

Our Native Americans

Grade Level: 3rd Grade

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Length of Unit: Eight lessons plus Culminating Activity about one hour for each

I. ABSTRACT

“Our Native Americans” is a unit told by the Natives through books and videos. Students will be able to view reservations of today. Students will use their own experiences to hypothesize how the Natives once lived in their individual environments. Students will use research from various sources to answer their questions. They will learn some of the beliefs of the Natives, and gain a better understanding of what was most important to them. Students should gain respect and pride for our land’s Native People.

II. OVERVIEW

A. Concept Objectives

1. Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History Standard 2.1)
2. Students know how to use and construct maps, globes, and other geographical tools to locate and derive information about people, places, and environments. (Geography Standard 1)
3. Students show how culture and experience influence people’s perceptions of places and regions. (Geography Standard 2.3)
4. Students understand the effects of interactions between human and physical systems and the changes in meaning, use distribution, and importance of resources. (Geography Standard 5)

B. Content from the *Core Knowledge Sequence*, page 71

1. In the Southwest
 - a. Pueblos (Hopi, Zuni)
 - b. Dine (Navajo)
 - c. Apaches
2. Eastern “Woodland” Indians
 - a. Woodland culture: wigwams, longhouses, farming, peace pipe,
 - b. Shaman and Sachem
 - c. Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)

C. Skill Objectives

1. Students will be able to list necessary resources that can affect the peoples that live in a defined area.
2. Students will be able to label the four of the southwest states.
3. Students will be able to research the land and climate of seven northeastern states.
4. Students will be able to label seven of the eastern states.
5. Students will be able to make predictions about how the Southwest Natives might have lived.

6. Students will be able to label three of the southeastern states.
7. Students will be able to list resources the Navajo and Apache used in their daily living.
8. Students will be able to locate New York and Pennsylvania on a map or globe.
9. Students will be able to list two types of travel by the Iroquois.
10. Students will be able to differentiate between shaman, The False Face Society, and sachem.
11. Students will be able to match the Natives to their corresponding regions.
12. Students will be able to discuss and take notes on their finding of the Cherokee Nation.
13. Students will be able to create a short story that depicts how a Seminole thinks and behaves during a ceremony.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *The Iroquois*, by B. Graymont
 2. *Encyclopedia of the North American Indian*, by J. Ciment
 3. *The Indian Tribes of North America*, by J. Swanton
- B. For Students
 1. Students need to have studied Plains natives and The Cherokee alphabet in 2nd grade.
 2. Students need to have already studied the Inuit and how they crossed the land bridge.
 3. Students need to have already studied the Anasazi and the mound builders.

IV. RESOURCES

- A. A nearby field or park
- B. A research center in the classroom that contains books listed in the bibliography section of this unit
- C. Bulletin board of the United States
- D. Plans to visit a local history museum
- E. *Indians of the Great Plains*, by L. Sita
- F. *Indians of the Southwest*, by K. Badt
- G. *The Indian Tribes of North America*, by J. Swanton
- H. *Indians of the Northeast*, by L. Sita
- I. *American Peoples*, by D. Murdoch
- J. *North American Indian*, by D. Murdoch
- K. *The Iroquois*, by B. McCall
- L. *Daily Life*, by G. McCall
- M. *North American Indians*, by H. Viola
- N. *Encyclopedia of the North American Indian*, by J. Ciment
- O. "Geronimo." *National Geographic*, by D. Roberts
- P. *A New True Book: The Apache*, by P. McKissack
- Q. *A New True Book: The Cherokee*, by E. Lepthien
- R. *The Cherokees*, by E. Landau

- S. *The Seminoles*, by M. Lee
- T. *Indians of the Southeast*, by R. Mancini
- U. *Apache: Indians of North America* (videocassette), by Schlessinger Video Productions
- V. *Navajo: Indians of North America* (videocassette), by Schlessinger Video Productions
- W. *Pueblo: Indians of North America* (videocassette), by Schlessinger Video Productions
- X. *America's Great Indian Nations* (videocassette), by Media Process Group

V. LESSONS

Lesson One: You're on Your Own

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand the effects of interactions between human and physical systems and the changes in meaning, use distribution, and importance of resources.
 - 2. Lesson Content
 - a. Introduction
 - 3. Skill Objective(s)
 - a. Students will be able to list necessary resources that can affect the peoples that live in a defined area.
- B. *Materials*
 - 1. *Indians of the Great Plains*, by Lisa Sita
 - 2. Appendix A (copied on both sides of paper), one for each student
 - 3. Clip board for each student
 - 4. Plans to walk or be bussed to nearby field or park
 - 5. World map or globe
- C. *Key Vocabulary*
 - 1. Native - a person who originally lived in a certain place
 - 2. Environment - all the things that influence your life such as the area where you live and your family
 - 3. Necessity - are the things you cannot live without, such as food and shelter
- D. *Procedures/Activities*
 - 1. Tell the students that they are going to start a new unit on Native Americans.
 - 2. Ask students if they remember from the "Crossing the Land Bridge" unit, where the North American Natives are thought to have come from (Asia).
 - 3. On classroom map show students the continent of Asia.
 - 4. Remind the students that in 2nd grade they studied the Plains Natives.
 - 5. Students should recall clothing, shelter, and way of travel, food, and crafts from their knowledge of Plains Indians.
 - 6. As they tell you what they know you may wish to show them pictures from *Indians of the Great Plains*, by Lisa Sita.
 - 7. Tell the students that in their new unit on Native Americans they will be able to do the same for Southwest and Eastern Natives.

8. Tell students that it is important to know that plains' natives hunted buffalo because it was there. They had to make their homes out of hides of animals because there were few trees. They had to make their homes movable because their food was constantly moving. Basically they lived off what they had because there were no stores or catalogs so they only lived if they worked for their food and shelter.
9. Copy Appendix A on both the front and back of a piece of paper.
10. Give students a copy of Appendix A1.
11. Ask students to discuss it by reading it out loud and answering freely.
12. Have the students then fill it out for themselves.
13. Students will be able to write their favorite food; describe what their house looks like and what it is made of; tell how they got to school for "travel"; describe their environment (what other animals live near their home, population of the town, kinds of trees in their yard (deciduous or evergreen), tell if lakes, ponds, rivers, or creeks are nearby; list what kind of crafts they make at home or games they play; if they go hunting or get all their food at the grocery store; lastly, describe the clothes they are wearing now by color and what it is made from.
14. Tell the students that they will get to go on a "field trip." Tell them you really mean a "field" when you say field trip.
15. Each student should have a clipboard and a pencil.
16. If you can, walk to a field near your school. A city park would be perfect.
17. Gather students and give them the boundaries they need to stay in. Tell them you are not staying long so they need to start writing quickly.
18. Have students list some things they see around them. For example, what is the weather like? Trees? Grass? Any Animals? What the dirt is like (sand, clay, muddy, rich soil), etc.
19. Students will fill in the other side of Appendix A, only writing down things they could use from this field/park. For example what could they make their clothes out of?
20. As the students are listing, you should also create a list of items or descriptions for each category.
21. Before you get back on the bus or walk back to the classroom, you can pick students to read a couple things on their lists.
22. Check to see if everyone described the environment pretty much the same.
23. When you get back to the classroom, read your list to the students.
24. Tell your students that the reason for this activity is to give them a feel for what it might be like for a Native American to go to a new place.
25. Tell them that what the Natives brought with them might be useless in a new far away place. Each time the Native moved to a new place they had to investigate the environment, then decide if they could live off the land.
26. They would see what they could eat, build a home from, invent new ways to travel, how to hunt different animals, what they would wear, and crafts to teach the children.
27. Tell the students to give their parents the letter, and remind them to bring it back signed.

