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5th Grade Native American Unit Plan

Introduction
In fifth grade, the Michigan standards focus on the early history of the United States. The first era that students are introduced to is that of the American Indians. In this unit, students will be introduced to the four general American Indian regions and how those regions differ from one another. Students will learn about culture, lifestyles, and the early government that was in place during this chapter of American history. By the end, students should have a stable understanding of what life was like for American Indians.

Rationale
American history is an important topic for all Americans. These young students should have an understanding of how their country began, stating with the Native Americans. Not only is it important for students to learn this information, but it needs to be meaningful to them. They need to see how American life has changed throughout time, starting with American Indians. This unit gives students fun ways to learn and take notes on American history. With hands on activities and creative engagement, students should find this topic exciting and memorable.

Michigan’s Grade Level Content Expectations for this unit:
5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).
5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.
5-U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.
### KUDs: Know, Understand, Do, Vocabulary and “I Can” Statements

<table>
<thead>
<tr>
<th>GLCE</th>
<th>Verbs</th>
<th>Know – What will students know upon learning this?</th>
<th>Understand that – What will students understand?</th>
<th>Do – What will students do to show they understand?</th>
<th>Vocabulary</th>
<th>I Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</td>
<td>Use maps, locate</td>
<td>The peoples in the desert Southwest were in the states of Arizona, New Mexico, Southern Colorado and the Northern part of Mexico. The people of the Pacific Northwest were in parts of Alaska, British Columbia, Washington, Oregon, Idaho, and Montana. The nomadic nations of the Great Plains occupied the area from the Mississippi River to the Rocky Mountains and from Canada to Mexico. And the woodland people</td>
<td>Students will understand that the different native peoples were located in four different regions in the United States.</td>
<td>Students will create an envelope foldable map on a blank map of the United States that they will draw the four different regions, shade each region with a different color, labeling the names of the regions, and drawing and labeling the major landform (Mississippi River, Rocky Mountains, desert, etc.) On each tab students will label the four different group</td>
<td>American Indians Territory Region Desert Pacific Northwest Nomadic Great Plains Eastern Woodland Apache Chinook Sioux Cheyenne Iroquois</td>
<td>I can find the four different areas that the Native Americans lived on a map.</td>
</tr>
<tr>
<td>5 – U1.1.2</td>
<td>Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</td>
<td>Compare</td>
<td>Native Americans adapted to and modified the environment where they lived. American Indians in the desert Southwest were mostly farmers, hunters, and gatherers. They lived near water where the rivers would flood to water corn crops and made homes out of adobe (clay, straw, dung) and wore little clothing. The Pacific Northwest Indians used the</td>
<td>Students will understand that the Southwest Indians lived differently than the Pacific Northwest Indians.</td>
<td>In groups, students will make models of the different lifestyles of the Southwest and Pacific Northwest Indians. Students will make representations of the different shelters, different clothing, and different ways of obtaining food. Students will then present their models to the</td>
<td>Adobe Big House Adapt Modify Hunters and Gatherers</td>
</tr>
</tbody>
</table>
trees in the forests to build Big Houses. They hunted seals, fish, and whales. Used cedar bark to make clothing for cold seasons.

“The Eastern Woodland American Indians had a democratic government. 5 tribes created a council to agree upon big decisions. The rivers allowed these people to trade. The large cities were slave cities where slaves were to marry high ranking women. Women were shown a great deal of respect.”

Students will understand the lifestyle and customs of the Eastern Woodland Indians.

Students will create an alphabet book, each page has a letter of the alphabet with each letter representing an aspect of the Eastern Woodland Indian lifestyle. Students will have to draw a picture and describe each of the pages. The words they use for each letter can be words that they learned from previous.

Iroquois Cherokee Hunters and Gatherers Fur Trade Settlers Chief European Settlers

I can describe the life of Eastern Woodland Indians.
2. Assessment ideas: a. How will you know they've learned it? And b. How will you grade it?

a) Students will create a foldable that has a map in the middle that students have labeled the four different Native American territories. Also, on each tab, students will put 4 vocabulary words and definitions and a picture that represents each Native American group. The foldable will be graded on a rubric.

b) Students will create a journal entry after each lesson discussing something they learned and a question they still have. Students will be graded on completion of both.

c) After reading Plank House and Pueblo, students will work in groups to create a Venn Diagram to compare the similarities and differences between the environments of the Pacific Northwest and Southwest and how the Native Americans living in those areas adapted to their environments.

d) Students will create a foldable booklet with each page containing a vocabulary word, a picture, the definition in their own words, and a sentence using that vocabulary word. They will continue to add to this booklet as they progress through the unit. Each part will be worth a point.

