

Native Nations of North America

A Closer Look at the Lives of Native Peoples

In order to understand the history of the United States, students must study the Native people who lived in North America before European settlers arrived. The *Native Nations of North America* series provides students with in-depth information about Native cultures of the past. The *Native Nations of North America* Teacher Guide fuels further study of Native people and their contributions to the United States with a variety of engaging lessons.

Participation in these lessons will lead students to understand the influence and contributions of Native cultures to modern governments. Students will realize that Native people often are not credited for the contributions they have made to the world, and will learn to appreciate the way times have changed.

The lesson plans in this guide are tailored for grades 4-6 and address various subjects including art, economics, language arts, rhetoric, and social studies. Each lesson plan is designed to stand alone. As such, they do not need to be presented in sequential order. Helpful reproducible worksheets and rubrics appear at the end of the guide. The titles in the series include:

<i>Famous Native North Americans</i>	<i>Life in a Longhouse Village</i>
<i>Native North American Wisdom and Gifts</i>	<i>Life in the Far North</i>
<i>Native North American Foods and Recipes</i>	<i>Life of the California Coast Nations</i>
<i>Native Homes</i>	<i>Nations of the Southeast</i>
<i>Life in a Pueblo</i>	<i>Nations of the Southwest</i>
<i>Life in a Plains Camp</i>	<i>Nations of the Eastern Great Lakes</i>
<i>Life in an Anishinabe Camp</i>	<i>Nations of the Western Great Lakes</i>
<i>Life of the Powhatan</i>	<i>Nations of the Northeast Coast</i>
<i>Life of the Navajo</i>	<i>Nations of the Northwest Coast</i>
	<i>Nations of the Plains</i>

As students investigate the topics addressed in the guide they will sharpen their critical thinking skills and understand what life was really like for Native people. Jump in and ask questions with your class as you have fun learning about Native Nations!

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National Standards Correlation

Lesson Plan Title	Correlation to National Standards
<p>Child's Play</p>	<p>Social Studies</p> <p>The learner can identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.</p> <p>The learner can describe personal connections to place—especially place as associated with immediate surroundings.</p> <p>The learner can identify and describe ways family, groups, and community influence the individual's daily life and personal choices.</p>
<p>Native Gifts</p>	<p>Language Arts</p> <p>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>Social Studies</p> <p>The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.</p> <p>The learner can compare ways in which people from different cultures think about and deal with their physical environment and social conditions.</p> <p>The learner can identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations.</p>
<p>Changing Lives</p>	<p>Social Studies</p> <p>The learner can identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.</p> <p>The learner can identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.</p> <p>The learner can investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.</p>
<p>Home Sweet Home</p>	<p>Social Studies</p> <p>The learner can describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.</p> <p>The learner can examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.</p> <p>The learner can observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.</p>

Lesson Plan Title	Correlation to National Standards
Maintaining Balance	<p>Social Studies</p> <p>The learner can compare ways in which people from different cultures think about and deal with their physical environment and social conditions.</p> <p>The learner can show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.</p> <p>The learner can describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment.</p>
Reclaiming Their Heritage	<p>Language Arts</p> <p>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>Social Studies</p> <p>The learner can give examples and describe the importance of cultural unity and diversity within and across groups.</p> <p>The learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.</p>
Making History	<p>Language Arts</p> <p>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>Social Studies</p> <p>The learner can explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.</p> <p>The learner can give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.</p> <p>The learner can investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.</p>
A Feast for All Seasons	<p>Social Studies</p> <p>The learner can give examples that show how scarcity and choice govern our economic decisions.</p> <p>The learner can give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.</p> <p>The learner can describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.</p>

For state specific educational standards, please visit <http://www.crabtreebooks.com/>.

Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Child's Play	Language Arts Social Studies	<ul style="list-style-type: none"> identifying main ideas from texts understanding what childhood was like in Native nations comparing a Native childhood to one's own childhood in modern America writing a journal entry
Native Gifts	Language Arts Rhetoric Social Studies	<ul style="list-style-type: none"> assembling information about the contributions of Native people to American culture writing and performing a newscast working in small groups
Changing Lives	Art Economics Language Arts Social Studies	<ul style="list-style-type: none"> identifying main ideas from texts identifying how European settlers influenced Native cultures writing and illustrating a book
Home Sweet Home	Art Language Arts Social Studies	<ul style="list-style-type: none"> identifying types of Native shelters building a model of a Native shelter writing a paragraph working with a partner
Maintaining Balance	Language Arts Social Studies	<ul style="list-style-type: none"> identifying main ideas from the text identifying Native beliefs about the environment and comparing them to European settlers' beliefs and current United States citizens' beliefs writing a poem
Reclaiming Their Heritage	Art Language Arts Rhetoric Social Studies	<ul style="list-style-type: none"> using the Internet to conduct research on the lives of Native people today writing a report illustrating a report presenting a report to the class
Making History	Art Language Arts Social Studies	<ul style="list-style-type: none"> famous Native North Americans conducting effective research writing and illustrating a magazine article
A Feast for All Seasons	Economics Rhetoric Social Studies	<ul style="list-style-type: none"> the part foods played in the economies of Native nations the roles of different groups in the economies of Native nations public speaking

Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary		Assessment
Child's Play	1–2 class period(s)	ancestor descendent extended family maternal paternal	cradleboard elder generation matrilineal sibling	Assess journal entries for correct length, accuracy of information about Native childhoods, and comparison to student's experience as a child in modern America.
Native Gifts	2–3 class periods	adopting council prejudice	confederacy democratic technology	Assess newscasts for student participation, creativity, and accuracy of information provided.
Changing Lives	2 class periods	alliance debt fur trade missionaries smallpox treaties	credit displaced heritage reservations territory unemployment	Assess books for accuracy of information, creativity, correct spelling, grammar, and punctuation.
Home Sweet Home	2 class periods	hogans pueblos tipis wigwams	longhouses sod houses wickiups	Evaluate students' models using their reproducibles.
Maintaining Balance	2 class periods	conquer ecology seventh generation	conservation extinct	Assess poems for creativity and for accuracy of information about environmental beliefs.
Reclaiming Their Heritage	3–4 class periods	descendent heritage	elder reservation	Assess reports, illustrations, and presentations for accuracy of information, creativity, spelling, grammar, and punctuation. Assess students' participation and behavior during class time in the school computer lab or library.
Making History	2 class periods	famous	lead	Check articles for appropriate focus, use of language, supporting evidence, and correct grammar, spelling, and punctuation.
A Feast for All Seasons	2–3 class periods	allergic grits potlatch sauté succotash	economy hominy roast simmer tubers	Evaluate students' reproducibles and presentations.

Child's Play

A Lesson on Childhood in Native Nations

Content

Students will learn what life was like for children in Native nations while identifying main ideas from texts. Students will then write a journal entry comparing Native childhood to their experiences of childhood in modern America.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

The learner can describe personal connections to place—especially place as associated with immediate surroundings.

The learner can identify and describe ways family, groups, and community influence the individual's daily life and personal choices.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Logical-Mathematical



Verbal-Linguistic

Prerequisites

Students should read books from the *Native Nations of North America* series, especially the sections on children and childhood, before proceeding with the lesson.

Materials

- books from the *Native Nations of North America* series
- student copies of the *Child's Play* reproducible
- chalkboard and chalk or whiteboard and markers
- paper and pencils

Instructional Procedure

Anticipatory Set

Ask students: *What do you think life was like for children in Native nations?* Write student answers on the board. Have students review the sections on children in books from the *Native Nations of North America* series.

Class Discussion

Write the following vocabulary words on the board: *ancestor, cradleboard, descendent, elder, extended family, generation, maternal, matrilineal, paternal, and sibling*. Explain or review their definitions. Discuss with students the details of children's lives in Native nations. Use the following questions to help guide the discussion: Were children considered part of their mother's family, their father's family, or both? With whom did children live? What were babies' lives like? Did children attend school? Whether or not they attended school, what kinds of things did they learn? What work did they do? What kinds of games did they play? Were boys and girls treated the same way? Did they go through ceremonies to pass from childhood to adulthood? What were the ceremonies like? At what age were children considered adults? (Student answers will vary, but responses and discussion should indicate a grasp of the information about children in the *Native Nations of North America* books.)

Objectives

The student will be able to...

- identify main ideas from texts
- understand what childhood in Native nations was like
- compare a Native childhood to his or her own childhood
- write a journal entry

Activity

Tell students that they will write a 500-word journal entry comparing their childhood in modern America with that of children who lived in Native nations. Students can choose to compare their lives with the lives of children from a particular Native nation or with the lives of children in Native nations in general. Have students use the *Child's Play* reproducible to guide them.

Accommodations and Extensions

As an accommodation, have students write a journal entry that is only 250 words in length instead of 500 words.

As an extension, have students do further research (in the school library) on the lives of Native children, and present their findings to the class.

As a further extension, students can write a first-person narrative from the point of view of a Native child, and share their stories with the class.

Closure

Have student volunteers read their journal entries to the class. Correct any misconceptions about Native childhoods that students may hold.

Assessment

Assess journal entries for correct length, accuracy of information about Native childhoods, and comparison to student's experience as a child in modern America.

