did not grow corn. However, it is believed that they smoked tobacco, probably as a **ritual** during important religious ceremonies and celebrations. They are known to have traded these products with other native groups.

6 [Point to the conical roofs in the image.]

When you consider how difficult it must have been to build the mounds, it seems likely that developing a system and plan were strong aspects of the cultural identity of the Adena. Building a

mound required a lot of people working together. They had to move tons of earth from one place to another, with nothing more than baskets to hold it.



← **Show image 3A-4: Adena funerary procession**

Why did these Native Americans build the mounds? Well, just as with many ancient cultures, the reason was connected to the Adena's religious beliefs. Proper burial and honoring their ancestors was very important to them.

Most people were **cremated** when they died and placed in log tombs which in turn were placed inside a mound. However, important members and leaders of the group were not cremated. Their bodies were placed inside the mounds with some of their personal belongings such as beads, pipes, and flints.<sup>7</sup> With each burial, more and more earth was placed upon the mound. Archaeologists believe that the mounds began as smaller constructions, and over many years became larger as more bodies, and therefore more earth, was added to them.

7 Flints are hard stones used as tools, often to spark a fire. Why do you think that personal objects were placed inside the mound along with the bodies? (People believed that the dead needed these items in the afterlife; to honor the dead; to decorate their tomb or place of rest; etc.)



← **Show image 3A-5: Grave Creek Mound today**

The largest and most impressive Adena burial mound still **evident** in North America is in West Virginia and is known as Grave Creek Mound. This is a modern name for an ancient site. More than sixty thousand tons of soil was moved in the construction of this mound, and it is thought to have taken more than one hundred years to complete.<sup>8</sup>

8 This sixty thousand-ton mound would have weighed about the same as one hundred fifty-two Empire State Buildings! Can you think of other ancient structures that also took a long time to construct? (the pyramids of the ancient Egyptians, Maya, Aztec, and Inca)



← **Show image 3A-6: Serpent Mound today**

But perhaps the most interesting Adena construction is the curved Serpent Mound in Ohio, which was not a burial mound, but an **effigy** mound.<sup>9</sup> In this case, this effigy is a mound shaped into a 1,370-foot snake. The Adena believed in the power of animal spirits, and this one is thought to have been a very important religious site. It is the largest effigy earthwork in the world.

9 [Trace the green, grassy mound in the shape of a snake in the image.] The gray roads you see were built much later.





← **Show image 3A-7: Hopewell mound and settlement**

Gradually, however, the Adena culture merged with other cultures to become the next group of native Mound Builders called the Hopewell. The Hopewell built well-constructed villages along riverbanks. They produced food by hunting; by gathering nuts, seeds, fruits, and roots; by farming; and by fishing. They used animal hides for clothing, mats, and homes. They made stone pipes, used copper and, like the Adena, traded with other native peoples. Today scientists believe that Hopewell sites show evidence of trade connections from the Rocky Mountains to Lake Superior to North Carolina—practically across the entire continent.<sup>10</sup> These sites also reveal what extraordinary artists the Hopewell were. Archaeologists know this from artifacts that have survived, including decorative pottery in the shapes of animals and human beings.

10 [Show these areas on a U.S. map.] How do you think these native people moved from place to place? (They walked or traveled along rivers in dugout canoes.)

11 Why do you think it is important to have rules for large groups of people living in one place? (Rules help eliminate confusion by letting people know what is expected of them. This may help to protect against conflict.)

Hopewell mounds were even bigger than the Adena mounds. It's possible that these mounds were used not only for burial purposes, but also as ceremonial temples, and perhaps even for defense purposes, in addition to providing high ground in times of flooding. Within Hopewell settlements, tribal and religious leaders would have had a significant amount of power. The Hopewell had rules—just as all societies do—designed to help large groups of people live in one place. Chiefs and religious leaders were often responsible for enforcing these rules.<sup>11</sup>



← **Show image 3A-8: Mississippian mounds and settlement**

The final prehistoric cultural group of North American Mound Builders was the Mississippian Culture.<sup>12</sup> This was perhaps the most developed mound culture of all. They were a people who relied upon corn as their most important food crop. They lived in large towns, sometimes referred to as **city-states**. They were populated by hundreds, if not thousands, of people. The largest Mississippian town was Cahokia (kuh-HO-kee-uh) in Missouri.<sup>13</sup>

12 What river is this group named after?

13 [Have a volunteer point to Missouri on the U.S. map. Point to the mound in the image as you read the following section.]

Within each Mississippian town, there were several mounds, but the most important mound was a flat-topped mound upon which

sat a religious temple or a ruler's home. The flat-topped mound was usually constructed in a central plaza. Mississippian mounds were several stories high and were symbols of the people's religious beliefs. The Mississippians worshipped the sun and their ancestors. They were expert craftspeople, artists, and builders. The people were governed by powerful leaders and priests, and their religious beliefs touched every aspect of their lives. When Europeans came to North America, they encountered the Mississippian people.

The largest mound in this town is one of the mounds still in existence today and is known as Monk's Mound. It covers an area of sixteen acres. It is larger at its base than the Great Pyramid of Giza in Egypt!



← **Show image 3A-9: Mississippian mound today**



Over a very long period of time, thousands of mounds were constructed by these three distinct groups of people: the Adena, Hopewell, and Mississippians. This Mississippian mound is in Georgia. None of the names mentioned here are native names. We do not know what these people called their mounds, or even what they called themselves. Ironically, it is the mounds that provide us with a “window to the past.”<sup>14</sup> After thousands of years, the mounds—and the artifacts that have been discovered in and around them—speak to us of a time long ago before Europeans came to this continent. They speak of a time when native peoples worshipped many groups of nature gods and lived out their lives freely on this land.



14 What do you think the saying “window to the past” means? As you have heard about the artifacts of the ancient Romans, the discovery of Native American artifacts by archaeologists provide us with a “window” to see into the past and learn more about the ways various people lived.

### Comprehension Questions



15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Literal* How many groups of Mound Builders did you learn about, and what were their names? (There were three groups of Mound Builders: the Adena, the Hopewell, and the Mississippians.) Did these three groups live and build mounds at the same time or at different times? (different times)
2. *Inferential* Where did the Mound Builders live? (near the Mississippi River and surrounding areas) [Have a volunteer point to the Mississippi River and the states of Ohio, Indiana, West Virginia, Kentucky, Missouri, and parts of Pennsylvania and New York on a U.S. map.] Why did they choose to settle near a river? (to have access to water for drinking, irrigating crops, growing crops in rich river soil, and traveling) If you visited this area today, what could you see very clearly that shows that the Mound Builders lived in this region? (many mounds)
3.  *Inferential* Why did the Mound Builders build mounds? (for burial sites of their ancestors, for ceremonial and religious reasons, and possibly as defense structures)
4.  *Evaluative* It took more than one hundred years to construct Grave Creek Mound. If a generation of ancient people lived for approximately thirty to forty years, how many generations of people may have worked on its construction? (At least three, possibly four, generations of people could have worked on this mound.)
5. *Literal* What is the name of a mound built in the shape of an animal or other representation? (an effigy)

6. *Literal* What was the Mississippians' most important crop? (corn)
7.  *Evaluative* You have heard that as native people settled into regions, it was necessary for the chiefs and religious leaders to create and enforce new rules. Are rules necessary today? Why? (Answers may vary, but may include the following: Yes, rules are just as important today as they were long ago. Today, more and more people live together in towns and cities. Rules are needed to organize how each community, city, and even country functions.)
8.  *Evaluative* You heard that the Mississippians worshiped the sun. Why do you think so many ancient cultures worshiped the sun? (Answers may vary, but may include that they understood the connection between the sun and the rejuvenation of Earth each year. They understood that people, plants, and animals need sunlight to live and grow.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative Think Pair Share:* Pretend you are a guide at one of the mounds that still exists today. What would you tell visitors about the mound? (Answers may vary, but may include a description of the mound, how it was built, and why it was built.)
  10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

## Word Work: Ceremonial

5 minutes

1. In the read-aloud you heard, “Some (mounds) were burial mounds, whereas others were strictly for *ceremonial* purposes.”
2. Say the word *ceremonial* with me.
3. *Ceremonial* refers to a set of formal acts, often fixed and traditional, that are performed on important religious or social occasions.
4. As part of the ceremonial procession, the queen was required to wear a crown and a robe.
5. Have you ever taken part or attended something that could be considered ceremonial? Where were you? Be sure to use the word *ceremonial* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “The ceremonial graduation was . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *ceremonial*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students: “What does *ceremonial* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *ritualistic*, *formal*, *official*, *traditional*, *customary*, etc. Then ask: “What are some words or phrases you know that are antonyms, or opposites, of *ceremonial*?” Prompt students to provide words and phrases like *casual*, *unplanned*, *nontraditional*, etc. Guide students to use the word *ceremonial* in a complete sentence: “A synonym of *ceremonial* is *ritualistic*.”



**Complete Remainder of the Lesson Later in the Day**



# Native Americans of the Greater Mississippi River Areas

3B

## Extensions

20 minutes

### Building a Mound

Show Image Card 13 (Dwellings of the Mound Builders). Say, “Building a mound required a lot of energy and the effort of many people working together. What do you think it would have been like to have been one of the workers building a mound? Discuss with a partner the steps you might have taken to build a mound. Be sure to discuss this from the point of view of one of the ancient mound builders building a mound. Use as many of the words from the read-aloud that you can. I will call on you to share your answers with the class.”



### Regions and Cultures Organizer (Instructional Master 3B-1)

- 10 Give each student a copy of Instructional Master 3B-1. Have them fill in the information pertaining to the region, dwelling, food sources, and other aspects of the Mound Builders. Have students choose one or two items from the read-aloud to illustrate on the back of the worksheet. You may wish to have some students write a few additional sentences to accompany their drawings. As students share their writing and drawings with a partner or with the class, encourage them to use domain-related vocabulary.

**Note:** You may choose to copy this chart onto chart paper, a chalkboard, or a whiteboard and display Image Card 13 (Dwellings of the Mound Builders) along with words, phrases, and/or drawings related to this group of Native Americans.



# Native Americans of the Southwest, Part I

## 4

### ✓ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Explain how the Ancestral Pueblo adapted to their environment and how this environment contributed to their cultural identity
- ✓ Explain that Native Americans still live throughout North America
- ✓ Locate the Southwest region of North America on a map and describe some of its physical characteristics
- ✓ Describe the various food sources and dwellings of the Ancestral Pueblo as related to their environment
- ✓ Explain that Native Americans of the Southwest region developed ways of channeling water from rivers to their fields
- ✓ Explain that the Ancestral Pueblo became known for their stonework, basket weaving, and pottery making
- ✓ Describe some characteristics of the Ancestral Pueblo cultures, including religious beliefs
- ✓ Explain that the Ancestral Pueblo left their homes quite suddenly, migrated to new areas in the same region, and established new settlements, some of which still exist today

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the relationship between the Mound Builders' religious ceremonial structures and the Ancestral Pueblo's religious ceremonial structures, using language that pertains to cause/effect (RI.3.3)

- ✓ Compare and contrast the key details presented in “Native Americans of the Southwest, Part I” about why the way of life changed, to those presented in “Native Americans of the Greater Mississippi River Areas” (RI.3.9)
- ✓ Categorize and organize details about the lifestyle of the Ancestral Pueblo from “Native Americans of the Southwest, Part I” (W.3.8)
- ✓ Make predictions prior to hearing “Native Americans of the Southwest, Part I” about how life may have been different for the Southwestern Native Americans compared to the Mound Builders based on images and text heard thus far, and compare the actual outcomes to predictions (SL.3.1a)
- ✓ Provide and use synonyms and antonyms for the word *intricately* (L.3.5b)
- ✓ Draw illustrations to represent the main ideas and details of the cultural identity of the Ancestral Pueblo from “Native Americans of the Southwest, Part I” to enhance organized written information

### Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**adobe, n.** A sun-dried brick made of clay; the clay material from which such bricks are formed

*Example:* There are many adobe homes built in the Southwest because the materials to make the brick are readily available there.

*Variation(s):* adobes

**ancestral, adj.** Relating to one’s ancestors or prior generation

*Example:* Every summer all of my cousins visit our ancestral village in Ireland.

*Variation(s):* none

**arid, adj.** Not having enough rainfall to support most vegetation; very dry

*Example:* The arid climate of northern Africa often makes it difficult to grow crops.

*Variation(s):* none



**cliff dwellings, n.** Multistoried stone buildings with many rooms set into mountainsides, similar to apartments

*Example:* The cliff dwellings used by the Ancestral Pueblos probably kept them safer than the homes they built on top of the mesas.

*Variation(s):* cliff dwelling

**diverted, v.** Turned away from one path to another

*Example:* The police diverted traffic away from the parade route.

*Variation(s):* divert, diverts, diverting

**intricately, adv.** Complexly; elaborately

*Example:* The dance was so intricately designed that only professional dancers could perform it.

*Variation(s):* none

**mesas, n.** Land formations with high, flat tops and steep sides; similar to plateaus but smaller and higher, like raised tabletops


*Example:* As we drove through Arizona, we saw many beautiful mesas.

*Variation(s):* mesa

**pueblos, n.** Villages of buildings made from flat stone or sun-dried clay bricks

*Example:* Pueblos were built in the southwestern part of the United States because the people there had access to the building materials in that region.

*Variation(s):* pueblo

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 2 (Native American Regions of North America)	10
	<b>Essential Background Information or Terms</b>		
	<b>Where Are We?</b>	Poster 2	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Native Americans of the Southwest , Part I</b>	U.S. map	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 2; U.S. map	15
	<b>Word Work: Intricately</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Regions and Cultures Organizer</b>	Image Card 14; Instructional Master 4B-1; chart paper, chalkboard, or whiteboard	20
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Master 4B-2	



# Native Americans of the Southwest, Part I

4<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Review with students what was learned in previous read-alouds. You may wish to ask the following questions:

- More than three thousand years ago, in the river valleys north, south, east, and west of the Mississippi River, groups of Native Americans began to settle. What are these groups of people known as? (Mound Builders) Who can point to the Mississippi River and surrounding areas on Poster 2 (Native American Regions of North America)?
- How did people get enough food in this area to enable them to survive? (They hunted, gathered, and began to farm. They grew beans and squash, and the Mississippians also grew corn.)
- How did farming lead to semipermanent or permanent settlements? (Farming required people who were willing to settle in one place and be able to take care of their crops.)

### Essential Background Information or Terms

Explain to students that they are going to hear about a group of Native Americans who are known today as the Ancestral Pueblo. Some students may have heard the name *Anasazi* for this group of people who lived in the Southwest, because that name has been commonly used until fairly recently. Tell students that the preferred name for this group and the names for some other groups of Native Americans have changed as historians learn more about the history, languages, and cultures of these groups of people.

For example, explain that the term *Anasazi* was given to the Ancestral Pueblo by a nearby group called the Navajo. The name *Anasazi* means “ancestors of the enemy” because the Navajo and Ancestral Pueblo did not get along with each other. So, the Ancestral Pueblo would not have called themselves the *Anasazi*. Remind students that we cannot know for certain what many of the early groups of people called themselves.

Explain that Europeans came up with many of these tribal names when they first came to North America and encountered the people who were already living here. The Europeans did not necessarily know the correct names these people called themselves, because they didn't often know their languages. At times, the names the Europeans created for the Native Americans were, in fact, unkind names—similar to the Navajo's name for the Ancestral Pueblo. Tell students that as history is written and rewritten due to new and sometimes changing information, we try to use language that is respectful of the heritage, or past culture, of a group of people.

Share with students that some other examples of Native American names changing are the Navajo, who are now called the Diné; the Eskimos, who are in fact the Inuit; and the Iroquois, who call themselves Haudenosaunee (hoo-dee-noh-*SHAW*-nee). Tell students they will be hearing more about these groups in upcoming read-alouds.

### **Where Are We?**

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Tell students that at the same time the early Mound Builders were living in the Mississippi River areas, other groups of native peoples were creating their own cultures in the American Southwest. Have a volunteer point to the Southwest region on Poster 2 (Native American Regions of North America). Ask, “How do you think life would be different in this area as compared to the areas near the Mississippi River where the Mound Builders lived?” Ask students to predict how the cultures of these groups in the Southwest may have been different.

### **Purpose for Listening**

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Tell students to listen carefully to hear whether or not their predictions are correct and to learn more about these early people of the Southwest.



## Native Americans of the Southwest, Part I

### ← Show image 4A-1: Southwest settlement

1 [Point to the corn and squash crops in the image.]

2 [Point to the image and ask a volunteer to find the pit houses in the image.] Pit houses were homes dug into the ground.

More than three thousand years ago in the American Southwest, groups of native peoples began to move away from a nomadic existence of hunting and gathering, to early forms of farming. In particular, they began to grow crops such as corn and squash.<sup>1</sup> However, in such a dry and **arid** region, these early people could not survive by farming alone. While the land could provide some additional food, the people in this region continued to hunt and gather with simple tools such as clubs, hunting sticks, and spears. Archaeologists believe that some of these early peoples may have inhabited natural caves, but most lived in pit houses.<sup>2</sup> In addition to experimenting with crops, they began to hunt with bows and arrows.



### ← Show image 4A-2: Mogollan working to irrigate their crops

3 [Point to the image and ask students if they can see how the water is being directed toward the crops.] This is one way that the culture of the Ancestral Pueblo was different from that of the Mound Builders.

4 [Have a volunteer point to New Mexico and Arizona on a U.S. map.]

Approximately two thousand years later, some groups of native peoples in this region began to develop more sophisticated farming methods that included the use of irrigation—the ability to channel water to crops.<sup>3</sup> Now that it was possible to grow crops more successfully, these native peoples became committed to the areas where their crops grew. As a result, they began to settle in one place. This meant that Southwestern native culture began to develop and thrive. Some of these groups of people included the **Ancestral Pueblo**, the Mogollon [muh-gah-YONE], and the Hohokam [huh-HOH-kum].

The Mogollon inhabited the mountainous areas of southwestern New Mexico and east-central Arizona.<sup>4</sup> They **diverted** streams so that they could water their crops and may even have experimented with ways of storing water. The Hohokam inhabited the desert areas of what is present-day southern Arizona. They built a network of canals that channeled water to their fields. This type of early engineering helped these people overcome the challenges presented by their environment.



← **Show image 4A-3: Mesa with buttes [βΥ00ΤΖ] in Four Corners region**

5 [Point to these states on a U. S. map.] Why do you think this region is called the “Four Corners”? (This is where the boundaries of all four states meet.)

This read-aloud focuses on the Ancestral Pueblo who lived in an area of the Southwest that connects present-day Colorado, New Mexico, Arizona, and Utah. This area is often referred to as the “Four Corners.”<sup>5</sup>

6 [Point out the expansive plateau, as well as the mesas and buttes [βΥ00ΤΖ] in the image as you read.] Over many years, land becomes eroded by rivers and streams; first, plateaus are formed, which then turn into mesas, and then into buttes—the tallest tower-like structures seen here.

The Ancestral Pueblo lived throughout this region. Many lived in the dry valleys near smaller rivers or waterways. Some, having struggled with the challenges of living in the drier valley areas, moved onto the raised plateaus and **mesas**.<sup>6</sup> Just like the Mogollon and the Hohokom, the Ancestral Pueblo developed ways to divert water from streams and rivers to irrigate their fields.



← **Show image 4A-4: Vegetation on mesa**

There were many reasons why some of the Ancestral Pueblo moved up onto the greener mesas. There were trees growing on these mesas that provided the native people with shelter and wood. Because mesas are raised flatlands, or plateaus, they receive more sunlight than the valleys below. And the mesas receive more rain and snow, making them a more ideal environment for growing crops. However, whether they lived on the mesas or in the valleys, they were able to have a larger food supply. As a result, the Ancestral Pueblo population increased, and their culture developed.



← **Show image 4A-5: Developing community and harvesting crops**

Over time, they began to grow a variety of crops, including beans, which are high in protein. They began to raise turkeys and used their feathers to make blankets and feathered robes. They constructed pit houses that were dug into the ground and covered with tree branches, leaves, and dirt.



← **Show image 4A-6: Large adobe pueblo**

The Ancestral Pueblo moved on to building homes above ground. Initially they used wood and **adobe**, a sun-dried brick made from clay, to construct simple homes. Eventually they became skilled stoneworkers and learned how to construct extremely solid

homes that were several stories high. Some of these homes had as many as one hundred connecting rooms. These structures were the earliest forms of high-rise buildings. The flat rooftops of these impressive buildings had a special function in the fall: crops that had been harvested were laid out on the flat rooftops to dry in the warm sunshine.



← **Show image 4A-7: Round kivas**

The Ancestral Pueblo began to live in large settlements or villages. It was not unusual for hundreds of people to live in one village. These villages eventually became known as **pueblos**, the Spanish word for towns. The Ancestral Pueblo continued to construct rooms beneath the ground, but over time these underground rooms, called kivas, changed shape. They became round or keyhole-shaped. A special few were much larger and used only for important religious ceremonies. The Ancestral Pueblo worshipped nature gods. It is thought they believed that humans were first created inside the earth. Eventually they crawled out onto the surface of the earth. This is called a creation story. Each kiva contained a hole in the ground to signify this belief.