- E. *Assessment/Evaluation*
1. Check to see that students filled in at least five of the eight spaces on Appendix A1.

Lesson Two: Pueblos (Hopi and Zuni)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.
 - b. Students know how to use and construct maps, globes, and other geographical tools to locate and derive information about people, places, and environments.
2. Lesson Content
 - a. Pueblos (Hopi, Zuni)
3. Skill Objective(s)
 - a. Students will be able to label four of the southwest states.
 - b. Students will be able to make predictions about how the Southwest Natives might have lived.

B. *Materials*

1. *Indians of the Southwest*, by Karin Badt
2. "Indians of North America: Pueblo," video
3. Appendix C
4. 4th grade students
5. Appendix B for each student
6. Appendix A1 for each student
7. Appendix A2 for teacher

C. *Key Vocabulary*

1. pueblos - (lower case) homes made from adobe and stone
2. Pueblos - (upper case) Natives who made pueblos as their home
3. Kivas - round house in the middle of town used for spiritual or political meetings
4. Kachina dolls - dolls used to teach Hopi and Zuni children

D. *Procedures/Activities*

1. Tell students that you are going to learn about the Natives in the Four Corners Region in the Southwest United States.
2. Ask students if any of them can name the four states that make up this region. (Utah, Colorado, Arizona, and New Mexico)
3. Give students a copy of Appendix B.
4. Tell students that just like when they went to their field/park, they need to know what the environment is like before they can make predictions about food, clothes, houses, transportation, and ways to hunt.
5. Tell students to take note about the rivers near.
6. Read the foreword section from *Indians of the Southwest*, by Karin Badt or find a description of the land of the Four Corners Region or Southwest.

7. Ask students to predict what the Native that live in this region built their homes from (clay, dirt, few trees, brush, in the cliffs).
8. Pass each student a copy of Appendix A1.
9. Have students label it at the top “Pueblo Natives (Hopi, Zuni).”
10. Show students “Indians of North America: Pueblo,” video. It is 30 minutes long.
11. As students watch the video they should fill out Appendix A1.
12. Fill out your own Appendix A1 as you watch the video to compare with the students’.
13. These videos offer interviews from primary sources.
14. When the video is finished have students turn in Appendix A1 for a grade.
15. Set up a scenario for you students. Don’t let them suspect that it is for your unit.
16. Have a group of fourth grade students come in to the classroom.
17. Remind your students that the nice thing to do would be to share their seats.
18. Have the fourth grade students tell the third graders that instead of sharing the seat that the third graders should go sit down in the back of the classroom because the fourth graders really want to know about the Natives.
19. Keep teaching as the third graders go sit down in the back.
20. If some third graders refuse to sit in the back, remind them that the nice thing to do would be to let their visitor have the seat.
21. Ask students why some Natives do not like to be called Indians.
22. Tell them Columbus thought he was in India, and of course would call India Natives Indians.
23. Show students how far Columbus was off.
24. Tell the fourth grade they may go back to their class, and have your students come back to their seat.
25. Ask the students how they felt when the fourth graders took their seats away from them. Hopefully this won’t backfire, and the students tell you how much they loved sitting on the floor instead.
26. Tell students that the hurt they felt was very small compared to how the Natives felt when the Spaniards raided them and took their land, homes, and food.
27. Have as many resource books you can find to fill a research center for students to look up information in.
28. Have students fill out as many spaces in Appendix C as they can. I always keep plenty of copies on a clipboard in the research center.

E. *Assessment/Evaluation*

1. Give students a map of the United States and have them label the four states that make up the four corners.
2. Grade their Pueblo Appendix A1.
3. Read your Appendix A2 out loud so the students may be able to assess how well they did.

Lesson Three: Navajo and Apache

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand the effects of interactions between human and physical systems and the changes in meaning, use distribution, and importance of resources.
 - b. Students show how culture and experience influence people's perceptions of places and regions.
2. Lesson Content
 - a. Dine (Navajo)
 - b. Apaches
3. Skill Objective(s)
 - a. Students will be able to list resources the Navajo and Apache used in their daily living.

B. Materials

1. Appendix A1 for each student (front and back)
2. Appendix A3 for teacher
3. Appendix A4 for teacher
4. Appendix B for each student
5. A blank copy of Appendix B for each student
6. "Indians of North America: Apache" (video)
7. "Indians of North America: Navajo" (video)
8. "Geronimo" *National Geographic*, by D. Roberts

C. Key Vocabulary

1. Hogan - a Navajo house made with logs and branches and covered with earth
2. Band - a group of families living together
3. Gathering - the collecting of plants to eat

D. Procedures/Activities

1. Have students put Appendix B on their desks.
2. Show students the area where the Apache Natives lived.
3. Tell students that the Apache lived farther east than any Pueblo Natives.
4. The Navajo Natives are one group of natives that separated from the Apache.
5. Notice on Appendix B where the Navajo mainly were.
6. Tell students that the land and environment is very similar to where the Pueblo lived.
7. Ask students to predict what other ways there could be to build homes from what was in the Navajos' environment.
8. Watch the first 15 minutes from each video (Apache and Navajo) as students fill in an Appendix A1 for each video, one labeled Apache and the second labeled Navajo.
9. Review Appendices A3 and A4 with the students.
10. Ask students to compare themselves to the Apache.
11. Ask students if they have a lucky number too.
12. Ask some students if they know their mother's maiden name.

13. Tell students that in our culture women usually drop their last name when they are married and take the man's last name.
 14. Show students how this is opposite of the Apache.
 15. The "Geronimo" article in *National Geographic*, by D. Roberts is great to show the students. It has real pictures with great maps (pages 46-71).
 16. Tell students that in a lot of native cultures the women are the head of the household.
 17. Students might find it interesting how the Navajo separated from the Apache and started using many of the Pueblo ways of farming, gathering, and living.
 18. Give students a blank copy of Appendix B.
 19. Review with students the states and have them label Appendix B with you.
 20. Tell students that they will have a test over the Southwest Natives. It will be over their notes from Appendix A1.
 21. Pass out students' graded Appendices for them to use while they study.
- E. *Assessment/Evaluation*
1. Let students get in pairs to fill out the review sheet (Appendix D1).
 2. Tell them they may use all their notes and any books in the classroom.
 3. Have students put their pencils away and take out a red pencil or crayon.
 4. Read Appendix D2, and let students grade his/her own and fill in any correct answer with a red crayon.
 5. Tell students they need to have their parents sign their paper after they have studied the review sheet.
 6. If it is not signed the next day, I allow students to use their recess time to study with.

