

A Closer Look at Two Native American Tribes

Grade Level or Special Area: Kindergarten

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Length of Unit: Seven lessons (19 days, 30-45 minutes a day)

I. ABSTRACT

This unit attempts to inform students about how Native Americans lived by taking a close look at two tribes, the Wampanoag and the Sioux. Students are asked to consider regional effects on lifestyle choices in terms of food, clothing and housing. Students also have the opportunity to examine the other five cultural regions for Native Americans in less detail. Finally, students consider how all Native Americans are similar and how Native Americans live today.

II. OVERVIEW

A. Concept Objectives

1. Students understand how and why people define regions. (Colorado State Geography Standard #2.2)
2. Students understand the physical and human characteristics of places. (Colorado State Geography Standard #2.1)
3. Students understand the nature and spatial distribution of cultural patterns. (Colorado State Geography Standard #4.2)
4. Students understand how various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard #3.1)

B. Content from the *Core Knowledge Sequence*

1. Kindergarten History and Geography: American History and Geography (p. 12)
 - a. Geography
 - i. Name and locate the town or city and state where you live.
 - b. Native American Peoples, Past and Present
 - i. Become familiar with the people and ways of life of at least one Native American tribe or nation, such as:
 - a) Pacific Northwest
 - b) Plateau
 - c) Great Basin
 - d) Southwest
 - e) Plains: Lakota (Sioux)
 - f) Northeast
 - g) Eastern Woodlands: Wampanoag

C. Skill Objectives

1. Students will identify and classify the characteristics of places as human or physical.
2. Students will describe how human and physical processes together shape places.
3. Students will identify a region as an area with unifying geographic characteristics.
4. Students will describe similarities within a region.
5. Students will describe the history, interactions and contributions of various peoples and cultures.
6. Students will describe similarities, differences and patterns of change in regions.
7. Students will identify the causes of human migration.
8. Students will identify how the elements of culture affect the ways in which people live.

9. Students will describe the history, interactions and contributions of various peoples and cultures that have lived in or migrated to the area that is now Colorado.
10. Students will name at least one cultural similarity across Native American cultural regions.
11. Students will identify three ways that the region affected the ways in which Native Americans lived.
12. Students will describe how patterns of culture vary across Earth's surface.
13. Students will describe how and why people create boundaries.
14. Students will give examples of how individuals in various groups have gained, lost or maintained political rights, freedoms, power, or cultural identity in the history of the region.
15. Students will draw a region as an area with unifying geographic characteristics.
16. Students will identify and classify three characteristics of a region.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *What Your Kindergartener Needs to Know* by E.D. Hirsch Jr.
 2. *Core Knowledge: Teacher Handbook, Grade K*
 3. *Core Knowledge Sequence*
- B. For Students – Not Applicable

IV. RESOURCES

Note: Books on Wampanoag and Sioux can be substituted for available resources.

- A. *The Wampanoag Indian*, by Bill Lund (Lessons Five and Six)
- B. *The Sioux: A First Americans Books*, by Virginia Driving Hawk Sneve (Lessons Three, Five and Six)
- C. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters (Lesson Two)

V. LESSONS

Lesson One: The United States a Long, Long Time Ago (one day, 45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand the physical and human characteristics of places.
 - b. Students understand the nature and spatial distribution of cultural patterns.
 2. Lesson Content
 - a. Name and locate the town or city and state where you live
 - b. Become familiar with the people and ways of life of at least one Native American tribe or nation.
 3. Skill Objective(s)
 - a. Students will identify and classify the human characteristics of places.
 - b. Student will identify how the elements of culture affect the ways in which people live.
 - c. Students will describe how and why people create boundaries.
- B. *Materials*
 1. Map of the present day North America (preferably pull-down wall map)
 2. Then/Now chart (Appendix A, page 1) reproduced on chart paper and a copy of the 8 ½ x 11 chart for each student with the writing line paper (Appendix A, page 3) copied on the back side

3. Chart paper and markers
 4. One set of enlarged Game pieces accompanying Then/Now chart laminated with Velcro or tape on the back if possible as well as a copy of the original size pieces for each student (Appendix A, page 2)
- C. *Key Vocabulary*
1. *Native Americans* are the first people who lived in America.
 2. *Nomads* are people who do not have one home and move often.
 3. A *tribe* is a group of people who live together that have the same great, great grandpa's, celebrate the same holidays and follow the same rules.
- D. *Procedures/Activities*
1. Have students join you on the carpet, or in an area where everyone can see the map of North America.
 2. Ask students to be good listeners because after you finish talking, they are going to get to show what they learned in a game.
 3. Point to the map and ask students to tell you what they see.
 4. Take a few responses.
 5. Explain to students that this is what our continent, North America, looks like today. Point out that it is made up of three countries, Canada, Mexico and our country, the United States of America.
 6. Ask students if they know what all the lines inside of the United States are for.
 7. Take a few responses.
 8. Explain that these lines are lines that people made and they form things called states. There are 50 states in the United States.
 9. Ask the class if they think they could see these lines if they drove over one in the car.
 10. Tell them they would not see these lines, but they might see a sign that says they are leaving one state and entering another state.
 11. Tell students that these lines were made by people; they are not part of the ground. People made these lines so they could say which piece of land belonged to them and which piece belonged to someone else.
 12. Say, for example, our state is called _____. Hold up the Game Piece that has the state's name.
 13. Tell students that a long time ago, the people who lived here did not make these kinds of lines. They believed that land was free for everyone to use. Hold up the card that says Free Land.
 14. Explain that the people who lived on the land before it was called the United States were called Native Americans.
 15. Have students say Native Americans with you.
 16. Ask students to tell you what they already know about Native Americans. Record their answers on a piece of chart paper. Encourage all students to say one thing they know.
 17. Tell students they might have heard these people called Indians before, but that Native Americans are better words to use for them because Native Americans means they were the first ones to live here, and they were.
 18. Explain that Native Americans lived a lot differently than the people who made the United States into fifty states.
 19. Tell the class that today we live in places called towns or cities like our town _____. Hold up the Game Piece with your town's name.
 20. Explain that Native Americans lived in groups that might not always stay in the same place. These groups were called tribes, which were sort of like really big

- families because they celebrated the same holidays, they had the same great-great grandmas and grandpas and they followed the same rules of how to live.
21. Have the students say the word tribes. Hold up the game piece with the word Tribes.
 22. Tell the class that there were thousands of different tribes living in the United States a long, long time ago but we do not have time to learn about them all, so starting tomorrow we will learn about two.
 23. Tell the class that the tribes got to the United States by coming across a land bridge that was above Alaska at a time when the ocean level was low. The people who crossed were nomads. Nomads are people who do not have one home. Instead, they move often. Tell the class that many Native Americans lived as nomads once they came and others decided to stay in one place, but they all started out as nomads. Hold up the game piece that says Nomads.
 24. Tell the class that nomads are different from how we live today, because today we live in homes (which may be apartments or houses or condominiums, etc...) but we all have one spot we call our home. Hold up the game piece that says Homes.
 25. Tell the class that today you have a game you want to play to see what they learned about Native Americans.
 26. Show them the Then/Now chart you have drawn on chart paper (from Appendix A).
 27. Tell students that in this game, you will pull pictures of all different things from the pile.
 28. Explain that as a class you have to decide if the picture or word is something from "Then," when Native Americans were the only people living in America, or if it show something from "Now," what the United States is like today. Point out the captions on the Then/Now chart and tell students they will also have to match the card to the correct caption.
 29. Draw each picture from the pile, have a few students respond about where they think the picture should go, and have the whole class vote on whether the item is from Then or Now. Let different students take turns placing the pieces. Note students who are having trouble.
 30. Tell students that it is their turn to make their own Then and Now chart. Show them the Then and Now chart that they will get and the game pieces. Tell them their job is to:
 - a. Cut out each game piece.
 - b. Glue it in the place where they think it goes.
 - c. On the back of their paper, write words/draw a picture about why we have lines on the maps to make states in our country today and why they did not have those lines when Native Americans were the only people living here.
 31. Give students about 15 minutes to work. Those who finish early can play the game on the big chart again with other students who finish early. You can also leave this game out for a few weeks as a center or free-time activity.