← **Show image 4A-8: Women weaving and crafting**

The Ancestral Pueblo became known for their stonework, their expert basket weaving, and their pottery. Their basket weaving in particular was quite extraordinary. Their baskets were beautifully designed and **intricately** woven. They were so carefully woven that after they were coated with mud and baked by the sun, they could be used for cooking, carrying water, and storing harvested crops. The Ancestral Pueblo used yucca bark and various plant fibers to make baskets, ropes, mats, and sandals. They planted cotton and used it to make lighter, more comfortable clothing. They developed pottery that varied in color, size, and texture. The Ancestral Pueblo mined turquoise stone and used it in their jewelry.<sup>7</sup> They traded turquoise, pots, and cotton with other native groups. Each family ate meals together. The head man of the home offered food to the gods. He did this by throwing a small amount of food onto the fire that was used to cook the food.

7 The Ancestral Pueblo looked to their environment for the things they needed. Who can recall some of the items mentioned in the read-aloud that were made from natural materials? (homes, clothes, food, baskets, ropes, mats, pots, etc.)



← **Show image 4A-9: Pueblo daily life**

The Ancestral Pueblo were a spiritual people who lived their lives with thoughtful intention and careful plans. The people in each pueblo were part of a specific clan, or tribe. Every clan was given an equal amount of farmland.

The Ancestral Pueblo were skillful farmers, builders, and craftsmen. It would have been an extraordinary sight to see a busy Ancestral Pueblo village, to live and walk amidst the stone structures that blended so well with the environment. Moving through the town, you might see the ancient craftsmen at work, or observe the religious leaders urging the nature gods to help them. And during the growing seasons, you could watch the conscientious, or careful, farmers in their fields tending to their crops.



← **Show image 4A-10: Abandoned homes**

Strangely, for reasons we cannot fully explain, the Ancestral Pueblo began to abandon their homes. Instead, they began to construct homes called **cliff dwellings**, beneath or at the base of, the cliffs.<sup>8</sup> It's possible that the decision to abandon their more exposed homes was because of safety and security. The Ancestral Pueblo may have been in constant conflict with other neighboring groups of people. Certainly, these new structures beneath the cliffs were more defensible.

8 [Point to the cliff dwellings in the image.]



← **Show image 4A-11: Cliff dwellings**

The Ancestral Pueblo population lived more closely together in these enormous cliff structures. Some of these structures had as many as one thousand rooms and rose up four stories high beneath the cliff. The cliff dwellings were difficult to get to, though. People had to climb up and down using finger- and foot-holds carved into the rock. Nevertheless, the Ancestral Pueblo continued to irrigate and tend to their fields, and their craftsmanship continued to flourish, at least for a while.<sup>9</sup>

9 What challenges do you think people may have faced living in such cramped conditions? (Having to live in small, confined spaces might have caused conflict. There was a limited amount of work space and living space. Getting in and out of the cliff dwellings was quite difficult. Transporting necessary items in and out would have been challenging. There may have been problems with sanitation and hygiene.)



← **Show image 4A-12: Abandoned cliff dwellings**

However, there is another mystery surrounding these ancient peoples. By about A.D. 1300, the Ancestral Pueblo had left these magnificent homes, never to return again. It seems that over a period of time, family groups walked away from their ancestral homes and set out into the arid valleys. They left behind all their tools and supplies used in daily life and went in search of other places to settle. Historians seem sure that they went to other areas of the Southwest, including the Little Colorado River region of Arizona and the Rio Grande River of New Mexico. Scientists and historians also know that there was a great drought between 1276 and 1299. This would have caused crop failure and possible starvation. Wars with other native groups would certainly have added to the struggle to survive. Perhaps too many problems arose for the people trying to live in such cramped conditions that they could not overcome them.

Although we do not know why the Ancestral Pueblo people left their homes, we do know that they raised families, celebrated life, felt the warmth of the sun, and left footprints in the snow. They left enough of themselves that we can imagine their lives, and archaeologists can put together some of the pieces. We are connected to them by our own presence here on the earth and the knowledge that their descendants still thrive in parts of the American Southwest.<sup>10</sup>


<sup>10</sup> You will hear more about these descendants in the next read-aloud.



### Comprehension Questions



15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Evaluative* Were your predictions correct about how the cultural identity of Native Americans in the Southwest may have differed from the mound builders? Why or why not? (Answers may vary.)
2. *Literal* You heard about the Ancestral Pueblo, the Mogollan, and the Hohokam today. Where did these Native Americans live? (Four Corners area of the Southwest region) [Have a volunteer point to this region on Poster 2 (Native American Regions of North America).] Which four states meet at the Four Corners where these people lived? (Colorado, New Mexico, Arizona, and Utah) [Have a volunteer point to these states on a U.S. map.]
3.  *Inferential* As with the Mound Builders, the Ancestral Pueblo began to change the way they lived. What was the main reason for this? (Answers may vary, but may include that while people still hunted and gathered, they began to farm, especially crops such as corn and squash. Because they farmed, they stayed in one area for at least part of the year and needed more permanent homes. They began to produce household items needed for settlement. Their daily lives helped to create a regional culture.)





← **Show image 4A-2: Mogollan working to irrigate their crops**

4.  *Inferential* Who can describe what you see in this image? (people diverting water from rivers to fields) Why did the native people in this region have to divert water from rivers to their fields? (climate was arid; not enough precipitation on a regular basis to grow crops without getting water from other sources such as rivers)
5. *Literal* Some Ancestral Pueblo settled on mesas. What were their reasons for moving up onto this higher ground? (Answers may vary, but may include that there were trees growing on the mesas that provided people with building materials; the raised areas received more sunlight, which is good for growing crops; and the mesas received more rain and snow.)
6. *Literal* What type of houses did the early Ancestral Pueblo people live in? (pit houses dug into the ground and covered with tree branches, leaves, and dirt) Eventually the Ancestral Pueblo built flat-roofed stone buildings that rose up to be several stories high. In the fall, the flat roofs were used for a special purpose. What was it? (The crops that had been harvested were laid out to dry in the warm sunshine.)
7. *Evaluative* What is the name given to the large settlements or villages created by the Ancestral Pueblo? (pueblos) What might have been some of the challenges the Ancestral Pueblo faced while building these large pueblos? (They did not have modern machinery to help them lift heavy objects. They had to lift and carry the building materials themselves. Without machinery, many more people were needed to construct these homes. They had to work with simple tools. The heat of the sun may have made it quite challenging, too.)
8.  *Evaluative* What happened when the Ancestral Pueblo suddenly left their homes? (They migrated to other places in the Southwest and established new settlements.) Based on the information in this read-aloud, why do you think the Ancestral Pueblo left their homes? If you had to leave your home suddenly, what one object would you take with you? (Answers may vary.) Have the descendants of the Ancestral Pueblo disappeared entirely from the Southwest? (No, their descendants still inhabit the region today.)
9. *Inferential* What intricately designed item did the Ancestral Pueblo coat with mud and then bake? (baskets) How did the Ancestral Pueblo use these baskets? (for cooking, carrying water, and storing harvested crops) In what other crafts were the Ancestral Pueblo particularly skilled? (stonework and pottery)

10. *Inferential* As part of their cultural identity, the Ancestral Pueblo had certain religious beliefs. Where did they believe the first people were created, and how did they believe these people came to the earth? (They thought that people were created inside the earth, and they crawled to the surface through a hole in the ground.) Describe what a kiva looked like, and explain what occurred in kivas. (The kiva was constructed with a hole in the ground and then used for religious or ceremonial purposes.) In the previous read-aloud, you heard about another group of people who built something that was used for their religious ceremonies. What was that group of people, and what did they build for use in their religious ceremonies? (the Mound Builders; mounds) What type of gods did the Ancestral Pueblo worship? (nature gods)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11.  *Evaluative Think Pair Share:* From your point of view, could the Ancestral Pueblo have built mounds as the Mississippians did? Why or why not? (Answers may vary.)
12. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

## Word Work: Intricately

5 minutes

1. In the read-aloud you heard, “Their baskets were beautifully designed and *intricately* woven.”
2. Say the word *intricately* with me.
3. *Intricately* means designed in such a way that something has many interrelated, or interconnected, parts and pieces.
4. Each piece of the jigsaw puzzle was intricately connected with the other pieces.
5. Have you ever seen something that you would describe as being intricately designed? What was it? Be sure to use the word *intricately* when you tell about the thing you are describing. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “The clock was quite intricately designed because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *intricately*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students: “What does *intricately* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like in a *complicated way*, *elaborately*, *complexly*, *in a tricky manner*, *in an involved fashion*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *intricately*?” Prompt students to provide words and phrases like *simply*, *understandably*, *obviously*, *in a straightforward way*, etc. Guide students to use the word *intricately* in a complete sentence: “An antonym of *intricately* is *simply*.”



**Complete Remainder of the Lesson Later in the Day**



# Native Americans of the Southwest, Part I

4B

## Extensions

20 minutes



### Regions and Cultures Organizer (Instructional Master 4B-1)

- 10 Give every student a copy of Instructional Master 4B-1. Have them fill in the information pertaining to the region, dwelling, food sources, and other aspects of the Ancestral Pueblo culture. Have students choose one or two items from the read-aloud to illustrate on the back of the worksheet. You may wish to have some students write a few additional sentences to accompany their drawings. As students share their writing and drawings with a partner or with the class, encourage them to use domain-related vocabulary.

**Note:** You may choose to copy this chart onto chart paper, a chalkboard, or whiteboard and display Image Card 14 (Dwellings of the ancient Pueblo) along with words, phrases, and/or drawings related to this group of Native Americans.

## Take-Home Material

### Family Letter

Send home Instructional Master 4B-2.



# Native Americans of the Southwest, Part II

## 5

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Explain how the Hopi adapted to their environment and how this environment contributed to their cultural identity
- ✓ Explain that Native Americans still live throughout North America
- ✓ Locate the Southwest region of North America on a map and describe some of its physical characteristics
- ✓ Describe the various food sources and dwellings of the Hopi as related to their environment
- ✓ Explain that the Native Americans of the Southwest region developed ways of channeling water from rivers to their fields
- ✓ Describe some characteristics of the Hopi culture, including religious beliefs
- ✓ Explain that the Ancestral Pueblo left their homes quite suddenly, migrated to new areas in the same region, and established new settlements, some of which still exist today
- ✓ Identify some tribes of the Southwest as including the Hopi, Zuni, Diné (Navajo), and Apache
- ✓ Describe kachinas and their significance to the Hopi culture
- ✓ Explain the significance of the winter and summer solstices to the Hopi culture

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the relationship between the lifestyle of the Hopi in “Native Americans of the Southwest, Part II” and that of the Ancestral Pueblo in “Native Americans of the Southwest, Part I” using language that pertains to cause/effect (RI.3.3)
- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “cold shoulder” as used in “Native Americans of the Southwest, Part II” (RI.3.4) (L.3.5a)
- ✓ Compare and contrast the key details presented in “Native Americans of the Southwest, Part II” about cultural identity to those in “Native Americans of the Southwest, Part I” (RI.3.9)
- ✓ Categorize and organize details about the lifestyle of the Hopi from “Native Americans of the Southwest, Part II” (W.3.8)
- ✓ Provide and use synonyms and antonyms for the word *adopted* (L.3.5b)
- ✓ Draw illustrations to represent the main idea and details of the cultural identity of the Hopi from “Native Americans of the Southwest, Part II” to enhance organized written information

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**adopted, v.** Accepted and taken on as one’s own

*Example:* When immigrants arrived in the United States, they often kept many of their old traditions, but they also adopted some new ones from their new community.

*Variation(s):* adopt, adopts, adopting

**clans, n.** Groups of families that have the same ancestors

*Example:* My Uncle Tom always says to my cousins, aunts, and uncles when we get together, “Clans need to stick together!”

*Variation(s):* clan

**deities, n.** Gods and/or goddess

*Example:* The Vikings believed Thor and Loki were deities.


*Variation(s):* deity

**kachinas, n.** Ancestral spirits in the Hopi religious belief system  
*Example:* During a Hopi ceremonial dance, the men often wore masks to represent the various kachinas.  
*Variation(s):* kachina, katsina

**maintain, v.** To take care of; to keep in good condition  
*Example:* Celia took great care to maintain her bicycle so it would last many years.  
*Variation(s):* maintains, maintained, maintaining

**revered, v.** Regarded with respect and awe  
*Example:* John revered his father, who was a kind and intelligent man.  
*Variation(s):* revere, reveres, revering

**solstice, n.** Either of the two times of the year when the direct rays of the sun are farthest away from Earth’s equator (usually June 21 in the summer and December 21 in the winter)  
*Example:* My favorite day of the year is the summer solstice because it is the day of the year with the most hours of daylight in the Northern Hemisphere.  
*Variation(s):* solstices

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 2 (Native American Regions of North America)	10
	<b>Where Are We?</b>	Poster 2	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Native Americans of the Southwest, Part II</b>	U.S. map	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		15
	<b>Word Work: Adopted</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Cold Shoulder</b>		20
	<b>Regions and Cultures Organizer</b>	Image Card 15; Instructional Master 5B-1; chart paper, chalkboard, or whiteboard	





# Native Americans of the Southwest, Part II

5A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Review with students what was learned in the previous read-aloud. You may wish to ask the following questions:

- In the last lesson, you heard about a group of people who settled in the Southwest region of North America. What was the name of that group of Native Americans? (Ancestral Pueblo)
- In which region of North America did the Ancestral Pueblo settle? (the Southwest) [Have a student locate this region on Poster 2 (Native American Regions of North America).]
- What was one of the biggest challenges the Ancestral Pueblo faced when trying to grow food in the Southwest? (the lack of water)
- How were they able to get enough water to grow their crops in this arid region? (They irrigated, bringing water to their fields, from local sources such as rivers and streams.)
- The Ancestral Pueblo, over a period of time, created three different types of homes. What were they? (pit houses, multilevel stone houses with many rooms, and cliff dwellings)
- What eventually happened to the Ancestral Pueblo? (They mysteriously left their homes and many of their belongings, and went to settle in other places in the Southwest.)

### Where Are We?

Tell students that today they will be hearing about the same region where the Ancestral Pueblo lived—the Southwest. Today’s read-aloud, however, focuses on the people who live in this region today: the descendants of the Ancestral Pueblo. Ask for a student volunteer to point to the Southwest region on Poster 2. Tell students that this area remained arid over the years, so the people they will hear about today still struggled with having enough water to grow crops. Because of this struggle, the people of this region looked to their gods to help them.

## Purpose for Listening

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Tell students that they are going to hear about several tribes who still live in the Southwest and are descendants of the Ancestral Pueblo. Tell students that one tribe they will hear a great deal about is the Hopi. Ask students to listen carefully to hear about the ways in which the Ancestral Pueblo and the Hopi are the same, and ways in which they are different.



## Native Americans of the Southwest, Part II

### ← Show image 5A-1: People abandoning the cliff dwelling

Drought and confrontation with other native people and with European explorers certainly helped to bring much change to the Ancestral Pueblo settlements that had developed slowly over thousands of years in the American Southwest. The Ancestral Pueblo had developed a way of life that was heavily influenced by the climate and the environment in which they lived. But this is not the end of the Pueblo story.<sup>1</sup>

1 [Point to the image.]

Archaeologists believe that it is probable that the Ancestral Pueblo journeyed to other areas in the region in search of the water supplies needed to **maintain** their crops, hoping for a more peaceful way of life. It is not known for certain why the Ancestral Pueblo left their former homes, but it is known for certain that they did leave and journey to other areas in the region. They began to settle in the areas around the Rio Grande River that are now northern New Mexico, northern Arizona, central Utah, and southern Colorado.<sup>2</sup> And so, once again, the native peoples of the Southwest learned how to settle and adapt to their immediate environment, and their culture continued to grow and change.

2 I need four volunteers to point to these states on the U.S. map.



### ← Show image 5A-2: People rejoicing over a rainfall

Each year snow fell, as it still does, on the mountaintops. Rain also fell into the rivers and streams that flowed through the valleys of the lands these native peoples now occupied. However, in arid areas, there was never enough water, and surviving in such places was a never-ending struggle. Despite such struggles, native groups continued to develop new and ingenious ways to manage their most precious resource—water.

Over time, the Ancestral Pueblo **adopted** some new customs and beliefs, and they also continued to practice their traditional ways. Out of this grew new customs, languages, religions, and forms of government. These new cultural practices developed in

3 There were and are many tribes that inhabit the Southwest that are not descendants of the Ancestral Pueblo and have very different cultures. Two of those tribes are the Diné (Navajo) and the Apache.



← **Show image 5A-3: Hopi cultivating crops at the bottom of the mesa**

The Hopi, one such tribe born of this journey, is the group we are going to focus on today. The word *Hopi* means peaceful or wise. The Hopi are the descendants of the Ancestral Pueblo, but interestingly, their language is not the same. The Hopi settled in the area that is now Arizona. They were organized into **clans** with the mother's side of a family establishing the most important family connections.

Like all native peoples, the Hopi relied on their environment for all of their needs. The Hopi grew beans, squash, melons, pumpkins and other types of gourds, cotton, and corn. Corn was their most important crop, and they learned how to grow several different kinds. Because of the dry conditions, they learned how to plant the corn deep into the ground. There the corn crop could reach underground water sources and also be protected from the arid conditions above. Also, the Hopi would plant their crops at the bottom of the mesas, so that after it rained, the water would run down into their fields and water their crops.<sup>4</sup>

4 [Point to the mesa in the image.]



← **Show image 5A-4: Hopi inside their home**

The Hopi lived in houses made of stone and wooden beams. They did not use adobe clay to build houses as their ancestors did. They entered their houses through the ceiling using a ladder.<sup>5</sup> Because of the environment in which they lived, they ate very little meat, but the Hopi women, who ran the household, knew many different ways to cook corn.<sup>6</sup> Hopi people wove cloth for clothing and blankets, and made moccasins, belts, baskets, pottery, and jewelry.

5 [Have a student point to the ladder in the image.]

6 Why do you think the Hopi ate very little meat? (Because the Southwest is arid and does not support a lot of plants, there is also a limited supply of animals to hunt.)

7 To give someone the “cold shoulder” is an expression that means to ignore them. You will hear more about this saying later.



8 [Point to the kachinas in the image.] The word *kachina* means spiritual father or life father.

The Hopi were thought to be a very peaceful people. Like many other native people (and many people today), however, when they felt conflict with another person, the way they chose to show this was by giving the silent treatment, or the “cold shoulder.”<sup>7</sup>

The Hopi were also very spiritual. They believed that people were created inside the earth and emerged onto the surface through an opening. The Hopi called the small part of the opening in the ground a sipapu [SEE-puh-poo]. They practiced what they called the Hopi Way. They believed they should be kind to each other and thoughtful toward their environment.

← **Show image 5A-5: Kachina spirits bringing rain, healing, etc.**

Central to the Hopi’s beliefs were ancestral spirit beings called **kachinas**.<sup>8</sup> These kachinas were thought to be the spirits of animals; natural elements such as wind and rain; ancestors who left the spirit world for six months each year to dwell among the living; or **deities**.

The Hopi believed that the kachinas would visit the world each year around the time of the winter **solstice** and would stay until the time of the summer solstice, about six months. The Hopi believed they needed the most help from the kachina spirits during this time because it is the harshest, coldest time of year. They could not grow crops, and it was more difficult to find animals to hunt. The number of spirits believed to visit varied from community to community.

The Hopis believed that kachinas might, for example, help bring forth rain so that the earth and the crops would continue to thrive; or that kachinas might provide assistance in times of sickness and disease. In essence, the Hopi believed that in order to survive, they had to ask for help from the spirits that controlled every aspect of their world.



← **Show image 5A-6: Hopi kachina festival**

The Hopi held festivals and ceremonies throughout the year, the most important of which were held during the time the Hopis believed that the spirits of the dead dwelt among the living. Ceremonial dances were performed by male members of the tribe. The men wore a variety of masks and special clothes to represent the various kachinas. During the ceremonial dances, they asked the gods to bring forth rain to make the crops grow. The Hopi believed that during these ceremonial dances, each man would transform into the spirit he was representing. Many of these ceremonies were held in the plazas, whereas some were held in the kivas. This was a tradition that had begun with the Ancestral Pueblos.



← **Show image 5A-7: Kachina dolls**

9 Kachina dolls were not like toy dolls that you may be familiar with today. They were sacred objects and were not intended to be used as playthings.

Kachina dolls were very important, too. They were hand-carved from cottonwood roots by men and presented to boys and girls.<sup>9</sup> Each doll represented a particular spirit. The doll's face revealed what spirit it was. Kachina dolls were also honored and **revered** as the bringers of rain. For the people in such a dry region, rain meant life.