Lesson Four: North Eastern Environment

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographical tools to locate and derive information about people, places, and environments.
 2. Lesson Content
 - a. "Woodland"
 3. Skill Objective(s)
 - a. Students will be able to research the land and climate of seven northeastern states.
 - b. Students will be able to label seven of the eastern states.
- B. *Materials*
1. Native Test Appendix E
 2. At least one set of encyclopedias
 3. Overhead projector
 4. *Indians of the Northeast*, by L. Sita
- C. *Key Vocabulary*
1. Climate - the usual weather of a place
 2. Coastline - the place where the land and the ocean meet

3. Game - wild animals, including birds, that are hunted for food or sport
- D. *Procedures/Activities*
1. Have students take their Southwest Natives test (Appendix E).
 2. Students who finish early can head to the research center and add information to Appendix C.
 3. Tell students that they are about to study Natives from a different region of the United States.
 4. Tell them you will study the Northeast and Southeast Natives.
 5. Give students a copy of Appendix F.
 6. Tell students that just like in the Southwest, they will need to be able to label these states.
 7. Tell students that they will study the Northeastern part first (as you point to the Northeastern states - New York, Massachusetts, Pennsylvania, New Jersey, Delaware, Maryland, and Virginia).
 8. Tell students that the states are the names that are not circled.
 9. Tell students that not all states are on here. The only states on Appendix E are the ones they need to know.
 10. Ask students if they know which states are in the Northeast, but are not on the Appendix (Connecticut, Maine, Rhode Island, Ohio, West Virginia, Indiana, and Illinois).
 11. Have students get into seven groups. Each group will be assigned one of the states on Appendix F.
 12. Let students use encyclopedias to look up the states' environment.
 13. Students will be able to report to the rest of the class what kind of soil, trees, and animals that are in their state.
 14. As each group reports their data, write down their facts on the overhead.
 15. You can save the transparencies to use for the next lesson.
 16. You can compare answers with those on the Appendix G.
 17. On pages 12 and 13 of *Indians of the Northeast*, by L. Sita, there are colored photos to show the students. Some, but not of the plants and animals are listed.
 18. After each group has reported, ask students to predict how the Natives in this area may have lived.
 19. Ask students what their homes may be made from. Record their predictions.
 20. Ask students what their clothes may be made from. Record their predictions.
 21. Ask students what they hunt or grow. Record their predictions.
 22. Ask students how they might travel. Record their predictions.
 23. Tell students that they will find out tomorrow unless they would like to do extra research at home.
- E. *Assessment/Evaluation*
1. While students are researching, go from group to group to make sure everyone is participating, sharing the books, and writing down information. To make sure everyone is recording with the rest of the

class, you may want to draw names from the cup to call on students to report their findings.

Lesson Five: Iroquois Confederacy

A. Daily Objectives

1. Concept Objective(s)
 - a. Students show how culture and experience influence people's perceptions of places and regions.
 - b. Students understand the effects of interactions between human and physical systems and the changes in meaning, use distribution, and importance of resources.
2. Lesson Content
 - a. Iroquois Confederacy
 - b. Wigwams
 - c. Longhouses
 - d. Shaman
 - e. Sachem
3. Skill Objective(s)
 - a. Students will be able to locate New York and Pennsylvania on a map or globe.
 - b. Students will be able to list two types of travel by the Iroquois.
 - c. Students will be able to differentiate between shaman, The False Face Society, and sachem.

B. Materials

1. Overhead projector
2. "America's Great Nations" (video)
3. *North American Indian*, by D. Murdoch
4. Blank Appendix F
5. *North American Indians*, by H. Viola
6. *Indians of the North East*, by C. Sita

C. Key Vocabulary

1. Longhouse - home sometimes 150 feet long made of curved poles covered with sheets of bark and several families lived in one longhouse
2. Shaman - special men and women who could heal the sick and capture some of this power to manipulate the ordinary world, "medicine men"
3. Sachem - a member of the tribal council
4. Wampum belt - beads sewn together, and used to tell stories or as documents
5. Council - a group of people meeting to discuss plans or to give advice

D. Procedures/Activities

1. Tell students that they will get to learn about probably the most influential group of the Northeast. They are the Iroquois Natives.
2. As you read, watch video, and look at pictures, take notes on the overhead projector. By doing this you can make copies of the class notes and everyone will have the same/neat notes to study for the Northeastern quiz.
3. Show the first ten minutes of "America's Great Indian Nations" (video).

4. This video will give students a broad overview of the Iroquois Confederacy. It tells how the confederacy is a group of six different tribes that had a law of peace.
5. When finished ask students to list the “three sisters” (corn, beans, squash).
6. Ask students if that think it is odd that the women appoint the chiefs.
7. On a blank Appendix F, have students label New York and Pennsylvania with “Iroquois Confederacy.”
8. Ask students if they recall the chief of the Iroquois (Hiawatha).
9. Tell students that each tribe of the Iroquois confederacy had a member of the great council. Each council member was a sachem.
10. Ask students what characteristics a sachem might need to possess (good listening, communication, and persuasion skills).
11. Read pages 52-61 of *North American Indians*, by H. Viola out loud to students.
12. Read pages 77-79 out loud to students.
13. Show students the pictures of the longhouses. Both of these give good descriptions of the parts of the longhouse.
14. Ask students how they think most Iroquois traveled.
15. They probably have already seen and read about the moccasins. Remind students that there were many rivers, bays, and lakes in the Iroquois areas (areas where the people spoke Iroquois or the language of the Iroquois).
16. Tell the students that their main transportation was canoe. They hollowed out trees to make small or large canoes.
17. Tell students that Northeastern Natives lived in other homes when they were away from their longhouses.
18. Show students pictures of the wigwam on page 39 of *Indians of the Northeast*, by L. Sita.
19. Tell students that some tribes had different beliefs when it came to healing the sick.
20. Some tribes had special medicine men called shamans who were thought to be able to bring back a person’s soul.
21. Read out loud and discuss pages 10-11 in *North American Indian*, by D. Murdoch.
22. Tell students that the Iroquois conducted ceremonies to cure ailments. Instead of just one medicine man, there was a group called “the False Face Society.”
23. Read out loud and discuss pages 14-15 in *North American Indian*, by D. Murdoch.
24. Tell students that up until now all the weapons and tools were made from bone or stone.
25. Tell students that during the 1500’s there were colonists who would commonly trade with the local Indians. But, many times the Iroquois would “raid” or steal from the Europeans.
26. The Europeans had metal goods, such as axes that the Iroquois would steal.

27. Bring up questions about whether or not it was okay for the Iroquois to go on raids. Some students might not see it as stealing because the Europeans are on land that the Natives lived first.
 28. Give students time to look up interesting facts about the Iroquois in the research center.
 29. Tell them you are very curious as to whether the Iroquois and the settlers ever traded peacefully.
 30. Tell them to be sure to fill out Appendix C as they research.
- E. *Assessment/Evaluation*
1. Give each student a copy of the overhead projector notes to study.
 2. Review the notes. Ask students if there is anything they would like to add from their research.
 3. Tell students that their parents will need to sign the review sheet both nights before the quiz.