Native Gifts

A Lesson on Native Contributions to American Culture

Content

Students will assemble information about the contributions of Native cultures to American culture and then will work in small groups to write and perform a newscast about those contributions.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Social Studies

The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

The learner can compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

The learner can identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Musical



Verbal-Linguistic

Prerequisites

Students should read *Native North American Wisdom and Gifts* before proceeding with the lesson. Tell students that on the day of the activity, they can dress in (or bring to school with them) clothes that they would wear if they were an anchorperson on a television news show. On the day of the activity, set up an “anchor desk” (a table and chairs) at the front of the room.

Materials

- *Native North American Wisdom and Gifts*
- other books in the *Native Nations of North America* series
- student copies of the *Native Gifts* reproducible
- paper and pencils
- recording of a newscast (optional)
- any props students bring in to use

Instructional Procedure

Anticipatory Set

Ask students to think of cultures that have had an effect on American culture. To help them, urge them to think about food, festivals, holidays, and consumer products. They might mention Ireland (St. Patrick's Day), Mexico (Cinco de Mayo, burritos and other Mexican food), Italy (fashion, pizza, spaghetti, and other Italian food), or China (Chinese New Year and Chinese food). Write student responses on the board. Tell students that Native cultures also have influenced American culture.

Class Discussion

After students have read *Native North American Wisdom and Gifts*, ask them which Native contribution surprised them the most. Write the vocabulary words *adopting*, *confederacy*, *council*, *democratic*, *prejudice*, and *technology* on the board. Explain their definitions. Discuss how Native people have contributed to American culture. Point out that the Haudenosaunee Confederacy influenced colonial leaders when they wrote the Declaration of Independence and the U.S. Constitution. Add that the Haudenosaunee Confederacy also influenced countries that formed the League of Nations, forerunner to the United Nations. Discuss the Navajo code talkers and how they helped the United States and its allies win World War II. Ask students what parts of *Native North American Wisdom and Gifts* most interested them. Tell students that Native people's contributions to American culture are also discussed in other books in the *Native Nations of North America* series, and that they can use information in those books in the following activity.

Objectives

The student will be able to...

- assemble information about the contributions of Native people to American culture
- write and perform a newscast
- work in small groups

Activity

Divide students into small groups. Have each group write a five-minute newscast that highlights contributions of Native people to American culture. Have groups use the *Native Gifts* reproducible to help them in writing their newscasts. Tell students that they may bring in props to use during their newscast, including food, sporting gear, clothing or jewelry, music to play during parts of the newscast, etc. (Stress that students may not bring weapons to school.) Tell students that each person in every group must have a speaking role in the newscast. Encourage students to be creative. Show them a recording of a newscast so that they understand the structure of the show (anchors read the news and then introduce reporters in the field, who interview people, etc.).

Accommodations and Extensions

Allow English language learners extra time to practice their lines and a partner with whom to practice.

As an extension, have students extend the length of their newscasts to include more information about the contributions of Native people to American culture.

Closure

Have groups perform their newscasts for the class.

Assessment

Assess newscasts for student participation, creativity, and accuracy of information provided.

Changing Lives

A Lesson on European Settlers' Influence on Native Nations

Content

Students will identify ways in which European settlers and their technology influenced the cultures of Native people. They will write creatively and express ideas through | illustrations while making a book.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.

The learner can identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.

The learner can investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Naturalist



Verbal-Linguistic



Visual-Spatial

Prerequisites

Have students read books in the *Native Nations of North America* series. They should concentrate on the sections (toward the end of each book) that describe how the cultures of Native people changed once contact with European settlers was established. These sections have titles such as “Conflict and War,” “Changed Ways of Life,” and “Conflicts and Change.”

Materials

- books from the *Native Nations of North America* series
- student copies of the *Changing Lives* reproducible
- chalkboard and chalk or whiteboard and markers
- paper and pencils
- crayons, markers, or colored pencils

Instructional Procedure

Anticipatory Set

Remind students about the influence of other cultures on American culture. Tell students that just as other cultures have influenced American culture, the many cultures of Europe influenced Native cultures when European settlers came to North America.

Class Discussion

After students have read books in the *Native Nations of North America* series, write the vocabulary words *alliance*, *credit*, *debt*, *displaced*, *fur trade*, *heritage*, *missionaries*, *reservations*, *smallpox*, *territory*, *treaties*, and *unemployment* on the board. Explain new definitions and review words students may already know. Ask students to name ways that European settlers influenced Native cultures once contact between the two was established. Write student responses on the board. (Student answers should include the introduction of horses, European foods, glass and beads, firearms, and new diseases.) Students also should discuss how Europeans broke treaties, forced Native people off their land, made them convert to Christianity, forbade them to speak their languages or practice their culture, forced them to send their children to non-Native schools, and pressured them to hunt for the fur trade. Students also might mention how Europeans tricked Native people into going into debt by letting them have trade goods on credit and then raising prices, as well as how, because of their convenience, Native people started using trade goods instead of their traditional goods in everyday life.