← **Show image 5A-8: Hopi today**


10 [You may wish to point out to students that the mother and child in the image have developed a modern cultural identity, as many people do.]

The Hopi still inhabit the Southwest region of North America and live throughout the United States and around the world. Some live without adhering to, or being devoted to, traditional ways; whereas others practice the Hopi Way, seek the aid of the kachinas, and live much the same way their ancestors did, keeping these traditions.<sup>10</sup> The Hopi, along with the the Zuni and many other Native American groups, continue to cherish and manage the land they have lived on for hundreds of years as their tribal journey continues.

### Comprehension Questions



15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.



1. *Evaluative* Which tribes did you hear about today that are descendants of the Ancestral Pueblo? (Hopi and Zuni) How were the Hopi different from their ancestors, the Ancestral Pueblo? (different location, houses, language, some different customs) How were they the same? (religious beliefs and customs, such as kachinas and kivas)
2. *Inferential* What determined which clan a Hopi belonged to? (The mother's side of the family was the most important family connection, and that determined the clan.)
3.  *Literal* Describe the homes in which the Hopi lived. (They were made of stone and clay, with wooden beams; people entered them through the roofs, using a ladder.)
4. *Literal* What was the Hopi's most important crop? (corn) What other types of crops were grown by the Hopi? (beans; melons; tobacco; cotton; and pumpkins, squash, and other types of gourds)
5. *Inferential* Why did the Hopi plant corn deep into the ground? (By doing this, the crop was protected from the dry conditions above ground, and the crop could reach underground water sources.) What was another way the Hopi people were able to farm with so little water? (They planted crops at the bottom of the mesa, so the rainwater flowed down the sides of the mesa and watered the crops.)



← **Show image 5A-5: Kachina spirits bringing rain, healing, etc.**

6.  *Literal* What is the name of the deities, or gods, revered by the Hopi people? (kachinas) What were some of the things the Hopi asked the kachinas for? (They asked for rain, that their crops would grow, and that the kachinas would cure illnesses and disease.)
7. *Inferential* What was the significance of the kachina masks and the clothing worn during the kachina festivals? (Each mask and festival clothing depicted a particular spirit. The Hopi believed that the person wearing the mask or costume became that spirit.) When were the most important ceremonies held? (the winter solstice in December and the summer solstice in June)
8.  *Evaluative* Compare and contrast the Hopi to the Ancestral Pueblo. (Both had to live with little water; both believed in the same creation myth; both lived in the southwest; different languages; different dwellings—Hopi did not use adobe and had stone and wood houses with ladders, whereas the Ancestral Pueblo lived in pueblos, pit houses, and adobe houses; Hopi lived in modern-day Arizona whereas the Ancestral Pueblo lived in the Four Corners region of the Southwest.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative Think Pair Share:* You heard that the Hopi used ladders to enter their small homes of stone and wood. Why do you think they did this? Do you think this was an easy way to get into and out of the house? (Answers may vary.)
  10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.



## Word Work: Adopted

5 minutes

1. In this lesson you heard that, “the Ancestral Pueblo *adopted* some new customs and beliefs, and they also continued to practice their traditional ways.”
2. Say the word *adopted* with me.
3. *Adopted* means accepted or taken as one’s own.
4. The children adopted the customs and traditions of their new country.
5. Have you ever changed your behavior in such a way that you could say you have adopted a certain kind of behavior? Have you ever adopted a new tradition or custom? Where were you when you did these things? Be sure to use the word *adopted* when you tell about these things. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I adopted . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *adopted*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask: “What are some synonyms of *adopted*, or words that have a similar meaning?” Prompt students to provide words like *accepted*, *assumed*, *affirmed*, *supported*, *used*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *adopted*?” Prompt students to provide words and phrases like *rejected*, *denied*, *disowned*, etc. Guide students to use the word *adopted* in a complete sentence: “A synonym for *adopted* is *accepted*.”



### Complete Remainder of the Lesson Later in the Day



# Native Americans of the Southwest, Part II

5<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Cold Shoulder

5 minutes

An idiom is an expression whose meaning goes beyond the literal meaning of its individual words. Idioms have been passed down orally or quoted in literature and other printed text. Idioms often use figurative language, meaning that what is stated is not literally taking place. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say that they gave someone the “cold shoulder.” Have students repeat this idiom and guess what it means. Tell students that they will be learning about how, if someone wants to ignore someone else as a form of punishment—as the Hopi did (and as many other people did and still do today)—they would give them the cold shoulder. Tell students that this is the figurative meaning of this phrase. Ask students if they have ever intentionally ignored someone, or whether anyone ever intentionally ignored them. Tell students that the phrase to give someone the “cold shoulder” could be used to describe either of those situations.

Ask students how they felt if they were ever given the cold shoulder by someone. Ask them if they thought this was an appropriate form of punishment for the Hopi and other native people to use. Try to find other opportunities to use this saying in the classroom.



## Regions and Cultures Organizer (Instructional Master 5B-1)

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- 10 Give each student a copy of Instructional Master 5B-1. Have them fill in the information pertaining to the region, dwellings, food sources, and other aspects of the Hopi. Have students choose one or two items from the read-aloud to illustrate on the back of the worksheet. You may wish to have some students write a few additional sentences to accompany their drawings. As students share their writing and drawings with a partner or with the class, encourage them to use domain-related vocabulary.

**Note:** You may choose to copy this chart onto chart paper, a chalkboard, or a whiteboard and display Image Card 15 (Dwellings of the Hopi) along with words, phrases, and/or drawings related to this group of Native Americans.



# Native Americans of the Northeast

# 6

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✔ Explain how the Iroquois adapted to their environment and how this environment contributed to their cultural identity
- ✔ Explain that Native Americans still live throughout North America
- ✔ Locate the Northeast region of North America on a map and describe some of its physical characteristics
- ✔ Describe the various food sources and dwellings of the Iroquois as related to their environment
- ✔ Describe some characteristics of the Iroquois cultures, including religious beliefs
- ✔ Identify the tribal names of some of the Native Americans of the Eastern Woodlands, including the Iroquois, Mohican, and Powhatan
- ✔ Explain why the Iroquois nation was formed
- ✔ Explain that many families lived together in a longhouse and that a young married couple would live with the wife's family
- ✔ Explain that corn, beans, and squash were very important to the Iroquois and are referred to as the "three sisters"
- ✔ Describe wampum and its significance in the Iroquois cultures

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the relationship between the lifestyle of the Iroquois in “Native Americans of the Northeast” and that of the Hopi in “Native Americans of the Southwest, Part II” using language that pertains to cause/effect (RI.3.3)
- ✓ Distinguish wampum as a form of currency in “Native Americans of the Northeast” from contemporary currency (RI.3.3)
- ✓ Compare and contrast the key details about cultural identity presented in “Native Americans of the Northeast” to those in “Native Americans of the Southwest, Part II” (RI.3.9)
- ✓ Categorize and organize details about the lifestyle of the Iroquois from “Native Americans of the Northeast” (W.3.8)
- ✓ Provide and use synonyms and antonyms for the word *cloaked* (L.3.5b)
- ✓ Draw illustrations to represent the main idea and details of the cultural identity of the Iroquois from “Native Americans of the Northeast” to enhance organized written information

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**cloaked, v.** Covered; hid; concealed

*Example:* Molly cloaked herself in a blanket and hid under it during a game of hide-and-seek.

*Variation(s):* cloak, cloaks, cloaking

**longhouse, n.** An Iroquois house made of wood and inhabited by various members of the clan related to one another through the mother’s side of the family

*Example:* A typical longhouse was 150 feet long and was inhabited by as many as 50 people.

*Variation(s):* longhouses

**peace pipe, n.** A sacred pipe that was smoked as a ritual when tribes would negotiate war and peace

*Example:* The Chief of the Hopewell blew the smoke from his peace pipe up to the gods.

*Variation(s):* peace pipes

**sachems, n.** Chiefs representing tribes at an Iroquois tribal or league council

*Example:* The Iroquois sachems were always men, but the women chose the sachems.

*Variation(s):* sachem

**scarce, adj.** Not enough to satisfy the need or demand for something

*Example:* Water is frequently scarce in a desert region.

*Variation(s):* scarcer, scarcest

**shamans, n.** People who are regarded as having access to spirits, and are said to use magic to cure illnesses, tell the future, and control the spirits

*Example:* When members of the tribe were sick, they sought help from the shamans.

*Variation(s):* shaman

**wampum, n.** Beaded belts and necklaces made from shells that the Iroquois used as currency during trade or to tell a story


*Example:* The Iroquois wampum was both beautiful and useful.

*Variation(s):* none

**wigwam, n.** A dwelling of the Eastern Woodland Native Americans, which had a pole framework covered with mats, bark, or hides and was either cone- or dome-shaped

*Example:* A wigwam was a much smaller structure than a longhouse and was intended to be used by a single family rather than by many different members of a clan.

*Variation(s):* wigwams

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Where Are We?</b>	Poster 2 (Native American Regions of North America)	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Native Americans of the Northeast</b>	Any Image Card (to show icon on back); U.S. map	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	U.S. map	15
	<b>Word Work: Cloaked</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Regions and Cultures Organizer</b>	Image Card 16; Instructional Master 6B-1; chart paper, chalkboard, or whiteboard	20



# Native Americans of the Northeast

6A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Review with students what was learned in the previous read-alouds. You may wish to ask the following questions:

- After the Ancestral Pueblo mysteriously left their homes and some of their belongings in the Southwest, they migrated to other areas within the Southwest region, where some descendants of the Ancestral Pueblo still live. What is one group that is descended from the Ancestral Pueblo in this region? (Hopi)



← **Show image 5A-5: Kachina spirits bringing rain, healing, etc.**

- The Hopi worshiped deities, or spirit beings. What did the Hopi call those deities? (kachinas)



← **Show image 3A-4: Adena funerary procession**

- You have also learned about the Mound Builders, who inhabited the areas around the Mississippi River. Why did the Mound Builders build giant mounds? (as burial places and places on which to hold religious ceremonies)

Remind students that one thing that all native people had in common was that they looked to their environment for everything they needed to survive.

### Where Are We?

Tell students that, while the Mound Builders were creating their own cultural identity near and around the Mississippi River, other Native Americans traveled to the northeastern part of North America. In this region there are woodlands and forests, very different from the arid desert lands of the Southwest. Unlike the Southwest, there is not a shortage of rainfall, and crops can grow without any real threat of drought. The people who settled here became known as the Eastern Woodland Indians. They were made up of numerous tribes, including the Iroquois, Mohican, and Powhatan.

## Purpose for Listening

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Tell students to listen carefully to hear where in North America the Northeastern region is and for information about Iroquois daily life. Students should also listen for ways in which life in the Northeast region was similar to life in the Southwest and ways in which it was different.





## Native Americans of the Northeast

### ← Show image 6A-1: Wet woodland environment

The journey for some native peoples took them to the northeastern part of America, to the abundant, leafy woodlands and deep, dark forests that stretched from Canada and the Great Lakes south to the Carolinas, and from the Atlantic Ocean on the East Coast west to the Mississippi River.<sup>1</sup> This was a time long before Europeans came and made their mark upon the land. This was a time when some native peoples made the forests their home and lived in long-term balance with their environment.<sup>2</sup>

Unlike in the Southwest, rain fell, as it still does, more frequently upon most of this land. The native peoples of this region did not believe there was a need to call upon the assistance of gods for rain to soak the earth and make the crops grow. And just as today in this region of the Eastern Woodlands, each season brought with it a different climate and a changing earth. The same freshwater rivers and lakes, the same imposing mountains and forests, color the landscape today as they did back then.

As you have already learned, some of the earliest people to settle across this region were the Mound Builders, whose culture lasted for thousands of years. They spread out from the Mississippi River and lived on the surrounding land, hunting in the forests and utilizing the abundant natural resources available to them. The people who settled in this area are known as the Eastern Woodland Indians.

### ← Show image 6A-2: Eastern Woodland Iroquois village

After hundreds of years of nomadic existence, other groups of people, bound by family connections, formed themselves into tribes. In fact, the Eastern Woodland Indians were made up of numerous tribes. Some of these tribes included the Iroquois, Mohican, and Powhatan. Over time these tribes established their own cultural identities, which included a range of languages spoken throughout this large area.

1 [Have student volunteers point to these areas on a U.S. map.]

2 [Point to the image.] What do you think it means to be in long-term balance with the environment? [Pause for sharing.]



The Eastern Woodland Indians often interacted with each other. Sometimes their interactions were peaceful; at other times they were not. These tribes relied on the land for their very existence. They guarded their villages, their hunting lands, their crops, and their settlements from invasion by neighboring tribes.

- 3 Why do you think food was scarce during this mini ice age? (It is more difficult to grow crops when the temperature is much colder, especially if the ground freezes. With less vegetation, there might also have been a shortage of animals to hunt, because they, too, would have had less food to eat.)

Some scientists believe that wars may have been the result of an era around five hundred to one thousand years ago when the climate changed considerably. A harsh, mini ice age swept across the world. This occurred thousands and thousands of years after the Beringia crossing. During this time, when food was **scarce** and it was difficult to survive, tribal wars broke out and brought about the deaths of many young warriors and the destruction of tribal villages.<sup>3</sup>



← **Show image 6A-3: Iroquois in harsh winter making peace**

Finally, in search of peace, these tribes joined together to form the Iroquois nation, also called the Iroquois Confederacy. As they negotiated, or discussed, how they would live peacefully together, they often smoked a **peace pipe**.<sup>4</sup> As you have heard, the Iroquois did not call themselves by this name. They called themselves ‘Haudenosaunee’ (hoo-dee-noh-*SHAW*-nee), or people of the **longhouse**. The Iroquois people were actually five separate tribes (the Mohawk, the Oneida, the Onondaga, the Seneca, and the Cayuga) that inhabited a particular part of the Eastern Woodland region. They lived largely in what is now New York and Ohio.<sup>5</sup> Once a year, **sachems**, or chiefs from each of the tribes who were always men but always chosen by women, would meet in a council to make new laws and deal with any new problems that arose.

- 4 [Point to the pipe in the image.]

- 5 May I have two volunteers locate New York and Ohio on the U.S. map?



← **Show image 6A-4: Cold woodland landscape**

As with all native peoples, the landscape helped shape the Iroquois culture. It greatly influenced what kinds of houses they built, what clothes they wore, what food they ate, how they traveled, what weapons they had, what tools they used, what gods they worshiped, and even what language they spoke. A typical home for many Eastern Woodland Indians depended more on climate

and available resources than anything else. The three most familiar kinds of homes across the Northeast region were the longhouse, the **wigwam**, and a round-roofed clay and pole structure.



← **Show image 6A-5: Single family wigwam**

Because the winter months were generally cold, with deep snow covering much of the ground, many Eastern Woodland Indians—including the Iroquois—constructed wigwams and longhouses. Wigwams were rounded structures that looked similar to wooden igloos and were homes in which individual families lived.

The longhouse and the wigwam were made almost entirely from wood. In the colder regions of the North, especially around the Great Lakes, native peoples constructed wigwams that could be easily dismantled so that the tribes could, for part of the year, live a nomadic life. During this time of the year they followed the herds they hunted for their survival.

To build a wigwam, young trees were cut down and bent over to form a rounded frame. Tree bark was placed over the frame. Grasses were then added to help insulate the home. A small hole in the roof allowed smoke from the fire inside the home to escape. The family cooked their food on an open fire and slept on mats. In the wintertime they used animal furs to keep themselves warm.



← **Show image 6A-6: Longhouse with multiple families**

Longhouses were much larger than wigwams and were home to several families that were related to each other. The Iroquois considered themselves to be related to each other through the mothers in the tribe. This extended family group was called a clan. Each clan had an animal name. When a young couple married, they went to live with the bride's family.

Some longhouses ranged in size from fifty feet to one hundred fifty feet long and housed as many as fifty people. To construct a longhouse, once again a frame was made using young trees. Bark was placed over the frame and was then sewn together. The longhouse had a large central hallway, with rooms on either side. The family members slept on sleeping platforms. Some Iroquois still



build longhouses today for ceremonies. Just like other tribes, the Iroquois made baskets and pots in which to store food.

← **Show image 6A-7: Field of three sisters**

In some ways, an Eastern Woodlands longhouse would have been similar to a Viking longhouse with a large extended family living inside it. Because of a history of tribal war, the Iroquois built log walls all around their villages for safety. There could be several walls, but there was only one entranceway, and that could be swiftly sealed shut if needed.

The Iroquois grew different varieties of corn and beans. They also grew squash, sunflowers, and tobacco. They cleared the land of trees and shrubs and planted their crops. Corn, beans, and squash were particularly important crops, and the Iroquois referred to them as the “three sisters.”<sup>6</sup> Like members of a family, the three plants helped each other grow. By planting these three plants together, the Iroquois relied on the natural relationships among these plants. The corn stalks provided a support for the bean plants, which would wind around the corn stalks. The squash leaves that lay on the ground prevented weeds and increased the amount of rainwater that was absorbed into the soil. Also, the bean plants produced a natural bacteria that made the soil more fertile for the corn and squash plants.

6 [Show students the icon of the “three sisters” on the back of an image card.]

Tobacco was smoked as part of ceremonial rituals and when promises were being made between tribes.<sup>7</sup> The Iroquois, and many other native people, believed that the smoke carried prayers and promises up to the gods. Tobacco was also used to dress wounds and to relieve toothaches.

7 Who can tell me the name of the object that was used for smoking during these rituals? (peace pipe)



← **Show image 6A-8: Hunting deer; fishing and gathering**

In the wintertime, when food was scarce, many Iroquois left their villages to hunt. They moved with the herds and often did not return to their villages until early spring. The Iroquois hunted deer using bows and arrows. Young boys **cloaked** themselves in deerskin as they stealthily crept through the forest in pursuit of their prey.<sup>8</sup> They also hunted smaller mammals, setting traps to catch them. In

8 [Point to the various Native Americans in the image as you read.]

addition, the Iroquois fished and gathered berries, and tapped the trees to get maple syrup. Yes, the Iroquois had a sweet tooth, too!

Like many other tribes, the Iroquois lived near water. Water was a source of life, and it provided a means of transportation. The Iroquois traveled in dugout canoes. They fished using nets and traps.



← **Show image 6A-9: Family in winter clothing and summer clothing, holding up wampum**

Depending on the weather, the Iroquois wore a range of clothing. In the summer the men wore a breechcloth, which was a short piece of buck skin. Women wore dresses made of grass fibers. In the wintertime, everyone relied on animal furs to keep warm. Men also wore buckskin moccasins on their feet. They used dyes, beads, and quills to decorate their clothes, as well as their skin.<sup>9</sup>

9 Where did the materials come from that were used to make the Iroquois' clothes and other possessions? (their environment or the animals they hunted)

10 [Point to the wampum in the image.]

Very important to the Iroquois was something called **wampum**.<sup>10</sup> Wampum was an artistic way of communicating important thoughts and decisions. Wampum was belts and necklaces made from colored shells. The color and design of the beads could tell a story, or they could be a symbolic means of communication. Wampum could also be used when trading. It was therefore a kind of currency. Wampum was considered to be very valuable and was an important part of Iroquois culture.



← **Show image 6A-10: Iroquois listening to shaman talking of Orenda**

The Iroquois, like many other Eastern Woodland Indians, believed in a spirit world that was governed by the Great Spirit. For the Iroquois, that Great Spirit was called Orenda. They also believed in an evil spirit, too. The Iroquois believed that everything had a spirit and that all living things on the earth were connected. They believed that it was their responsibility to care for the earth. Each season brought with it special Iroquois ceremonies. The Iroquois had **shamans**, or holy men. It was believed that shamans could communicate with the spirit world. Shamans were thought to have special powers to do such things as cure the sick, bring about a good harvest, or bring victory to a tribe going to war.

And so the Iroquois, as well as other Eastern Woodland Indians, lived out their lives in this way. They told stories and celebrated their history, they worshiped the Great Spirit, and they lived in harmony with the land and all living creatures.



11 [Point to the boys dancing.]

12 [Point to the mother and children.] As with the Hopi, some Iroquois have also developed a mix of modern and traditional cultural ways, as you can see in the image.

← **Show image 6A-11: Iroquois today**

Today many Iroquois continue to follow and honor their traditional ways.<sup>11</sup> Amazingly, some still build longhouses for ceremonies, and their leaders meet to guard and protect their ancient culture.<sup>12</sup>

## Discussing the Read-Aloud

**20** minutes



### Comprehension Questions

**15** minutes



1. *Inferential* [Show students a U.S. map.] Who can locate on this map the region where the Eastern Woodland tribes lived? Describe the environment and climate of the Northeast region. (experiences all four seasons; coastal plains, river valleys, mountains, and lush forests) How did the Iroquois adapt to their environment? (They built three types of dwellings: longhouses, wigwams, and round-roofed clay and pole structures; they wore warm clothing made of animal skins in the winter.)
2. *Literal* Name three tribes of the Eastern Woodland Indians. (Iroquois, Mohican, and Powhatan) The Iroquois people were actually made up of five different tribes. What were those tribes? (the Mohawk, the Oneida, the Onondaga, the Seneca, and the Cayuga)
3. *Inferential* Why was the Iroquois nation formed? (The Iroquois nation was formed in an attempt to prevent conflict among the five tribes.) What role did the sachem play in the Iroquois nation? (The sachem was a representative of the tribe to the annual meeting, where the nation would create new laws or solve any problems that came up.)



