



Native American Tribes



Who were the first people to settle in North America and how did they live?

Grade Level: 3rd Extension Lesson- Social Studies/History/Civics

Sunshine State Standards	FL Frameworks for K-12 Gifted Learners
Week #19 Learning Goal: Students will know the cultures that have settled in North American and be able to explain how the environment influenced settlement patterns. Big Ideas & Benchmarks: SS.3.G.4.2: Identify the cultures that have settled the United States, Canada, Mexico and the Caribbean. SS.3.G.4.4: Identify contributions from various ethnic groups to the United States. Common Core: R.I.1.1 Ask and answer questions about key details in a text.	Goal 1 : Thinking Creatively Objective 1: the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge. Goal 3: Use and manipulate information sources Objective 1: The student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.

Subject(s): (To be used during Week 19 on the 3rd Grade CCPS Social Studies Curriculum Map)

Description: As the students research one of the five major Native American regions they will work as a team to present their information as a play, news report, or a power point.

Closure: As you wrap up this lesson, have discussions on how the location of the tribes might have affected their culture. Most importantly reflect how learning about the past can help to understand and respect different cultures while recognizing how we should learn from them.

Native American Regions





Native American Tribes

Teacher Activity Sheet



Goal: The students will research one of the five major Native American regions and work as a team to present your Native American information as a play, news report, or a power point.

Materials: Student Activity sheets printed for each student, highlighters, pencils, flip camera optional to video podcast/news report

Procedure:

1. Introduce the students to the five major Native American regions on the North America map. Discuss the regions topographical attributes.
2. Assign student groups to a section of the Native American regions that they will be researching. Once in their small cooperative groups read the Student Activity text to take notes and further research their topic. As the students read the information they should use their In-Depth comprehension (see example shown in teacher resource section) to better understand and the selection of relevant information. (Common Core)
3. After open reflection of each text, have the students work together to give their reflection on how they will present the information of each Native American Region. They may make a play, news report or a power point.
4. When they have completed the reflection, have a class discussion about each group's ideas. Then have the groups practice their section before their presentation.
5. You may also use the **Hot-Dok Higher Order** questions (at the bottom of this document) to help with discussion starters and may want to watch Discovery Education tradition videos on Angel if needed.



Student Activity Sheet



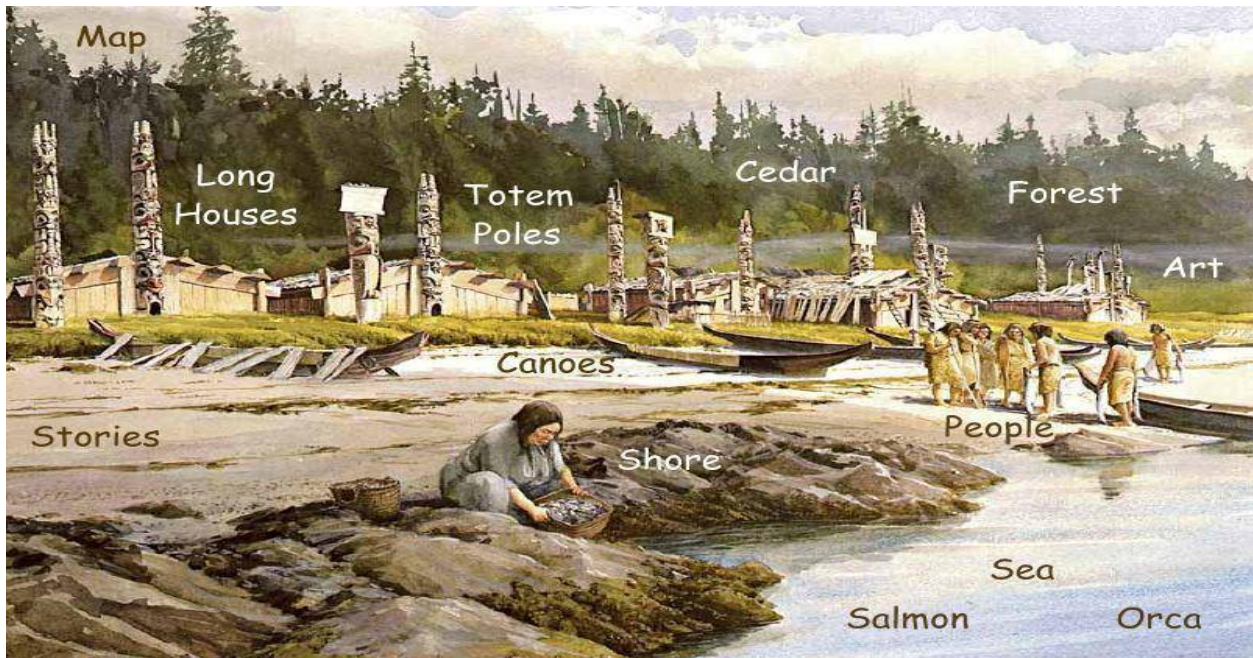
Goal: Research one of the five major Native American regions as you work as a team to present your Native American information as a play, news report, or a power point.