E. *Assessment/Evaluation*

1. Look at the chart paper of things students already knew about Native Americans. This can serve as your initial assessment to see if students need more background or if you can move quickly through certain topics. Also, look at each student's Then and Now chart and note how many out of the six each student got correct. Also, look at their writing sample to see what level of understanding they have.

Lesson Two: The Wampanoag Tribe (five days, 30 minutes a day)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand the physical and human characteristics of places.
 - b. Students understand how and why people define regions.
 - c. Students understand the nature and spatial distribution of cultural patterns.
2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Eastern Woodlands: Wampanoag
3. Skill Objective(s)
 - a. Students will draw a region as an area with unifying geographic characteristics.
 - b. Students will identify and classify three characteristics of a region.
 - c. Student will identify three ways that the region affected the ways in which Native Americans lived.

B. Materials

1. Map of the present day North America (preferably pull-down wall map)
2. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters
3. Chart paper and markers (before starting, you can write the word Wampanoag at the top of a page and write Region: Eastern Woodlands underneath that so you can point to these words as you say them; leave a few spaces to fill in after your discussion and then write the following words on separate lines with a few spaces in between: Food, House, Clothes; you can fill these in after you read the story)
4. Mat template, one for each student (directions for mat template: 11" x 17" construction paper with 10 slits cut in it, each slit should be 1.5 inches apart and there should be an inch left on either end; slits should not start at the ends, but should be cut in the middle until you come to about one inch away from either end)
5. 1.5 inch strips of 11" x 17" colored paper, various colors with enough strips for each student to get at least six
6. Outline of a Person, one for each student and one extra already cut out for demonstration purposes (Appendix B, page 1)
7. Breechclout template copied onto paper bags or brown paper, one for each student and one extra already cut out for demonstration purposes (Appendix B, page 2)
8. String, one 6 inch piece for each student
9. Menu Template, Appendix C, one copy for each student
10. Book template (Appendix D, pages 1-3, with seven copies of page 2 inserted, staple and provide one copy for each student; you may also want to mount page 1 on colored and/or laminated paper with a plain version of the paper to serve as the back page; you may also want to include Instructional Master 12 from the *Core Knowledge: Teacher Handbook, Grade K* as part of each student's book; this is optional and goes with Lesson Four)
11. Coloring utensils like crayons and/or markers
12. Book Assessment Rubric for each student (Appendix F)

C. Key Vocabulary

1. The *Wampanoag* were a tribe of Native Americans who lived in the Eastern United States.
2. A *tribe* is a group of people who live together that have the same great, great grandma, celebrate the same holidays and follow the same rules.

3. A *region* is a place with different weather, animals, etc... that affected Native Americans way of life.
4. A *breechclout* is what Wampanoag men wore around their waists.
5. A *wetu* is a hut made from animal skins, bark and/or woven mats that the Wampanoag lived in.

D. *Procedures/Activities*

Day One:

1. Have students join you on the carpet or somewhere that they can see the map of North America.
2. Ask students to remind you what they learned about Native Americans.
3. Accept a few responses. Fill in information that students miss. (*Information should include: A long, long time ago, people who were nomads came across a land bridge into America. They are called Native Americans because they were the first people to live here. They believed land should be free. They lived in groups called tribes that were like really big families.*)
4. Tell students that today they will start to learn about one tribe of Native Americans called the Wampanoag.
5. Have students say Wampanoag.
6. Show students the area of the country where the Wampanoag lived.
7. Explain that all tribes of Native Americans lived differently depending on the place they lived. The place they lived determined the kinds of food they ate, whether they were nomads (people who moved a lot), the kinds of clothes they wore and the houses they built. For example, tribes who lived in hot places made clothes out of light stuff like grass while tribes who lived in cold places wore things like animal furs to keep warm.
8. Tell students that places with many things different like weather and animals are called regions.
9. Have the students say region.
10. Tell students that the region the Wampanoag lived in is called the Eastern Woodlands.
11. Have the students say Eastern Woodlands.
12. Tell students that you have a story about a Wampanoag boy named Tapenum who lived in the Eastern Woodlands. Hold up the book titled *Tapenum's Day*.
13. Tell the students you will show them the pictures first and you want them to tell you what the Eastern Woodlands region is like. Tell them to look for clues about how hot or cold it is, what kinds of animals they see and other things about nature in these pictures.
14. Show students the pictures in the book.
15. Take some responses about the Eastern Woodlands region. Fill in missing information as you see fit. (*Information can include that the weather looks warm during the day but not like a desert, and it may be cold at night since they sleep with animal skins. There is lots of water, trees and animals like rabbits and turkeys.*)
16. On the piece of chart paper you titled Wampanoag, add a few words from your discussion to describe what the region is like.
17. Tell the students that you are going to read the book *Tapenum's Day* to them. While you read, they should think about how the region affects the way Tapenum lives. They can think about three things:
 - a. the food Tapenum eats
 - b. the house he lives in
 - c. the clothes he wears

18. Read the story *Tapenum's Day* aloud.
19. When you finish ask the students to tell you about the food, house and clothes of Tapenum.
20. Fill in this information on the chart. (*Information should include: Food: corn, fish, turkey, rabbit, stew; Clothing: breechclout, dresses, animal skins (from deer which is called buckskin); Home: wetu made from woven mats on a wood frame.*)
21. Tell students that starting tomorrow, they will have a chance to try making some examples of the Tapenum's food, clothes and home.

Day Two:

22. Have students join you on the carpet.
23. Ask them to tell you what they learned about the Wampanoag tribe yesterday. Fill in any information students miss. (*Information should include region: Eastern Woodlands, food: small game and crops like corn, clothes: from buckskin and animal hides, houses: wetus*)
24. Tell students that you cannot really build a wetu, but that they are going to make a woven mat, which could be a piece of a wetu.
25. Open the book *Tapenum's Day* to the pages that show the outside and inside of the wetu.
26. Explain that wetus were sometimes made with animal hides and sometimes with bark and sometimes with woven mats. You can point out the bark and woven mats in the pictures.
27. Tell the students that their job will be to make a woven mat out of paper (even though the Wampanoag used grasses).
28. Show students the mat template and strips of paper as described under Materials.
29. Show them how to weave one strip of paper by going over, under, over, under each slit of paper. Then show them how to start under, over, under, over on the next strip so that the strips alternate.
30. Tell students their job is to:
 - a. take a mat template and six strips of colored paper
 - b. try to weave it by themselves
 - c. ask a neighbor for help if they have a hard time
31. Tell students that this is not an easy project and that they will see how hard the Wampanoag worked to make their wetus.
32. Allow students about 25 minutes to work and help those who have trouble. Try to watch as they start a strip to make sure they alternate between starting over and starting under.
33. **Supplementary Activity:** For early finishers or at a center, you can also provide long, dry grass (available at most craft stores) and let students see how hard it is to weave real grass as the Wampanoag did.
34. Students can take their finished wetus home to tell their families about what they are learning.