e) Students will work in groups to create a model representation of the shelter, the clothing, and different ways of obtaining food for either the Pacific Northwest or Southwest Native Americans. Students will be graded with a rubric (or a checklist).

f) Students will write a persuasive paragraph explaining which of the four areas they would rather live in and why.

g) Students will create an alphabet book with each page containing each letter of the alphabet and they must choose an aspect of the Eastern woodland lifestyle that starts with the letter of the alphabet. They must also include a picture and a sentence explaining the aspects they chose. This will encompass all four regions of Native Americans. Students will be graded with a checklist.

h) Unit Test
Lesson One: Locating the Four Major Regions
TIME 1 day

<table>
<thead>
<tr>
<th>GLCE</th>
<th>Verbs</th>
<th>Know – What will students know upon learning this?</th>
<th>Understand that – What will students understand?</th>
<th>Do – What will students do to show they understand?</th>
<th>Vocabulary</th>
<th>I Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – U1.1.1</td>
<td>Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</td>
<td>Use maps, locate The peoples in the desert Southwest were in the states of Arizona, New Mexico, Southern Colorado and the Northern part of Mexico. The people of the Pacific Northwest were in parts of Alaska, British Columbia, Washington, Oregon, Idaho, and Montana. The nomadic nations of the Great Plains occupied the area from the Mississippi River to the Rocky Mountains and from Canada to</td>
<td>Students will understand that the different native peoples were located in four different regions in the United States. Students will create an envelope foldable map on a blank map of the United States that they will draw the four different regions, shade each region with a different color, labeling the names of the regions, and drawing and labeling the major landform (Mississippi River, Rocky Mountains, desert, etc.) On each tab students will</td>
<td>American Indians Territory Region Desert Pacific Northwest Nomadic Great Plains Eastern Woodland Apache Chinook Sioux Cheyenne Iroquois</td>
<td>I can find the four different areas that the Native Americans lived on a map.</td>
<td></td>
</tr>
</tbody>
</table>
2. Assessment ideas: a. How will you know they’ve learned it? And b. How will you grade it?

   a) Students will create a foldable that has a map in the middle that students have labeled the four different Native American territories. Also, on each tab, students will put 4 vocabulary words and definitions and a picture that represents each Native American group. The foldable will be graded on a rubric.
   b) Students will create a journal entry after each lesson discussing something they learned and a question they still have. Students will be graded on completion of both.

<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</th>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
<th>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set: Students will be shown a short powerpoint with different maps of the United States and discuss as a class the characteristics of the country that people would be challenged with.</td>
<td>Students will first be shown the map with the state boundaries. What would this map look like without the states? Then show them the physical map that shows the names of major places and landforms, then show them the blank</td>
<td>• Anticipatory Map Power Point</td>
</tr>
<tr>
<td>The teacher will tell students what they will be able to do after this lesson (&quot;I Can&quot; statement):</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Physical map. How might we divide the country now? By land forms? By climate? Explain to them the main characteristics of the four different Native American regions (i.e. the land west of the mountains but east of the Mississippi river is the vast grassy plains, etc.) Show them the pictures of the four different regions. For each, ask them: What about this landscape would make it easy to survive? What would make it hard? Is it impossible to survive in any of these areas? Which area do you think would be the hardest to live in and why?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Students will use atlases to locate and draw the major landforms, rivers, and bodies of water on their blank map. When they have finished, the class will be shown a completed map that they will use to check if they have all the right labels in the correct place. |

| Blank map (Attachment A) |
| Colored Pencils |
| Atlas |
| Completed Map (Attachment B) |
| Vocabulary lesson: Using the *Kids Discover* magazine *America 1492* students will be introduced to the vocabulary: American Indian, territory, region, desert, Pacific Northwest, nomadic, Great Plains, Eastern Woodland Indians, Apache, Chinook, Sioux, Cheyenne, and Iroquois. (GLCE 5 – U1.1.1) | The magazine can be displayed on an Elmo and only the useful pages shown. Students can follow along with their own magazines (if provided). Students can use an envelope foldable (pg 27 *big Book of Social Studies*). After they have labeled their blank maps with the four American Indian regions, this will be added to the foldable on the inside. Students will label and highlight each area (Great plains, Eastern Woodland, etc.) and on each tab of the foldable they will write the names of the areas and Indian groups with a description of the vocabulary words along with a picture (picture on top of tab, description on the back) The words will be added to the word wall. | • *Kids Discover: America 1492*  
• Portable Word Wall (Attachment C)  
• Paper and markers for envelope foldable  
• Rubric (Attachment D) |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Extension (if there is time)</td>
<td>Teacher will read <em>Kaya and the River Girl</em> by Janet Shaw during down time between lessons</td>
<td>• <em>Kaya and the River Girl</em> by Janet Shaw</td>
</tr>
<tr>
<td>Journal Entry</td>
<td>Students will write a short paragraph of what they have learned and a question they still have</td>
<td>• Notebook paper</td>
</tr>
</tbody>
</table>
Vocabulary List 1:

- Native American/American Indian- the first Americans to be born in North America
- Territory- a large area of land assigned or controlled by a nation of people
- Region- a large land area that has geographic, political, or cultural characteristics that distinguish it from others
- Desert- an area of land, usually in very hot climates, that consists only of sand, gravel, or rock with little or no vegetation, no permanent bodies of water, and irregular rainfall
  - not dessert!
- Pacific Northwest- a part of the northwestern United States on the Pacific coast that includes the states of Washington and Oregon and sometimes southwestern British Columbia, Canada
- Nomadic- a member of a people who move seasonally from place to place to search for food and water or pasture for their livestock
- Great Plains- a relatively dry region East of the Rocky Mountains in the US and Canada
- Eastern Woodland Indians- the Native Americans living in the forests East of the Mississippi River to the Atlantic coast
- Apache- a member of a group of North American Indians of the Southwest United States
- Chinook- a member of a group of North American Indians of Washington and Oregon
- Sioux- a member of a group of North American Indians of Northern United States and Southern Canada
- Cheyenne- a member of a group of North American Indians of the Western Great Plains
- Iroquois- a member of a group of North American Indians of the Eastern United States

3-4 of the vocabulary words and their definitions should be under each tab of the envelope foldable. The name of the American Indian region will be on the top of each tab with a corresponding picture.
***Portable Word Wall is a separate attachment because the paper is not landscape***
## Map/Vocabulary Foldable Rubric Attachment D

| Points | Description | Details | Criteria | Points
|--------|-------------|---------|----------|--------
| 3 Points | Map is neat with colors and correct representation of the Pacific Ocean, the Atlantic Ocean, the Rocky Mountains, the desert, the Great Plains, and the Mississippi River | Correctly labeled all 4 of the regions: the Southwest region, the Pacific Northwest region, the Great Plains region, and the Eastern Woodland region | Top tabs are labeled with the four regions with a neat and colorful picture that relates to the label | 3-4 vocabulary words correctly spelled with the correct definition of each on all four tabs
| 2 Points | Map is neat with colors with most of the major water and landforms correctly labeled | 3 of the 4 regions are correctly labeled | Top tabs are labeled with the four regions but the pictures are not neat or do not relate to the label | 3-4 vocabulary words on each tab, but the words are misspelled and the definitions are not correct
| 1 Point | Map is not neat with little color and the water and landform are not all correctly labeled | 2 of the 4 regions are correctly labeled | Top tabs are labeled with the four regions but do not have a corresponding picture | 1-2 vocabulary words on each tab with the corresponding definition
| 0 Points | Map is not complete, no color, water and landforms are not all present or correctly labeled | 1-0 of the 4 regions are correctly labeled | The top tabs have no label nor a picture | 1-2 Vocabulary words are misspelled with incorrect definitions
## Lesson Two: Desert Southwest vs Pacific Northwest

**TIME 2-3 days**

<table>
<thead>
<tr>
<th>GLCE</th>
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<th>Know – What will students know upon learning this?</th>
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<th>Do – What will students do to show they understand?</th>
<th>Vocabulary</th>
<th>I Can</th>
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</thead>
<tbody>
<tr>
<td>5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</td>
<td>Compare</td>
<td>Native Americans adapted to and modified the environment where they lived. American Indians in the desert Southwest were mostly farmers, hunters, and gatherers. They lived near water where the rivers would flood to water corn crops and made homes out of adobe (clay, straw, dung) and wore little clothing. The Pacific Northwest Indians used the trees in the forests to build Big Houses. They</td>
<td>Students will understand that the Southwest Indians lived differently than the Pacific Northwest Indians.</td>
<td>In groups, students will make models of the different lifestyles of the Southwest and Pacific Northwest Indians. Students will make representations of the different shelters, different clothing, and different ways of obtaining food. Students will then present their models to the class. Students will write up comparisons between the models.</td>
<td>Adobe Big House Adapt Modify Hunters and Gatherers</td>
<td>I can describe the differences between the Northwest Indians' lifestyle and the Southwest Indians' lifestyle.</td>
</tr>
</tbody>
</table>
2. Assessment ideas: a. How will you know they’ve learned it? And b. How will you grade it?

a) After reading Plank House and Pueblo, students will work in groups to create a Venn Diagram to compare the similarities and differences between the environments of the Pacific Northwest and Southwest and how the Native Americans living in those areas adapted to their environments.

b) Students will create a booklet with each page containing a vocabulary word, a picture, the definition in their own words, and a sentence using that vocabulary word. They will continue to add to this booklet as they progress through the unit. Each part will be worth a point.

c) Students will work in groups to create a model representation of the shelter, the clothing, and different ways of obtaining food for either the Pacific Northwest or Southwest Native Americans. Students will be graded with a rubric (or a checklist???)