Materials: Student Activity sheets printed for each student, highlighters, pencils, flip camera optional to video podcast/news report

Procedure:

1. After being introduced to the five major Native American regions on the North America map. Discuss the regions topographical attributes.
2. You will be assigned to student groups to research a section of the Native American regions. Once your small cooperative group reads the Student Activity text, take notes and further research your topic. As your group reads the information they should use their In-Depth comprehension guide to better understand and the selection of relevant information. (Common Core)
3. After open reflection of each text, have the students work together to give their reflection on how they will present the information of each Native American Region. You may make a play, news report or a power point.
4. When you have completed the reflection, you will have a class discussion about each group's ideas. Then the groups practice their section before their presentation.
5. When your group has completed the reflection, you will have a class discussion about each group's ideas. Then you should practice your presentation before the broadcast.

Northwest Tribe



The raven is a hero in the Northwest Native cultures.

He is a trickster. He can change shapes.

He put the sun and moon in the sky, created the rivers and lakes,
brought plants and animals to the land,
and released humans into the world by opening a giant clam shell.

He gave the people fire, and brought light to the earth
by stealing it from the Spirit of the Sky World.

He can do both helpful and harmful deeds.

He taught humans important skills,
but also causes them trouble by performing mischief.

Northwest Native Americans

- The First Peoples of the area lived in a narrow section of coastal land stretching from Washington State to Northern B.C., and into Alaska.
- Temperatures were moderate, which allowed the people to fish all year.
- The environment of the Northwest Coast of Canada was very diverse, and often extreme. It included:
 - Rugged coastline (Pacific Ocean)
 - Wide and narrow beaches
 - Deep Fjords
 - Mountains (near coast)
 - Many islands
 - Spruce, cedar, and fir forests
 - Inland rivers and lakes
- All the people lived near the water, either the Pacific Ocean or an inland river or lake, and relied heavily on water for their survival.
- Salmon was the single most important food the Northwest Coast peoples, and the rivers were full of them.
- The people had access to the Pacific Ocean for fishing and collecting other food like clams and shellfish.
- They also took advantage of the expanse of forest in the area and used cedar trees to make everything from their houses and canoes, to their blankets and clothing.
- They also hunted for deer and elk in the forests.
- The Northwest Coastal People used cedar trees to make many things, including:
 - houses
 - baskets
 - boxes
 - blankets
 - canoes
 - masks
- Due to the fact that the people of the Northwest Coast had access to food year-round, they were able to live sedentary lives in permanent settlements.
- They lived in longhouses or 'Big houses' constructed out of cedar planks.
- Each longhouse was 50-150 feet long and 20-60 feet wide, and housed several families.
- Since it rained a lot along the coast, the trees grew very thick and tall. The huge red cedars were especially important to the people because they could make large houses with them. They cut the trees with stone axes, and floated them to their villages.
- First, a frame was built out of cedar logs.
- Then, cedar planks were attached to the logs. It was important to overlap the planks to keep the rain out.
- They used wooden pegs as nails to hold the wood together.
- They made their houses as huge rectangles, with many posts to hold up the roof and covered them with cedar planks.
- There were no windows in the longhouses. There was only a hole in the roof to let smoke from the fires out, and a single front door to keep the heat in.
- The longhouses were built with low roofs, because they were easier to heat in the winter.
- Inside a longhouse, there was only simple furniture. Each family had bunk beds lined up against the wall for sleeping. Above each bunk, there were storage areas and open shelves. Below the bottom bunks, they dug holes (around two feet deep) to store and cool food.
- Each family would also have their own small fire pit for cooking.
- Woven cedar mats were hung from the ceiling to separate the different family areas.
- Houses were always grouped together forming small villages.
- Some villages had as many as 1,000 people, all living in only 30 houses.
- Each village was marked by totem poles.
- All the houses in a village were lined up side-by-side facing the same direction- towards the water.
- House fronts were commonly painted, as were the house posts (totem poles), which were carved with the family crest.
- If an individual built a longhouse for his family, he lived there with his wife and children, and then their children.
- When the children got older, they were assigned (by the head of the family) a new space inside the longhouse.
- On the other hand, if the village built the longhouse together, then it would be the Chief's responsibility to assign living spaces to each family.
- When the owner of a longhouse died, the family gave the longhouse away or burnt it to the ground. It was believed that if the family stayed after the death, then the spirit of the dead person would worry too much about the family.