Day Three:

35. Have students join you on the carpet.
36. Ask them to tell you what they know about the Wampanoag tribe. Fill in any information students miss. (*Information should include region: Eastern Woodlands, food: small game and crops like corn, clothes: from buckskin and animal hides, houses: wetus*)
37. Tell students that today they get to try to make a piece of clothes like the one Tapenum wore, called a breechclout.
38. Have students say breechclout.
39. Show them the picture of Tapenum's breechclout in the book.

40. Next, show students the outline of a person (Appendix B, page 1) and the template for a breechclout (Appendix B, page 2).
41. Demonstrate and explain that it is their job to:
 - a. cut out the person and the breechclout
 - b. wrap the breechclout under the person's legs and tie it around the waist
 - c. decorate the person to look like a Wampanoag
 Tell them that you can help them tie the string if they need help.
42. Give each student his or her Tapenum outline, a breechclout template and a piece of string.
43. Allow them 20 minutes to work.
44. Students can take their finished person home to show their families what they are working on.

Day Four:

45. Have students join you on the carpet.
46. Ask them to tell you what they know about the Wampanoag tribe. Fill in any information students miss. (*Information should include region: Eastern Woodlands, food: small game and crops like corn, clothes: from buckskin and animal hides, houses: wetus*)
47. Tell students that today they get to think more about the food the Wampanoags ate.
48. Tell them that you are going to plan a menu for Tapenum's tribe.
49. At the top of a piece of chart paper, write the word Wampanoag Menu and read this title to them.
50. Ask students to tell you what to put on the menu. Look through the pages of the book again if you need more ideas. You may want to supplement information not found in the book such as the fact that they cultivated many crops other than corn like beans and squash.
51. Show students the Menu Template, Appendix C.
52. Tell them it is their job to:
 - a. fill in the word Wampanoag and write their name at the top
 - b. choose three things for the menu and write the words
 - c. draw the pictures to go with each word they chose
53. Give each student a template and have students return to their seats and create their own menu.
54. Allow 20 minutes to work.
55. Students can take home their finished menus to show their families what they are learning.
56. **Supplementary Activity:** You may want to have a real Wampanoag feast and serve things like soup, cornbread and stew or simply make popcorn to share with the students for a snack.

Day Five:

57. Congratulate your students on all they have learned about the Wampanoag tribe.
58. Tell them that today they get to show what they know by putting all the information into a book they will use to tell about all the Native Americans they learn about.
59. Show students the Book Template (Appendix D) and open to the first Region page.
60. Tell students that their job today is to:
 - a. write Eastern Woodlands (you can show them the spelling on chart paper)

- b. write the word Wampanoag next to Tribe (you can show them this spelling too)
 - c. fill in what they know about the food, clothes and homes for this tribe (this they should do on their own by sounding out) and if they do not know a specific word, they can just tell about what the thing looks like
 - d. draw a picture of Wampanoag life in the box at the top of the page
61. Encourage students to use their best handwriting and coloring.
 62. Give students their book template and allow them 20 minutes to work.
 63. Students who finish early can color their cover.
 64. Collect the books.
- E. *Assessment/Evaluation*
1. Look at students writing about the Wampanoag tribe. Check to see that they have an understanding of Wampanoag food, clothes and houses. Also, look at the picture to see if they accurately drew the region. Fill in Book Assessment Rubric for each student (Appendix F).

Lesson Three: The Sioux Nation (five days, 30 minutes a day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the physical and human characteristics of places. Students understand how and why people define regions.
 - b. Students understand the nature and spatial distribution of cultural patterns.
 2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Plains: Lakota (Sioux).
 3. Skill Objective(s)
 - a. Students will identify a region as an area with unifying geographic characteristics.
 - b. Students will describe similarities within a region.
 - c. Students will identify and classify three characteristics of a region.
 - d. Students will identify three ways that the region affected the ways in which Native Americans lived.
- B. *Materials*
1. Map of the present day North America (preferably pull-down wall map)
 2. *The Sioux: A First Americans Book* by Virginia Driving Hawk Sneev
 3. Chart paper and markers, before starting, you can write the word Sioux at the top of a page and write Region: Plains underneath that so you can point to these words as you say them; leave a few spaces to fill in after your discussion and then write the following words on separate lines with a few spaces in between: Food, House, Clothes; you can fill these in after you read the story
 4. Menu Template, Appendix C, one copy for each student
 5. Book template (Appendix D, pages 1-3, with seven copies of page 2 inserted, staple and provide one copy for each student; you may also want to mount page 1 on colored and/or laminated paper with a plain version of the paper to serve as the back page; you may also want to include Instructional Master 12 from the *Core Knowledge: Teacher Handbook, Grade K* as part of each student's book; this is optional and goes with Lesson Four)
 6. Tipi outline, one for each student (Appendix E, page 1)
 7. One copy of the sample tipi outline with pictograph (Appendix E, page 2)

8. One headband for each student made from heavy stock construction paper or poster board
9. Various feathers, beads and string for decorating headdresses
10. Book Assessment Rubric for each student (Appendix F)

C. *Key Vocabulary*

1. The *Sioux* were a nation of tribes of Native Americans who lived in the Eastern United States but moved to the Plains when Europeans began settling in the East.
2. A *tribe* is a group of people who live together that have the same great, great grandma's, celebrate the same holidays and follow the same rules.
3. A *region* is a place with different weather, animals, etc... that affected Native Americans way of life.
4. A *tipi* is a cone-shaped house made from buffalo skin and long poles that the Sioux lived in.
5. A *pictograph* is a story told only in pictures that the Sioux often used to tell stories of battles and hunting trips.
6. A *headdress* is a decoration that Sioux men sometimes wore in their hair. It often had feathers on it.

D. *Procedures/Activities*

Day One:

1. Have students join you on the carpet or somewhere that they can see the map of North America.
2. Ask students to remind you what they know so far about Native Americans.
3. Accept a few responses. Try to focus students on general information again and fill in information that students miss. (*Information should include: A long, long time ago, people who were nomads came across a land bridge into America. They are called Native Americans because they were the first people to live here. They believe land should be free. They lived in groups called tribes that were like really big families.*) You can play Then and Now again if students need a reminder of what Native Americans are.
4. Tell students that today they will start to learn about a different group of Native Americans called the Sioux.
5. Have students say Sioux.
6. Tell the students that the Sioux were originally from the Eastern Woodlands, but when white people from Europe began to move to America, the Sioux moved out to a new area.
7. Show students the area of the country where the Sioux lived.
8. Remind the class that all tribes of Native Americans lived differently depending on the place they lived. The place they lived determined the kinds of food they ate, whether they were nomads (people who moved a lot), the kinds of clothes they wore and the houses they built. For example, tribes who lived in hot places made clothes out of light stuff like grass while tribes who lived in cold places wore things like animal furs to keep warm.
9. Ask students what you call each area of land where people live differently (*region*).
10. Have the students say region.
11. Tell students that the region the Sioux lived in is called the Plains.
12. Have the students say Plains.
13. Tell students that you have a story about the Sioux. Hold up the book *The Sioux: A First Americans Book* and read the title.
14. Tell the students you will show them the pictures first and you want them to tell you what the Plains region is like. Tell them to look for clues about how hot or

cold it is, what kinds of animals they see and other things about nature in these pictures.