← **Show image 6A-7: Field of Three Sisters**

4. *Inferential* What crops were referred to as the “three sisters”? (corn, beans, and squash) Why were they called this? (They grew very closely together, providing natural benefits to the other plants in the group, and they were very important to the Iroquois people.)
5. *Evaluative* During the cold winter months, when food was scarce, you heard that the people of this region lived a nomadic life following herds of animals. What do you think were some of the challenges people faced when they moved from place to place? (Answers may vary, but may include some of the following: It would have been challenging to have to frequently dismantle and rebuild their homes. If there was snow, it would have been especially difficult to travel on foot. Packing, organizing, and transporting all of their possessions would also have required a great deal of effort and organization. Young children, the elderly, and the sick would also have found moving from place to place quite difficult.)
6. *Literal* How did young boys disguise themselves as they hunted in the forests? (They cloaked themselves in deerskin as they crept through the forest.)
7.  *Literal* What were some of the Iroquois religious beliefs? (They believed in nature spirits; their Great Spirit was called Orenda; they believed their shamans could communicate with the spirit world, cure the sick, bring about a good harvest, or achieve victory in war.)
8. *Evaluative* From your point of view, is the wampum which was used by the Iroquois long ago like cash that we use today? (Answers may vary.)
9.  *Evaluative* Compare and contrast the Iroquois culture and the Hopi culture. (Both believed in spirits that they looked to for help; both groups hunted, gathered, and farmed. The Hopi struggled to get enough water to farm, whereas the Iroquois had an abundance of water; the dwellings of the two cultures were different; the clothing of the two cultures was different.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* What do you think were some of the advantages and disadvantages of living in a longhouse? (Answers may vary, but may include some of the following: People probably worked together and shared all of the chores related to looking after the longhouse; they would have shared the care of the children and of the elderly; they would have shared their food and possessions with each other. They might have felt cramped living in the longhouse together with little privacy; because of the pressures of living so close together, there might have been conflicts.)
11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
  -  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.



## Word Work: Cloaked

5 minutes

1. In the read-aloud, you heard, “Young boys *cloaked* themselves in deerskin as they stealthily crept through the forest in pursuit of their prey.”
2. Say the word *cloaked* with me.
3. *Cloaked* means covered, hid, or concealed.
4. Little Red Riding Hood cloaked herself in a red cape and traveled through the forest to her grandmother’s house.
5. Have you ever cloaked yourself or someone in something? Where were you and what was it? Be sure to use the word *cloaked* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I cloaked myself in my dad’s coat once when I hid inside the closet . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *cloaked*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students: “What are some synonyms of *cloaked*, or words that have a similar meaning?” Prompt students to provide words like *disguised*, *concealed*, *shrouded*, *veiled*, *covered*, etc. Then ask: “What are some words or phrases you know that are antonyms, or opposites, of *cloaked*?” Prompt students to provide words and phrases like *uncovered*, *revealed*, *unveiled*, *unconcealed*, etc. Guide students to use the word *cloaked* in a complete sentence: “A synonym of *cloaked* is *covered*.”



### Complete Remainder of the Lesson Later in the Day



# Native Americans of the Northeast

6<sub>B</sub>

## Extensions

20 minutes



### Regions and Cultures Organizer (Instructional Master 6B-1)



10 Give each student a copy of Instructional Master 6B-1. Have them fill in the information pertaining to the region, dwellings, food sources, and other aspects of the Iroquois. Have students choose one or two items from the read-aloud to illustrate on the back of the worksheet. You may wish to have some students write a few additional sentences to accompany their drawings. As students share their writing and drawings with a partner or with the class, encourage them to use domain-related vocabulary.

**Note:** You may choose to copy this chart onto chart paper, a chalkboard, or a whiteboard and display Image Card 16 (Dwellings of the Iroquois) along with words, phrases, and/or drawings related to this group of Native Americans.



# Native Americans of the Southeast

# 7

## ✔ **Lesson Objectives**

### Core Content Objectives

Students will:

- ✓ Explain how the Cherokee adapted to their environment and how this environment contributed to their cultural identity
- ✓ Explain that Native Americans still live throughout North America
- ✓ Locate the Southeast region of North America on a map and describe some of its physical characteristics
- ✓ Describe the various food sources and dwellings of the Cherokee as related to their environment
- ✓ Describe some characteristics of the Cherokee culture, including religious beliefs
- ✓ Describe the roles and areas of authority of both men and women in Cherokee society
- ✓ Explain why the Southeast was the most densely populated region

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe images of Native American dwellings from “Native Americans of the Northeast” and how they convey why the Iroquois lived in wigwams and longhouses (RI.3.7)
- ✓ Compare and contrast the climate in the Southeast to that in the Northeast as presented in “Native Americans of the Northeast” (RI.3.9)
- ✓ Categorize and organize details about the lifestyle of the Cherokee from “Native Americans of the Southeast” (W.3.8)

- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships, such as *migrated* and *settled* (L.3.6)
- ✓ Draw illustrations to represent the main idea and details of the cultural identity of the Cherokee from “Native Americans of the Southeast” to enhance organized written information

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**compelled, v.** Motivated or driven to a course of action

*Example:* I was compelled to complete all of my homework every night so that I would be prepared for class the next day.

*Variation(s):* compel, compels, compelling

**densely populated, adj.** Refers to an area that has a large number of people living in a relatively small area

*Example:* New York City is one of the most densely populated areas in the United States today.

*Variation(s):* none

**extended family, n.** Family members beyond children and their parents or guardians; includes grandparents, aunts, uncles, cousins, nieces, nephews, etc.; many related generations

*Example:* Our extended family consists of thirty-five people, however we all gather at my grandparents’ house for the holidays!

*Variation(s):* extended families

**grievances, n.** Injustices considered as grounds for complaints


*Example:* The American colonists had many grievances against England because the king taxed the colonists too heavily, without giving them a say in the process.

*Variation(s):* grievance

**outskirts, n.** The outer area of a region such as a city; the border of an area

*Example:* Mrs. Thompson preferred to live on the outskirts of town where there were fewer people.

*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 2 (Native American Regions of North America)	10
	<b>Where Are We?</b>	Poster 2	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Native Americans of the Southeast</b>	Poster 2; Image Card 6	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1 (Beringia Migration)	15
	<b>Word Work: Extended Family</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Who or What Am I?</b>	Poster 2	20
	<b>Regions and Cultures Organizer</b>	Image Card 17; Instructional Master 7B-1; chart paper, chalkboard, or whiteboard	



# Native Americans of the Southeast

7A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Review with students what was learned in the previous read-aloud. You may wish to ask the following questions:

- Many different tribes settled in an area of North America that experiences all four seasons and had a useful coastline, river valleys, mountains, and lush forests. Who can trace around the area of this region on Poster 2 (Native American Regions of North America)? What is this region called? (Northeast)



#### ← Show image 6A-5: Single family wigwam

- One of the tribes you learned about that lived in the Northeast region was the Iroquois. [Show Image 6A-5.] What type of dwelling is shown in this image, and how did the Iroquois use this type of dwelling? (wigwam; individual families lived in wigwams.)



#### ← Show image 6A-6: Longhouse with multiple families

- What type of dwelling is shown in this image, and how did the Iroquois use this type of dwelling? (longhouse; many members of an extended family lived in longhouses.)
- You also heard about “the three sisters” in the previous read-aloud. What were the three sisters? (the three most important crops: corn, beans, and squash)

### Where Are We?

Tell students that, over time, many tribes migrated to a part of North America that experiences a warm, wet climate and has soil that is good for growing crops. That region of North America is called the Southeast. Have a student point to the Southeast region on Poster 2. Ask, “How do you think this region differs from the Southwest region?” (Finding enough water to grow crops would not be as challenging.) Ask, “How do you think this region differs from the Northeast region?” (warmer, different vegetation)

## **Purpose for Listening**

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Tell students to listen carefully for information about the tribes that lived in the southeastern part of North America. They will be hearing about the farming techniques used by the tribes in this area, the types of structures in which these people lived, and some of the unique traditions practiced by these people, including an interesting game they played.



## Native Americans of the Southeast

### ← Show image 7A-1: Southeastern settlement

1 [Ask for a volunteer to point to the Southeast region on Poster 2 (Native American Regions of North America).]

Long before the arrival of Europeans, the southeastern part of America was also populated by a large number of native tribes.<sup>1</sup> Just as before, the journey for these people to this region of America had occurred over hundreds and hundreds of years. **Extended family** groups moved gradually from the northern regions to the southern. They were probably enticed by the warm sunshine that touched their skin, the fruits and berries they could gather, and the herds that they hunted. And so, settlement was a gradual process from a nomadic existence to a structured form of settlement based around small farming communities.

2 [You may wish to point out these tribes on Image Card 6 (Native Americans Across North America).] Later these groups joined together, much like the tribes of the Iroquois Confederacy did, and became known as the “Five Nations” or “Five Civilized Tribes.”

Some of these Southeastern native tribes included the Cherokee, Choctaw, Chickasaw, and Creek. Some of the Creek, together with other tribes, became merged many years later with a Native American group called the Seminole and migrated farther south into present-day Florida.<sup>2</sup> These tribal groups lived in the densely forested Appalachian Mountains, on the flat and verdant coastal plains, and among the green, rolling hills. The area referred to as the Southeast stretches from the lower Mississippi River to the Atlantic Ocean, and from Tennessee to the coastal areas near the Gulf of Mexico.<sup>3</sup> It is an area that even to this day boasts a warm, pleasant climate, and rich, fertile soil.

3 [Point to these areas on a U. S. map.]

Just like the Hopi and Zuni of the Southwest, and the Iroquois of the Northeast, many of the Southeastern tribes had ancestral ties to ancient cultures. For example, the people of the Natchez tribe were the direct descendants of the native peoples who created the extraordinary Mississippian Culture.





← **Show image 7A-2: People farming**

And just as before, once these large, extended family groups formed tribes and developed ways to grow and harvest crops, they began to settle in specific areas. It is true to say that farming changed human history forever. Once people began to farm, they were **compelled** to stay close to the fields in which their crops grew. Therefore, as the crops in the fields grew, so too did the cultural identity of large numbers of tribal groups. The landscape and climate contributed greatly to each tribe's identity.

For the Southeastern Indians, corn, beans, and squash (including pumpkin) were the most important crops. These crops were essential to the survival of Southeastern Indians. Sunflowers were grown for seeds and oil, and tobacco was harvested, too. All tribes fished and hunted, especially during the winter months. They used bows and arrows to hunt animals such as deer, rabbits, raccoons, and turkeys.

The children of the tribes gathered nuts, berries, and sap. Again, several kinds of corn were grown and cooked in a variety of ways. Corn could also be dried and used during the months when food was less plentiful.



← **Show image 7A-3: Fields being burned to clear old crop**

When Europeans first came to North America, the Southeast was the most **densely populated** region. The Southeastern Native American tribes benefited from rich soil, reliable rainfall, and warm sunshine for most of the year. And so, unlike the colder regions of America, in the Southeast it was possible to grow two main crops a year. With a more reliable food supply, the native population grew quite considerably.

The first crop of the year was usually planted in late spring and harvested in the middle of the summer. The second crop was planted midway through the summer. At the end of each growing season, many tribes burned off any unused parts of the plant. This process enriched the soil for the next crop. The men of the tribe were responsible for turning the soil, or plowing, and the women and children tended the crops.



← **Show image 7A-4: Winter hunting party**

Even though the Southeastern tribes farmed, it was still important for them to obtain food by hunting, fishing, and gathering. In the wintertime, when frost or snow coated the landscape and nothing could grow in the sleeping earth, hunting parties would leave home and go in search of much-needed food.

Southeastern tribes built a combination of small tribal villages near areas that were good for farming and were also close to a water source such as a river or lake. And they built larger, town-like settlements with fences in similar locations. The smaller villages were generally close to the larger towns. Several hundred people could live in a tribal town. Each tribe protected its villages and towns, as well as its farmland.



← **Show image 7A-5: Children playing games**

In the center of a village was a large common area for holding meetings and ceremonies. Children could play in this area, too. Children played games, and they had toys.

Several villages formed chiefdoms.<sup>4</sup> There was a tribal chief who, together with important warriors and religious men, governed the tribe from a central town. The chiefs of these governing bodies held the greatest power of all the leaders and were destined to serve as chiefs from the moment they were born. The chief's house and a gathering place called the Great House were also in the center of the village. Like the common area, the Great House was used for special occasions.

As did all native people in North America, the Southeastern tribes used natural resources to build their homes. In this case they generally used wood, cane, mud, and straw to build family homes. The styles of houses did vary, but most Southeastern native people built circular homes in the wintertime. Winter homes had cone-shaped roofs through which smoke from an internal fire could escape. Summertime houses varied considerably. Some were round, grass houses whereas others had large, thatched roofs supported by wooden poles. Some summer houses had walls, others did not.

4 You have heard of a kingdom before. Who can tell me what a kingdom is? (an area ruled by a king) Based on that, who can tell me what a chiefdom is? (an area ruled by a chief)



← **Show image 7A-6: Southeastern tribe wearing deerskin clothing**

Most Southeastern tribes wore similar clothing. Deerskin was scraped and pounded until it became soft to the touch. It was sewn together to make dresses, shirts, leggings, robes, and shoes.

One of the largest tribes in the Southeast was the Cherokee (*CHAIR-uh-kee*). They lived in Georgia, North and South Carolina, Virginia, Kentucky, and Tennessee. Like most tribes, they lived in villages on the edge of a river. Their villages were set up with careful planning, and their homes were cleverly constructed.<sup>5</sup> Cherokee homes were built by weaving river cane, wood, and vines together to make a framework.<sup>6</sup> The framework was then coated with mud-like plaster. The roof was either thatched or covered in bark. These homes were permanent homes and took quite some time to construct.

5 [Flip back to image 7A-1 to show students the village with its houses.]

6 River cane is a type of bamboo that grows in the southeastern part of the United States. [Have a volunteer point to the Southeast region on Poster 2.]

The Cherokee are thought to be distant relatives of the Iroquois because of similarities in the language they spoke. They would later become part of the Seminole Nation. In Cherokee society, the men were in charge of hunting, going to war, and making tribal decisions that were political. Cherokee women were responsible for making decisions about the family, property, and farming.



← **Show image 7A-7: Green Corn Festival celebration**

In the late summer, the Cherokee celebrated the end of the growing season with a kind of harvest festival called the Green Corn Festival. As well as feasting on corn, it was seen as a time to start afresh. New clothes were worn, **grievances** were settled, and people sang and danced.

Like all native peoples, the Cherokee believed in nature spirits. They looked up at the night sky and believed there was a connection between the earth and the heavens. For them the sun was the most important force of all, and they gave thanks to it and its life-giving energy.



← **Show image 7A-8: Cherokee trader with dog**

The Cherokee often went on hunting, fishing, and trading trips. They traveled along the long, winding rivers in canoes. When journeying across land, they used dogs as pack animals. The Cherokee made beautiful pots, beadwork, bags, and textile art. These items were often traded with other tribes for copper, shells, stone tools, pots, and ochre to make yellow-brown paint.



← **Show image 7A-9: Anetsa game**

From mid-summer through late fall on the **outskirts** of most Cherokee villages, a ball game called *anetsa* was played. The name of the game is a big clue to how important this ball game actually was. In fact it was so important that it can hardly be compared to games as we think of them today.

The word *anetsa* in the Cherokee language means “little brother of war.” The men who participated in *anetsa* would become prepared for fighting wars as they played. *Anetsa* was played on a flat area of land that could be at least three acres in size.<sup>7</sup> Goalposts made of saplings were placed at either end of the playing area. The ball used to play this game was made of deer hide and was about the size of a golf ball. Each player had two short sticks made of hickory with which to hit the ball. There could be hundreds of players playing at one time.<sup>8</sup> The first team to score twelve points won the game.

Special rituals occurred with the guidance of shamans the evening before a game was played, and these rituals were as important as the game itself. Men and women would dance and chant around a fire all night long. One by one the men would go to the water with the shamans where they would receive special medicine to make them more confident and skilled. The rituals were believed to bring success to players, and they were also a way of encouraging the players to be brave, for this game had very few rules and was extremely violent. As a result, there were many injuries.

7 Three acres would be a little more than two football fields.

8 [Point to the image.] This image is a close-up, showing only a few of these hundreds of players in a small area.

Sometimes people associate, or connect, the game of lacrosse with the game of anetsa, because the modern lacrosse stick and ball were inspired by the stick and ball used in the game of anetsa. If you had been there and observed the game of anetsa, you would likely see how *different* anetsa is from lacrosse.



← **Show image 7A-10: Cherokee today**

9 You may have previously heard of the Trail of Tears. In 1838, many Cherokee and other Native American groups were forced by the U.S. government to leave their homes in the Southeast and move to present-day Oklahoma. Because these people were not prepared for this journey—which took place during the cold, winter months—many of them died.

Like many other Native American tribes, people of the Cherokee, Choctaw, Chickasaw, Creek, and Seminole still inhabit areas of the Southeast region of America.<sup>9</sup> Some of these Native Americans identify with modern-day culture, whereas others choose to live as their ancestors lived before them and honor traditions from long ago.





## ***Discussing the Read-Aloud***

**20** minutes

### **Comprehension Questions**

**15** minutes

1. *Inferential* What things enticed extended family groups to migrate from the northern to the southeastern part of the continent of North America? (warm climate, abundance of fruits and berries, and herds that they hunted) When people began to farm, how did that affect the way they lived? (They created settlements so they could remain close to their crops.)
2. *Literal* You heard that the Southeastern Native Americans grew crops such as corn, beans, squash (such as pumpkin), sunflowers, and tobacco. They also fished and hunted, especially during the winter months. What did the children of the tribes do to help acquire food? (gathered nuts, berries, and sap)

3.  *Inferential* You heard that the Southeast was the most densely populated region of the continent when the Europeans arrived. What does *densely populated* mean? (There are many people in a relatively small area of land.) Why was this region the most densely populated when the Europeans arrived? (There was rich soil, reliable rainfall, and warm sunshine for most of the year, so it was possible to grow two main crops a year. With a more reliable food supply, the native population grew.)
4.  *Inferential* To adapt to their environment, the Native Americans in the Southeast often lived in different types of homes in the winter than they did in the summer. What did their winter homes usually look like? (usually circular homes with cone-shaped roofs through which smoke from an internal fire could escape) There was a bigger variety of the types of houses used by the Southeast tribes in the summer, but what did some of them look like? (Some were round, grass houses, whereas others had large, thatched roofs supported by wooden poles. Some summer houses had walls, others did not.)
5.  *Literal* You heard about the Green Corn Festival of the Cherokee. Describe this time of celebration. (At the end of the summer, the Cherokee celebrated the end of the growing season with a harvest festival where they feasted on corn, wore new clothes, settled grievances, and sang and danced.)
6. *Evaluative* How did the roles of men and women differ in the Cherokee culture? (Men were in charge of hunting, going to war, and making tribal decisions that were political. Women were responsible for making decisions about the family, property, and farming.)
7.  *Evaluative* If you could talk to a Cherokee shaman, what questions would you ask about the game of anetsa? (Answers may vary.)
8. *Evaluative* *Why? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, “Why do you think some of the tribes migrated to the Southeast to settle there?” Turn to your neighbor and ask your “why” question. Listen to your neighbor’s response. Then your neighbor will ask a new “why” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

9. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
- You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

### Word Work: Extended Family

5 minutes

1. In the read-aloud you heard, “*Extended family* groups moved gradually from the northern regions to the southern.”
2. Say the words *extended family* with me.
3. An extended family is made up of many related generations beyond a child and his or her parents or guardians; it includes grandparents, aunts, uncles, cousins, nieces, and nephews.
4. An Iroquois extended family, called a clan, lived together in a longhouse.
5. How many people do you have in your extended family? Who does your extended family include? Be sure to use the words *extended family* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “My extended family includes . . .”]
6. What’s the phrase we’ve been talking about? What part of speech is *extended family*?

Use a *Making Choices* activity for follow-up. Directions: I am going to say the names and relation of several different people. If the person I say is an example of someone who would be in my extended family, say, “That person is a member of your extended family.” If the person I say is an example of someone who would not be a member of my extended family, say, “That person is not a member of your extended family.”

1. my grandmother, Theresa (That person is a member of your extended family.)
2. my friend, Jacob (That person is not a member of your extended family.)
3. my doctor, Dr. Fernandez (That person is not a member of your extended family.)
4. my uncle, Michael (That person is a member of your extended family.)
5. my cousin, Maria (That person is a member of your extended family.)