Southwest Tribe

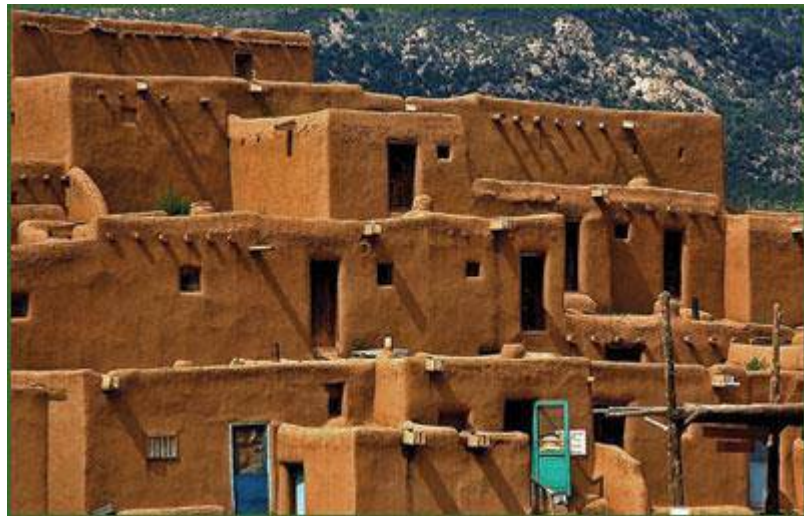


There are many American Indian tribes native to the Southwest of the United States. These tribes are located in Arizona, New Mexico, and Colorado (the southern section). There are five tribes from the Southwest: Apache, Hopi, Navajo, Pueblo, and Zuni. Most of these Southwest Indians lived in villages and farming was their main occupation.

Southwest Indians create many beautiful pieces of art. They make pottery, clothing and baskets that are still sold in stores and arts and craft shows. Because they are very spiritual tribes, most of their art contains symbols and signs of their beliefs, dreams, and visions. The pottery is for both every day use and display. The clothing they make can be anything from an outfit, such as a dress with gorgeous flowers on it, to an elaborately decorated headdress, full of feathers. The Zuni and Hopi Southwest Indians carved dolls, called Kachina dolls, out of wood. The dolls were decorated with masks and costumes to represent the Kachina spirits. These dolls help children of the tribe learn tribal ceremonies.

Turquoise is a stone used in quite a bit of Southwest Indian jewelry. The Indians look at it as a stone that promotes good health, happiness, and good fortune. The Navajo Indians are also well known for their silver belts and jewelry. They learned to work with silver from the Mexicans. Perhaps the greatest skill of the Southwest Indians is in their basket making. After hand weaving the baskets, the Southwest Indians decorate them with colors and patterns. The methods the Hopi use to make baskets have not changed in hundreds of years.

The naming of a newborn baby is such an important part of the Southwest Indian Culture that it is not done by the parents, but relatives and tribe leaders. Hopi babies are not named until 20 days after they are born. Most Indian babies spent the early years of their life strapped to their mothers in what is sometimes referred to as a papoose. Young girls learn to help around the camp, doing chores such as making food, weaving baskets, and sewing. Young boys of the southwest Indian tribes learn to make weapons and hunt.



A pueblo where Pueblo Indians live today.

What is a pueblo?