15. Show students the pictures in the book.
16. Take some responses about the Plains region. Fill in missing information as you see fit. (Information can include that the weather looks warm, there is not any water pictured so it must be more dry, the ground is flat grass in a lot of pictures and also there are trees in some others, buffalo, dogs and horses are the animals you see.)
17. On the piece of chart paper you titled Sioux, add a few words from your discussion to describe what the region is like.
18. Tell the students that you are going to read the book *The Sioux: A First Americans Book* to them. While you read, they should think about how the region affects the way the Sioux live. They can think about three things:
 - a. the food
 - b. the house
 - c. the clothes
19. Read the story *The Sioux: A First Americans Book* aloud, but stop at page 17.
20. When you finish ask the students to tell you about the food, house and clothes of the Sioux.
21. Fill in this information on the chart. (*Information should include: Food: buffalo and berries; Clothing: buffalo skin; Home: tipi made from buffalo skin.*)
22. Tell students that starting tomorrow, they will have a chance to try making some examples of the Sioux food, clothes and homes.

Day Two:

23. Have students join you on the carpet.
24. Ask them to tell you what they learned about the Sioux tribe yesterday. Fill in any information students miss. (*Information should include: Region: Plains; Food: buffalo and berries; Clothing: buffalo skin; Home: tipi made from buffalo skin.*)
25. Tell students that you cannot really build a tipi, but that they are going to make a pictograph, which is something the Sioux used to decorate their tipis, on a miniature tipi outline.
26. Open the book *The Sioux: A First Americans* to the pages that show the outside of the tipi. You may also want to show picture of tipis and pictographs from other books such as *Daily Life in a Plains Indian Village* (pages 17, 19 and 41) or *The Sioux* (pages 14, 19 and 30) or *Indians of the Great Plains* (pages 49 and 50).
27. Explain that tipis were sometimes made with animal hides, but you cannot use real animal hide for your project.
28. Tell the students that their job is to make a pictograph on the tipi outline.
29. Show students the sample tipi template with a pictograph drawn on it. Read it with them (Appendix E).
30. Tell students their job is to:
 - a. take a tipi template and crayons or markers
 - b. think about what story they want to tell first in their head
 - c. draw their pictograph on the tipi
31. Allow students about 20 minutes to work and help those who have trouble.
32. **Supplementary Activity:** For early finishers or at a center, students can try to use Popsicle sticks and wrap their tipi outline around three poles.
33. Students can take their finished tipis home to tell their families about what they are learning.

Day Three:

34. Have students join you on the carpet.
35. Ask them to tell you what they know about the Sioux. Fill in any information students miss. (*Information should include: Region: Plains; Food: buffalo and berries; Clothing: buffalo skin; Home: tipi made from buffalo skin.*)
36. Tell students that today they get to try to make a headdress.
37. Have students say headdress.
38. Show them pictures of Sioux headdresses from *The Sioux: A First Americans Book* (page 24) and you can also read it. You may want to show more pictures and read more information from books like *Daily Life in a Plains Indian Village* (page six) or *The Sioux* (pages 22 and 23) or *Indians of the Great Plains* (pages 46 and 47).
39. Next, show students the headbands they can build their headdresses on.
40. Demonstrate and explain that it is their job to:
 - a. write their name inside the headdress and color the band
 - b. choose feathers, string and beads to decorate their headdress
 - c. glue the decorations onTell them that they can look more at the pictures if they want to.
41. Give each student his or her headband.
42. Allow them 25 minutes to work.
43. Students can take their finished headdresses home to show their families what they are working on.

Day Four:

44. Have students join you on the carpet.
45. Ask them to tell you what they know about the Sioux. Fill in any information students miss. (*Information should include: Region: Plains; Food: buffalo and berries; Clothing: buffalo skin; Home: tipi made from buffalo skin.*)
46. Tell students that today they get to think more about the food the Sioux ate.
47. Tell them that you are going to plan a menu for the Sioux.
48. At the top of a piece of chart paper, write the word Sioux Menu and read this title to them.
49. Ask students to tell you what to put on the menu. Look through the pages of the books again if you need more ideas. You may want to supplement information not found in the book such as the fact that they gathered berries to add to pemmican (jerky) but did not grow crops.
50. Show students the Menu Template, Appendix C.
51. Tell them it is their job to:
 - a. fill in the word Sioux and write their name at the top
 - b. choose three things for the menu and write the words
 - c. draw the pictures to go with each word they chose
52. Give each student a template and have students return to their seats and create their own menu.
53. Allow 20 minutes to work.
54. Students can take home their finished menus to show their families what they are learning.
55. Supplementary Activity: You may want to have a real Sioux snack and serve things like jerky and berries.

Day Five:

56. Congratulate your students on all they have learned about the Sioux.

57. Tell them that today they get to show what they know by putting all the information into a book they will use to tell about all the Native Americans they learn about.
 58. Show students the Book Template (Appendix D) and open to the second Region page.
 59. Tell students that their job today is to:
 - a. write Plains (you can show them the spelling on chart paper)
 - b. write the word Sioux next to Tribe (you can show them this spelling too)
 - c. fill in what they know about the food, clothes and homes for this tribe (this they should do on their own by sounding out) and if they do not know a specific word, they can just tell about what the thing looks like
 - d. draw a picture of Sioux life in the box at the top of the page
 60. Encourage students to use their best handwriting and coloring.
 61. Give students their book template and allow them 20 minutes to work.
 62. Students who finish early can color their cover.
 63. Collect the books.
- E. *Assessment/Evaluation*
1. Look at students writing about the Sioux. Check to see that they have an understanding of Sioux food, clothes and houses. Also, look at the picture to see if they accurately drew the region. Fill in Book Assessment Rubric for each student (Appendix F).

Lesson Four: Native Americans in Other Regions (Southeast, Southwest, Great Basin, Plateau, and Pacific Northwest) (five days, 45 minutes per day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the physical and human characteristics of places.
 - b. Students understand how and why people define regions.
 - c. Students understand the nature and spatial distribution of cultural patterns.
2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Pacific Northwest, Plateau, Great Basin, Southwest and Northeast.
3. Skill Objective(s)
 - a. Students will draw a region as an area with unifying geographic characteristics.
 - b. Students will describe similarities within a region.
 - c. Students will identify and classify three characteristics of a region.
 - d. Students will identify three ways that the region affected the ways in which Native Americans lived.