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<th>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</th>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
<th>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc…)</th>
</tr>
</thead>
</table>
| Vocabulary lesson: Using the Kids Discover magazine Native America students will be introduced to the vocabulary: Hunters, gatherers, farmers, Anasazi, drought, Navaho, mesa, plank house, affluent, pueblo, potlatch, nomads, teepee, Mound Builders, Stinkards, Cahokian City, wigwams, long house, Sachems modify, trade, settlers, | Students can use a word map for each vocabulary word. They will write the word, write what they think it means, write the definition in their own words, draw a picture, and use the word in a sentence. Students can work on this while the magazine is being presented or in small groups. Students will use the magazine to look back on to create their own definitions and descriptions. The word maps will be attached together to | • Kids Discover: Native America  
• Word Map (Personal Vocabulary Journal) Attachment E  
• Portable Word Wall (Attachment |
Teacher will tell students what they will be able to do after this lesson ("I Can" statement):

*You will be able to describe the differences between the Northwest Indians' lifestyle and the Southwest Indians' lifestyle.*

The teacher will go over the Power Point “A Glance at the First Americans” slides 1-21.

The teacher will read to the class *Plank House* by Dolores Dyer

The teacher will read to the class *Pueblo* by R. Kent Rasmussen

The teacher will also show students the artwork of the Pacific Northwest and Southwest Indians.

The teacher will guide students through a Venn diagram comparing what they have learned from the two books.

Students will follow along with the power point by taking notes on the guided note sheet provided.

Students will be divided into two groups. On the whiteboard will be two Venn diagrams, one for each group. The groups must work together to compare the differences and similarities of the Pacific Northwest and Southwest lifestyle from the information they learned from the book.

Teacher will present students with primary sources from the Library of Congress to compare the differences between the Pacific Northwest and Southwest Indians.

From the home page of the LOC, [www.loc.gov](http://www.loc.gov), click on the square called Prints and Photographs. In the search box, type Southwest American Indians. See #3 “Native Americans of the Southwest” and explore the pictures provided. Write four or five notes on the

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
</table>
| • Power Point “A Glance at the First Americans”  
• Note Sheet (Attachment G)  
• Note Sheet Key (Attachment H)  
• *Plank House* by Dolores Dyer  
• *Pueblo* by R. Kent Rasmussen  
• White board  
• Dry Erase Markers  
• Pictures of artwork (Attachment F) |
| • Computers with internet access |
kinds of clothing, shelters, environment, and lifestyle you observe from these pictures. Go back to Prints and Photographs and search Northwest American Indians. See # 5 “Pacific Northwest and Alaska Indian Portraits and scenes” and write four or five notes on the kinds of clothing, shelter, environment, and lifestyle you observe from these pictures. Make a Venn Diagram comparing the similarities and differences of the lifestyles you saw in the pictures of the Southwest and Northwest American Indians.

Extension (if there is time)


Teacher tells students that they will be able to show the difference between these two Native American groups by creating models of their life styles. The teacher will divide students into groups. Each group will make a model of

Students will make a model of one of the following: the home of the Southwest Indians, the home of the Northwest Indians, the clothing of the Southwest Indians, the clothing of the Northwest Indians, the ways of obtaining food of the

| Computer with internet access |
| Construction Paper |
| Scissors |
| Markers |
| Glue |
| Checklist (Attachment I) |
something that represents the way of life for either the Pacific Northwest or Southwest Indians.

<table>
<thead>
<tr>
<th>Southwest Indians, the ways of obtaining food of the Northwest Indians, or some other authentic item that was used by one of the two groups (a game played by the Native Americans or a tool or totem pole). Students will be provided some materials, but any extra materials they will have to provide themselves. They must create a short presentation about their model that they will share with the class. After, students will write a short paper comparing the differences between the lifestyles (This project should be worked on each day for 20-30 minutes during the week)</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Journal Entry</th>
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</thead>
<tbody>
<tr>
<td>Students will write a short paragraph of what they have learned and a question they still have</td>
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</table>