Pueblo is the Spanish word for "village" or "town." In the Southwest, a pueblo is a settlement that has houses made of stone, adobe, and wood. The houses have flat roofs and can be one or more stories tall. Pueblo people have lived in this style of building for more than 1,000 years.

Where did the Pueblo Indians come from?



Good question! That's what this history for kids is all about. We travel thousands of years back in time to explore the beginnings of Pueblo culture in a part of the Southwest called the Mesa Verde region.

The Mesa Verde region is located in the Four Corners area of the Southwest. It is called the "Four Corners" because it is the only place in the United States where the corners of four states meet: Colorado, Utah, Arizona, and New Mexico.

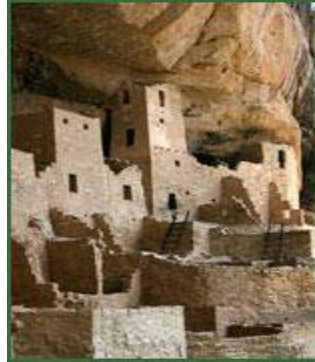
Mesa Verde

The Mesa Verde region is named after Mesa Verde, a large mesa that towers above the surrounding landscape. A large part of the mesa is included in Mesa Verde National Park, which is visited by hundreds of thousands of people every year.



How do we learn about the past?

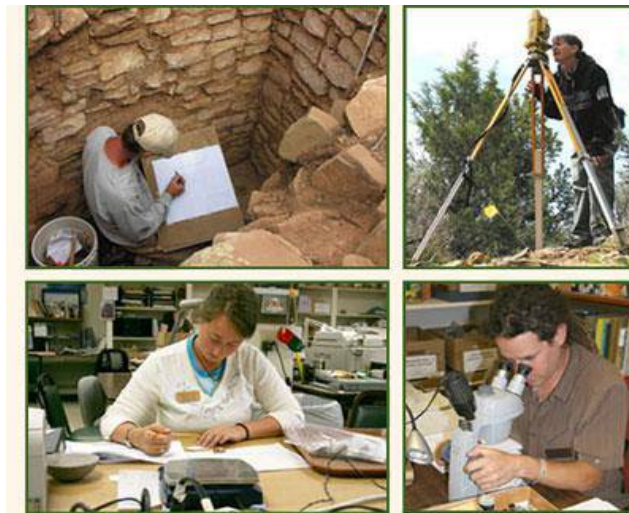
One way we learn about the past is through written histories. But much of Pueblo history took place before there were written records. So, one way we learn about ancient Pueblo history is through archaeology.



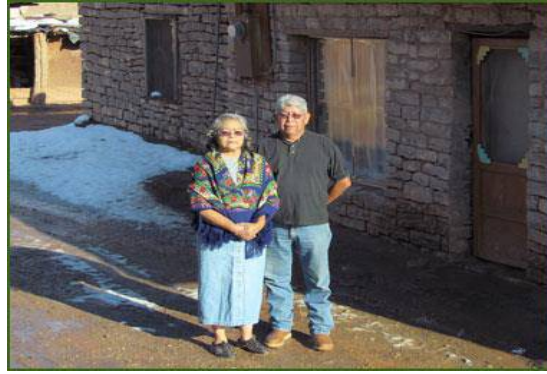
An archaeological site in the Mesa Verde region.

Archaeology is the study of past cultures.

Thousands of archaeological sites are located throughout the Mesa Verde region. Most of them are ancient Pueblo sites. But there are also sites created by other people who lived in the region before and after the Pueblo people.



Archaeologists have studied thousands of ancient Pueblo sites in the Mesa Verde region. They have learned much about Pueblo history and culture by analyzing the artifacts and architecture they have found at archaeological sites.



A Pueblo couple standing in front of their home.

Another source of information about Pueblo history and culture is Pueblo Indians themselves. Archaeologists at Crow Canyon work with Pueblo Indians who are the descendants of the people who once lived in the Mesa Verde region. Pueblo Indian oral histories provide many clues about life in the past.

Select a time period:



Paleoindian
10,000 (or earlier)
to 5500 B.C.

Big-game hunters first enter North America during the Ice Age.



Archaic
5500 to 500 B.C.