B. *Materials*

1. Book template (Appendix D, pages 1-3, with seven copies of page 2 inserted, staple and provide one copy for each student; you may also want to mount page 1 on colored and/or laminated paper with a plain version of the paper to serve as the back page; you may also want to include Instructional Master 12 from the *Core Knowledge: Teacher Handbook, Grade K* as part of each student's book; this is optional and goes with Lesson Four)
2. Map of Native American cultural regions from *Core Knowledge: Teacher Handbook, Grade K*, Instructional Master 12, one copy for each student if it is not already in their book template

3. One overhead copy of Instructional Master 12
 4. Dry erase markers
 5. An overhead projector
 6. Copies of each of the following Instructional Masters for Cultural Regions 13b, 13c, 13d, 13e, 13h, one copy of each page for each student
 7. Coloring utensils like crayons and markers
 8. Book Assessment Rubric for each student (Appendix F)
 9. Books on Native American cultural regions
- C. *Key Vocabulary*
1. A *tribe* is a group of people who live together that have the same great, great grandma, celebrate the same holidays and follow the same rules.
 2. A *region* is a place with different weather, animals, etc... that affected Native Americans way of life.
- D. *Procedures/Activities*
- Day One:**
1. Have students remain at their seats today and make sure they have coloring utensils like crayons available.
 2. Congratulate students on their successful study of two Native American tribes.
 3. Tell them that you do not have time to study all the tribes, but you do want to give them a few days to think about the other regions and how they affected Native American lifestyles in terms of their food, clothes and houses.
 4. Pass out Instructional Master 12 to each student.
 5. Ask them to tell you which regions you have already studied (*Plains and Eastern Woodlands*).
 6. Tell them to color each of those two regions a different color.
 7. Demonstrate which regions to color by using the overhead.
 8. Tell them today they will learn a little about the Southeast.
 9. Tell students to color the Southeast region a new color. Demonstrate this on the overhead.
 10. While coloring, you may mention that Florida is a part of this region and ask if they know what the weather is like in Florida.
 11. Also, ask them what else they know anything about this region already. Fill in information they do not get (*that it was a hot place, with oceans nearby*).
 12. Pass out Instructional Master 13h to students.
 13. Tell them to tell look at the pictures. Tell them the pictures represent the Native Americans food, clothing and houses in that region.
 14. Ask them to tell you about each picture. Call on a few students.
 15. Read the names for each picture together and add supplemental information (such as the fact that these people farmed crops like corn, beans, melon and sunflowers, they did a lot of fishing, and hunted small game, some clothes were made from grass and others from animal skins, the houses were covered with grass and/or mud).
 16. Tell students that today their job is to write about the people from this region in their books.
 17. Open one book template to the third region page.
 18. Tell students they need to:
 - a. write the region: Southeast (show spelling on overhead or chart paper)
 - b. write a tribe's name that lived there: Seminole (show spelling on overhead or chart paper)
 - c. fill in the information about food, clothes and houses by looking at the paper you just read together

- d. they can color a picture of the Southeast Native Americans region and way of life
19. Allow 15-20 minutes to work.
20. Students can color the Instructional Master page 13h if they finish early. They can take these home.
21. Collect books and Instructional Master 12 if it is not in the book template.

Day Two:

22. Have students remain in their seats today and make sure they have coloring utensils like crayons available.
23. Congratulate students on their successful study of three regions. Tell them today they will learn about one more region.
24. Pass out Instructional Master 12 to each student.
25. Ask them to tell you which regions you have already studied (*Plains, Eastern Woodlands and Southeast*).
26. Tell them today they will learn a little about the Southwest.
27. Tell students to color the Southwest region a new color. Demonstrate this on the overhead.
28. While coloring, you may mention that Arizona and New Mexico are part of this region and ask if they know what the weather is like there.
29. Also, ask them what else they know anything about this region already. Fill in information they do not get (*that it was a hot place, desert-like with cactuses and not a lot of water*).
30. Pass out Instructional Master 13e to students.
31. Tell them to tell look at the pictures. Tell them the pictures represent the Native American food, clothing and houses in that region.
32. Ask them to tell you about each picture. Call on a few students.
33. Read the names for each picture together and add supplemental information (such as the fact that these people farmed when they had enough water – squash, beans, corn, cotton, tobacco, they herded sheep and hunted and gathered in some areas clothes were made from animal skins and after meeting white men were often colorful woven fabric).
34. Tell students that today their job is to write about the people from this region in their books.
35. Open one book template to the fourth region page.
36. Tell students they need to:
 - a. write the region: Southwest (show spelling on overhead or chart paper)
 - b. write a tribe's name that lived there: Hopi (show spelling on overhead or chart paper)
 - c. fill in the information about food, clothes and houses by looking at the paper you just read together
 - d. they can color a picture of the Southwest Native Americans region and way of life
37. Allow 15-20 minutes to work.
38. Students can color the Instructional Master page 13e if they finish early. They can take these home.
39. Collect books and Instructional Master 12 if it is not in the book template.

Day Three:

40. Have students remain in their seats today and make sure they have coloring utensils like crayons available.
41. Congratulate students on their successful study of four regions. Tell them today they will learn about one more region.

42. Pass out Instructional Master 12 to each student.
43. Ask them to tell you which regions you have already studied (*Plains, Eastern Woodlands, Southeast, Southwest*).
44. Tell them today they will learn a little about the Great Basin.
45. Tell students to color the Great Basin region a new color. Demonstrate this on the overhead.
46. Ask students what they know about this region already. Fill in information they do not get (*dry and rocky with desert and mountains in places*).
47. Pass out Instructional Master 13d to students.
48. Tell them to tell look at the pictures. Tell them the pictures represent the Native Americans food, clothing and houses in that region.
49. Ask them to tell you about each picture. Call on a few students.
50. Read the names for each picture together and add supplemental information (such as the fact that these people hunted and gathered seeds, nuts, plants and roots, they lived in cone-shaped houses covered with brush, bark or grass mats and made clothes from animal skins, plant fibers, also women wore woven basket hats).
51. Tell students that today their job is to write about the people from this region in their books.
52. Open one book template to the fifth region page.
53. Tell students they need to:
 - a. write the region: Great Basin (show spelling on overhead or chart paper)
 - b. write a tribe's name that lived there: Ute (show spelling on overhead or chart paper)
 - c. fill in the information about food, clothes and houses by looking at the paper you just read together
 - d. color a picture of the Great Basin Native Americans region and way of life
54. Allow 15-20 minutes to work.
55. Students can color the Instructional Master page 13d if they finish early. They can take these home.
56. Collect books and Instructional Master 12 if it is not in the book template.

Day Four:

57. Have students remain in their seats today and make sure they have coloring utensils like crayons available.
58. Congratulate students on their successful study of five regions. Tell them today they will learn about one more region.
59. Pass out Instructional Master 12 to each student.
60. Ask them to tell you which regions you have already studied (*Plains, Eastern Woodlands, Southeast, Southwest, Great Basin*).
61. Tell them today they will learn a little about the Plateau.
62. Tell students to color the Plateau region a new color. Demonstrate this on the overhead.
63. Ask students what they know about this region already. Fill in information they do not get (*lots of water in rain and snow and rivers, full seasons, lush forests*).
64. Pass out Instructional Master 13c to students.
65. Tell them to tell look at the pictures. Tell them the pictures represent the Native Americans food, clothing and houses in that region.
66. Ask them to tell you about each picture. Call on a few students.
67. Read the names for each picture together and add supplemental information (such as the fact that these people did a lot of fishing but also hunted and

- gathered plants and berries, they lived in round houses covered with earth in the winter and in the summer they covered poles with bark or reeds. They made clothes from animal skins wove baskets and mats).
68. Tell students that today their job is to write about the people from this region in their books.
 69. Open one book template to the sixth region page.
 70. Tell students they need to:
 - a. write the region: Plateau (show spelling on overhead or chart paper)
 - b. write a tribe's name that lived there: Nez Perce (show spelling on overhead or chart paper)
 - c. fill in the information about food, clothes and houses by looking at the paper you just read together
 - d. color a picture of the Plateau Native Americans region and way of life
 71. Allow 15-20 minutes to work.
 72. Students can color the Instructional Master page 13c if they finish early. They can take these home.
 73. Collect books and Instructional Master 12 if it is not in the book template.
 74. Collect books and Instructional Master 12 if it is not in the book template.