- Notebook paper

**Vocabulary List 2:**
- Hunters: they made spearheads out of lint and missile launchers to hunt animals
- Gatherers: they collected roots and berries
- Farmers: they bred plants, corn, potatoes, and squash
- Anasazi: These American Indians made their homes on the stone shelf of mountains.
- Drought: a long period of extremely dry weather
- Navaho: These American Indians made their house called *pueblos* out of sun-dried clay called *adobe*.
- Mesa: flat topped mountain
- Plank House: long houses made of wooden planks
- Affluent: wealthy
- Potlatch: a big feast that lasted for days and when it was over the host would give away most of his finest possessions to his guests
• Nomads: people who move from place to place
• Teepee: tent-like home made from animal skins
• Mound Builders: Native Americans who created hills of dirt for graves, temples, and religious symbols
• Stinkards: slaves captured from battles between tribes
• Cahokian City: great trading city
• Wigwams: houses made of branches lashed together and covered in bark
• Long House: houses made of wood, very long
• Sachems: Eastern Woodland chiefs
• Trade: the exchange of goods
• Settlers: new people who come to a place to live
• Modify: to change
Attachment G

Power Point Notes:

- How did the first Americans survive?
  - ___________: they made spearheads out of flint and missile launchers to hunt animals.
  - ___________: they collected roots and berries.
  - ___________: they bred plants, corn, potatoes, and squash.

- Were horses native to America?
  - ___________, they were brought over by the explorers from _________ along with mules and oxen.

- Inuit
  - Alaska, _________, very cold and few trees
  - Too cold to __________
  - No _______ to make a ________
  - Igloo and dogsleds

- Southwest American Indians
  - New Mexico, __________, Colorado, and _________
  - ____________, Anasazi, Flat Heads

- Anasazi
  - These American Indians made their homes on the __________ of mountains.
  - They carved their homes out of the ______ and clay. They dug out rooms from the ground called ________.
  - Living near the river, the ____ _________ allowed them to farm.
  - _________ made farm life tough

- Navaho
  - These American Indians made their houses called _________ out of sun-dried clay called ____________.
  - Mesa- a flat topped ____________.
  - Depended on ____________ but it was ________ to grow crops. The land was too _____ and too ________.
  - ___________ made farm life tough

- Pacific Northwest
  - Washington and ____________
  - Chinook
  - Life here was ________!
  - The land provided the people with everything they needed.
  - Rivers, ocean, woods
  - Plenty to _______ and ________
    - Fish, whales, roots, berries
  - No need to ________!
  - Lived in _______ houses made of wooden planks
  - These people were ________ (wealthy)

- Affluent
  - These people had so much that they had plenty of time for ________ and games
  - They did not ________ everything within the tribe
They cared about ________, property, and prestige (reputation).
They wore _________ clothes.

- Potlatch!
The Pacific Northwest Native Americans liked their _______. A potlatch was a big ________ that lasted for days and when it was over the host would _______ ________, most of his finest possessions to his guests.

- The Great Plains
This region stretched across from the _______ to the ____________ _________.
Tall grasses cover much of the land with few trees.
The people who lived here were __________ moving from place to place.
It was difficult to _______ in this area.
_________ nuts and berries.
They hunted with _______ and __________.
These people lived in ____________
Hunting buffalo, nothing goes to ____________
_________ changed the lives of the Plains Indians and made ________ easier.
Now these people became affluent and a bit wasteful.

- Eastern Woodland Indians
East of the ____________ River to the ____________ Ocean.
Mound builders and Woodland Indians.
These dirt mounds were created for graves, platforms for temples, and for __________ symbols.

There were many great rivers in this area for _________.
_________ were built by these trade rivers.
Cahokia City was a large ________ society.
These slaves (__________) were captured in battles with rival tribes.
High ranking women of the city __________ the slaves so they may rise up in society.
There were plenty of _______ for the Woodland Indians.
Gatherers, hunters, and farmers.
Their houses, called _______ were made of branches lashed together and covered in bark.
The Iroquois built _______ _________ (150 feet long!) out of wood.
The chiefs were called __________.
Their government was a ______________ league of 5 American Indian nations.
Each nation had its own ______.
The big decisions (war) were decided by a _______ of all the tribes.
The men on the council were chosen by ________.
Everyone on the council had to ________.

- Newcomers
The lives of the Native Americans changed when the ____________ came.
They had a very different ________ than the American Indians.
These people would have a _______ time getting along together.
Attachment H

Power Point Notes: Key

- How did the first Americans survive?
  - **Hunters**: they made spearheads out of flint and missile launchers to hunt animals.
  - **Gatherers**: they collected roots and berries.
  - **Farmers**: they bred plants, corn, potatoes, and squash.

- Were horses native to America?
  - **No**, they were brought over by the explorers from **Spain** along with mules and oxen.