### Complete Remainder of the Lesson Later in the Day



# Native Americans of the Southeast

7<sub>B</sub>

## Extensions

20 minutes

### Who or What Am I?

- 10 Ask students riddles such as the following to review the content of this read-aloud. You may also wish to have students create their own riddles.
- I am the region of the current continent of North America that was the most densely populated when the European explorers arrived on the continent. What region am I? (Southeast) Who can locate this region on Poster 2?
  - We gathered nuts, berries, and sap to contribute to the food supply of our tribe. Who are we? (children)
  - I am the tribe of Native Americans that celebrated the Green Corn Festival at the end of the growing season. What tribe am I? (Cherokee)
  - In Cherokee society, we were in charge of hunting, going to war, and making tribal decisions that were political. Who are we? (men)
  - In Cherokee society, we were in charge of making decisions about the family, property, and farming. Who are we? (women)

### Regions and Cultures Organizer (Instructional Master 7B-1)

- 10 Give each student a copy of Instructional Master 7B-1. Have them fill in the information pertaining to the region, dwellings, food sources, and other aspects of the Cherokee culture. Have students choose one or two items from the read-aloud to illustrate on the back of the worksheet. You may wish to have some students write a few additional sentences to accompany their drawings. As students share their writing and drawings with a partner or with the class, encourage them to use domain-related vocabulary.

**Note:** You may choose to copy this chart onto chart paper, a chalkboard, or a whiteboard and display Image Card 17 (Dwellings of the Cherokee) along with words, phrases, and/or drawings related to this group of Native Americans.





# Native Americans of the Arctic/Subarctic

8

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain how the Inuit adapted to their environment and how this environment contributed to their cultural identity
- ✓ Explain that Native Americans still live throughout North America
- ✓ Locate the Arctic/Subarctic region of North America on a map and describe some of its physical characteristics
- ✓ Describe the various food sources and dwellings of the Inuit as related to their environment
- ✓ Describe some characteristics of Inuit culture, including religious beliefs
- ✓ Identify the Thule as the group with which the Inuit people merged
- ✓ Explain the importance of domesticated animals in the Inuit culture

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe a map of the Arctic region and what this conveys about the climate in northern regions of North America (RI.3.7)
- ✓ Interpret information from charts completed throughout *Native Americans: Regions and Cultures* (RI.3.7)
- ✓ Describe images and how they contribute to what is conveyed by the words in “Native Americans of the Arctic/Subarctic” and throughout the domain (RI.3.7)

- ✓ Make personal connections orally to a particular group of Native Americans based on information given throughout the entire domain (W.3.8)
- ✓ Categorize and organize details about the lifestyle of the Inuit from “Native Americans of the Arctic/Subarctic” (W.3.8)
- ✓ Make predictions prior to hearing “Native Americans of the Arctic/ Subarctic” about the resources Native Americans in the Arctic/ Subarctic region used, based on the title and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Provide and use synonyms and antonyms for the word *inhospitable* (L.3.5b)
- ✓ Draw illustrations to represent the main idea and details of the cultural identity of the Inuit from “Native Americans of the Arctic/Subarctic” to enhance organized written information

### Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**caribou, n.** Large, North American deer

*Example:* The caribou freely roamed the land in the northern regions of North America and provided both food and fur to the Inuit people.

*Variation(s):* caribous

**enabled, v.** Made possible

*Example:* A good education enabled my father to get a good job.

*Variation(s):* enable, enables, enabling

**hardship, n.** A condition that is difficult to endure

*Example:* Traveling through the freezing tundra for a long period of time would certainly be a hardship.

*Variation(s):* hardships

**igloos, n.** Dome-shaped houses usually made of snow and used by the Inuit in the Arctic

*Example:* The igloos kept the Inuit families warm during the long winter months.

*Variation(s):* igloo

**inhospitable, *adj.*** Not friendly; unfavorable

*Example:* The inhospitable climate of the Arctic makes it difficult for much vegetation to grow.

*Variation(s):* none

**kayak, *n.*** A type of canoe invented by the Inuit that was able to move swiftly and silently, and was steered with a double-bladed paddle

*Example:* Joshua and his dad loved to take trips down the James River in their kayak.

*Variation(s):* kayaks

**pursuit, *n.*** An effort to capture, secure, or obtain


*Example:* The pursuit of happiness is one of the rights outlined in the Declaration of Independence.

*Variation(s):* pursuits

**stamina, *n.*** Strength; the power to endure

*Example:* It takes a great deal of stamina to be able to run a marathon.

*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 1 (Beringia Migration); Poster 2 (Native American Regions of North America)	10
	<b>Where Are We?</b>	Poster 2	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Native Americans of the Arctic/Subarctic</b>	Posters 1 and 2; world map or globe	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 2	15
	<b>Word Work: Inhospitable</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Regions and Cultures Organizer</b>	Image Card 18; Instructional Master 8B-1; chart paper, chalkboard, or whiteboard	20
	<b>Cultural Identity Chart</b>	Image Cards 13–30; Instructional Master 8B-2; chart paper, chalkboard, or whiteboard	



# Native Americans of the Arctic/Subarctic

8A

## Introducing the Read-Aloud

10 minutes

### 10 What Have We Already Learned?

Review with students what was learned in previous read-alouds. You may wish to ask the following questions:

- From what continent did the early inhabitants of North America come? (Asia)
- What is the name of the land that connected Asia to North America during the Ice Age? (Beringia) Who can point to both Asia and Beringia on Poster 1 (Beringia Migration)?
- What was the name given to the group of tribes that settled in the Greater Mississippi River Areas? (the Mound Builders) Who can point to the areas around the river on Poster 2 (Native American Regions of North America)?
- What two tribes that you heard about settled in the Southwest—although at different times and many years apart—and were related to one another? (Ancestral Pueblo and Hopi) Who can point to the Southwest on Poster 2?
- What was one of the groups of people who lived in the Northeast area but was really made up of five different tribes? (the Iroquois) Who can point to the Northeast region on Poster 2?
- What was the name of one of the tribes that settled in the Southeast? (the Cherokee) Who can point to the Southeast region on Poster 2?

### Where Are We?

Tell students that today they will be hearing about a group of people who settled in another area of North America called the Arctic/Subarctic. (Point to the northern regions of Alaska and Canada on Poster 2.) Remind students that they learned about the Arctic region when they studied the Vikings earlier this year. Ask, “Who can tell me what the climate is like in the Arctic? (very cold and harsh) What would be some of the challenges of trying to live in such an environment?” (Answers may vary, but may

include the following: getting enough food, building shelters, making clothes that keep out the cold, etc.)

### **Purpose for Listening**

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Tell students to listen carefully for information about the Native American people who lived in the harsh climate of the Arctic/Subarctic region of North America. Ask students to make a prediction about what materials these Native Americans used to build their houses. Ask them to pay particular attention to how these people were able to adapt to the climate of this region and to hear if their predictions are correct.



## Native Americans of the Arctic/Subarctic

### ← Show image 8A-1: Thule in the Arctic/Subarctic landscape

If it's possible to survive on a piece of land, throughout history people have tried to do so. It is thought that the ancestors of the Inuit—the people of the Thule culture—migrated from Asia to the frozen lands of the north to Greenland, Alaska, and Canada about one thousand years ago.<sup>1</sup> The people of the Thule culture were not the first people to live in this frozen part of the world. The Inuit are the descendants of these ancient people, and in this read-aloud you will be learning about the Inuit, in addition to more about the Thule. The Inuit actually called the Thule “Tunit.”

1 [Point to Greenland, Alaska, and Canada on a world map or globe.]

2 [Have a volunteer point to the Arctic/Subarctic region on Poster 2 (Native American Regions of North America).]

3 Who can point to Asia on the poster?

This cold part of the world that became home to the people of the Thule culture is known as the Arctic/Subarctic.<sup>2</sup> The Arctic is a harsh, frozen, yet stunningly beautiful place. Just like the other Native Americans you have heard about, the people of the Thule culture originally came from Asia.<sup>3</sup>



### ← Show image 8A-2: Thule hunting bowhead whale

Like most people who migrated a long, long time ago, the Thule moved from place to place in **pursuit** of food, shelter, and land to live on. If you choose to live in a place where much of the land is frozen, an ocean or a lake will have to provide many of the things you need to survive. In particular, the people of the Thule culture relied heavily on hunting a very large whale called the bowhead whale. Every part of the whale **enabled** the people of the Thule culture to survive. One whale could keep a village alive throughout an entire winter.



### ← Show image 8A-3: Thule village

The people of the Thule culture lived in villages of about six to thirty houses. The houses were dug into the ground. Whalebone, stone, driftwood, and sod made up the frames of the houses. They built snow homes, or **igloos**, in the winter months as they moved from place to place, hunting as they went. The people of the Thule culture used dogs to pull sleds made out of driftwood and whale bones. They

used the bones and teeth of the animals they hunted to hunt the same animals. They built boats out of walrus ribs and walrus hides, and hunted at sea in the icy waters. They used lamps powered by seal and whale oil.



← **Show image 8A-4: Thule migrating**

It seems that during the period of a mini ice age that swept across the world, the people of the Thule culture found it even more difficult to survive. Once the colder climate came, and the ice formed over the once free-moving ocean, the whales that the people of the Thule culture relied on disappeared. Essential plants disappeared, too. Scientists believe that, just as with other native groups, when faced with great **hardship**, the people of the Thule culture began to migrate. It seems that they began to migrate east in search of food, shelter, and land.

Not all of the people of the Thule culture left, though, and many years later another group of people arrived either by boat or on foot across the frozen ocean. These people joined with the Thule and created a new group. We call these “new” people the Inuit, and they made their home in the frozen lands of North America.



← **Show image 8A-5: Inuit settlement**

When the Inuit arrived, they brought with them more sophisticated hunting techniques and were more able to withstand the harsh conditions. The Inuit were a nomadic hunting and gathering people. Over time the older Thule culture merged with the new culture, and *Inuit* became the name of the dominant culture.<sup>4</sup> Interestingly, historians think that it is possible that the Inuit once lived in Greenland and Iceland before moving farther south in the Arctic/Subarctic region.<sup>5</sup> The Inuit may have encountered Vikings in Greenland, and the Vikings may have left Greenland for various reasons, including conflicts with the Inuit.

Historians are not completely sure what happened during this early part of Inuit migration. What we do know though is that the Inuit culture did take hold, and these people found new and ingenious ways of surviving in such an **inhospitable** region.

4 You may have heard the word *Eskimo* used as the name for these people. This is not a name they ever called themselves, and it is not what they prefer to be called now.

5 What other people did you learn about recently who lived in Greenland and Iceland? (the Vikings)



← **Show image 8A-6: Inuit hunting, fishing, and gathering**

Although the Inuit did hunt whales out in the open waters, they also relied heavily on fishing, catching seals and walruses, and hunting **caribou** and other smaller mammals. The Inuit hunted the caribou not only for meat, but also for its very warm fur. Caribou fur was used to make all kinds of clothes, from coats to leggings, hats, and gloves. Also, unlike the other regions of America that you have heard about, it was and is impossible to farm in the Arctic/Subarctic. However, during the spring and summer months, it is possible to gather berries and seaweed and collect eggs. These things the Inuit did.

The Inuit invented the **kayak**.<sup>6</sup> A kayak is a light, one-person boat that can be used for hunting or transportation. An Inuit kayak moved swiftly and silently and was powered by a double-bladed paddle. The Inuit used whale bones for the frame, covering it with stretched animal skins. They then covered the skins with whale fat. The fat made the kayak watertight.

6 [Point to the kayaks in the image.]



← **Show image 8A-7: Inuit dog sled and dogs**

Without the ability to farm, the Inuit had to move across the snow and ice-covered land in pursuit of the animals they hunted. As this became the only way to survive, they perfected a way to travel and a way to build igloos so that they were safe and snug.

Just like the people of the Thule culture, the Inuit made well-crafted sleds. Inuit sleds were made out of animal bones and seal “rope.” The Inuit were skilled dog trainers, and these sleds were pulled by well-trained dogs. In fact, scientists believe that when the mini ice age occurred, it would not have been possible for Inuit to have survived in the frigid Arctic without the **stamina** and loyalty of the sled dogs. The Inuit took the skills already developed by the people of the Thule culture and developed them even further.

The Inuit trained their dogs to not only pull heavy sleds that could weigh hundreds of pounds fully loaded, they also trained them to sniff out seal breathing holes. The Inuit mostly used male dogs that were hitched together. Inuit dogs could and would also hunt down polar bears. Their technique was to surround an unsuspecting polar bear until their master could kill it.





← **Show image 8A-8: Cross-section of igloo interior**

7 [Point to the igloo in the image.]  
This is an internal view of an igloo.

Traditionally, in the wintertime, the Inuit lived in igloos.<sup>7</sup> The word *igloo* is the Inuit word for shelter. The Inuit igloo was shaped like a dome. The igloo had a tunnel entrance that trapped cold air so that it could not enter the main part of the home. Igloos were made from hard blocks of snow. These homes were not made to last because the Inuit moved frequently, hunting and trapping animals. In the warmer months, the Inuit lived in tents made from caribou or sealskin.

8 [Point to the Inuit rubbing noses.]

The Inuit also had a unique way of greeting one another. Although we might greet one another by shaking hands, the Inuit would do so by rubbing noses.<sup>8</sup>

The ancient Inuit people were very talented artists. They carved beautiful animal figures out of bone, walrus ivory, and caribou antlers. They also carved religious images and icons. They made many of their weapons, tools, and utensils this way, too.



← **Show image 8A-9: Inuit shaman**

9 You heard about shamans in earlier lessons. Who remembers what a shaman is? (a person believed to be a go-between for the natural and supernatural worlds, using magic to cure illnesses, tell the future, and control spirits)

Many of the things they carved had religious significance. Like other native tribes, the Inuit believed that all living and nonliving things had a spirit. They believed that when a spirit died, it simply moved on to live in another world. In addition, the Inuit believed that the spirits could be communicated with, and even controlled by a shaman.<sup>9</sup>

Inuit shamans wore masks and specially decorated fur coats when communicating with the spirits. They asked the spirits to bring good health and good hunting. They respected the animals they hunted and believed that when an animal was killed, its spirit went to live in another animal.



### ← Show image 8A-10: Modern Inuit

The Inuit are thought to be the last group of native people to have arrived in North America. Because of this, and the fact that they made their home in the frozen north, it could be said that their culture encountered, or came into contact with, less of the overwhelming influence of the European settlers. As it is true of the other groups of Native Americans today, many of the Inuit of today are a modern people. Many of them use snowmobiles instead of sleds, and most use igloos not for their main dwellings but only as temporary homes on hunting expeditions. Much of their ancient language and customs, however, are still a part of their everyday lives.

## Discussing the Read-Aloud

20 minutes



### Comprehension Questions

15 minutes


1. *Literal* [Show Poster 2 (Native American Regions of North America).] Who can point to the location on Poster 2 where the Thule and Inuit lived? (the Arctic/Subarctic region of Alaska, northern Canada, Iceland, and Greenland)
2. *Literal* When the Inuit arrived in the northern part of North America, there was already a group of Native Americans living there, and the Inuit merged with that group. What is the name of that group of Native Americans that is one of the ancestors of today's Inuit people? (Thule)
3. *Inferential* In order to live in such an inhospitable area, the Inuit had to find clever ways to obtain their food because they could not grow crops. What were the two main ways the Inuit people obtained food? (fishing and hunting) In pursuit of food in the cold Arctic waters, the Inuit invented a boat that carried one person and could move swiftly and silently through the water. What was that boat called? (a kayak)
4. *Inferential* The Inuit built a type of dwelling that enabled them, in ancient times, to live in the harsh Arctic/Subarctic climate in the winter. What was that type of house called? (an igloo) Do most Inuit today still live in igloos? (No, but they use them on hunting trips as a type of temporary dwelling.) Describe the other type of homes the Inuit built. (The houses were built into the ground and made of whale bone, stone, driftwood, and sod.)




← **Show image 2A-5: Plains, Southwest, Northeast, Southeast, Northwest, and Arctic/Subarctic shelters**

5.  *Inferential* What are the names of these dwellings? (tipi, adobe pueblo, longhouse, Southeastern dwelling, Northwest dwelling, igloo) Compare and contrast an igloo with one of the other kinds of dwellings you have learned about. (Answers may vary. Igloos were made from hard blocks of snow and were shaped like a dome. They had a tunnel entrance that trapped cold air so that it could not enter the main part of the home.)
6. *Literal* The Inuit also had to create warm clothing to help them survive the harsh climate. Describe the Inuit clothing. (Caribou fur was used for warm coats, leggings, hats, and gloves.)
7.  *Literal* What animal, which possesses great stamina, did the Inuit domesticate, or train, to help them hunt their prey? (dogs) How did dogs help the Inuit survive the harsh conditions in the Arctic/Subarctic? (The dogs pulled heavy sleds, they sniffed out seal breathing holes, and they helped hunt down polar bears for the Inuit hunters.)
8. *Inferential* Do the Inuit still live in the Arctic/Subarctic region of North America today? (yes) Why have the Inuit today kept more of their ancient customs than did some of the other native tribes we discussed in this domain? (They are believed to have arrived in North America many years after other groups and therefore had less contact with European settlers.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative* *Think Pair Share:* You have learned about several different regions and several different groups of Native American people throughout this domain. Which of those Native American groups do you find the most interesting and why? Be sure to include in your answer specific details about the culture you choose and why you find them the most interesting. (Answers may vary.)

10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?

-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

## Word Work: Inhospitable

5 minutes

1. In the read-aloud you heard, “What we do know though is that the Inuit culture did take hold, and these people found new and ingenious ways of surviving in such an *inhospitable* region.”
2. Say the word *inhospitable* with me.
3. *Inhospitable* means unfavorable or not friendly.
4. The inhospitable climate of the Arctic makes it difficult for much vegetation to grow.
5. Have you ever been to a place that was inhospitable? Where were you? Why was the place inhospitable? Be sure to use the word *inhospitable* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “\_\_\_\_\_ was inhospitable because it . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *inhospitable*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What are some synonyms of the word *inhospitable*, or words that have a similar meaning?” Prompt students to provide words like *unwelcoming*, *uninviting*, *harsh*, *difficult*, *unpleasant*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *inhospitable*?” Prompt students to provide words and phrases like *hospitable*, *welcoming*, *friendly*, *pleasant*, etc. Ask, “What prefix is added to *hospitable* to make it have the opposite meaning?” Guide students to use the word *inhospitable* in a complete sentence: “An antonym of *inhospitable* is *friendly*.”

You may wish to review the word *hospitality* as one of the themes from the *Classic Tales: The Wind in the Willows* domain.



### Complete Remainder of the Lesson Later in the Day



# Native Americans of the Arctic/Subarctic

8B

## Extensions

20 minutes

### Regions and Cultures Organizer (Instructional Master 8B-1)

- 10 Give each student a copy of Instructional Master 8B-1. Have them fill in the information pertaining to the region, dwellings, food sources, and other aspects of the Inuit. Have students choose one or two items from the read-aloud to illustrate on the back of the worksheet. You may wish to have some students write a few additional sentences to accompany their drawings. As students share their writing and drawings with a partner or with the class, encourage them to use domain-related vocabulary.

**Note:** You may choose to copy this chart onto chart paper, a chalkboard, or a whiteboard and display Image Card 18 (Dwellings of the Thule and Inuit) along with words, phrases, and/or drawings related to this group of Native Americans.

### 10 Cultural Identity Chart (Instructional Master 8B-2)

Begin by displaying Image Cards 13–18 to review dwellings, and Image Cards 19–30 to review other aspects of the cultural practices and beliefs of each group within each region.

Next, tell students that they will be using the charts they created at the end of Lessons 3 through 7, and the completed Instructional Master 8B-1, to compile that information on one chart (Instructional Master 8B-2). You may wish to have students complete Instructional Master 8B-2 individually, in groups, or as a class. You may wish to recreate the chart contained in Instructional Master 8B-2 on a piece of chart paper, a chalkboard, or a whiteboard to record student responses.

**Note:** There may be time to review these images and Instructional Master 8B-2 during the Pausing Point.



# Pausing Point

PP

## **Note to Teacher**

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This is the end of the *Native Americans: Regions and Cultures* read-alouds. Students have studied how Native Americans, the earliest known inhabitants of North America, migrated from Asia and then spread throughout North America and South America; how different groups of people settled in different regions of those continents; and how, by adapting to the environment of those different regions, each group of Native Americans acquired a unique cultural identity. It is highly recommended that you pause here and spend one day reviewing, reinforcing, or extending the material taught.