Day Five:

75. Have students remain in their seats today and make sure they have coloring utensils like crayons available.
76. Congratulate students on their successful study of six regions. Tell them today they will learn about the last region.
77. Pass out Instructional Master 12 to each student.
78. Ask them to tell you which regions you have already studied (*Plains, Eastern Woodlands, Southeast, Southwest, Great Basin, Plateau*).
79. Tell them today they will learn a little about the Pacific Northwest.
80. Tell students to color the Pacific Northwest region a new color. Demonstrate this on the overhead.
81. Ask students what they know about this region already. Fill in information they do not get (*lots of water – on the ocean and also lots of rain and snow and rivers, full seasons, lush forests*).
82. Pass out Instructional Master 13b to students.
83. Tell them to tell look at the pictures. Tell them the pictures represent the Native Americans food, clothing and houses in that region.
84. Ask them to tell you about each picture. Call on a few students.
85. Read the names for each picture together and add supplemental information (such as the fact that these people did a lot of fishing but also hunted whales and game and gathered and berries, they lived in rectangular houses made of wooden planks. They made clothes from animal skins wove hats).
86. Tell students that today their job is to write about the people from this region in their books.
87. Open one book template to the seventh region page.
88. Tell students they need to:
 - a. write the region: Pacific Northwest (show spelling on overhead or chart paper)
 - b. write a tribe's name that lived there: Chinook (show spelling on overhead or chart paper)
 - c. fill in the information about food, clothes and houses by looking at the paper you just read together

- d. color a picture of the Pacific Northwest Native Americans region and way of life
- 89. Allow 15-20 minutes to work.
- 90. Students can color the Instructional Master page 13b if they finish early. They can take these home.
- 91. Collect books and Instructional Master 12 if it is not in the book template. Assess books.
- E. *Assessment/Evaluation*
 - 1. Fill in Book Assessment Rubric for each student (Appendix F).

Lesson Five: What Is Similar About All Native Americans? (one day, 30 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand how and why people define regions.
 - b. Students understand the nature and spatial distribution of cultural patterns.
 - 2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Pacific Northwest, Plateau, Great Basin, Southwest, Plains: Lakota (Sioux), Northeast and Eastern Woodlands: Wampanoag.
 - 3. Skill Objective(s)
 - a. Students will describe similarities across regions.
 - b. Students will name at least one cultural similarity across Native American cultural regions.
- B. *Materials*
 - 1. *The Wampanoag Indians* by Bill Lund
 - 2. *The Sioux: A First American Book* by Virginia Driving Hawk Sneve
 - 3. Book templates (Appendix D, pages 1-3, with seven copies of page 2 inserted, staple and provide one copy for each student; you may also want to mount page 1 on colored and/or laminated paper with a plain version of the paper to serve as the back page; you may also want to include Instructional Master 12 from the *Core Knowledge: Teacher Handbook, Grade K* as part of each student's book; this is optional and goes with Lesson Four)
 - 4. Book Assessment Rubric for each student (Appendix F)
- C. *Key Vocabulary*
 - 1. The *Great Spirit* was the god that Native Americans worshipped.
- D. *Procedures/Activities*
 - 1. Have students join you on the carpet.
 - 2. Tell students that now they know how tribes were different in all the different regions they lived in.
 - 3. Tell students that there were a few things that all tribes had in common.
 - 4. Ask them if they remember any from the Then and Now game (you can play it again if you want) and fill in missing information. (*Information should include that they thought land should be free to everyone, that they first came as nomads, and that they lived in tribes.*)
 - 5. Tell students today, you will re-visit the Sioux and the Wampanoag and read a couple of pages to them about each. Ask students to listen for one more thing that is the same about tribes from different regions.
 - 6. Read page 18 from *The Sioux: A First American Book* and page 15 from *The Wampanoag Indians*.

7. Ask students if they can tell you what they heard that was the same. If students are unsure, ask them what the Sioux believed in and ask them what the Wampanoag believed in. If they cannot figure it out, fill in missing information. (*Information should include that tribes from different regions all believed in something called the Great Spirit. They believed the earth was very important and they were very careful to treat it nicely and only take what they needed from it when hunting or cutting down trees, etc...*)
 8. Tell students that today you want them to write some words in their books about how Native Americans were similar even when they lived in different regions.
 9. Show students the last page in the books and where to write.
 10. Distribute each student's book and let him or her return to their seats.
 11. Give them 15-20 minutes to write.
 12. Collect books.
- E. *Assessment/Evaluation*
1. Fill in Book Assessment Rubric for each student (Appendix F).

Lesson Six: Where Are Native Americans Today? (one day, 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how various societies were affected by contacts and exchanges among diverse peoples.
 2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Pacific Northwest, Plateau, Great Basin, Southwest, Plains: Lakota (Sioux), Northeast and Eastern Woodlands: Wampanoag.
 3. Skill Objective(s)
 - a. Students will describe how and why people create boundaries.
 - b. Students will describe the history, interactions and contributions of various peoples and cultures that have lived in or migrated to the area that is now Colorado.
 - c. Students will identify the causes of human migration.
 - d. Students will give examples of how individuals in various groups have gained, lost or maintained political rights, freedoms, power, or cultural identity in the history of the region.
- B. *Materials*
1. Book templates (Appendix D, pages 1-3, with seven copies of page 2 inserted, staple and provide one copy for each student; you may also want to mount page 1 on colored and/or laminated paper with a plain version of the paper to serve as the back page; you may also want to include Instructional Master 12 from the *Core Knowledge: Teacher Handbook, Grade K* as part of each student's book; this is optional and goes with Lesson Four)
 2. Book Assessment Rubric for each student (Appendix F)
 3. *The Wampanoag Indians* by Bill Lund
 4. *The Sioux: A First American Book* by Virginia Driving Hawk Sneve
- C. *Key Vocabulary*
1. A *reservation* is a small area of land where Native Americans were sent to live by white people.
- D. *Procedures/Activities*
1. Have students join you on the carpet.
 2. Tell them that today is your last day to learn something about Native Americans.

3. Ask them to tell you some of the things they already know.
 4. Take a few responses.
 5. Next, ask them to tell you where they think Native Americans are today.
 6. Give students some think time, around 30 seconds.
 7. Take a few responses.
 8. Explain to students that when people from across the ocean in a place called Europe began to move to the United States, they started making lines around things and saying that they owned the land. When more and more white people moved over, there was less and less room for Native Americans to live freely and move around the land. Eventually, many Native Americans were forced to live in places called reservations, which were pieces of land with lines drawn around them. This did not fit with Native American ways of life. Some Native Americans still live on reservations and others have become a part of today's American culture just like you and me.
 9. Tell students you will now read a few pages to them about how Sioux and Wampanoag people live today.
 10. Read pages 7 and 17 in *The Wampanoag Indians* and read page 28 in *The Sioux: A First American Book*.
 11. Ask students to tell you what they learned about how Native Americans live today and how it is different from how they used to live. Accept responses.
 12. Tell students that now they get to write in their books about how Native Americans live today and how it is different from how they use to live.
 13. Show them the page in their books to write on and distribute each book.
 14. Allow 15-20 minutes for students to work.
 15. Collect books.
 16. Congratulate students on their hard work.
- E. *Assessment/Evaluation*
1. Fill in Book Assessment Rubric for each student (Appendix F).