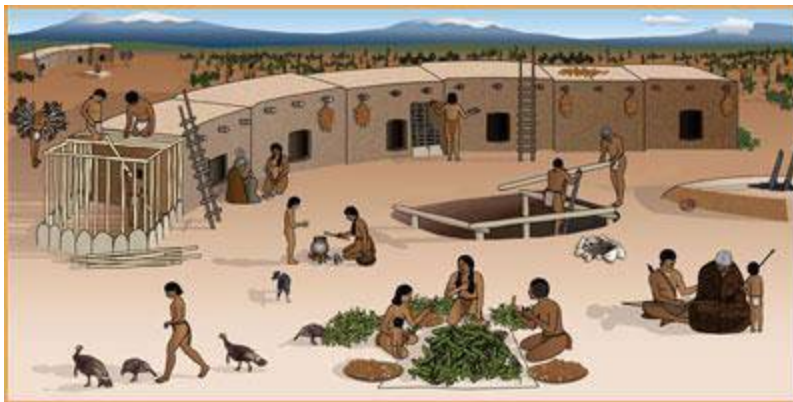
Hunter-gatherers adjust to a warmer climate after the Ice Age.



Basketmaker

500 B.C. to A.D. 750

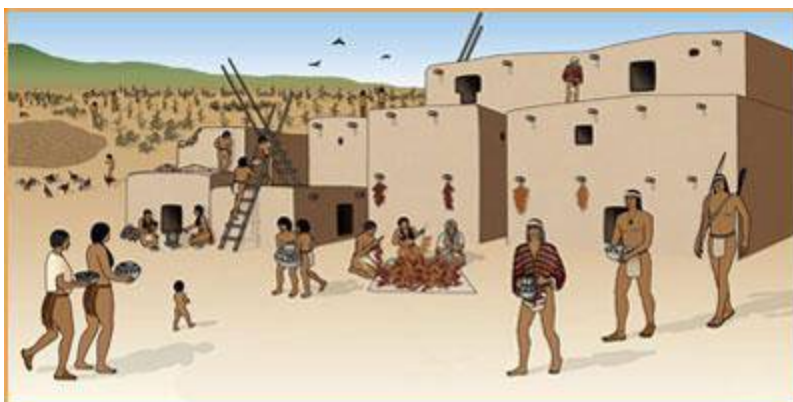
Pueblo culture begins when people become farmers.



Pueblo I

A.D. 750 to 900

Pueblo Indian village life begins.



Pueblo II

A.D. 900 to 1150

Pueblo trade flourishes.



Pueblo III

A.D. 1150 to 1300

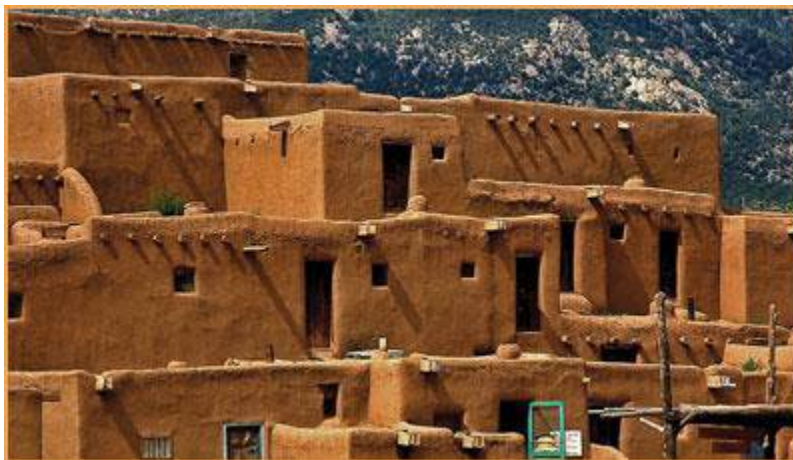
Pueblo people migrate from the Mesa Verde region late in this period.



Post-Migration

A.D. 1300 to 1950

Pueblo people in Arizona and New Mexico face challenges from outside cultures.



Plains Tribe



The Plains Indians got their name because they lived among the Great Plains of the United States. This vast expansion of land extended all the way from Mississippi to the mountains of Canada. In order to survive, the Plains Indians hunted buffalo as their main source of food. They would typically surround the buffalo on horse, until the group of Indians drove it to run off of a cliff. At that point, the buffalo would be dead and ready for consumption. Not only was hunting an integral part of Plains Indians' life, religion was as well.