Objectives

The student will be able to...

- identify main ideas from the texts
- identify ways in which European settlers and their technology influenced the cultures of Native people
- write and illustrate a short book

Activity

Tell students that they will be writing and illustrating a short book on ways that European settlers influenced Native cultures. Students may choose to focus their book on one particular Native culture or on Native cultures as a whole. Tell students that their books must be a certain number of pages in length (for example, five pages), and that there should be a colorful illustration on each page. Explain that they must have a certain number of sentences on each page (for example, three sentences). Students should use correct spelling, grammar, and punctuation. Have students use the *Changing Lives* reproducible to help them get started on their books.

Accommodations and Extensions

As an accommodation, provide students extra writing assistance and allow them to work with a partner to draft their books.

As an extension, have students do further research in the library on a particular Native culture and the ways in which it was influenced by European settlers. Have students present their findings to the class.

Closure

Have student volunteers read their books and show their illustrations to the class. Display students' books in your classroom. Have a follow-up discussion with students; ask them if they think that, overall, Native cultures benefited or did not benefit from their contact with European settlers.

Assessment

Assess books for accuracy of information, creativity of text and illustrations, and correct spelling, grammar, and punctuation.

Home Sweet Home

A Lesson on the Many Types of Native Shelters

Content

By building a model, students will learn about the many types of shelters built by Native people and how they were suited to the needs of Native people.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

The learner can examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

The learner can observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Logical-Mathematical



Naturalist



Visual-Spatial

Prerequisites

Students should read the books in the *Native Nations of North America* series that profile Native people in certain parts of North America (*Life of the Navajo*, *Life in a Pueblo*) and describe the types of shelters in which people lived. Tell students to wear old clothes on the day of the activity as they probably will get dirty. To aid you in gathering the materials for this activity, compose a note to parents and send it home with students. The note might contain a request for students to sign up to bring in one of the needed materials, such as a large quantity of small twigs or leaves. The note might also request adult volunteers for the day of the activity, if needed.

Materials

- books from the *Native Nations of North America* series
- students copies of the *Home Sweet Home* reproducible
- chalkboard and chalk or whiteboard and markers
- old newspapers (to spread under workspaces)
- scissors
- glue and rubber cement
- cardboard and construction paper
- small milk cartons, emptied and clean*
- pipe cleaners and string
- cloth (preferably brown)
- paint and small paint brushes
- potting soil
- containers of water (to build sod houses and to clean hands)
- plastic craft foam
- grass, small twigs, leaves, bark, and pebbles
- clay
- baby wipes (to clean hands)

*Ask students to bring in their empty milk cartons from the school cafeteria after lunch to be rinsed out and used as building materials.

Instructional Procedure

Anticipatory Set

Ask students: *What kind of buildings do people in our country live in?* Write student answers on the board. (apartments, condominiums, duplexes, houses, houseboats, trailer homes, etc.) Ask students if all homes have the same shape. When they answer no, ask them to describe the different shapes of people's homes. As they describe the buildings, draw them on the board. Ask students if all homes in our country are made out of the same

Objectives

The student will be able to...

- identify types of shelters built by Native people
- explain how shelters were suited to the needs of Native people
- build a model of a Native shelter

materials. When they answer no, ask them to name the different kinds of materials from which homes can be made. (brick, wood, concrete, metal, stucco, plaster, etc.)

Class Discussion

Tell students that just as the homes in our country today have different shapes and are made of different materials, the homes of Native people had different shapes and were made of different materials. Have students skim the section of the books from the *Native Nations of North America* series that discuss Native people's shelters. Ask students why Native people built their shelters as they did. Use the following questions to guide the discussion: Did the weather influence them? Did they use the building materials that were most plentiful in their area? Did Native people build shelters that could withstand disasters such as floods? Were there separate shelters for men, women, and children? Were there separate shelters for different families or other kinds of groups? Did some structures have other uses, such as work stations or meeting places?

Activity

Tell students that they will be pairing up with another classmate to make a model of a Native shelter. Have pairs skim the books in the *Native Nations of North America* series and pick a kind of shelter to build. Write the following kinds of shelters on the board: *wigwam*, *tipi*, *sod house*, *qargit*, *tent*, *pueblo*, *ramada*, *hogan*, *wickiup*, *chickee*, *wattle-and-daub home*, *grass home*, *dugout*, *sweat lodge*, *longhouse*, *yi-hakan*, *birchbark lodge*, *elm-bark lodge*, and *plankhouse*. Explain that each pair must build a different type of shelter. Ensure that students build a variety of shelters by asking each to pick a type and then writing the students' names next to that shelter type on the board. Tell students to use cardboard as the base for their shelter and then to use the other materials to build their shelter. Tell students that they can use paint to make their shelter the correct color or to paint designs (if, according to the books, their shelters have designs). Remind students that they need to write a paragraph that explains how the shelter met the needs of Native people. They should glue the paragraph to the base of the shelter. Have students use the *Home Sweet Home* reproducible to ensure that they are fulfilling all the requirements of the assignment.