Lesson Six: Trade or Raid: Northeastern Natives

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographical tools to locate and derive information about people, places, and environments.
 - b. Students show how culture and experience influence people's perceptions of places and regions.
 - c. Students understand the effects of interactions between human and physical systems and the changes in meaning, use distribution, and importance of resources.
2. Lesson Content
 - a. Eastern "Woodland" Indians
 - b. Powhatan
 - c. Delaware
 - d. Susquehanna
 - e. Mohican,
 - f. Massachusett
 - g. Iroquois Confederacy
3. Skill Objective(s)
 - a. Students will be able to match the Natives to their corresponding regions.

B. *Materials*

1. Appendix F
2. *Encyclopedia of the North American Indian*, by J. Climent
3. *North American Indian*, by D. Murdoch

C. *Key Vocabulary*

1. Peace pipe - a ceremonial pipe used to smoke tobacco, or to seal an agreement
2. Treaty - a written agreement between two groups having to do with trade, peace, land rights, and laws

3. Alliance - a coming together of different groups for some purpose
- D. *Procedures/Activities*
1. Using Appendix F, ask students to list the tribe names in each state.
 2. Tell students that they may use any of these tribes for their project, plus any others you have studied.
 3. Tell students that it would be a good idea for them to take notes on the points you stress while you discuss some of the other tribes.
 4. Tell students that they will have to keep track of these six tribes in order to know the difference between them.
 5. As you read the following pages with the students write down two or three main things that separate those natives from the other NE natives.
 6. By looking at Appendix F, ask students to list the Natives that were probably most like the Iroquois (Mohican).
 7. As you refer to the Mohican Natives, read page 92 in *Encyclopedia of the North American Indian*, by J. Ciment.
 8. Ask students what some differences between them and the Iroquois could be (speak different languages).
 9. Ask students what some similarities could be (same locations so probably have same tools; they both hunt, fish, and farm).
 10. Ask students which tribe the English colonists first encountered (Powhatan).
 11. As you refer to the Powhatan Natives, read page 154 in *Encyclopedia of the North American Indian*, by J. Ciment.
 12. As you refer to the Massachusetts Natives, read page 96 in *Encyclopedia of the North American Indian*, by J. Ciment.
 13. Read pages 18-19 in *North American Indian*, by D. Murdoch, for Delaware.
 14. Group students in pairs to fill out Appendix H1 (review).
- E. *Assessment/Evaluation*
1. Call on students to tell the class their answers.
 2. With the transparency of a blank Appendix F, fill in the name of the states and the tribes that lived within each region.
 3. Tell students they will need a parent's signature on their review by the next lesson.

Lesson Seven: The Cherokee

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students show how culture and experience influence people's perceptions of places and regions.
 - b. Students understand the effects of interactions between human and physical systems and the changes in meaning, use distribution, and importance of resources.
2. Lesson Content
 - a. Eastern "woodland" Indians
 - b. Cherokee Confederacy

- c. Peace pipe
 - 3. Skill Objective(s)
 - a. Students will be able to discuss and take notes on their findings of the Cherokee Nation.
- B. *Materials*
 - 1. Appendix I1
 - 2. Appendix I2
 - 3. Appendix C
 - 4. United States bulletin board
 - 5. *Trail of Tears*, by J. Bruchac (children's book)
 - 6. *Trail of Tears: Paths of Beauty*, by J. Bruchac
 - 7. *Encyclopedia of the North American Indian*, by J. Ciment
- C. *Key Vocabulary*
 - 1. Peace pipe - a ceremonial pipe used to smoke tobacco, or to seal an agreement
 - 2. Trail of Tears - between 1838 and 1866, U.S. Army soldiers rounded up thousands of Cherokees and drove them like cattle from their sacred lands; many died along the way; those who survived the trip struggled to live in harsh conditions in Oklahoma
- D. *Procedures/Activities*
 - 1. Tell students that when they finish their NE test they will begin to study the Southwest Natives. Write Cherokee and Seminole on the board.
 - 2. Tell students that if they finish the test early they may go to the research center to look up interesting information on these two tribes (Appendix C).
 - 3. Students will take the Northeast Native test (Appendix J1). It can be graded with Appendix J2.
 - 4. On a bulletin board or somewhere in the classroom you need to put a map of the United States.
 - 5. Have students volunteer to color in the states where the Natives you have already studied have been (Utah, Colorado, Arizona, New Mexico, New York, Pennsylvania, New Jersey, Massachusetts, Delaware, Maryland, and Virginia).
 - 6. Tell students that you want to really highlight the area where the Cherokee lived.
 - 7. On page 9 of *The Trail of Tears*, by J. Bruchac (children's book) there is a picture that shows you exactly what to highlight.
 - 8. Read page 17 in *Trail of Tears: Paths of Beauty*, by J. Bruchac. This is the Cherokee's famous story of how the earth came to be.
 - 9. When you are finished, ask the students if they can predict some things that are important to the Cherokee.
 - 10. Ask students if they can guess what the land looks like in the Cherokee region (the shaded part). The story says there are many mountains and valleys.
 - 11. Ask students why they know this is an old story (they say the earth has four corners).

12. Ask students what we can compare the “world beneath” to (the Southern Hemisphere because our seasons are opposite).
 13. Read pages 170-172 in *Encyclopedia of the North American Indian*, by J. Ciment. This will give students an idea of the land, climate, and peoples of this southeast region. Students will notice that there are many mountains and valleys just like the story said.
 14. Ask students what they already know about the Cherokee. Remind them that they learned about the Cherokee alphabet in second grade.
 15. Ask students what language they think the Cherokee spoke. Some students might predict Algonquian because they live close to many Algonquian-speaking Natives.
 16. Tell students that the Cherokee spoke Iroquoian, and of all the Native Americans, the Cherokee are the largest nation in the United States today.
 17. Tell students that Cherokee means “People of Different Speech.”
 18. Read *A New True Book: The Cherokee*, by E. Lepthien to the class.
 19. Ask students if they think anything like the Trail of Tears could happen today.
 20. Read *The Trail of Tears*, by J. Bruchac (children’s book). This book gives vivid color and emotion of the Cherokee People.
 21. Ask students to make a list of 20 stories, facts, or thoughts that they have about the Cherokee People, Cherokee land, or the way the United States treated the Cherokee.
 22. Using the students’ list, make a short quiz to give the following day.
- E. *Assessment/Evaluation*
1. Have students take notes from the other students’ findings/thoughts to use to study for a short quiz during the next lesson.

Lesson Eight: The Runaways

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students show how culture and experience influence people’s perceptions of places and regions.
2. Lesson Content
 - a. Eastern “Woodland” Indians
 - b. Seminole
3. Skill Objective(s)
 - a. Students will be able to create a short story that depicts how a Seminole thinks and behaves during a ceremony.