The worship of the Great Spirit was key to their beliefs. A dance performed called the Sun Dance was a way to show respect and love for their God. This dance would often take place over the span of four days; much of it spent staring up at the sun.

The use of shamans was also a large part of the Plains Indians way of life. These shamans were like medicine men, which tended to the sick and made up medicinal concoctions. Many times they would simply approach the sick person and try to convince them that they were really sick. Other times, they would attempt to use natural medicines by combining fruits and vegetables into a sort of potion believed to promote healing. The Earth was considered the Plains Indians' female God, and so all her rich resources were utilized in some way. Usually the men would be assigned to hunt, traveling in groups wielding shields, arrows, and handmade knives and swords. The men's shields often had various symbols on them such as animals, feathers, and stones which were used to represent protection. The women would stay back at the camp, watching the children, weaving blankets and protection. Overall, Plains Indians life was efficient, spiritual, and integral to Native American history.

Shelter

Buffalo was the main source of the Plain Indian's food as it provides them with flesh and clothing! Because buffalos never stay still (they migrate), the Plain Indians always have to be on the move to stalk and hunt down their prey. The Plain Indians were nomads - they do not have a fixed house address like you do. They have to follow wherever the buffalos went - so they needed a type of shelter that can be built fast and can be easily taken down if needed, a shelter that will stay warm during the winter and cool in the summer and overall, a convenient and comfortable shelter.

They called it the tepee, built from many layers of buffalo skin and long wooden poles. Three to four families (eight-ten people) have to be crowded in tepee, making it filthy for cooking, eating and sleeping! These teepees were warm in the winter and cool in the summer. During the winter, fire is lit inside to keep the Plain Indians warm. At the same time, they would cook food too! To allow the smoke to pass through (so that they won't die!) a hole is poked through the top of the tepee. They would decorate their shelter with paintings of animals, sometimes with beads and feathers. Most paintings are religiously symbolic. When buffalos move, the Plain Indians follow along, with the help of their horses.

The long wooden poles of the tepee are dragged behind the horse's shoulder. The horses would also carry their belongings. A small frame or net (travois) is located in the middle of the poles to carry people.



Northeast Tribes

The Indians in the Eastern Woodland Culture lived east of the Plains Indians. At that time much of the land between the Mississippi River and the east coast was covered with forest. These Indians, like the Indians of the other cultures depended on the natural resources around them for all of their basic needs. Because these Indians lived in the forests, they were called the Eastern Woodland Indians. Their food, shelter, clothing, weapons, and tools came from the forests around them. They lived in villages near a lake or stream. There were many diverse groups within the Eastern Woodland People. The most well known were the Iroquois, and the Cherokee nations.



Iroquois

The Iroquois Indians lived in the Northeastern part of the Woodland Culture. Today we call this part of our country New York. The Iroquois Indians were actually a "nation" of Indians made up of 5 tribes. These tribes were the Senecas, Onondagas, Oneidas, and Mohawks. These tribes were hostile, or war-like, to each other until they joined together to become the "League of the Five Nations". Even after the forming of this nation there was still some fighting among the five tribes. The Iroquois Indians lived in wigwams and longhouses. Wigwams were made by bending young trees to form the round shape of the home. Over this shape pieces of tree bark were overlapped to protect the Indians from bad weather. Over the bark a layer of thatch, or dried grass, was added. A small hole at the top allowed smoke from the fires to escape and beds were matting covered with animal skin.



Longhouses were long rectangular homes. Longhouses were made by building a frame from saplings, or young trees. They were then covered with bark sewn together. There was a long

hallway with rooms on both sides. Sleeping platforms, covered with deerskin, lined each wall. There were also shelves for storing baskets, pots, and other things. Several families would live in the long house, but the families were related to each other. The Iroquois built log walls all around their villages. The wall had only one opening. They could quickly close this opening if their enemies came near.



The Iroquois found their food by hunting, fishing, and gathering berries, fruits, and nuts. They also cleared the land and planted large fields of corn, beans, and squash which Native Americans called “the three sisters.” The Iroquois used a bow and arrow to hunt. They would sometimes wear the skin of a deer over their body to sneak up to the deer.