Accommodations and Extensions

As an accommodation, help students who are having trouble getting started choose the kind of shelter they will build and the correct building materials.

As a further accommodation, pick a few of the simplest shelters to reconstruct and specifically assign them to pairs who might face difficulty.

As an extension, have students construct a village or part of a village, including different kinds of structures as necessary. Students probably will have to do this work at home.

Closure

Display students' shelters around the room. You might want to show them to parents during open house or ask if the shelters can be displayed in the school library or in another public part of the school.

Assessment

Evaluate students' models using their reproducibles. Circulate during work time and assess students' cooperation in pairs.

Maintaining Balance

A Lesson on Native Peoples' Respect for the Environment

Content

Students will learn about Native people's beliefs about the environment and compare those beliefs to that of European settlers and current U.S. citizens. Students will then write a poem about what they have learned and participate in a class "poetry slam" to share their work.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

The learner can show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

The learner can describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Naturalist



Verbal-Linguistic

Prerequisites

Have students read the "Balance and Respect" and "Respecting the Earth" sections of *Native North American Wisdom and Gifts*. Also have students read the "Respecting Nature" section of *Native North American Foods and Recipes*, the "Prayer and Gratitude" section of *Life in a Plains Camp* and the "Beliefs and Gratitude" section of *Life in an Anishinabe Camp*.

Materials

- books in the *Native Nations of North America* series
- chalkboard and chalk or whiteboard and markers
- paper and pencils
- student copies of the *Maintaining Balance* reproducible
- examples of poems

Instructional Procedure

Anticipatory Set

Write *conquer*, *conservation*, *ecology*, *extinct* and *seventh generation* on the board. Explain their definitions and how they fit (or, in the case of *conquer*, don't fit) with Native people's beliefs about the environment. Ask students: *Do you agree with Native people's ideas about the environment? Why or why not?* Write students responses on the board.

Class Discussion

Have students read the sections about change at the end of most of the books in the *Native Nations of North America* series. Tell students that these sections address the changes that European settlers brought to Native cultures. Tell students that some of these sections also discuss European settlers' beliefs about the environment. After students have finished reading, discuss with them European settlers' beliefs. Ask students to explain how their views differed from Native peoples' views. Then ask them to explain how people who live in the United States today feel about the environment. Students will probably give many differing answers. Tell students that many people feel differently about the environment in our country today. Some people have views similar to Native peoples' views, while others have views similar to European settlers' views. Explain that scientists' use of new technology to monitor the environment has changed many people's views. (For example, scientists can keep track of animal populations with monitoring devices so they know, when the numbers drop, that certain kinds of animals are becoming endangered.)

Objectives

The student will be able to...

- identify main ideas from texts
- discuss Native peoples' beliefs about the environment and compare them to European settlers' and current United States citizens' beliefs about the environment
- write a poem

Activity

Distribute the reproducibles. Have each student write a poem about what he or she has learned in this lesson. The poem should explore beliefs about the environment—Native peoples', European settlers', current U.S. citizens', and their own. Tell students that their poem can employ any “style” that they want. (For example, it can be a rhyming or free verse poem.) Give students copies of poems so that they can consult them as they are writing.

Accommodations and Extensions

As an accommodation, have students write their poems about just one aspect of the assignment; for instance, a student could write his or her poem only about Native peoples' environmental beliefs, instead of comparing them to the environmental beliefs of European settlers or current U.S. citizens.

As an extension, have students use school library resources to find poems about the environment by Native authors. Have students read these poems aloud during the class poetry slam.

Closure

Have students read their poems to the class, or include another class in your poetry slam. Encourage students to tell what they liked about their classmates' poems and clap for each reader. Point out to the class in what ways the poems fulfilled the requirements of the assignment, and praise their creativity.

Assessment

Assess poems for creativity and for accuracy of information about environmental beliefs.

Reclaiming Their Heritage

A Lesson on the Lives of Native People Today

Content

Students will do research on the lives of Native people today by visiting Web sites about Native nations. They will strengthen their writing and artistic skills by writing and illustrating a report about what they learned, and give a brief presentation about their findings to the class.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Social Studies

The learner can give examples and describe the importance of cultural unity and diversity within and across groups.

The learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Logical-Mathematical



Verbal-Linguistic



Visual-Spatial

Prerequisites

Before proceeding with the lesson, have students read books in the *Native Nations of North America* series, especially the ones listed in the Materials section below. Have students pay particular attention to the sections at the ends of the books, which are about the lives of Native people today and which have titles such as “The Nations Today.” Arrange for class time in the school library or computer lab.

Materials

- *Life in the Far North, Nations of the Southwest, Life in an Anishinabe Camp, Life in a Pueblo, Life of the Powhatan, Nations of the Northwest Coast, and Life of the Navajo*
- student copies of the *Reclaiming Their Heritage* reproducible
- paper and pencils
- crayons, markers, or colored pencils

Instructional Procedure

Anticipatory Set

Students might be under the impression that Native nations do not exist today, much as ancient civilizations such as the Vikings no longer exist. Ask the class: *Did you know that most Native nations still exist today?* Tell students that many Native people live on reservations in the United States and that others live in non-reservation towns and cities, just as other Americans do. Review the definition of the word reservation with students.

Class Discussion

Review with students the definitions of the words *descendants*, *elders*, and *heritage*. With the class, review the concluding pages of the *Native Nations of North America* books listed in the Materials section of this lesson. Discuss with students the information given in the books on the lives of Native people today. Point out the Web sites listed in the books. Tell students that they will be using these Web sites to research information for a one-page report and brief presentation on Native nations today.

Objectives

The student will be able to...

- use the Internet to conduct research
- write a report on the lives of Native people today
- create illustrations to accompany his or her report
- present his or her report to the class

Activity

Have each student choose a Native nation from the books listed in the Materials section of this lesson to research. Try to ensure that students are researching a variety of Native nations. Accompany students to the school computer lab or library. Make sure that every student has a chance to use a computer. Encourage students to take notes and print graphics that they find particularly interesting. Remind them to focus on the lives of Native people today, rather than historical facts about Native people. Once back in the classroom, give students time in class to write and illustrate their reports, or assign them as homework. Show students how to credit their sources in a bibliography.

Accommodations and Extensions

Assist students who are having trouble using the Internet for their research. Assign them partners to help them access Web sites.

As an extension, have students turn their reports into oral presentations complete with appropriate presentation visuals. They can give their presentations for another class studying Native nations. Presenters should be prepared to answer questions from the class.

Closure

Have students present their reports and illustrations to the class by briefly talking about what they found rather than simply reading from their reports.

Assessment

Assess reports for accuracy of information, creativity, and correct use of spelling, grammar, and punctuation. Assess students' participation and behavior during the class trip to the school computer lab or library, and during the presentations.

Making History

A Lesson on Famous Native North Americans

Content

Students will learn to use library resources to conduct research. They will write creatively and express ideas through illustrations while learning about famous Native North Americans. Then they will compile their writings and illustrations into a class newspaper.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Social Studies

The learner can explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.

The learner can give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

The learner can investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic



Visual-Spatial

Prerequisites

Have students read *Famous Native North Americans* before proceeding with the lesson. Arrange for class time in the library.

Materials

- *Famous Native North Americans*
- student copies of the *Making History* reproducible
- paper and pencils
- access to library resources
- copies of newspaper articles
- paper and crayons, markers, or colored pencils
- large sheets of newsprint or butcher paper
- glue sticks

Instructional Procedure

Anticipatory Set

Ask students to define the word *famous*. They probably will say that when you are famous, everyone knows who you are. Tell them that in many cases that is true, but that sometimes it is not true when it comes to famous Native North Americans. Point out that although some Native North Americans are famous for their achievements, their names are not known by many Americans today. Explain that this lesson will help them learn the names and achievements of many famous Native North Americans.

Class Discussion

With the class, skim *Famous Native North Americans* and discuss the achievements of some of the Native people profiled in the book. Point out examples of Native people who helped create peace or understanding among groups of people. Also point out examples of Native people who were forced by war or circumstance into actions that divided groups of people. Ask students to point out examples of famous Native North Americans who championed the human rights of Native people. Ask students: *Do you think achievements like this are things you would read about in a newspaper?* As a class, discuss what sort of things about famous Native people would be interesting to read in the news.

Objectives

The student will be able to...

- use library resources to research information about a famous Native North American
- write and create illustrations for a newspaper article about a famous Native North American
- work as part of a team to place articles into a class newspaper

Activity

Part I

Assign a famous person from *Famous Native North Americans* to each student or student pair. (If possible, let students pick their famous person.) Tell students that although there is good information about famous Native people in the book, there is only a small amount of information about each person. Therefore, the class will spend time in the library, using print and electronic resources (books and computers) to do further research. Tell students that they will use their research to write newspaper articles about famous Native people, and then create a newspaper as a class. Take students to the library and assist them with their research. Have them use the *Making History* reproducible to guide their research. Have them take notes or use a computer printer or copier, as appropriate. Tell them that if they find photographs of their famous Native person, they should copy them to use with their newspaper articles.