B. *Materials*

1. *Indians of the Southeast*, by R. Mancini
2. *Encyclopedia of the North American Indian*, by J. Ciment
3. *The Seminoles*, by M. Lee
4. “America’s Great Nations” (video)
5. Bulletin board of the United States

C. *Key Vocabulary*

1. Osceola - Seminole leader who attacked the American army at Fort King

2. Chief Billy Bowlegs - resisted the U.S. government, and led the Third Seminole War
 3. Green Corn Ceremony - a feast that began when the corn reaches the roasting ear stage in the summer
 4. Seminoles - means "runaway, wild, or free"
- D. *Procedures/Activities*
1. Before students take their quiz, tell them that they will be studying the Seminole Natives.
 2. Write Seminole on the board.
 3. Tell students that if they finish the quiz early they may fill out a research sheet on the Seminole (Appendix C).
 4. Have students take their short quiz from the notes of the last lesson.
 5. Watch the next ten minutes of "America's Great Nations" (video). The first 10 minutes was about the Iroquois.
 6. Have a volunteer color in Florida on the bulletin board.
 7. Read pages 12-15 in *The Seminoles*, by M. Lee. This section tells how the Seminole got their name. Students will see that it means "Runaway, Free, or Wild." Students will also understand that the Seminoles were formed because of the separation between the Northern Creeks and the Southern Creeks.
 8. Page 153 in *Encyclopedia of the North American Indian*, by J. Ciment gives a brief summary of Seminole history.
 9. Read *The Seminoles*, by M. Lee to the class.
 10. Reread pages 46-50 as the students take notes. These pages depict what was important to the Seminoles and how they explained how the world around them came to be.
- E. *Assessment/Evaluation*
1. Students will write a first-person short story (seven sentence maximum). This story will depict what he/she believes as a Seminole and what they might do at a "Green Corn Ceremony." By doing this students will have some practice for their culminating activity.
 2. Have students share their stories with a partner.
 3. Check to see if they have written about the Seminoles' beliefs and ceremonial activities.

VI. CULMINATING ACTIVITY

- A. Instead of doing activities throughout the unit, I let students choose one project to do. They may make anything with the given supplies that represents or is a model of any tribe they have studied in this unit. They may wish to make an Iroquois environment, a katchina doll, a pueblo village, rug, etc.
- B. Students will choose to be any member of any tribe.
- C. They will write a paragraph as though he/she is a member of the tribe. They will write how that person grew up, what role they played in the family and or village/band. Where they were when the settlers/Spaniards came. Then they will tell where and how their descendants live now.
- D. Use the rubric in the parent letter as a guide.

- E. Students will read their paper to the class or any visiting parents, and at the same time show their project.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Parent Letter
- B. Appendix A1: Blank Video Notes Sheet
- C. Appendix A2: Video Notes Sheet for Hopi and Zuni Pueblos
- D. Appendix A3: Video Notes Sheet for Navajo Dine
- E. Appendix A4: Video Notes Sheet for Apaches
- F. Appendix B: Map
- G. Appendix C: Research Facts Sheet
- H. Appendix D1: Review for Southwest Natives Quiz
- I. Appendix D2: Answers for Review
- J. Appendix E: Southwest Natives Test
- K. Appendix F: Map
- L. Appendix G: Possible Answers for State Research
- M. Appendix H1: Review for Northeast Native Test
- N. Appendix H2: Review for Northeast Native Test Answer Key
- O. Appendix I1: Northeast Native Test
- P. Appendix I2: Northeast Native Test Answer Key

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Appendix A-Our Native Americans

Dear Parent(s),

We are beginning our Native American Unit. We will be studying Southwest and Eastern “Woodland” Natives. On the last day of this unit, we will each read a report and show a project. The rubric below will help you know exactly what is expected.

Hopi, Zuni, Apache, Navajo, Cherokee, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, and the Iroquois Confederacy

- 1.) Students will choose one tribe from the list above.
- 2.) Students will write a first person narrative. They will need to tell a story as though he/she is a member of that tribe. Their narrative should be creative and contain the following information about the character.
 - A. Name/Age
 - B. Tribe name
 - C. Home life
 - D. Clothing
 - E. Location
 - F. Role in family/village
 - G. What this character did when the Spaniards/Settlers came
- 3.) The narrative should be at least one, but no longer than two pages long.
- 4.) The first draft should be handwritten.
- 5.) As a parent, you may help with spelling only by making sure there is a dictionary close by.
- 6.) The second draft may be either handwritten or typed. If you type it, you may not correct their spelling. If student types it, he/she may use the spell checker.
- 7.) The back of the narrative should have a full-page illustration done only by the student.
- 8.) Students will be given time in class to begin a project to display as they read their narrative. If they do not finish in class, they must complete the project as homework with NO help.

Thank you,

You may donate any of the following items to help us make our projects. Also, if you can think of anything else that might be useful please let me know.

Paper bags, twigs, modeling clay, empty paper towel roles, empty toilet tissue roles, cloth material, beads, paper plates, paints, feathers, yarn, and colored felt

Please return the bottom portion of this paper signed so I know you are aware of this big project.
Thanks,

Parent's signature _____

Appendix A1-Our Native Americans

Title _____

Description of environment- (Animals, plants, climate, soil, water source)	Beliefs, Values, and Priorities
Food	Shelter
Tools	Travel
Clothing	Crafts

Appendix A2-Our Native Americans

Title: Hopi and Zuni Pueblos

<p>Description of environment- (Animals, plants, climate, soil, water source)</p> <p>Rocky Few trees Bobcat Deer Mountain lion</p>	<p>Beliefs, Values, and Priorities</p> <p>All things have life. They came from Mother Earth Valued harmony Storytelling helped family and community bonds. Worshipped and congregated in kiva Had an irrigation system Farming Children were taught with kachina dolls</p>
<p>Food</p> <p>Sheep Corn Beans Squash Bread</p>	<p>Shelter</p> <p>Pueblo homes Made from stone, cedar, and mud Top level for lookout Middle level for living quarters Bottom level for storage</p>
<p>Tools</p> <p>Arrows</p>	<p>Travel</p> <p>By foot</p>
<p>Clothing</p> <p>Cotton and wool</p>	<p>Crafts</p> <p>Rugs Pots</p>

Appendix A3-Our Native Americans

Title: Navajo Dine “The People”