You may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## **Core Content Addressed in This Domain**

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Students will:

- ✓ Locate the continents of North America, South America, and Asia on a map
- ✓ Locate the Bering Strait on a map, and explain that during the Ice Age, this region was an exposed land mass known as Beringia that connected Asia to North America
- ✓ Explain how and why nomadic hunters migrated from Asia to North America
- ✓ Explain that the ways Native Americans obtained food evolved over time to include hunting, gathering, and in some areas, fishing and farming
- ✓ Explain that Native Americans spread out across North and South America in search of food and eventually developed different languages and cultures

- ✓ Describe the importance of trade in the development of farming techniques
- ✓ Explain how Native Americans adapted to their environments and how these environments contributed to their cultural identity
- ✓ Describe the way in which Native Americans handed down their history from one generation to another
- ✓ Explain why native people came to be called “Indians”
- ✓ Explain that Native Americans still live throughout North America
- ✓ Locate regions in North America where Native Americans lived, and describe the physical characteristics of those regions
- ✓ Identify three of the groups of Native Americans that are referred to as Mound Builders
- ✓ Explain how and why mounds throughout eastern North America were built by different groups of people at different times and that many are still visible today
- ✓ Describe the various food sources and dwellings of Native Americans as related to their environment
- ✓ Locate on a map of North America the Mississippi River and surrounding areas where the Mound Builders lived
- ✓ List three of the groups of Native Americans that are referred to as Mound Builders: Adena, Hopewell, and Mississippian
- ✓ Explain that the Native Americans of the Southwest region developed ways of channeling water from rivers to their fields
- ✓ Explain that the Ancestral Pueblo became known for their stonework, basket weaving, and pottery making
- ✓ Describe some characteristics of Native American cultures, including religious beliefs
- ✓ Explain that the Ancestral Pueblo left their homes quite suddenly, migrated to new areas in the same region, and established new settlements, some of which still exist today
- ✓ Identify some tribes of the Southwest as including the Hopi, Zuni, Diné (Navajo), and Apache
- ✓ Describe kachinas and their significance to the Hopi culture

- ✓ Explain the significance of the winter and summer solstices to the Hopi culture
- ✓ Identify the tribal names of some of the Native Americans of the Eastern Woodlands, including the Iroquois, Mohican, and Powhatan
- ✓ Explain why the Iroquois nation was formed
- ✓ Explain that many families in the Northeast region lived together in a longhouse and that a young married couple would live with the wife's family
- ✓ Explain that corn, beans, and squash were very important to many Native Americans and are referred to as the "three sisters"
- ✓ Describe wampum and its significance in the Iroquois cultures
- ✓ Describe the roles and areas of authority of both men and women in Cherokee society
- ✓ Explain why the Southeast was the most densely populated region
- ✓ Identify the Thule people as the group with which the Inuit merged
- ✓ Explain the importance of domesticated animals in Native American cultures

## Activities

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### Image Review

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Show the images from any read-aloud again, and have students retell the read-aloud using the images.

### Image Card Review

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#### Materials: Image Cards 1–30

On a surface, spread out Image Cards 1–30 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for a buffalo, a student may say, "I am also known as a bison, and I am one of the few prehistoric animals still in existence today." The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.



## **10** Geography Review

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### **Materials: Posters 1 and 2; world map or globe**

Have students locate the geographic areas discussed in this domain: Asia, Beringia, Bering Strait, North America, South America, and the five regions of North America. Also, have a volunteer point out the Mississippi River.

## Research Activity

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### **Materials: Globe or map; reference book such as an encyclopedia or textbook; computer with Internet access; drawing paper**

Remind students that they heard that the Native American people in the Southwest had to find ways to grow crops in an arid climate. Using a globe or map, ask students to identify other regions or countries in the world where farmers also have to irrigate their crops in order to grow them. Have students use an encyclopedia, textbook, or computer with Internet access to research and write a paragraph about how people in that region or country find ways to overcome the shortage of water. Students may also be asked to draw a map of the region or country they choose to write about.

## Research Activity

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### **Materials: Internet access; trade books; drawing paper, drawing tools**

In Read Aloud 5, “Native Americans of the Southwest, Part II,” students learned about the Hopi. Remind them that there were many other groups with different cultural identities living in the Southwestern region. Give students the opportunity to research some of these other tribes and groups of Native Americans. You may wish to differentiate by having some students write a report, whereas others may draw and label pictures depicting key details of different cultural identities.

Refer to the list of trade books and websites in the introduction as sources. Have students present their findings to a group or with the class.

- Acoma
- Taos
- Zia

- San Ildefonso
- Tribes of the Rio Grande Valley
- Diné (Navajo)
- Apache



## Writing Prompts

Students may be given an additional writing prompt such as the following:

- You heard that Native American tribes developed a way of life that was heavily influenced by the climate and the environment in which they lived. How are you affected by your climate and environment?
- Can you think of examples that show how we care for the earth, and examples that show how we don't?
- Being a member of a tribe is somewhat similar to being a member of a community. Every country has its own culture. Can you think of things that represent our classroom or school community?
- Do you know of any Native American tribes that live in our state? [You may wish to have students conduct research to answer this question.]
- ↗ You heard that the Native American people lived “in long-term balance with the environment.” Do you think people today live in long-term balance with their environment? Do you think it is more difficult today to be in balance with the environment than it was during this earlier time in history?
- ↗ In some of the read-alouds, you have heard that some descendants of Native Americans living today carry on traditions of their ancestors. Write about a tradition, custom, or ritual your family acknowledges that comes from your grandparents or ancestors.



## Domain-Related Trade Book or Student Choice

### **Materials: Trade book; chart paper, chalkboard, or whiteboard**

Read an additional trade book to review Native Americans or the individual tribes discussed in this domain; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

You may wish to have students take notes and create an outline to summarize the main idea of a particular topic in the trade book or read-aloud. Be sure to guide students in this important method of gathering information.

You may wish to model how to actively listen and take notes by doing the following activity with students:

- In preparation for this activity, pick out two or three core vocabulary words from the read-aloud you plan to reread, and write them on chart paper, a chalkboard, or a whiteboard.
- Begin by asking a few volunteers to share what they would say the main idea is regarding the read-aloud you are about to reread. This discussion is meant as a review and warm-up for active listening. Point out the core vocabulary words you have chosen, and have students read them together chorally. Tell students that as you are rereading, they should be carefully listening, especially when you get to one of the words on the board.
- Tell students that as you read, they will be jotting down notes—words or short phrases that best express the main idea. Be sure to tell them that they should not be writing in complete sentences. You may wish to model and have students follow an outline style. As you read, you may want to slow down or even pause after reading the Guided Listening Supports that follow the core vocabulary words you have chosen.
- When you are finished rereading the read-aloud, have a few volunteers share one or two notes they have taken. Be sure to give feedback to help shape effective notes, and allow students to record any modifications you guide them through.
- Now have students summarize in two or three sentences the main idea for this read-aloud, using the three core vocabulary words in their sentences.

### **Key Vocabulary Brainstorming**

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#### **Materials: Chart paper, chalkboard, or whiteboard**

Give students a key domain concept or vocabulary word such as *cultural identity*. Have them brainstorm everything that comes to mind when they hear the words, such as *environment, types of dwellings, religious practices*, etc. Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

## Multiple Meaning Word Activity: Prey

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**Materials: Image Cards 2–4; chart paper, chalkboard, or whiteboard; two sentences that show the word *prey*, one as a noun and one as a verb, and a sentence that shows the word *pray*; tape or glue (optional)**

1. [Draw a line down the middle of the chart paper, chalkboard, or whiteboard. Label the left column “prey” and the right column “pray.” Write or place two example sentences with the word *prey* in the left column, one as a noun and one as a verb. Write or place an example sentence with the word *pray* in the right column.]
2. [Show students Image Cards 2–4. Tell students that the prehistoric people who came across Beringia were predators of these animals. Ask for a volunteer to describe what this means.] (They hunted them down and used them for food and to meet their needs for survival.)
3. In the first read-aloud, “Spreading Through the Continents,” you heard, “All of these animals were prey for the people who migrated, or moved, from Asia to North America.”
4. Say the word *prey* with me. Who can tell me what prey means in this sentence from the read-aloud? (an animal that is hunted as food) Who can name some examples of prey the ancient Native Americans hunted? (woolly mammoth, buffalo or bison, mastodon, ground sloths, saber-toothed cats)
5. The word *prey* can also be a verb to mean to hunt an animal for food. Other forms of this verb are *preys*, *preyed*, and *preying*. In the same read-aloud, you heard about the Native Americans, “They lived a nomadic life as they followed the herds of animals that they preyed upon.”
6. Who can tell me a word that sounds exactly like the word *prey* but that has a very different meaning? (*pray*) [You may wish to have a volunteer define the word *pray* as asking God or another spiritual being for something, or to strongly wish for or hope for something. If you have taught the Early World Civilizations domain in Grade 1, you may also wish to remind students that they learned about prayers, or conversations with God or with another spiritual being in which one believes, when they learned about different religions around the world.]

7. The word *pray* is a verb, and it is the act of having a conversation with God or with another spiritual being in which one believes. Other verb forms of the word *pray* are *prays*, *prayed*, and *praying*. The noun forms of the word *pray* are *prayer* and *prayers*.
8. We will now fill in the two-column chart with sentences for the words *prey* and *pray*.
9. [Have students come up with complete sentences using *prey* as a noun and verb, and *pray* as a verb. Ask students in which column the sentence belongs. Have different students write the sentences in the correct column.]
10. Talk with your neighbor using the word *prey* or *pray*, or another form of the words, and discuss what you have learned about these words from the Word Chart. Remember to be as descriptive as possible and use complete sentences.

### ➤ **Multiple Meaning Word Activity: Cloaked**

**Materials: Chart paper, chalkboard, or whiteboard**

#### ◀ **Show image 6A-8: Boys hunting deer**

1. In Lesson 6, “Native Americans of the Northeast,” you heard, “Young boys *cloaked* themselves in deerskin as they stealthily crept through the forest . . .” What is a synonym, or word with a similar meaning, for the word *cloaked* as it occurs in this sentence? (*hid*, *concealed*) In this sentence, the word *cloaked* is a verb describing the action of the boys as they hid themselves with the deerskin. This is definition A. [Write “A—hid or concealed” on the chart paper, chalkboard, or whiteboard.]
2. Often placed directly before a noun, the word *cloaked* can also be an adjective to describe someone who is hidden: “The cloaked hunter approached the deer carefully.” This still has the same meaning as definition A.

#### ◀ **Show image 7A-6: Southeastern tribe wearing deerskin clothing**

3. The word *cloaked* can also refer to being covered in a blanket-like garment in order to be warm. *Cloak* is another word for a coat or cape. When someone is cloaked in this second way, he or she may not be hidden, but instead is partly covered with a coat, cape, or blanket-like garment. It is helpful to use the context of the sentence to understand this meaning: “She cloaked herself in a heavy coat in order to stay warm on that winter night.” This is definition B. [Write “B—partly blanketed or covered” on the chart paper, chalkboard, or whiteboard.]



4. Finally, the word *cloaked* can be used figuratively to mean to hide something abstract instead of something literal: “He cloaked the truth of his intention in lies”; or “She cloaked her true feelings beneath a mask of anger.” This is definition C. [Write “C—hid or concealed something abstract” on the chart paper, chalkboard, or whiteboard.]
5. Now with a partner, make a sentence for each meaning of the word *cloaked*. Remember to be as detailed as possible and use complete sentences. I will call on some of you to share your sentences. When you share, I will ask you to tell me in which column—A, B, or C—I should write your sentence and why.

## 10 Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I am the continent from which the first Native Americans migrated. What am I? (Asia)
- I am the way Native Americans passed on their stories to future generations. What am I? (oral history)
- I am the name given to the tribes that settled in the Greater Mississippi River Areas, including the Adena, Hopewell, and Mississippian. What am I? (Mound Builders)
- I am the region of North America in which the Ancestral Pueblo settled. What am I? (Southwest)
- I am the tribe that called their deities kachinas. What am I? (Hopi)
- We are the three crops referred to as “the three sisters.” What are we? (corn, beans, and squash)
- I am the beaded belts and necklaces made from shells that the Iroquois used as money during trade or to tell a story. What am I? (wampum)
- I am the region of North America that experiences a warm climate and fertile soil, and was the most densely populated region when the Europeans arrived on the continent. What am I? (the Southeast)
- I am the tribe that held a Green Corn Festival each year at the end of the growing season. What am I? (the Cherokee)
- I am the type of boat invented by the Inuit to enable them to fish in the cold water of the northern regions of North America. What am I? (kayak)

- I am the type of animal the Inuit domesticated to enable them to survive in the harsh climate of the Arctic and Subarctic region. What am I? (dog)

## Poetry Reading

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**Materials: “Hiawatha’s Childhood,” by Henry Wadsworth Longfellow, and “When Earth Becomes an It,” by Marilou Awiakta (optional), from the poetry collection *Listen, My Children* on the Recommended Resources list or from another source**

Tell students you are going to read a poem called “Hiawatha’s Childhood” from the book *The Song of Hiawatha*, by Henry Wadsworth Longfellow. Before reading, tell students to listen for clues in the poem that will tell them which region and group of Native Americans this poem is about. After reading the poem, you may wish to have students illustrate the features of the poem that signify the Iroquois tribes and Northeast region.

You may also wish to read the poem “When Earth Becomes an It,” by Cherokee poet Marilou Awiakta, and discuss the differences between the poems and the poets’ points of view.

## Class Book: Native Americans: Regions and Cultures

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**Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have the students brainstorm important information about Native Americans, the regions in which the different tribes settled, the types of dwellings built by the different tribes, and some of the beliefs or practices of the different tribes. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to bind the book and keep it in the classroom library for reference.

## Oral Histories

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Remind students that they heard that Native American people did not put in writing any details about their lives. Ask students how these people passed down their stories from one generation to the next. (orally) Tell them that this method of passing down stories through different

generations is called *oral history*. Have students think of a story from their past, such as a special time they spent with their family, a happy event, or a special celebration. After they have thought of such a story, have them share it with a partner. Tell students that you will call on one or two of them to share their oral history with the class.





# Domain Assessment

# DA

This domain assessment evaluates each student's retention of the core content targeted in *Native Americans: Regions and Cultures*.

## 10 Domain Assessment

**Note:** You may wish to have some students do the three parts of this assessment in two or three sittings. Some students may need help reading the questions. You may wish to allow some students to respond orally.

### *Part I (Instructional Master DA-1)*

Directions: Look at the numbers on the map. Then, look at the words in the word bank. Write the number on the blank beside the correct word. Finally, draw the route on the map that the earliest known people used to migrate to North America.

### *Part II (Instructional Master DA-2)*

Directions: Let's read the following questions and statements together. Circle the letter that best answers the question or completes the statement.

1. Why did the early Native Americans travel to the continent that is now known as North America? (B—to follow the herds they hunted)
2. What term refers to someone or something that existed before people started writing down history? (C—prehistoric)
3. Which of the following was NOT one of the Mound Builder tribes? (A—Cherokee)
4. What was one of the biggest challenges faced by the tribes of the Southwest region as they adapted to their environment? (C—not always enough water)
5. What was the name for the underground rooms used by the Ancestral Pueblo for religious ceremonies? (D—kivas)
6. After the Ancestral Pueblo abandoned their homes, they began to live in \_\_\_\_\_. (A—cliff dwellings)

7. The Hopi planted many different crops, but which crop was the most important to them? (D—corn)
8. The “Hopi Way” refers to which of the following? (A—the belief that they should be kind to one another and thoughtful toward the environment)
9. The Eastern Woodlands tribes built three types of homes to survive the cold, snowy winters. Which are two types of houses used by the Eastern Woodlands tribes? (A—longhouses and wigwams)
10. Like many Native American tribes, when the tribes of the Southeast began to farm, they also continued to do which of the following activities? (D—all of the above, i.e., hunt, gather, and fish)
11. Why was the Southeast region the most densely populated when the European explorers first arrived on North America? (A—The mild climate enabled the Native Americans to grow two main crops each year, providing an abundance of food to support a growing population.)
12. What was one of the main sources of food for the Inuit? (B—whales)

**Part III (Instructional Master DA-3)**

**Note:** You may wish to have some students write more sentences or have some students focus only on responding to one or two questions or statements.

Directions: Read along as I read each sentence. Write one or two complete sentences to respond to each question or statement.

1. How were the earliest known inhabitants of North America able to migrate from Asia?
2. How did the ways of gathering food change over time for some Native Americans?
3. Why did the Native American tribes of the Greater Mississippi River Areas build mounds?
4. Compare and contrast two tribes and their regions that you have learned about.
5. What were some of the things the Hopi asked the kachinas to give them?

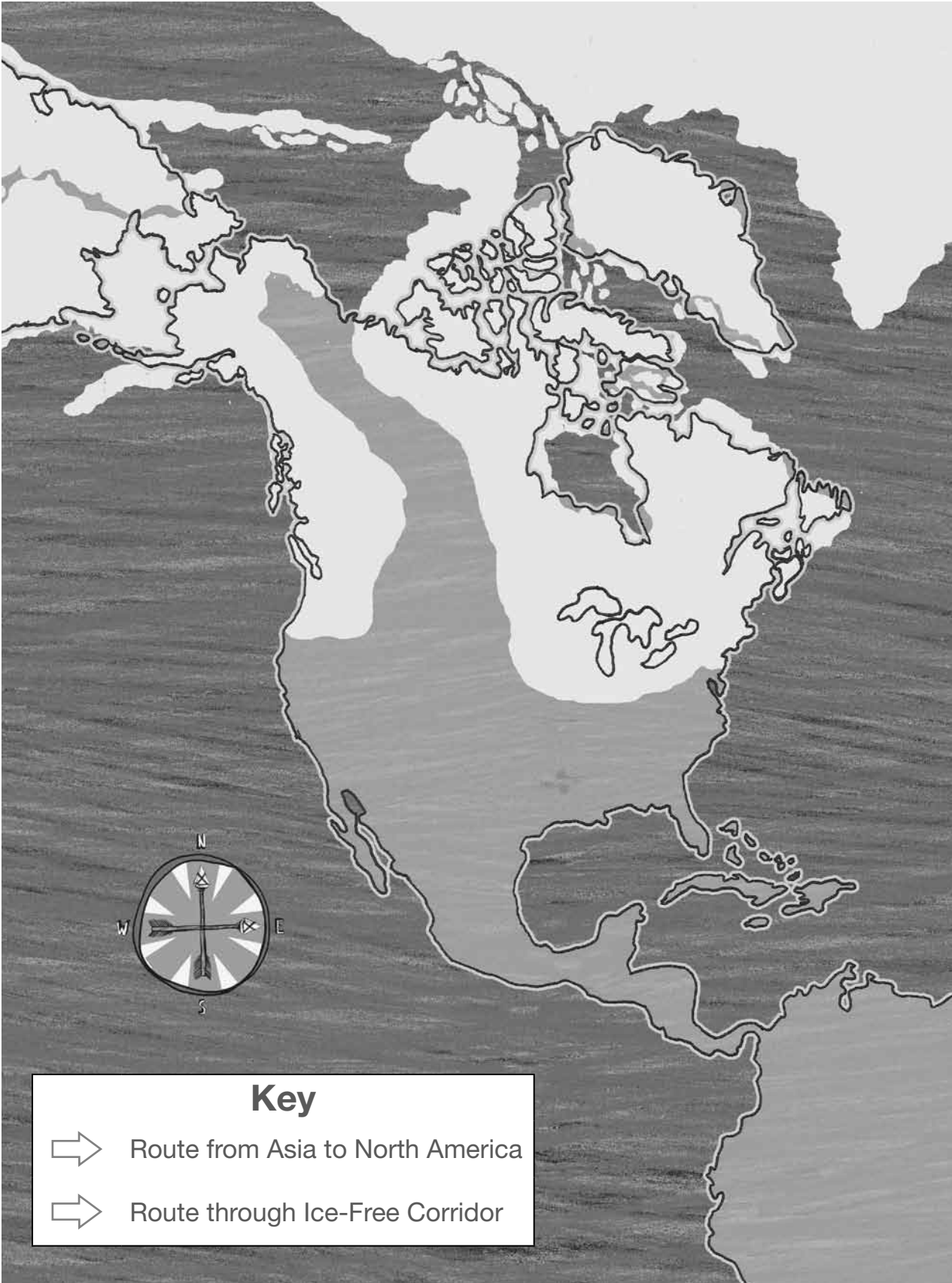
**For Teacher Reference Only:**  
*Copies of Tell It Again! Workbook*





Name: \_\_\_\_\_

*Directions: Label the map with the following locations: Asia, Beringia, Alaska, North America, Ice-Free Corridor, and South America. Use colored pencils to draw two routes: one from Asia through Beringia to North America, and one through the Ice-Free Corridor to parts of North America and South America.*





Name: \_\_\_\_\_



## Dear Family Members,

During the next couple of weeks, your child will be hearing more about some of the earliest people to inhabit the continent of North America. S/he will be learning about the way in which those people arrived on the continent; the way they spread throughout the continent; the way in which they changed from a nomadic existence to one in which they hunted, gathered, fished, and farmed; and the way in which they developed their own unique cultural identity.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the earliest known people to inhabit North America.