- Inuit
  - Alaska, **tundra**, very cold and few trees
  - Too cold to **farm**
  - No **wood** to make a **fire**.
  - Igloo and dogsleds

- Southwest American Indians
  - **New Mexico**, **Arizona**, Colorado, and **Utah**.
  - **Navaho**, Anasazi, Flat Heads

- Anasazi
  - These American Indians made their homes on the **stone shelf** of mountains.
  - They carved their homes out of the **rock** and clay. They dug out rooms from the ground called **kivas**.
  - Living near the river, the **Rio Grande** allowed them to farm.
  - Drought made farm life tough

- Navaho
  - These American Indians made their houses called **pueblos** out of sun-dried clay called **adobe**.
  - Mesa- a flat topped **mountain**.
  - Depended on **farming** but it was **hard** to grow crops. The land was too **hot** and too **dry**
  - Rivers were needed to **irrigate** the crops

- Pacific Northwest
  - Washington and **Oregon**
  - **Chinook**
  - Life here was **easy**!
  - The land provided the people with everything they needed.
  - Rivers, ocean, woods.
  - Plenty to **hunt** and **gather**.
    - Fish, whales, roots, berries
  - **No need to farm**!
  - Lived in plank houses made of wooden planks
  - These people were **affluent** (wealthy)

- Affluent
  - These people had so much that they had plenty of time for **fun** and games
  - They did not **share** everything within the tribe
  - They cared about **wealth**, property, and prestige (reputation)
  - They wore **fancy** clothes

- Potlatch!
  - The Pacific Northwest Native Americans liked their **parties**. A **potlatch** was a big **feast** that lasted for days and when it was over the host would **give away** most of his finest possessions to his guests.

- The Great Plains
This region stretched across from the Rocky Mountains to the Mississippi River.
Tall grasses cover much of the land with few trees.
The people who lived here were nomads moving from place to place.
It was difficult to farm in this area.
Gathered nuts and berries.
They hunted with bows and arrows.
These people lived in teepees.
Hunting buffalo, nothing goes to waste.
Horses changed the lives of the Plains Indians and made hunting easier.
Now these people became affluent and a bit wasteful.

- Eastern Woodland Indians
  - East of the Mississippi River to the Atlantic Ocean
  - Mound builders and Woodland Indians
  - These dirt mounds were created for graves, platforms for temples, and for religious symbols
  - There were many great rivers in this area for trading
  - Cities were built by these trade rivers.
  - Cahokia City was a large slave society.
  - These slaves (stinkards) were captured in battles with rival tribes.
  - High ranking women of the city married the slaves so they may rise up in society.
  - There were plenty of trees for the Woodland Indians.
  - Gatherers, hunters, and farmers
  - Their houses, called wigwams were made of branches lashed together and covered in bark.
  - The Iroquois built long houses (150 feet long!) out of wood.
  - The chiefs were called sachems
  - Their government was a democratic league of 5 American Indian nations.
  - Each nation had its own laws.
  - The big decisions (war) were decided by a council of all the tribes
  - The men on the council were chosen by women.
  - Everyone on the council had to agree.

- Newcomers
  - The lives of the Native Americans changed when the Europeans came.
  - They had a very different culture than the American Indians
  - These people would have a hard time getting along together
Attachment I
Model Checklist

— Title (2 Point)
— Materials are used to create model (5 points)
— Correct representation (10 points)
— Written explanation of model (5 points)
— Creativity (3 points)
Lesson 3: Eastern Woodland  
TIME- 1 Day

<table>
<thead>
<tr>
<th>GLCE</th>
<th>Verbs</th>
<th>Know – What will students know upon learning this?</th>
<th>Understand that – What will students understand?</th>
<th>Do – What will students do to show they understand?</th>
<th>Vocabulary</th>
<th>I Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-U1.1.3</td>
<td>Describe</td>
<td>The chief is the most powerful person of the tribe. The entire tribe contributed in gathering, hunting, growing. Men were hunters and women were gatherers. Traded beaver furs with other Indians and European settlers. Hand no sense of land ownership. Lived off the land and only took what their tribe needed.</td>
<td>Students will understand the lifestyle and customs of the Eastern Woodland Indians.</td>
<td>Students will create an alphabet book, each page has a letter of the alphabet with each letter representing an aspect of the Eastern Woodland Indian lifestyle. Students will have to draw a picture and describe each of the pages. The words they use for each letter can be words that they learned from previous lessons in this unit.</td>
<td>Iroquois Cherokee Hunters and Gatherers Fur Trade Settlers Chief European Settlers</td>
<td>I can describe the life of Eastern Woodland Indians.</td>
</tr>
</tbody>
</table>
2. **Assessment ideas:** a. How will you know they’ve learned it? And b. How will you grade it?

   a) Students will write a persuasive paragraph explaining which of the four areas they would rather live in and why.
   
   b) Students will create an alphabet book with each page containing each letter of the alphabet and they must choose an aspect of the Eastern woodland lifestyle that starts with the letter of the alphabet. They must also include a picture and a sentence explaining the aspects they chose. This will encompass all four regions of Native Americans. Students will be graded with a checklist.
   