Lesson Seven: Sharing What We Learned (one day, 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how and why people define regions.
 - b. Students understand the physical and human characteristics of places. Students understand the nature and spatial distribution of cultural patterns.
 - c. Students understand how various societies were affected by contacts and exchanges among diverse peoples.
 2. Lesson Content
 - a. Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Pacific Northwest, Plateau, Great Basin, Southwest, Plains: Lakota (Sioux), Northeast and Eastern Woodlands: Wampanoag.
 3. Skill Objective(s)
 - a. Students will describe how human and physical processes together shape places.
 - b. Students will identify a region as an area with unifying geographic characteristics.
 - c. Students will describe similarities, differences and patterns of change in regions.
 - d. Students will identify the causes of human migration.

- e. Students will identify how the elements of culture affect the ways in which people live.
 - f. Students will name at least one cultural similarity across Native American cultural regions.
 - g. Student will identify three ways that the region affected the ways in which Native Americans lived.
 - h. Students will describe how patterns of culture vary across Earth's surface.
 - i. Students will describe how and why people create boundaries.
 - j. Students will describe the history, interactions and contributions of various peoples and cultures.
- B. *Materials*
- 1. Each student's completed book
 - 2. Book Assessment Rubric for each student (Appendix F)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
- 1. Have students join you on the carpet.
 - 2. Tell them that today they get to share what they learned and wrote about Native Americans.
 - 3. Tell them they will read their books to the class.
 - 4. Tell them first, they can practice reading with a partner to get ready.
 - 5. Tell students you will give them their book, a partner and a place in the room to go to read to each other. Tell them they should take turns reading and when they finish, they can ask each other questions about their books until everyone is ready. Tell them that when everyone is ready, you will call all students back to the carpet.
 - 6. Assign partners and reading spots as you pass out books.
 - 7. When all students are finished, call them back to the carpet and collect their books again as they come.
 - 8. Call each student up one at a time to read his or her book.
 - 9. As each student reads, use their Book Assessment Rubric to give credit for any additional information they cover.
- E. *Assessment/Evaluation*
- 1. Fill in any extra points student earn from sharing additional information on Book Assessment Rubric for each student (Appendix F).

VI. CULMINATING ACTIVITY

- A. You may want to take a field trip to a museum of Natural History. The Colorado Museum of National History has an excellent program called "From Two Worlds" where children compare Plains Indian life to Settler life.
- B. You could have students put on a Thanksgiving play where half of them get to be Wampanoag. You can encourage them to think about how the Wampanoag's life changed when the Pilgrims came.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Then and Now Chart, game pieces and writing lines
- B. Appendix B: Outline of a Person and Breechclout outline
- C. Appendix C: Menu Template
- D. Appendix D: Book Template
- E. Appendix E: Tipi Outline and sample pictograph

F. Appendix F: Book Assessment Rubric

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Appendix A, page 1
Then and Now Chart

Then

Now

No
Homes

Our
Homes

No
Towns/Cities

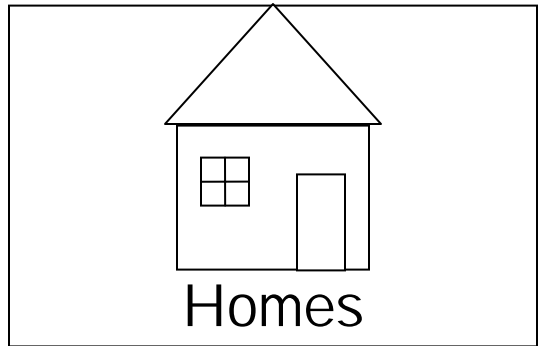
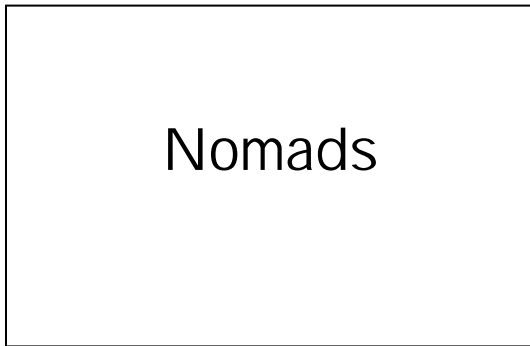
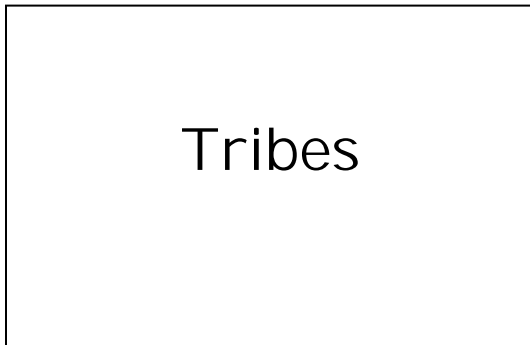
Our
Town

No
States

Our
State

Then and Now Game Pieces

(In the two empty boxes, add the name of and/or a picture of your town/city and state before copying)



Appendix B, page 1

Outline of a Person

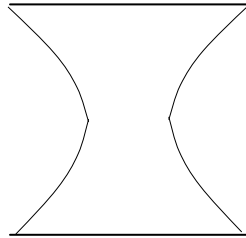
(if possible, you should blow this up to 11" x 17" size so it is easier to work with)



Appendix B, page 2

Breechclout Template

(You can blow this up at the same ratio as the outline of the person and it will fit the person.)



Appendix C
Menu Template

Menu

for the _____ tribe

By: _____

1. _____

1.

2.

2. _____

3. _____

3.