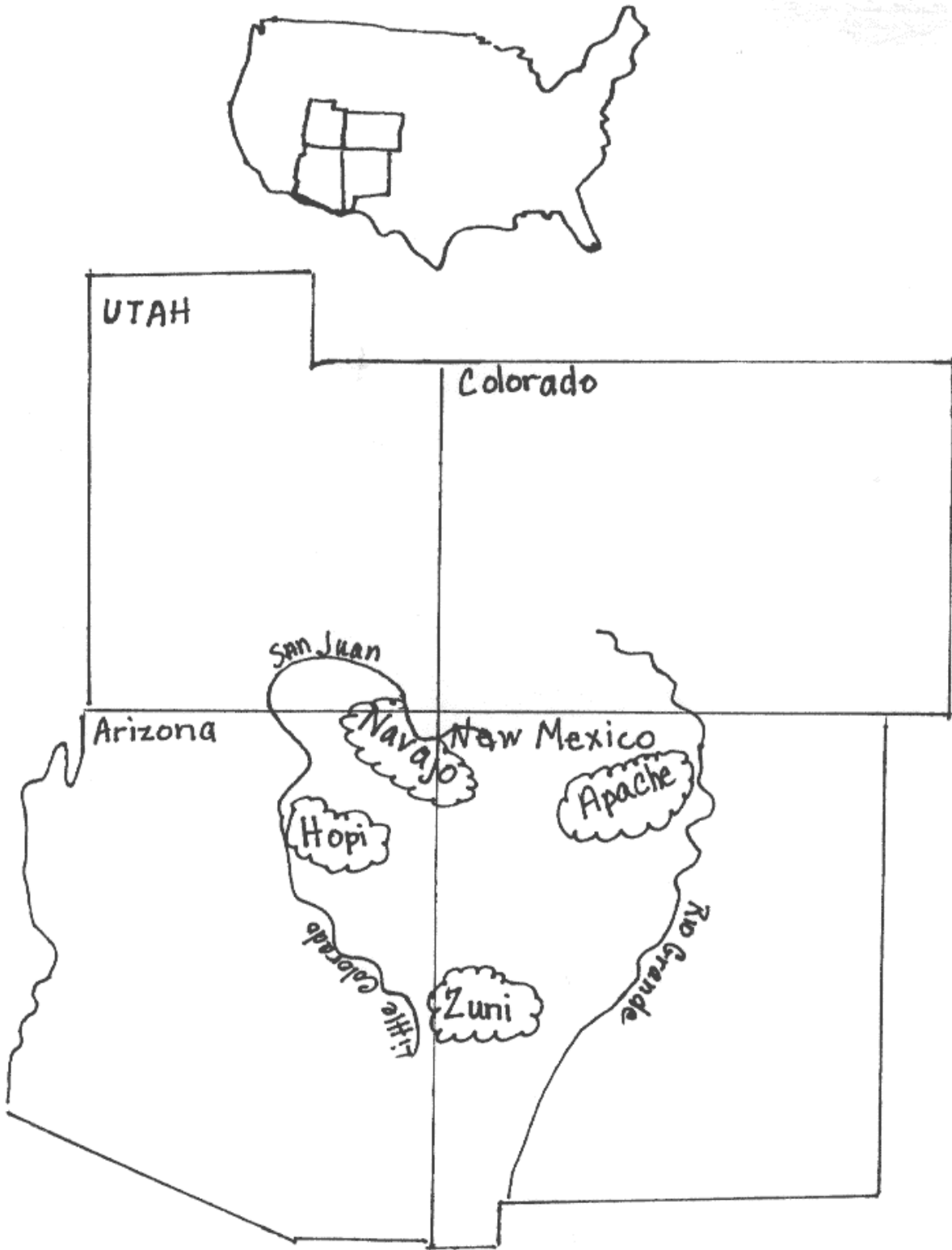
<p>Description of environment- (Animals, plants, climate, soil, water source)</p> <p>Few trees Dry climate</p> <p>Bobcats Mountain lion Deer Wolves</p>	<p>Beliefs, Values, and Priorities</p> <p>There are many worlds. They are the stewards of the land. Lived next to mother’s family.</p>
<p>Food</p> <p>Were first hunters and hunted wild game, but became farmers.</p> <p>Sheep Corn Squash Beans</p>	<p>Shelter</p> <p>Hogan- home made from branches covered with mud and dirt</p>
<p>Tools</p> <p>Arrows for hunting When hiding, climbed ladders up to caves, then brought the ladders up so enemy could not find them</p>	<p>Travel</p> <p>On foot until revolted and gained horses from the Spaniards.</p>
<p>Clothing</p> <p>Wool Animal Skins</p>	<p>Crafts Buckskin Trading</p>

Appendix A4-Our Native Americans

Title: Apaches

<p>Description of environment- (Animals, plants, climate, soil, water source)</p> <p>Willow plants Few trees Rivers</p>	<p>Beliefs, Values, and Priorities</p> <p>There is a supreme being who is always at the center of the universe called “The Giver of Life.” Womanhood is valued The number four is special Fire comes from the heart People choose a council made of chiefs and advisories</p>
<p>Food Mostly buffalo</p>	<p>Shelter</p> <p>Temporary shelter is the Tepee made from the buffalo hide</p> <p>Wickiup is made of about 60 poles that the women construct. The door is always on the east side, and made with animal hide. The fire is always kept going</p>
<p>Tools</p> <p>Weapons (arrows, spears)</p>	<p>Travel</p> <p>Before they had horses strong dogs helped them move their tipi</p> <p>They travel in “bands”</p>
<p>Clothing</p> <p>Grasses Animal hides (skin)</p>	<p>Crafts</p> <p>Baskets Cradle board dolls</p>

Appendix B-Our Native Americans



Appendix C-Our Native Americans
Research Facts

Name: _____

Interesting Fact: _____

Book Title: _____ **Pg. #** _____

Author(s): _____

Name: _____

Interesting Fact: _____

Book Title: _____ **Pg. #** _____

Author(s): _____

Name: _____

Interesting Fact: _____

Book Title: _____ **Pg. #** _____

Author(s): _____

Name: _____

Interesting Fact: _____

Book Title: _____ **Pg. #** _____

Author(s): _____

Name: _____

Interesting Fact: _____

Book Title: _____ **Pg. #** _____

Author(s): _____

Appendix D1-Our Native Americans

Review for Southwest Natives Quiz

Know where Utah, Colorado, Arizona, and New Mexico are located on a blank map of the United States.

Given a blank map of the United States be able to identify where the Navajo, Hopi, Zuni, and Apache regions are located.

What was the name of the home the Hopi and Zuni lived in?_____

Who set up the Apaches' homes?_____

What number plays a significant role in the Apaches' daily life?_____

The Navajo were once a part of which Native tribe?_____

Who were the Ancestors of the Pueblo people?_____

What is a kiva?_____

Know what the three levels of the pueblo home were used for._____

Hogans are the homes for which Native group?_____

Wickiup is made with about how many poles?_____

Know why storytelling was important to the Natives. _____

_____ is ready for a test on Southwest Natives.

Parent's signature_____

Appendix D2-Our Native Americans

Answers for Review

Know where Utah, Colorado, Arizona, and New Mexico are located on a blank map of the United States. (See Appendix B)

Given a blank map of the United States be able to identify where the Navajo, Hopi, Zuni, and Apache regions are located. (See Appendix B)

What was the name of the home the Hopi and Zuni lived in? Pueblo

Who set up the Apaches' homes? The women

What number plays a significant role in the Apaches' daily life? 4

The Navajo were once a part of which Native tribe? Apache

Who were the Ancestors of the Pueblo people? Anasazi

What is a kiva? Round, circular, underground room used for meetings and spiritual gatherings

Know what the three levels of the pueblo home were used for. The bottom level was used for storage. The middle level was where the families lived and slept. The upper level was used for lookout.

Hogans are the homes for which Native group? Hogans were made by the Navajo Natives.