   c) Unit Test

<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</th>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
<th>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc…)</th>
</tr>
</thead>
</table>
| Vocabulary lesson: Students will be instructed to create a word map to connect vocabulary words. An example will be provided on the board with the entire class. The teacher will start them off with the word “American Indians” in the main bubble, and then “Southwest” in one of the next main four bubbles. From there, desert can go next, then drought, farming, etc. | Using think, pair, share, students will first discuss which vocabulary words are associated with each other. Students will then work in groups to make a Bubble word map that focuses on the four major territories of the American Indians (Eastern Woodland, Pacific Northwest, Southwest, and Great Plains) and they will connect all of the vocabulary words that are associated with the main territory. | • Bubble Word Map (Attachment J)  
  ○ Kidsperation would allow students to create their own word bubble map |
| Vocabulary Lesson: Students will match the vocabulary words with their definitions using a memory game. | Students will create memory cards with the vocabulary word on one card and the definition in their own words on another card. They will make these for each vocabulary word. Then, in groups of two to three, students will play memory by mixing the cards up face-down on the table and then taking turns matching the vocabulary word with the definition. | • Construction Paper  
  • Markers/colored pencils  
  • Scissors |
<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will tell students what they will be able to do after this lesson (“I Can” statement):</td>
<td><strong>You will be able to describe the life of the Eastern Woodland Indians.</strong> Teacher will present the next slides of the power point “A Glance at the First Americans” (slides 22-28). A guided note sheet will be provided for students to fill out as the class goes through the slides.</td>
<td>• Note taking sheet (Attachment G)</td>
</tr>
<tr>
<td>Students will need to pay attention to the information in the power point to fill out the note sheet they were provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will have the students create an alphabet book that covers the information learned about the Eastern Woodland Indians</td>
<td>Students will use printer paper/construction paper, fold it in half, and on each section (there will be four), student write a letter and a word that goes along with that letter that correlates with the Eastern Woodland Indians. For example: for the letter D, students could write “Democracy”. They will then write a sentence explaining how this relates to these Native Americans and draw a picture representing it. They only need to do 12 letters (not the whole alphabet). They can use their notes from the power point to help them come up with ideas. They should use about 4 pieces of paper for all 12 letters (four on each sheet). The cover page should also have a title, a picture, and their name. They will staple the completed booklet together. They will get three points for every page (one point for the word, one point for the definition, one point for the picture).</td>
<td>• Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Markers/colored pencils</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Stapler</td>
</tr>
</tbody>
</table>
and one point for the picture plus 4 points for neatness and creativity, total of 40 points.

<table>
<thead>
<tr>
<th>Journal Entry</th>
<th>Students will write a short paragraph of what they have learned and a question they still have</th>
<th>Notebook paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Test</td>
<td></td>
<td>Unit Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit Test Answer Key</td>
</tr>
</tbody>
</table>
Attachment J
Unit Test

On the map below, color and label the four Native American regions (each region should be a different color). Also label the Atlantic Ocean, the Pacific Ocean, the Rocky Mountains, and the Mississippi River.
Multiple Choice
Select the best answer

1. The first Americans to be born in North America
   A. Settlers
   B. American Indians
   C. Europeans
   D. Slaves

2. A large area of land assigned or controlled by a nation of people is
   A. Territory
   B. Nomadic
   C. Mesa
   D. Potlatch

3. The area between the Rocky Mountains and the Mississippi River is the
   A. Desert
   B. Great Plains
   C. Atlantic Ocean
   D. Pacific Northwest

4. The land in the Southwest United States has
   A. Lots of trees
   B. Many rivers
   C. Dry deserts
   D. The ocean

5. These people collect roots and berries for food
   A. Hunters
   B. Farmers
   C. Gatherers
   D. Fishermen

6. True or false: horses were native to North America
   A. True
   B. False

7. True or false: in the Southwest farming was only possible near a water source such as a river
   A. True
   B. False

8. Houses made of sun-dried clay are called
   A. Plank house
   B. Wigwam
   C. Long house
   D. Pueblo

9. The Pacific Northwest Indians
   A. Had plenty to hunt and gather
   B. Had to move from place to place to find food
   C. Had to farm to grow food
   D. Had to eat meat raw

10. A great feast that lasted for several days and the host gave away most of his possessions
    A. Adobe
    B. Potlatch
    C. Anasazi
    D. Teepe
11. True or false: Life for the Pacific Northwest Indians was hard.
   A. True
   B. False

12. The people of the Great Plains were
   A. Farmers
   B. Always affluent
   C. Slaves
   D. Nomads

13. Life for the Great Plains Indians became easier when they got
   A. Wigwams
   B. Snowshoes
   C. Horses
   D. Canoes