The Cherokee

The Cherokee lived mainly in what is now Tennessee and Georgia. Like the Iroquois, the Cherokee depended on their natural resources for survival. They lived in about 200 fairly large villages. A normal Cherokee town had about 30 - 60 houses and a large meeting building. Cherokee homes were usually wattle and daub. Wattle is twigs, branches, and stalks woven together to make a frame for a building. Daub is a sticky substance like mud or clay. The Cherokee covered the wattle frame with daub. This created the look of an upside down basket.

Later, log cabins with bark roofs were used for homes. The Cherokee villages also had fences around them to prevent enemies from entering.

Like the Iroquois, the Cherokee also hunted small game such as deer, rabbit, and bear. Since their villages were usually near streams or lakes, they also fished using spears and nets. Berries, nuts, and wild plants were important forms of food for the Cherokee. The Cherokee were considered to be excellent farmers. They had large farms which grew corns, beans, and squash.

Southeast Tribe

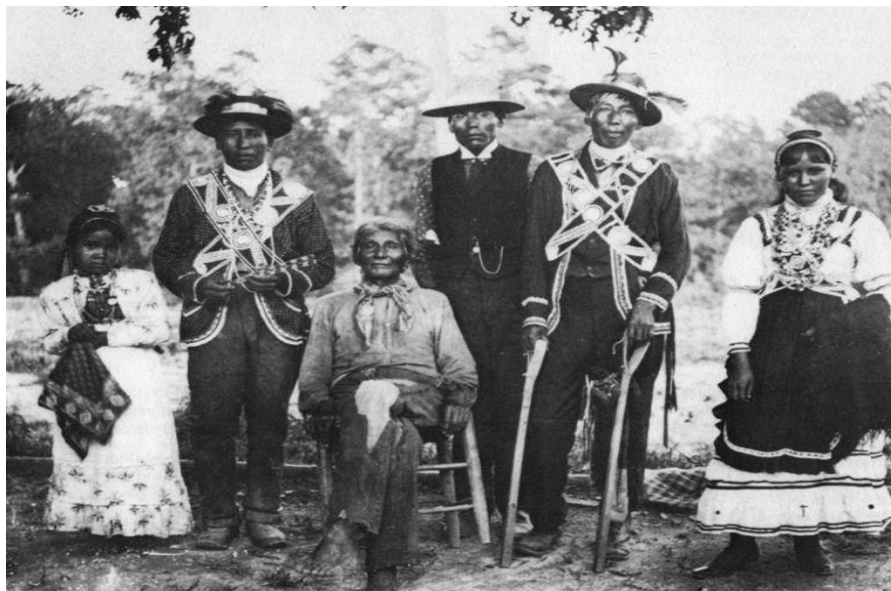
Although generally the least known of the "Five Civilized Tribes" (Chickasaw, Cherokee, Choctaw, Creek, Seminole), no other tribe played a more significant role in Britain's victory over France for control of North America. Variouslly described as the "Unconquered and Unconquerable" or the "Spartans of the lower Mississippi Valley," the Chickasaw were the most formidable warriors of the American Southeast, and anyone who messed with them came to regret it, if they survived! British traders from the Carolinas were quick to recognize their prowess in this regard and armed the Chickasaw to the teeth, after which, no combination of the French and their native allies was able to dislodge the Chickasaw from the stranglehold they imposed upon French commerce on the lower Mississippi. The Chickasaw could cut New France in two, which seriously crippled the French in any war with the British. From the high ground overlooking the Mississippi River at Memphis, the Chickasaw took on all comers, including tribes four to five times their size and never lost until they picked the wrong side in the American Civil War. Even then, the Chickasaw Nation was the last Confederate government to surrender to Union forces.

Unlike their Choctaw cousins to the south, the Chickasaw have little or no memories of the platform mounds (which they called navels) left by the earlier Mississippian mound builders and probably represent a later migration into the area. Further evidence for this is that, unlike their neighbors, Chickasaw towns were spread for 10-15 miles (and up to four miles wide) along the course of a stream, an arrangement which protected them somewhat from epidemics. Otherwise, Chickasaw were fairly typical of other southeastern tribes. Until 1700, they usually maintained seven towns at any given time, and despite the scattered homesteads, each town had its own fort and ceremonial rotunda. During war, the Chickasaw would withdraw into a few, large, fortified towns whose locations in the rugged hills well east of the Mississippi River made it very difficult for their enemies to attack them.