### 1. Using a Globe or World Map

On a globe or world map, have your child locate the continents of Asia and North America. Talk with your child about the Bering Strait, which today separates these two continents between Alaska and Russia. Your child will be learning about the way that area of the world looked during the major Ice Age. S/he will be learning that, because of the lower water level during the Ice Age, there was an exposed strip of land connecting Asia and North America. Discuss with your child how the people from Asia followed the herds they hunted as prey across this strip of land, known as Beringia, to the continent that today is known as North America.

### 2. Using a Map of North America

Your child will be learning about the way in which the earliest inhabitants of North America spread south and east throughout the continent of North America. S/he will be learning that, as the various groups of people settled in different areas of the continent, they established a unique cultural identity based in large part on the environment of the area in which they settled.

On the map, have your child locate the Mississippi River. Discuss with your child the fact that several of the tribes that settled in areas near this river were known collectively as Mound Builders. The Adena were the first group of Mound Builders. The Hopewell and Mississippians also built mounds for burial chambers and religious ceremonies.

On the map, have your child locate the states of Colorado, New Mexico, Arizona, and Utah. Discuss with your child the fact that the area where these four states meet is known as the Four Corners. Your child will be learning that the Ancestral Pueblo lived in this very dry area, but they were able to farm because they developed ways to divert water from streams and rivers to water their crops.

### 3. Draw and Write: The Mound Builders

Have your child draw and write about what s/he is learning about the Mound Builders who lived in the Greater Mississippi River region. S/he may wish to draw the houses built by the Adena, which were round houses with conical roofs. S/he may wish to draw the baskets that the Mound Builders used to move the tons of earth they used to build the mounds. S/he may wish to draw the larger mounds built by the Hopewell, or the large towns established by the Mississippians that were inhabited by hundreds or thousands of people.

### 4. Draw and Write: Native Americans of the Southwest

Have your child draw and write about what s/he is learning about the Ancestral Pueblo, Mogollon [muh-gah-YONE], and Hohokam [huh-HOH-kum] of the Southwest. S/he may wish to draw and write about the open-air pit houses and pueblo homes used by the Ancestral Pueblo; the ways the Mogollon people of southwestern New Mexico and east-central Arizona diverted water to their crops; the canals built by the Hokokam people; the mesas that were used by the Ancestral Pueblo; the kivas that were used by the Ancestral Pueblo for religious ceremonies; or the Ancestral Pueblo cliff dwellings.

### 5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *nomadic*—The nomadic tribe wandered the desert in search of fresh water and food.
- *environment*—Mr. James set up a good learning environment in his classroom so that all of his students could do their best work.
- *ceremonial*—As part of the ceremonial procession, the queen was required to wear a crown and a robe.
- *intricately*—Each part of the puzzle was intricately connected.

### 6. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. I have included a list of recommended resources related to Native Americans that may be found at the library, as well as a list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.



Name: \_\_\_\_\_

Take-Home  
Worksheet

## ***Recommended Resources for Native Americans: Regions and Cultures***

### **General Native Americans**

1. *American Indian Families*, by Jay Miller (Children's Press, 1996) ISBN 0516260698
2. *American Indian Festivals*, by Jay Miller (Children's Press, 1996) ISBN 0516260901
3. *American Indian Foods*, by Jay Miller (Children's Press, 1996) ISBN 051626091X
4. *American Indian Games*, by Jay Miller (Children's Press, 1996) ISBN 0516260928
5. *Many Nations: An Alphabet Of Native America*, by Joseph Bruchac (Scholastic, Inc., 2004) ISBN 043963590X
6. *Native Homes*, by Bobbie Kalman (Crabtree Publishing Company, 2001) ISBN 9780778704638
7. *Thirteen Moons on Turtle's Back*, by Joseph Bruchac and Jonathan London (Scholastic Inc, 1996) ISBN 0590995081
8. *Two Cultures Meet: Native American and European*, by Ann Rossi (National Geographic Society, 2002) ISBN 0792286790
9. *The Very First Americans*, by Cara Ashrose (Grosset and Dunlap, 1993) ISBN 0448401681
10. *When Cultures Meet*, by John Perritano (National Geographic Society, 2006) ISBN 0792254554

### **Greater Mississippi River Areas/Mound Builders**

11. *Ancient Mounds of Watson Brake: Oldest Earthworks in North America*, by Elizabeth Moore and Alice Couvillon (Pelican Publishing Company, 2010) ISBN 9781589806566
12. *Mounds of Earth and Shell*, by Bonnie Shemie (Tundra Books, 1995) ISBN 0887763529

### **Southwest/Ancestral Pueblo, Hopi, Zuni, Apache, and Navajo**

13. *The Anasazi Culture at Mesa Verde*, by Sabrina Crewe and Dale Anderson (Gareth Stevens Publishing, 2003) ISBN 0836833902
14. *The Apache*, by Andrew Santella (Children's Press, 2001) ISBN 0516273116
15. *Colors of the Navajo*, by Emily Abbink (Carolrhoda Books, 1998) ISBN 9781575052694
16. *The Hopi*, by Andrew Santella (Children's Press, 2003) ISBN 0516269879
17. *Life in a Hopi Village*, by Sally Senzell Isaacs (Heinemann-Raintree, 2001) ISBN 158810298X
18. *Life in a Pueblo*, by Amanda Bishop and Bobbie Kalman (Crabtree Publishing Company, 2003) ISBN 9780778704676
19. *The Magic Hummingbird: A Hopi Folktale*, collected and translated by Ekkehart Malotki (Kiva Publishing, 1996) ISBN 9781885772046
20. *The Navajo*, by Andrew Santella (Children's Press, 2003) ISBN 0516269887
21. *The Pueblos*, by Alice K. Flanagan (Children's Press, 1998) ISBN 0516263838
22. *The Pueblos: People of the Southwest*, by Ruby Maile (National Geographic Society, 2004) ISBN 0792247272
23. *The Southwest Indians: Daily Life in the 1500s*, by Mary Englar (Capstone Press, 2005) ISBN 0736843191
24. *The Stone Cutter & the Navajo Maiden*, by Vee Browne (Salina Bookshelf, Inc., 2008) ISBN 1893354920
25. *Turquoise Boy: A Navajo Legend*, by Terri Cohlene (Scholastic Inc., 2004) ISBN 0439635888

## **Northeast/Eastern Woodlands/Iroquois**

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26. *The Delaware*, by Michelle Levine (Lerner Publications Company, 2007) ISBN 0822567008
27. *Eastern Woodlands Indians*, by Mir Tamim Ansary (Heinemann Library, 2000) ISBN 1588104516
28. *Iroquois*, by Richard M. Gaines (ABDO Publishing Company, 2000) ISBN 1577653734
29. *The Iroquois*, by Stefanie Takacs ( Scholastic Inc., 2003) ISBN 051627824X
30. *The Iroquois: People of the Northeast*, by Ruby Maile (National Geographic Society, 2004) ISBN 0792247280
31. *The Iroquois: The Six Nations Confederacy*, by Mary Englar (Capstone Press, 2000) ISBN 9780736848176
32. *Iroquois Indians*, by Caryn Yacowitz (Heinemann Library, 2003) ISBN 1403405104
33. *Life in a Longhouse Village*, by Bobbie Kalman (Crabtree Publishing Company, 2001) ISBN 0778704621
34. *Life of the Powhatan*, by Rebecca Sjonger and Bobbie Kalman (Crabtree Publishing Company, 2004) ISBN 0778704720
35. *The Powhatan*, by David C. King (Marshall Cavendish Corp., 2008) ISBN 9780761426813

## **Southeast/Cherokee**

36. *Grandmother Spider Brings the Sun: A Cherokee Story*, by Geri Keams (Northland Publishing, 1995) ISBN 0873586948
37. *Nations of the Southeast*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2005) ISBN 0778704777
38. *The Seminole*, by Liz Sonneborn (Franklin Watts, 2002) ISBN 0531162281
39. *The Seminole Indians*, by Bill Lund (Capstone Press, 2006) ISBN 9780736880565
40. *Seminole Indians*, by Caryn Yacowitz (Heinemann Library, 2003) ISBN 9781403405111
41. *The Seminoles: A First Americans Book*, by Virginia Driving Hawk Sneve (Holiday House, 1994) ISBN 0823411125
42. *She Sang Promise: The Story of Betty Mae Jumper, Seminole Tribal Leader*, by Jan Godown Annino (National Geographic Society, 2010) ISBN 9781426305924
43. *Soft Rain: A Story of the Cherokee Trail of Tears*, by Cornelia Cornelissen (Random House, Inc., 1998) ISBN 9780440412427
44. *Southeast Indians*, by Mir Tamim Ansary (Heinemann Library, 2001) ISBN 1588104540
45. *The Southeast Indians: Daily Life in the 1500s*, by Kathy Jo Slusher-Haas (Capstone Press, 2005) ISBN 0736843175
46. *Yonder Mountain: A Cherokee Legend*, as told by Robert H. Bushyhead (Marshall Cavendish, 2002) ISBN 9780761451136

## **Arctic/Subarctic/Thule and Inuit**

47. *Houses of snow, skin and bones*, by Bonnie Shemie (Tundra Books, 1993) ISBN 0887763057
48. *The Inuit*, by Andrew Santella (Children's Press, 2001) ISBN 0516273191
49. *Inuit Indians*, by Caryn Yacowitz (Heinemann Library, 2003) ISBN 9781403441713
50. *The Inuit Thought of It: Amazing Arctic Inventions*, by Alooook Ipellie with David MacDonald (Annick Press Ltd., 2007) ISBN 9781554510870

Name: \_\_\_\_\_

Take-Home  
Worksheet

51. *Life in the Far North*, by Bobbie Kalman and Rebecca Sjonger (Crabtree Publishing Company, 2003) ISBN 9780778704690
52. *The Polar Bear Son: An Inuit Tale*, retold and illustrated by Lydia Dabovich (Clarion Books, 1997) ISBN 0395975670

### Teacher/Family Resources

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53. *500 Nations* (DVD), directed by Jack Leustig (Warner Home Video, 2004) ASIN B0002S65WC
54. America Reads: Families—What You Can Do:  
[http://www2.ed.gov/inits/americanreads/families\\_cando.html](http://www2.ed.gov/inits/americanreads/families_cando.html)
55. El día de los niños/El día de los libros: Many Children, Many Cultures, Many Books!:  
<http://dia.ala.org/>
56. Electronic print of *Ball Play of the Choctaw*, painted by George Caitlin:  
<http://americanart.si.edu/collections/search/artwork/?id=3886>
57. List of books for elementary school ages:  
<http://www.talkstorytogether.org/american-indian/alaskan-native-book-list/elementary-school-books>

### Websites

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1. Buffalo hide painting as a way of story-telling  
<http://americanhistory.si.edu/kids/buffalo/hideactivity/>
2. Buffalo parts matching game  
<http://www.americanhistory.si.edu/kids/buffalo/matching/>
3. Cahokia Mound Builders, excerpt from 500 Nations documentary  
<http://www.youtube.com/watch?v=vTrVZr-DLHQ>
4. Cherokee Fact Sheet for Kids  
[http://www.bigorin.org/cherokee\\_kids.htm](http://www.bigorin.org/cherokee_kids.htm)
5. Map of tribes in each state today  
[http://teacher.scholastic.com/activities/explorer/native\\_americans/be\\_an\\_explorer/map/read/be\\_an\\_explorer\\_skagit.htm](http://teacher.scholastic.com/activities/explorer/native_americans/be_an_explorer/map/read/be_an_explorer_skagit.htm)
6. National Geographic for Kids pictures of modern Native Americans  
[http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043\\_14107\\_600x450.jpg](http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043_14107_600x450.jpg)
7. National Museum of the American Indian  
<http://www.nmai.si.edu>
8. Native Americans Facts for Kids  
<http://www.native-languages.org/kids.htm>
9. Native American Foods Facts for Kids  
<http://www.native-languages.org/food.htm>
10. PBS Quiz: “A day in the life” of a Native American boy  
[http://pbskids.org/stantonanthony/nativeam\\_boy.html](http://pbskids.org/stantonanthony/nativeam_boy.html)
11. Seminole Fact Sheet for Kids  
[http://www.bigorin.org/seminole\\_kids.htm](http://www.bigorin.org/seminole_kids.htm)
12. Weave a Virtual Wampum Belt  
<http://www.nativetech.org/beadwork/wampumgraph/index.html>



Name: \_\_\_\_\_

*Directions: Label each of the following regions on the map: Southwest, Northeast, Southeast, and Arctic/Subarctic.*





Name: \_\_\_\_\_

# Mound Builders

Region of North America in which the groups settled:

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Types of dwellings:

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Sources and types of food:

---

Other aspects of the groups' cultures:

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*Directions: Fill in the information you heard about the region, types of dwellings, food sources, and other aspects of the Mound Builders. Then, on the back, draw a picture about something you heard in the read-aloud.*





Name: \_\_\_\_\_

## Ancestral Pueblo

Region of North America in which the groups settled:

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Types of dwellings:

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Sources and types of food:

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Other aspects of the groups' cultures:

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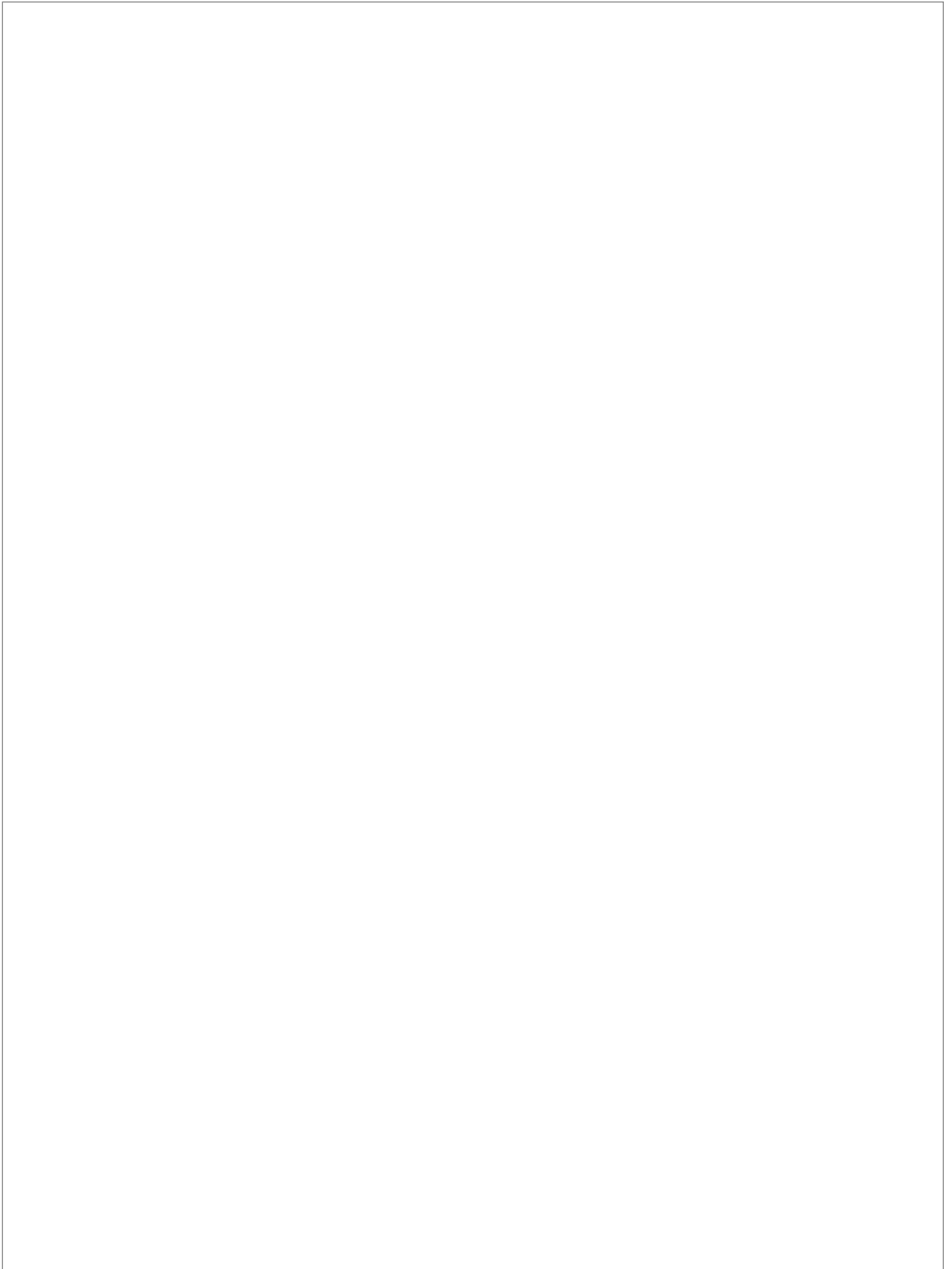


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*Directions: Fill in the information you heard about the region, types of dwellings, food sources, and other aspects of the Ancestral Pueblo. Then, on the back, draw a picture about something you heard in the read-aloud.*



Name: \_\_\_\_\_



## Dear Family Members,

I hope your child is enjoying learning about some of the earliest people to inhabit the continent of North America. Over the next several days, s/he will be learning about the tribes that settled in the various regions of the continent, including the Hopi and Zuni tribes of the Southwest; the Eastern Woodlands tribes, including the Iroquois; the Southeast tribes, including the Cherokee; and the Inuit of northern North America.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the earliest known people to inhabit North America.

### 1. Using a Map of North America

Have your child locate the southwestern part of North America on a map. S/he will be learning that two of the tribes that were descended from the Ancestral Pueblo in this area were the Hopi and the Zuni. Discuss with your child how the Hopi, like their ancestors before them, had to use ingenious methods to farm in this arid climate. The Hopi grew many different foods, but they relied most heavily on corn.

On the map, have your child locate the Eastern Woodlands area of North America, which stretched from Canada south to the Carolinas, and from the Great Lakes east to the Atlantic Ocean. Discuss with your child how the tribes in this area, including the Iroquois, had to build houses that would keep them warm in this often cold and snowy region. They built longhouses, which housed many members of an extended family, and wigwams that were wooden, rounded structures similar in shape to igloos.

On the map, have your child locate the southeastern part of North America. Discuss with your child how the tribes in this area experienced a mild climate and fertile soil. As a result, food was plentiful in this region and allowed the population to grow at a faster rate than in many other regions. Your child will learn that this region was the most densely populated when the European explorers arrived in North America. Your child will be learning about the Cherokee who settled in this area. S/he will be learning about the Cherokee's Green Corn Festival and a game played by the Cherokee that was similar to lacrosse in its use of a ball and net, but very different in its serious warring nature.

On the map, have your child locate the northern part of North America, including Alaska, Canada, and Greenland. Remind your child that s/he learned about part of this region when s/he studied the Vikings earlier this year. Your child will also be learning about the Thule and Inuit, who lived in this region and found ingenious ways to survive in an inhospitable climate.

### 2. Draw and Write

Have your child draw and write about what s/he is learning regarding the different ways various tribes adapted to their environments. You may wish to have your child draw the different types of houses built in the different regions. The Hopi stone and wood home was entered through the ceiling

using a ladder. The Iroquois lived in longhouses and wigwams that provided protection from the cold and snowy winters. The winter homes built by the tribes of the Southeast were circular with conical roofs through which smoke from an internal fire could escape. The summer homes built in the South and east were often thatched roofs supported by wooden poles, frequently lacking any walls. The homes built by the Inuit in the harsh climate of the northern-most part of the continent were made of blocks of snow called igloos. Those homes had a tunnel entrance that was designed to trap cold air and keep it away from the main living area of the home.

Your child could also draw some other aspects of the tribes' culture. S/he may draw a kachina spirit and describe its importance to the Hopi people. You may also wish to have your child draw the "three sisters" of corn, beans, and squash, and explain their importance to the Native Americans. S/he may also draw a scene depicting the Green Corn Festival or the game anetsa, both associated with the Cherokee culture. You may also wish to have your child draw a kayak and explain how it was invented by the Inuit and was important to their survival because of their reliance on fishing.

### 3. Sayings and Phrases: Cold Shoulder

Your child will be learning the saying "cold shoulder." Talk with your child about the meaning of this phrase. In reference to this saying, have your child tell you about the way in which the Hopi people used this as a way of punishing people. Because the Hopi people believed they should always be kind to people, it was considered a punishment to ignore someone, or give them the cold shoulder.

### 4. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *revered*—John revered his father, who was a kind and intelligent man.
- *cloaked*—The young girl, cloaked in a brown cape, crept through the forest.
- *extended family*—An Iroquois extended family, called a clan, lived together in a longhouse even though it could include up to fifty people.
- *inhospitable*—The inhospitable climate of the Arctic makes it difficult for much vegetation to grow.

### Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. Please refer back to the list of recommended resources related to the Native Americans that may be found at the library, as well as the list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: \_\_\_\_\_

*Directions: Fill in the information you heard about the region, types of dwellings, food sources, and other aspects of the Hopi. Then, on the back, draw a picture about something you heard in the read-aloud.*

# Hopi

Region of North America in which the group settled:

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Types of dwellings:

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Sources and types of food:

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Other aspects of the group's culture:

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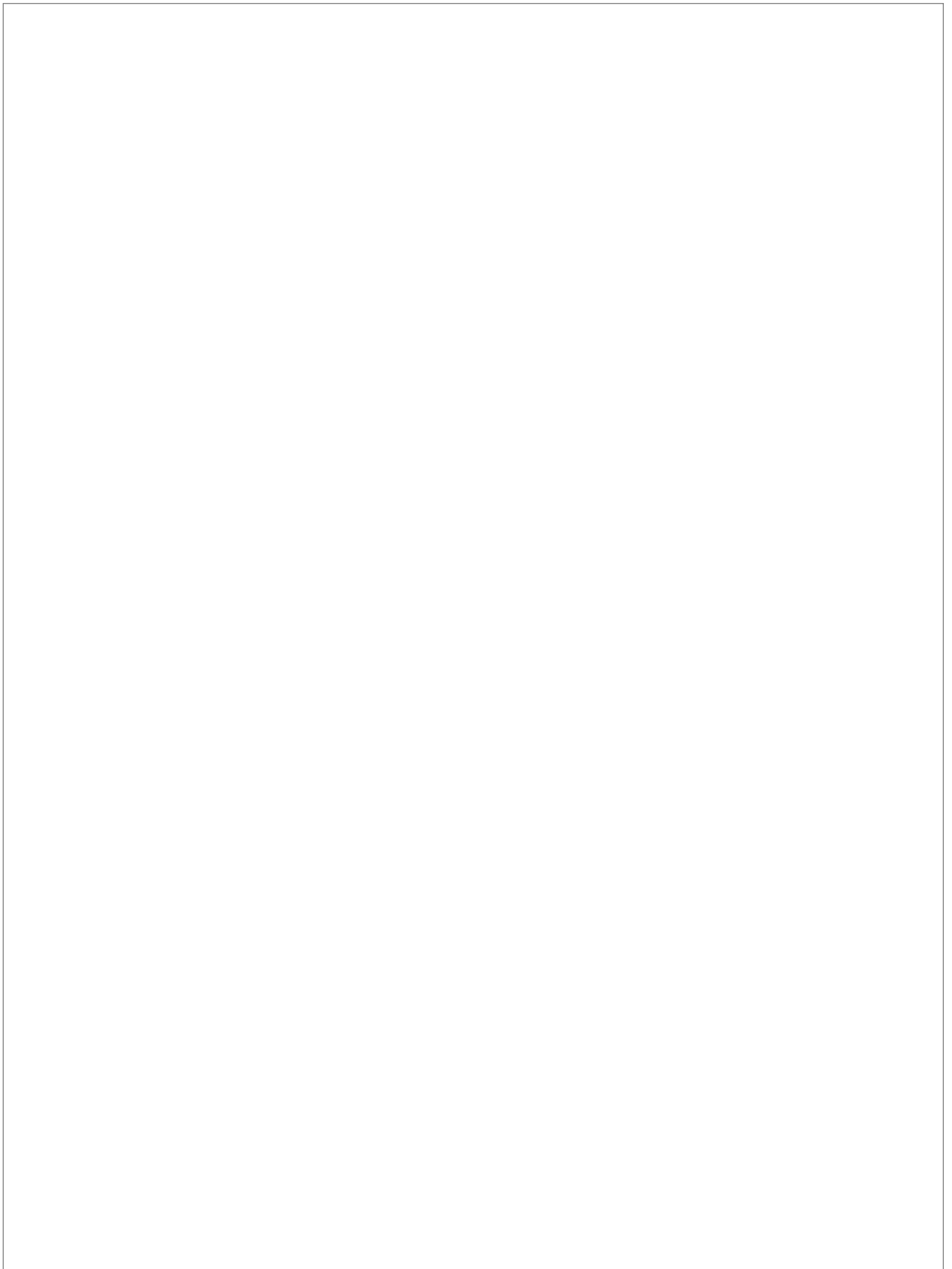
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Name: \_\_\_\_\_

# Iroquois

Region of North America in which the groups settled:

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Types of dwellings:

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Sources and types of food:

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Other aspects of the groups' cultures:

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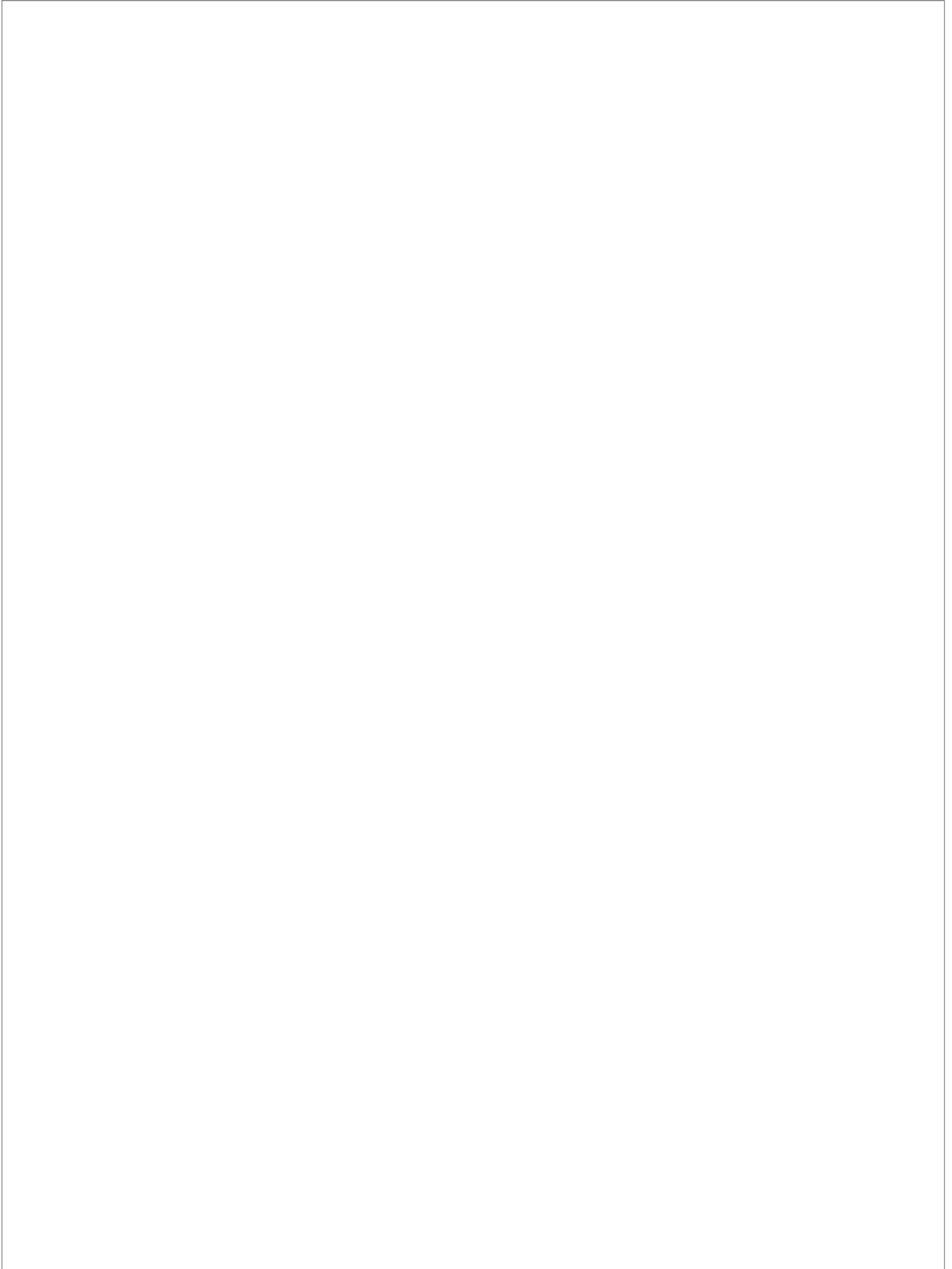
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*Directions: Fill in the information you heard about the region, types of dwellings, food sources, and other aspects of the Iroquois. Then, on the back, draw a picture about something you heard in the read-aloud.*





Name: \_\_\_\_\_

# Cherokee

Region of North America in which the group settled:

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Types of dwellings:

---

Sources and types of food:

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Other aspects of the group's culture:

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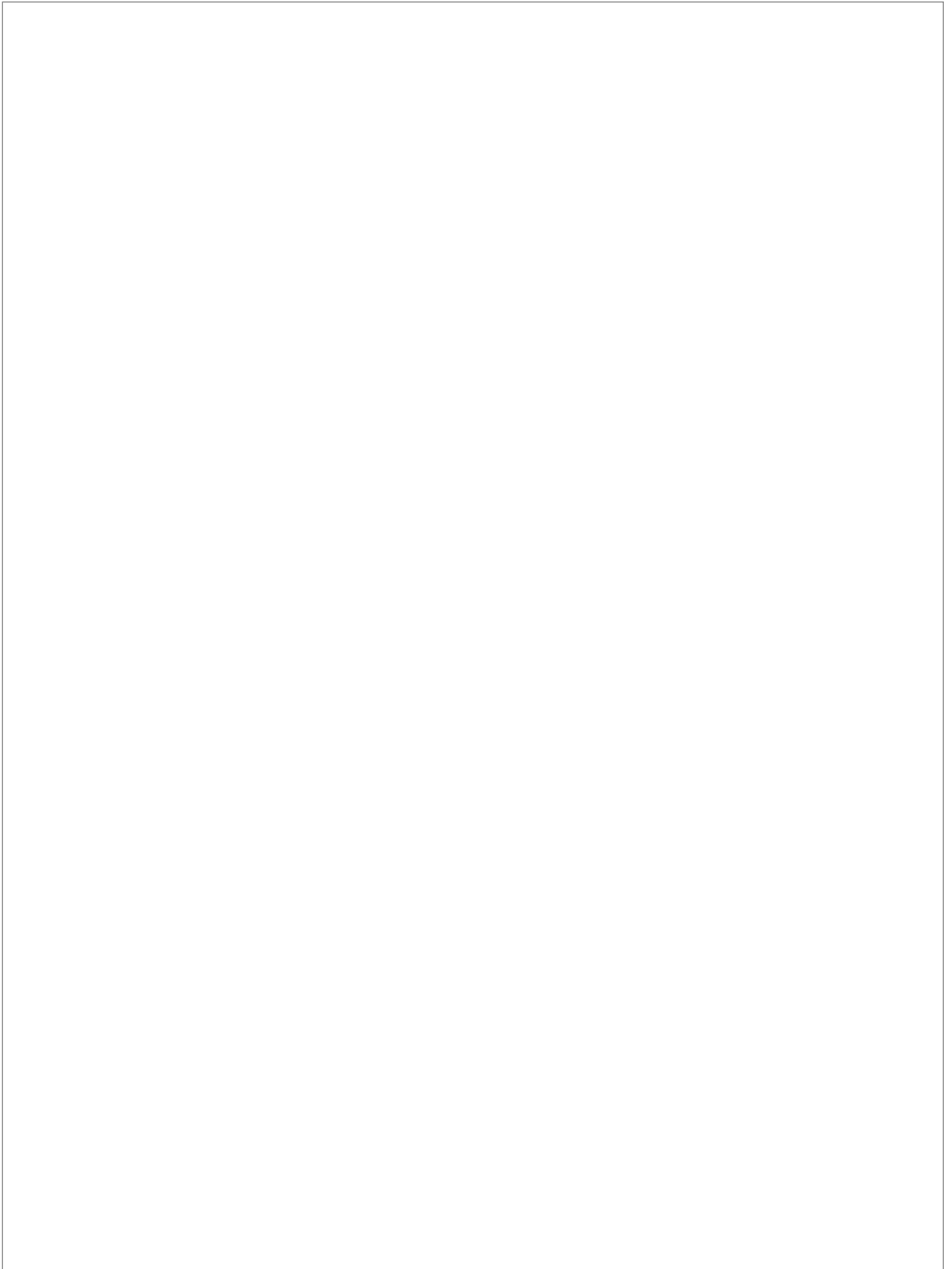
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*Directions: Fill in the information you heard about the region, types of dwellings, food sources, and other aspects of the Cherokee. Then, on the back, draw a picture about something you heard in the read-aloud.*



Name: \_\_\_\_\_

*Directions: Fill in the information you heard about the region, types of dwellings, food sources, and other aspects of the Inuit. Then, on the back, draw a picture about something you heard in the read-aloud.*

# Inuit

Region of North America in which the group settled:

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Types of dwellings:

---

Sources and types of food:

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Other aspects of the group's culture:

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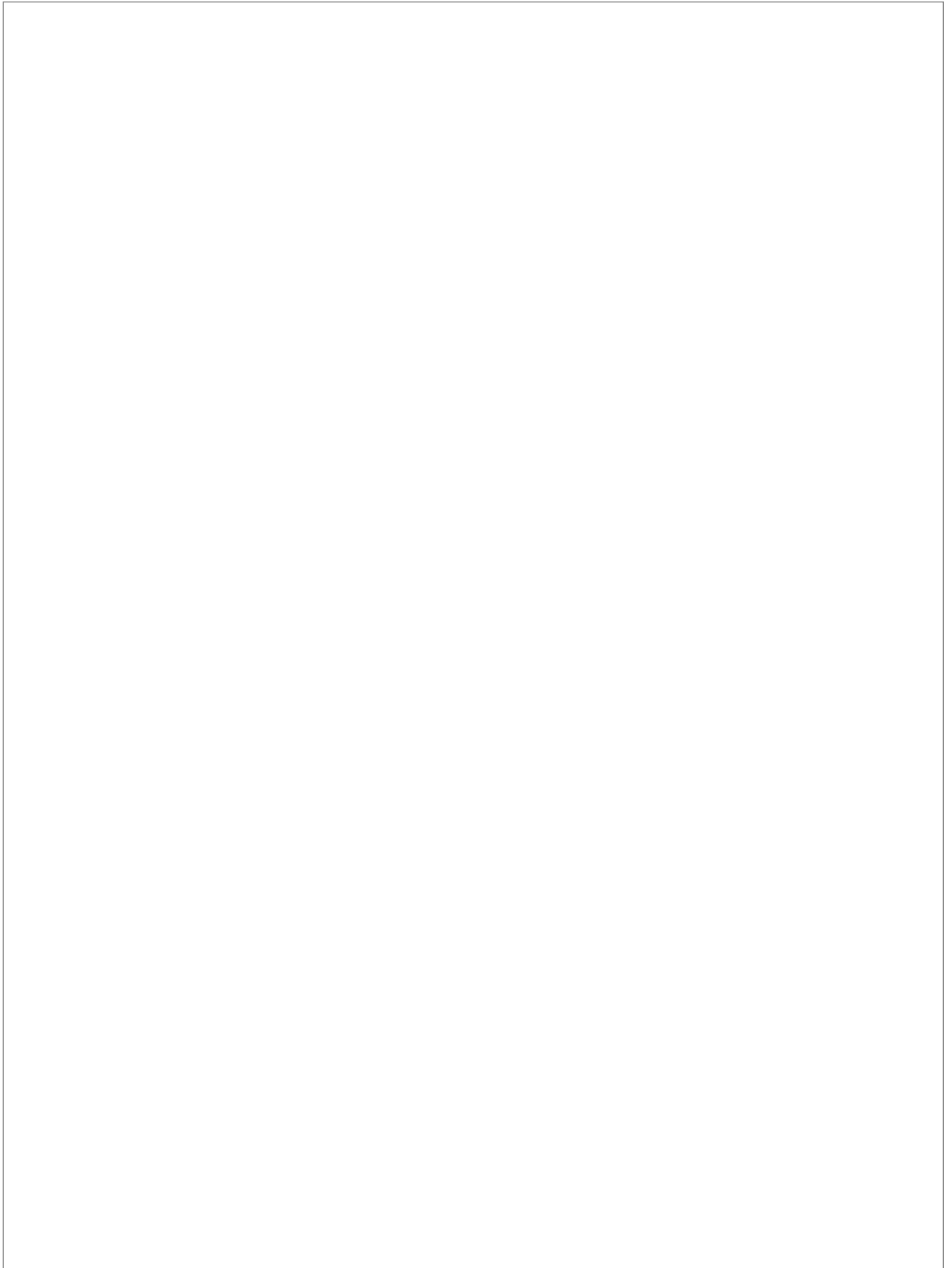
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Name: \_\_\_\_\_

*Directions: Using the charts you completed in Lessons 3–8, complete the information in the following chart.*

	Mound Builders	Ancestral Pueblo	Hopi	Iroquois	Cherokee	Inuit
<b>Region in which the group(s) settled</b>						
<b>Type(s) of dwelling(s)</b>						
<b>Sources and types of food</b>						
<b>Other aspects of culture(s)</b>						



Name: \_\_\_\_\_

*Directions: Look at the numbers on the map. Then, look at the words in the word bank. Write the number on the blank beside the correct word. Finally, draw the route on the map that the earliest known people used to migrate to North America.*

_____ Asia	_____ Northeast
_____ Arctic/Subarctic	_____ Mississippi River
_____ Southwest	_____ Bering Strait
_____ South America	_____ Southeast







Name: Answer Key

Directions: Look at the numbers on the map. Then, look at the words in the word bank. Write the number on the blank beside the correct word. Finally, draw the route on the map that the earliest known people used to migrate to North America.

<u>3</u> Asia	<u>7</u> Northeast
<u>2</u> Arctic/Subarctic	<u>1</u> Mississippi River
<u>4</u> Southwest	<u>8</u> Bering Strait
<u>5</u> South America	<u>6</u> Southeast





Name: \_\_\_\_\_

*Directions: Read each question or statement and the optional answers with your teacher. Circle the letter that best answers the question.*

- 1. Why did the early Native Americans travel to the continent that is now known as North America?
  - A. to find good farm land
  - B. to follow the herds they hunted
  - C. to search for a better climate
  - D. to find new sources of water
  
- 2. What term refers to someone or something that existed before people started writing down history?
  - A. nomadic
  - B. native
  - C. prehistoric
  - D. ancestral
  
- 3. Which of the following was NOT one of the Mound Builder tribes?
  - A. Cherokee
  - B. Adena
  - C. Hopewell
  - D. Mississippian
  
- 4. What was one of the biggest challenges faced by the tribes of the Southwest region as they adapted to their environment?
  - A. very cold weather
  - B. too many buffalo
  - C. not always enough water
  - D. too much water

5. What was the name for the underground rooms used by the Ancestral Pueblo for religious ceremonies?
- A. igloos
  - B. pueblos
  - C. kachinas
  - D. kivas
6. When the Ancestral Pueblo abandoned their homes, they began to live in \_\_\_\_.
- A. cliff dwellings
  - B. tipis
  - C. igloos
  - D. wigwams
7. The Hopi planted many different crops, but which crop was the most important to them?
- A. wheat
  - B. pumpkin
  - C. beans
  - D. corn
8. The “Hopi Way” refers to which of the following?
- A. the belief that they should be kind to one another and thoughtful toward the environment
  - B. the way the Hopi people farmed the land
  - C. the belief that the Hopi people should obtain their food through fishing rather than farming
  - D. the way the Hopi people built their houses

9. The Eastern Woodlands tribes built three types of homes to survive the cold, snowy winters. Which are two types of houses used by the Eastern Woodlands tribes?
- A. longhouses and wigwams
  - B. igloos and kivas
  - C. tipis and cliff dwellings
  - D. pueblos and open-sided thatched roofs
10. Like many Native American tribes, when the tribes of the Southeast began to farm, they also continued to do which of the following activities?
- A. hunt
  - B. gather
  - C. fish
  - D. all of the above
11. Why was the Southeast region the most densely populated when the European explorers first arrived on North America?
- A. The mild climate enabled the Native Americans to grow two main crops each year, providing an abundance of food to support a growing population.
  - B. The lack of water in the region required the Native Americans to find ways to obtain food other than through farming.
  - C. The Native Americans of this region learned to train dogs to help them adapt to the very cold climate.
  - D. Many Native Americans were drawn to this area because of its dry and very cold climate.
12. What was one of the main sources of food for the Inuit?
- A. corn
  - B. whales
  - C. beans
  - D. pumpkins



Name: Answer Key

Directions: Read each question or statement and the optional answers with your teacher. Circle the letter that best answers the question.

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  - C. beans
  - D. pumpkins



Name: \_\_\_\_\_

1. How were the earliest known inhabitants of North America able to migrate from Asia?

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2. How did the ways of gathering food change over time for some Native Americans?

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3. Why did the Native American tribes of the Greater Mississippi River Areas build mounds?

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*Directions: Write one or two sentences to answer each question or statement.*

4. Compare and contrast two tribes and their regions that you have learned about.

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5. What were some of the things the Hopi asked the kachinas to give them?

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# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# Tens Conversion Chart

## Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

# CORE KNOWLEDGE LANGUAGE ARTS

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