Wickiup is made with about how many poles? 60 poles

Know why storytelling was important to the Natives. Storytelling made family and community bonds closer. Everyone had a chance to tell stories, from the oldest of the tribe to the youngest.

Appendix E-Our Native Americans

Name _____

Southwest Native Test

Locating

1. Label New Mexico with NM.
2. Label Colorado with CO.
3. Label Arizona with AZ.
4. Label Utah with UT.
5. Write "H" where the Hopi Natives lived.
6. Write "Z" where the Zuni lived.
7. Write "N" where the Navajo lived.
8. Write "A" where the Apache lived.

Comparing

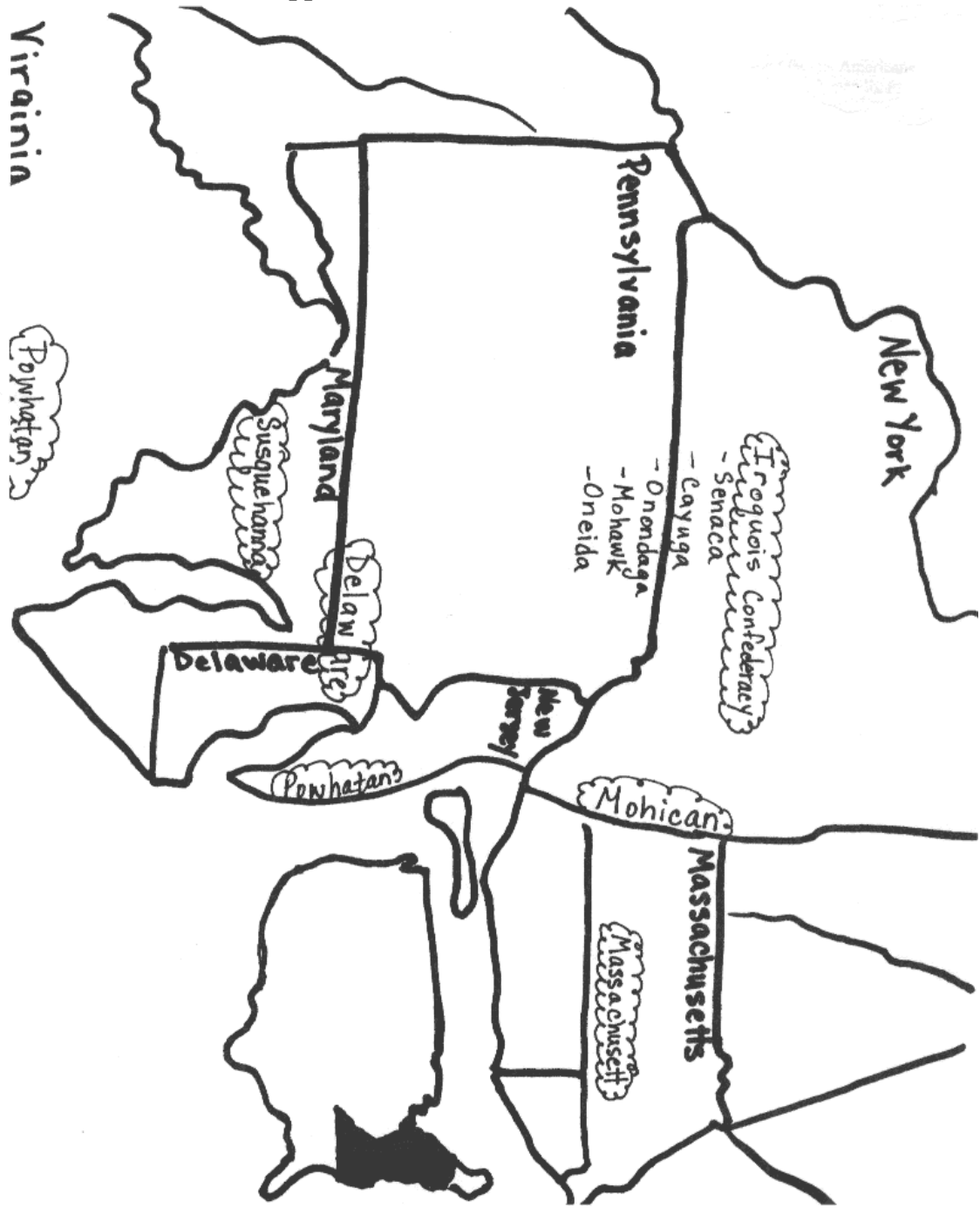
Write Hopi, Zuni, Navajo, or Apache for your answer.

1. _____ and _____ lived in pueblo homes.
2. The women of this tribe set up the hogans. _____
3. The Navajo were once a part of which tribe? _____
4. A home for this tribe is a wickiup. _____
5. The number 4 plays an important role in which tribe? _____

True or False

- T F 1. Only the elders in the tribe told stories.
- T F 2. A kiva was a room used for storage.
- T F 3. Families slept in the middle level of the pueblo.
- T F 4. A wickiup is made with 3 big poles.
- T F 5. Navajo depend on sheep for both clothes and food.

Appendix F-Our Native Americans



Appendix G-Our Native Americans

	Landforms	Forestland	Animals	Climate	Soil
New York	Mountains, lowlands, and plateaus, coastline, rivers, lakes and waterfalls	½ is forest 150 types of trees, wild flowers, and berries	Rodents, beavers, foxes, skunks, muskrat, black bears, deer, game birds, eagles, ocean and freshwater fish	Varies greatly usually mild summers and cold winters	Variety of soils: fertile, sandy soil Fertile, well drained soil Poor, gray-brown soil Rough, stony soil
Massachusetts	Mountains 192 mi. of coastline Rivers and lakes	3/5 forest Soft and hard wood trees, wildflowers	Same	Mild summers, cold winters	Rich, deep soils, the coast has marshy soil, some sandy soil that is not fertile
Pennsylvania	Mountains, Rivers, waterfalls, lakes	3/5 of land is forest Soft and hardwood trees, wild flowers, and berries	Same	Moist climate Cold winters Warm summers	Gray-brown, reddish-brown soil, fertile, stony
New Jersey	Coastline, rivers, and lakes	2/5 forest, variety of trees wildflowers	Same	Warm to hot summers Cold winters	High mineral soil, rich subsoil, sandy soil
Delaware	28 mi. of coastline, rivers, bays, lakes	1/3 forest	Same	Hot summers mild winters	Clay, sand, gravel, and stone
Maryland	31 mi. coastline, rivers, lakes	2/5 forest	Same, add otters	Humid climate, hot summers, mild winters	Fertile soils, sandy, clay
Virginia	112 mi. of coastline, rivers, and few lakes	3/5 forest Variety of trees Wildflowers	Same add black bear, elk, wildcats	Mild temperatures	Shallow, rocky soil