Each extended family employed two different housing types depending on the season. Summer homes were rectangular (12 x 22') with a gable roof, porch, and balcony. The winter house, however, was circular using the wattle and daub (mud spread over a basket-like framework) construction distinctive to the region. Well insulated and partially sunken into the ground, Chickasaw winter homes were so warm that British slave traders collecting their "merchandise" complained that they were a preview of their probable place in the hereafter. By 1800 most Chickasaw had forsaken their traditional homes in favor of log cabins similar to those of white frontiersmen. Chickasaw men were hunters and warriors first and farmers second, even to a greater degree than neighboring tribes. For some reason, the men appear to have been noticeably taller (6 foot on the average) than the closely related Choctaw just to the south. Chickasaw women, however, were usually a foot shorter than the men - a physical trait similar to the neighboring, but unrelated, Creeks and Osage. There was a strict division of labor among the Chickasaw, with women responsible for the supervision of slaves and tending the fields of corn, beans, and squash, while men hunted deer, bear, and buffalo. Fish was also an important food source.

Clothing was primarily buckskin with the men preferring a breechcloth with thigh-high deerskin boots to protect their legs from the underbrush. The women wore a simple short dress with

both sexes utilizing buffalo robes in colder weather. Rather than the stereotypical Lakota (Sioux) war bonnet, the ultimate badge of honor for Chickasaw warriors was a mantle of swan feathers. Both men and women wore their hair long, with warriors switching to the scalplock for war. They also wore clan war paint.





- ① Circle powerful words or phrases
- ② Underline words or phrases you do not understand
- ③ Write important thoughts in the margin

*My
thoughts in
the margin*

Hot DOK Questions 1

- Can you recall_____?
- When did _____ happen?
- Who was _____?
- How can you recognize_____?
- What is_____?
- How can you find the meaning of_____?
- Can you recall_____?
- Can you select_____?
- How would you write_____?
- What might you include on a list about_____?
- Who discovered_____?
- What is the formula for_____?
- Can you identify_____?
- How would you describe_____?

Hot DOK Questions 2

- Can you explain how _____ affected _____?
- How would you apply what you learned to develop _____?
- How would you compare _____? Contrast_____?
- How would you classify_____?
- How are_____ alike? Different?
- How would you classify the type of_____?
- What can you say about_____?
- How would you summarize_____?

- How would you summarize____?
- What steps are needed to edit____?
- When would you use an outline to ____?
- How would you estimate____?
- How could you organize____?
- What would you use to classify____?
- What do you notice about____?

Hot DOK Questions 3

- How is ____ related to ____?
- What conclusions can you draw ____?
- How would you adapt____ to create a different____?
- How would you test____?
- Can you predict the outcome if____?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of____?
- What facts would you select to support____?
- Can you elaborate on the reason____?
- What would happen if____?
- Can you formulate a theory for____?
- How would you test____?
- Can you elaborate on the reason____?

Hot DOK Questions 4

- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment.

Gather information to develop alternative explanations for the results of an experiment.

- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about____?
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
- DOK 4 requires time for extended thinking.

Available Rubrics



0	1	2	3	4
Even with help, no understanding or skill demonstrated. (I don't get it.)	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. (I kinda-sorta get it.)	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. (I get it, but I can't explain it.)	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. (I get it, and I can explain it to others!)	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. (I get it, I can explain it to others, and I can extend my understanding to new situations!)

Classroom Formative Assessment

Generic Rubric Design

	Scale	Student Language
4	In addition to exhibiting level 3 performance, the student responses demonstrate in-depth inferences and applications that go beyond what was taught in class.	<i>"I know it better than my teacher taught it."</i>
3	The student's responses indicate no major errors or omissions regarding any of the information and/or processes taught in class.	<i>"I know it just the way my teacher taught it."</i>
2	The student's indicate errors or incomplete knowledge of the information and/or processes; however they do not indicate major errors or omissions relative to simpler details and processes.	<i>"I know some of the simpler stuff, but can't do the harder parts."</i>
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However with help, the student demonstrates partial understanding of some of the knowledge.	<i>"With some help, I can do it."</i>
0	The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.	<i>"Even with help, I can't do it."</i>

Source: Robert Marzano, *Classroom Formative Assessment and Grading*