Native Americans

Regions and Ways Of Life

By: _____

Appendix D, page 2
Book Template, Region Page

Region: _____

Tribe: _____

Food: _____

Clothes: _____

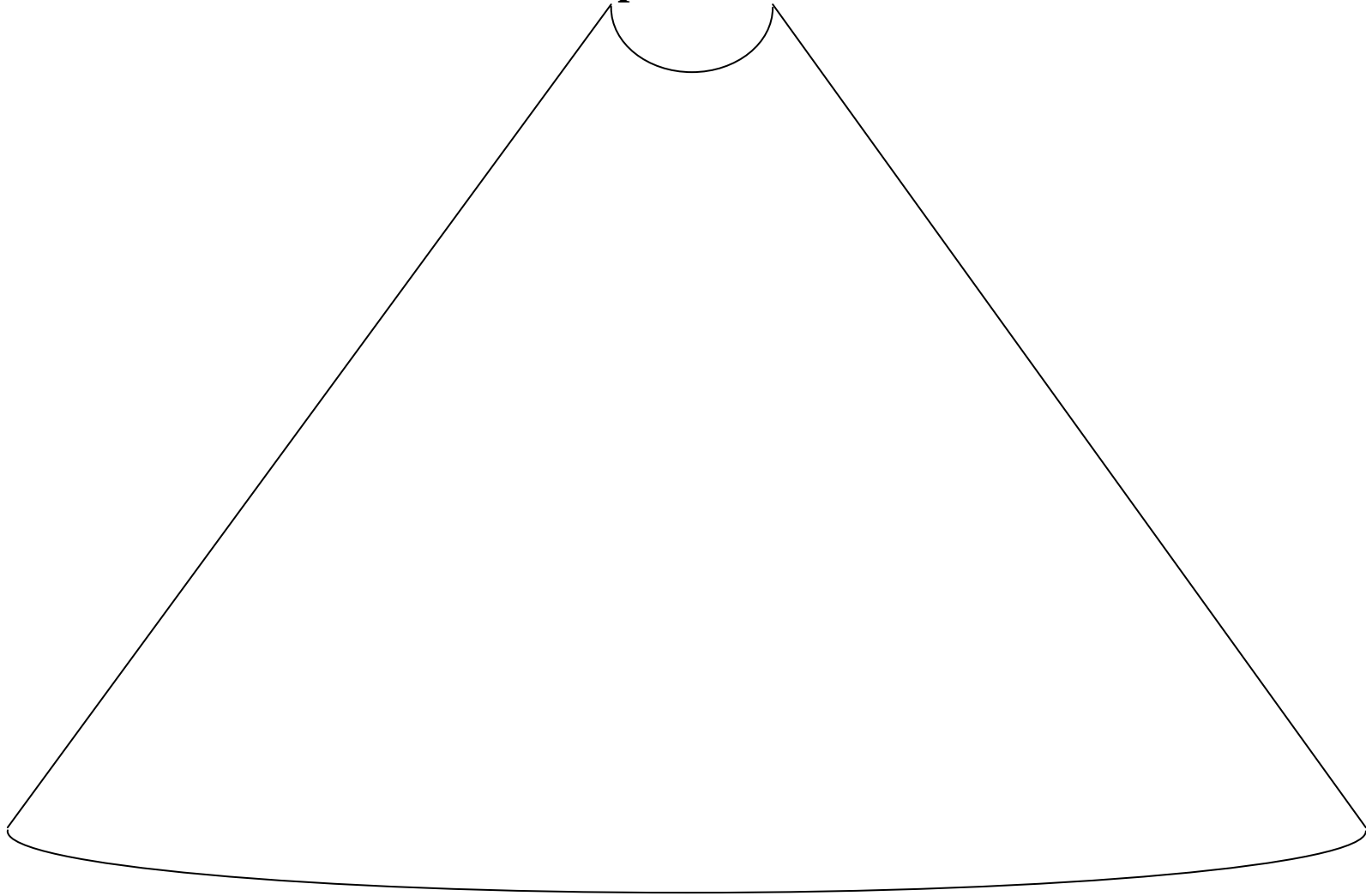
Houses: _____

Book Template, Interpretation Page

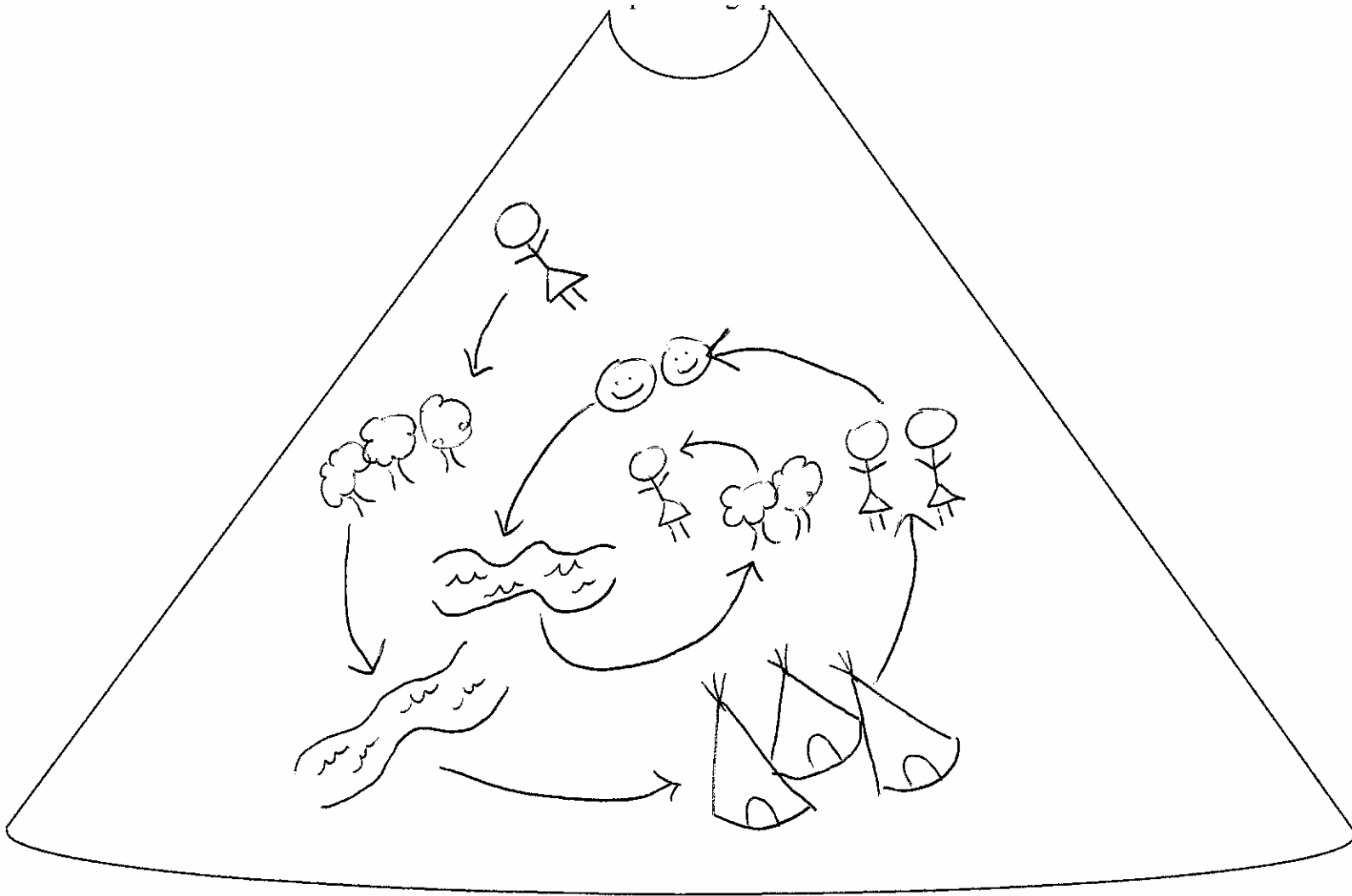
What is the same about all Native Americans?

What are Native Americans like today?

Appendix E, page 1
Tipi Outline



Appendix E, page 2
Sample Pictograph



Appendix F Native Americans Book Assessment Rubric

(make one for each student)

(Directions: Write number of points scored in Total Points column, put notes in other columns.)

Student's Name: _____

Possible Point Score	4	3	2	1	Total Points
Use these standards to grade all seven tribes listed below.	Student accurately draws regions and writes or draws at least one example of each of the following: food, clothing and houses.	Student misses one of the following: - accurately draws regions - writes one example of food, - writes one example of clothing - writes one example of housing.	Student misses two of the following: - accurately draws regions - writes one example of food, - writes one example of clothing - writes one example of housing.	Student misses three or more of the following: - accurately draws regions - writes one example of food, - writes one example of clothing - writes one example of housing.	
Eastern Woodlands: Wampanoag					
Plains: Sioux					
Southeast					
Southwest					
Great Basin					
Plateau					
Pacific Northwest					
Use these standards to grade the following item:	Student tells two or more similarities of all Native Americans.	Student tells one similarity of all Native Americans.	Student tells about a similarity, but it is not common to all Native Americans	Students does not tell about a similarity	
Similarities					
Use these standards to grade the following item:	Student tells all of the following: - one way Native Americans are today - one way life has changed - how reservations came to be	Student tells 2 of the following: - one way Native Americans are today - one way life has changed - how reservations came to be	Student tells 1 of the following: - one way Native Americans are today - one way life has changed - how reservations came to be	Student tells none of the following: - one way Native Americans are today - one way life has changed - how reservations came to be	
Today					
Total Unit Point Score					/ 36