Part II

Show students how to write a newspaper *lead*, a very interesting sentence that begins a story and makes readers want to know more. Explain that students' articles should provide detailed information about their famous person and answer the questions *who*, *what*, *when*, *where*, *why*, and *how*. Give them copies of age-appropriate newspaper articles so that they can refer to them as they are writing. Explain that students can take any kind of "angle" that works for their story; for example, they can write a news story as if the famous person is alive right now and the events of his or her life are currently happening, or they can write a story about peoples' reactions to the famous person during his or her lifetime, or a story telling why people should study the famous person now. Tell students that they should draw an illustration to accompany their article. Give students class time to write their articles and draw their illustrations, or assign part of the project as homework.

Accommodations and Extensions

As an accommodation, allow students extra time to write and provide them with a target word count or number of sentences for their article. If students are having trouble picking an angle for their newspaper articles, give them specific assignments.

As an extension, have students choose a second famous Native North American and write an in-depth feature article comparing the lives and achievements of the famous individuals. Have students write headlines and captions for their articles.

Closure

Divide the class into two teams. Have students gather their completed newspaper articles together with their teammates' articles. Allow each team to create a section of the newspaper by gluing their articles to the large newsprint. The teams can put the sections together to create one class newspaper. If time permits, have them write headlines and captions for their articles and illustrations. Display the newspaper in the classroom.

Assessment

Assess students' participation and cooperation during the class discussion, library time and team time. Check articles for appropriate focus, use of language, accuracy of information, and correct grammar, spelling, and punctuation.

A Feast for All Seasons

A Lesson on Native Economies and Foods

Content

Students will learn about Native economies, foods, and recipes while preparing a feast to share with their classmates. Students also will develop their speaking abilities as they explain how Native people acquired the foods they prepared.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can give examples that show how scarcity and choice govern our economic decisions.

The learner can give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.

The learner can describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Naturalist



Verbal-Linguistic

Prerequisites

Have students read *Native North American Foods and Recipes* before proceeding with the lesson. Review with students the definitions of the vocabulary words *allergic*, *economy*, *grits*, *hominy*, *potlatch*, *roast*, *sauté*, *simmer*, *succotash*, and *tubers*. Also review with students the safety procedures on page 7 of *Native North American Foods and Recipes*. Prepare a letter to send home with students to explain that the class will have a Native potlatch and that students are required to bring a dish or food item on the day of the feast (include the date and time of the potlatch and information on how students can get their dishes to school). The letter should contain a request that parents or guardians inform you of any food allergies their children have, a call for adult volunteers to help with the potlatch, and requests for any necessary non-food items such as paper plates, cups and plastic utensils, which some families may volunteer to donate instead of preparing food.

Materials

- *Native North American Foods and Recipes*
- student copies of the *A Feast for All Seasons* reproducible
- chalkboard and chalk or whiteboard and markers
- paper plates and cups
- plastic utensils
- Native foods
- recorded Native music and music player (if possible)

Instructional Procedure

Anticipatory Set

Ask the class: *Where do the recipes for foods we eat come from?* Write student answers on the board. Lead students to the conclusion that the types of foods we eat and the recipes we prepare generally come from people who lived before us, possibly in other countries or from other cultures, who either shared and passed down or wrote down their recipes. Ask students to describe their favorite foods from other cultures.

Classroom Discussion

Remind students of the definition of *economy*. Discuss with students how foods fit into the economies of Native nations. Ask questions to lead the discussion, such as *did Native people trade foods to get other things? Did they trade other things to get foods? With whom did they trade?* Ask students if everyone in Native nations—men, women, and children—had the same jobs when it came to acquiring or preparing food. Discuss with students how the work of acquiring or preparing food was divided among the people of Native nations.

Objectives

The student will be able to...

- explain how Native people acquired a food and how it fit into their economy
- explain who was responsible for acquiring and preparing food in Native cultures
- prepare a Native recipe for a class festival

Activity

Tell students that they will be preparing a Native food and bringing it to school for a class potlatch. Write on the board a list of foods that students can choose to prepare. The list can include recipes that are included in *Native North American Foods and Recipes*, such as maple popcorn balls, baked salmon, hearty soup, acorn squash stuffed with cranberries, bean salad, pumpkin bread, and wild rice salad. The list can also include foods that are mentioned in the book, but for which recipes were not included, such as fry bread, grits, hominy, succotash, corn bread, roasted corn or tubers (such as potatoes), roasted or smoked fish or other meats. Tell students that they can easily find recipes for these foods in cookbooks or on the Internet. (Help them find recipes in the school library if needed.) Students can also bring in foods that Native people gathered, such as plain berries, nuts, or seeds. Ensure that every student picks a different food or recipe so that there are a variety of foods at the potlatch. Have students write down what they plan to bring to include with their letter home. Instruct them to have both the letter and the paper with their food item signed by their parent or guardian.