Appendix H1-Our Native Americans

Name _____

Review for Northeast Native Test

1. Be able to label the seven Northeast states that we studied. (New York, New Jersey, Virginia, Maryland, Delaware, Pennsylvania, and Massachusetts)
2. Be able to match six tribes to their corresponding regions.
3. Name the two homes of the northeast, and tell which was used permanently and which was used when traveling.
A.
B.
4. Know what wampum was made from, and what it was used for.
A.
B.
5. Who was the chief of the League of Iroquois?
6. Know the difference between a sachem and a shaman.
A.
B.
7. List six animals from the northeast.
A. B. C. D. E. F.
8. List three plants from the northeast.
A. B. C. D. E. F.
9. Name the "Three Sisters."
A. B. C.
10. What does Massachusett mean?
11. What language did the Powhatan tribe speak?
12. What was Powhatan's temple surrounded by?
13. Powhatans taught the colonists how to grow _____.
14. Mahican means people of the _____ that are never still.
15. What land feature is number 13 talking about?
16. Do Mahicans speak the same language as the Iroquois?
17. 4,000 Mahicans were _____ traders.
18. Where did the tribes bury their weapons before they became the Iroquois Confederacy?
19. Which tribe broke the power of the Delaware?
20. _____ were thought to shape the lives, fortunes, and health of the Delaware.
21. Native tribes often _____ or stole from the colonist to get metal goods.

_____ is ready for a test on the northeast region and Natives.

Parent's signature _____

Appendix H2-Our Native Americans

Name _____

Review for Northeast Native Test Answer Key

1. Be able to label the seven Northeast states that we studied. (New York, New Jersey, Virginia, Maryland, Delaware, Pennsylvania, and Massachusetts)
2. Be able to match six tribes to their corresponding regions.
(For 1 and 2 see Appendix F)
3. Name the two homes of the northeast, and tell which was used permanently and which was used when traveling.
A. Wigwam-traveling
B. Longhouse-permanently
4. Know what wampum was made from, and what it was used for.
A. made from shell
B. used for money and in wampum belts to tell stories, treaties, and show peace
5. Who was the chief of the League of Iroquois? **Chief Hiawatha**
6. Know the difference between a sachem and a shaman.
A. A sachem was a chief or council member voted to lead by the people.
B. A shaman was a person who could heal the sick (witch doctor).
7. List six animals from the northeast. **(See Appendix G)**
A. B. C. D. E. F.
8. List three plants from the northeast. **(See Appendix G)**
A. B. C. D. E. F.
9. Name the "Three Sisters."
A. Corn B. Beans C. Squash
10. What does Massachusett mean? **By the Great Hill**
11. What language did the Powhatan tribe speak? **Algonquian**
12. What was Powhatan's temple surrounded by? **Tall wooden poles**
13. Powhatans taught the colonists how to grow **corn**.
14. Mahican means people of the **waters** that are never still.
15. What land feature is number 13 talking about? **The Hudson River**
16. Do Mahicans speak the same language as the Iroquois? **No, they speak Algonquian**
17. 4,000 Mahicans were **fur** traders.
18. Where did the tribes bury their weapons before they became the Iroquois Confederacy?
Under the tree of peace
19. Which tribe broke the power of the Delaware? **The Iroquois**
20. **Spirits** were thought to shape the lives, fortunes, and health of the Delaware.
21. Native tribes often **raided** or stole from the colonist to get metal goods.

Appendix I1-Our Native Americans

Northeast Native Test



Name _____

1. Labeling- Place the abbreviation in each state

New York-NY
 Massachusetts-MA
 Virginia-VA
 Pennsylvania-PA
 New Jersey-NJ
 Maryland-MD
 Delaware-DE

2. Labeling-Place the letter(s) that represent the tribe in the appropriate regions. Please circle the letters on the map.

Iroquois-IR
 Mahican-MH
 Massachusetts-MA
 Susquehanna-SE
 Delaware-DEL
 Powhatan-PO

3. True or False

1. T or F Raiding became a way of life for some tribal warriors.
2. T or F The Iroquois were friends of the Delaware.
3. T or F The Mahicans and Iroquois were neighbors, but did not speak the same language.
4. T or F Corn, squash, and beans were called "The Three Sisters."
5. T or F Longhouses were temporary homes used for hunting trips.

4. Fill in the blank using these words

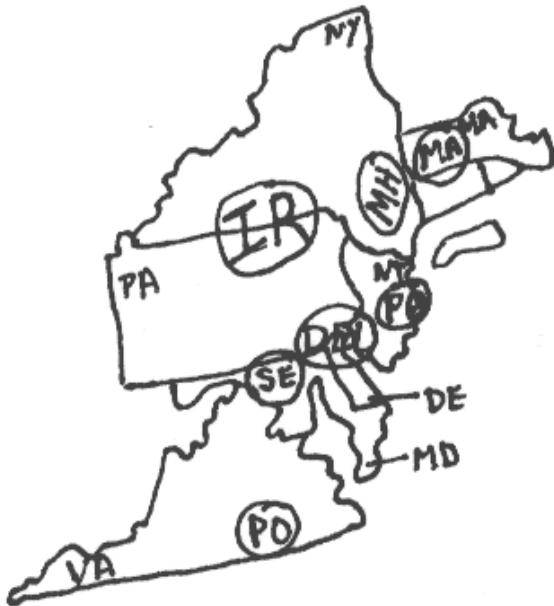
Hudson	Powhatan	Spirits
Wampum	Shaman	Sachem
Hill	Hiawatha	

1. _____ was made from shells, and used for money.
2. Massachusett means By the Great _____.
3. _____ was the chief of the Iroquois Confederacy.
4. The Mahicans lived near the _____ River.
5. The _____ tribe was most important to the colonists' survival.
6. Each member of the council was called a _____.
7. Another name for a spiritual healer is _____.
8. The Delaware counted on _____ for their health, and fortunes.

Appendix I2-Our Native Americans

Appendix I, 2

Northeast Native Test Answer Key



Name _____

1. Labeling- Place the abbreviation in each state

New York-NY
Massachusetts-MA
Virginia-VA
Pennsylvania-PA
New Jersey-NJ
Maryland-MD
Delaware-DE

2. Labeling-Place the letter(s) that represent the tribe in the appropriate regions. Please circle the letters on the map.

Iroquois-IR
Mahican-MH
Massachusetts-MA
Susquehanna-SE
Delaware-DEL
Powhatan-PO

3. True or False

1. **True** Raiding became a way of life for some tribal warriors.
2. **False** The Iroquois were friends of the Delaware.
3. **True** The Mahicans and Iroquois were neighbors, but did not speak the same language.
4. **True** Corn, squash, and beans were called "The Three Sisters."
5. **False** Longhouses were temporary homes used for hunting trips.

4. Fill in the blank using these words

Hudson	Powhatan	Spirits
Wampum	Shaman	Sachem
Hill	Hiawatha	

1. **Wampum** was made from shells, and used for money.
2. Massachusetts means By the Great **Hill**.
3. **Hiawatha** was the chief of the Iroquois Confederacy.
4. The Mahicans lived near the **Hudson** River.
5. The **Powhatan** tribe was most important to the colonists' survival.
6. Each member of the council was called a **Sachem**.
7. Another name for a spiritual healer is **Shaman**.
8. The Delaware counted on **Spirits** for their health, and fortunes.