14. The rivers in the Eastern Woodland region made it easy for
   A. Trading
   B. Hunting
   C. Gathering
   D. Sharing

15. True or false: Women of the Eastern Woodlands had no respect.
   A. True
   B. False

16. The tribes of the Eastern Woodlands each had their own
   A. City
   B. King
   C. Council
   D. Laws

17. In the democratic league of the five tribes, the big decisions were made by a
   A. Council
   B. King
   C. Woman
   D. Slave

18. True or false: Everyone in the council had to agree.
   A. True
   B. False

19. True or false: The European settlers had the same culture as the American Indians.
   A. True
   B. False

20. The settlers and the Native Americans
   A. Would get along just fine
   B. Would not interact with each other
   C. Would never be friends
   D. Would have a hard time getting along together
Short Answer

1. Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

2. Describe the life of the Eastern Woodland Indians.

3. Explain which of the four Native American regions would be the best to live in and why.
Unit Test Answer Key

On the map below, color and label the four Native American regions (each region should be a different color). Also label the Atlantic Ocean, the Pacific Ocean, the Rocky Mountains, and the Mississippi River. (10 points)
Multiple Choice
Select the best answer

21. The first Americans to be born in North America
   A. Settlers
   B. American Indians
   C. Europeans
   D. Slaves

22. A large area of land assigned or controlled by a nation of people is
   A. Territory
   B. Nomadic
   C. Mesa
   D. Potlatch

23. The area between the Rocky Mountains and the Mississippi River is the
   A. Desert
   B. Great Plains
   C. Atlantic Ocean
   D. Pacific Northwest

24. The land in the Southwest United States has
   A. Lots of trees
   B. Many rivers
   C. Dry deserts
   D. The ocean

25. These people collect roots and berries for food
   A. Hunters
   B. Farmers
   C. Gatherers
   D. Fishermen

26. True or false: horses were native to North America
   A. True
   B. False

27. True or false: in the Southwest farming was only possible near a water source such as a river
   A. True
   B. False

28. Houses made of sun-dried clay are called
   A. Plank house
   B. Wigwam
   C. Long house
   D. Pueblo

29. The Pacific Northwest Indians
   A. Had plenty to hunt and gather
   B. Had to move from place to place to find food
   C. Had to farm to grow food
   D. Had to eat meat raw

30. A great feast that lasted for several days and the host gave away most of his possessions
   A. Adobe
   B. Potlatch
   C. Anasazi
   D. Teepee

31. True or false: Life for the Pacific Northwest Indians was hard.
   A. True
   B. False
32. The people of the Great Plains were
   A. Farmers
   B. Always affluent
   C. Slaves
   D. Nomads

33. Life for the Great Plains Indians became easier when they got
   A. Wigwams
   B. Snowshoes
   C. Horses
   D. Canoes

34. The rivers in the Eastern Woodland region made it easy for
   A. Trading
   B. Hunting
   C. Gathering
   D. Sharing

35. True or false: Women of the Eastern Woodlands had no respect.
   A. True
   B. False

36. The tribes of the Eastern Woodlands each had their own
   A. City
   B. King
   C. Council
   D. Laws

37. In the democratic league of the five tribes, the big decisions were made by a
   A. Council
   B. King
   C. Woman
   D. Slave

38. True or false: Everyone in the council had to agree.
   A. True
   B. False

39. True or false: The European settlers had the same culture as the American Indians.
   A. True
   B. False

40. The settlers and the Native Americans
   A. Would get along just fine
   B. Would not interact with each other
   C. Would never be friends
   D. Would have a hard time getting along together
Short Answer

Answers should hit on most of the following:

4. Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. Southwest Indians made houses out of stone shelves of mountains and adobe pueblos. They depended on farming. They could only farm near rivers to irrigate crops. The Pacific Northwest Indians had plenty to hunt and gather. They made plank houses out of wood. They didn’t need to farm.

5. Describe the life of the Eastern Woodland Indians. They were able to trade on the rivers. They were able to gather and hunt and farm. They had large slave cities. Slaves would marry high ranking women to rise up in class. Each tribe had its own laws. 5 of the tribes joined together in a council to make big decisions. Women had respect and choose the sachem chiefs.

6. Explain which of the four Native American regions would be the best to live in and why.

Pacific Northwest: life was easy, had plenty to hunt and gather, had big parties (potlatch).
Eastern Woodland: trade, each tribe had its own laws, women had respect.
Great Plains: life became easier with horses, buffalo were very useful (used all of it), able to move from place to place.
Desert Southwest: could farm near rivers, lived on the side of mountains, made houses out of sun-dried clay (adobe)

**Any of these answers are acceptable as long as they are clearly and accurately supported.


Resources
Artwork images from google.com