Tell students that during the class period before the potlatch, they will be giving a short presentation about their chosen food. They will tell the class how Native people acquired the food (or foods) in their recipe, whether it was through hunting, gathering, cultivating, farming, or trading. If Native people traded to acquire a food, students will tell what they traded for it, or if they traded the food to get something else, students should tell what they traded it for. Students should also tell what Native people did to prepare the food (harvest it, dry it, preserve it, cook it, grind it, etc.). Finally, students will talk about which people in Native nations—men, women, or children—acquired and prepared their food. Tell students that their presentation should be about three minutes in length.

Accommodations and Extensions

As an accommodation, allow students to work with a partner for their presentations.

As an extension, have students draw a map that shows in which part or parts of North America their assigned food was found. Ask them to refer to other books in the *Native Nations of North America* series to find out which Native nations lived in that part of North America. Have students label their maps with the names of those Native nations, the part of the country (southeast, southwest, etc.) and the name of the food.

Closure

Have the class listen to student presentations and ask questions about Native foods. The class potlatch should be held immediately following the presentations, if possible. Make sure that foods with allergens are labeled as such and kept completely separate from allergen-free foods. Encourage everyone to try a few new or different foods. If possible, play a recording of Native music while everyone is eating. Afterwards, ask students to tell which recipes were their favorites.

Assessment

Use the reproducible to evaluate student work. Assess students' behavior and participation during the class potlatch.

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Child's Play Journal Entry

Directions: Use the following questions to guide your thinking as you prepare to write your journal entry.

In Native nations...

- Were children considered part of their mother's family, their father's family, or both? With whom did they live?
- What were babies' lives like?
- Did children go to school?
- What kinds of things did children learn?
- What work did they do?
- What kinds of games did they play?
- Were boys and girls treated the same way?
- Did they go through ceremonies to pass from childhood to adulthood?
- What were the ceremonies like?
- At what age were children considered adults?

In your life...

- With whom do you live?
- What kinds of things do you learn in school?
- What chores do you do at home?
- What kind of games do you play?
- Are boys and girls treated the same way in your community?
- Will you go through a ceremony when you become an adult?
- What will the ceremony be like?
- At what age will you be considered an adult?

Native Gifts Newscast

Directions: Answer the following questions as a group to help prepare your newscast.

1. On what contribution or contributions will your newscast focus?

2. Which Native nations were responsible for the contribution?

3. What effect did this contribution have on American culture?

4. Will you use any props (food, sporting or fishing gear, clothing, jewelry, music, etc.) in your newscast? If so, list them and who will bring them in.

5. Decide which role each group member will play in the newscast, and write them here.

Changing Lives

Directions: On the lines below, write three ways that European settlers influenced Native cultures in a positive way and three ways that European settlers influenced Native cultures in a negative way. Use your answers to help you write and illustrate your book.

Three positive influences:

1. _____

2. _____

3. _____

Three negative influences:

1. _____

2. _____

3. _____

Home Sweet Home Shelter Guide

Does our shelter include...

The correct kinds of building materials (or as close as we can get)?

The correct shape?

The correct color?

Does our shelter have the following things written on the base...

Both of our names?

The name of the kind of shelter?

The names of the Native nations that used that kind of shelter?

A paragraph explaining how the shelter met the needs of Native people?

Making History

Directions: Use the questions below to help you conduct your research on a famous Native North American. When you have done your research, you'll probably have more information than you need for your article. Include important facts (such as the answers to the first three bullets) and then put what you think is most interesting in your article!

- What is the person's name?
- When and where was he or she born?
- To what nation did he or she belong?
- What were his or her achievements?
- For what achievement is he or she most famous?
- Have this person's achievements inspired others? How?
- Did his or her achievements lead others to act in war-like or peaceful ways?
- Did his or her achievements lead to cooperation or conflict among groups of people?
- Did this person's achievements improve things for his or her people?
- When and where did he or she die? Or, if the person is alive today, what are his or her current activities?

A Feast for All Seasons

Rubric

Score Key

3= Great

2= Good

1= Okay

Category	My score for myself	My teacher's score for me
Participation <ul style="list-style-type: none">• making food• participating to the best of my ability		
Oral presentation <ul style="list-style-type: none">• accurate description of how Native people acquired the food and how the food fit into their economy• length of presentation• making eye contact with audience• speaking at appropriate volume and speed		

Total: _____ /12