

Field Trips

1. White Church Christian Church (exhibit)
2. Nelson-Atkins Museum
3. Shawnee Indian Mission (State Historic Site- 262-0867)
4. Kansas Natural History Museum

Resources

1. Haskell Junior College
2. Storyteller (Miss. Anita)
3. Heart of American Indian Center- tel. 816.421.7608

Celebration: Pow-wow

The students will be divided up in small groups to study a particular Native American nation. Students will study the culture (religion, legends, traditions, shelter, food) of that nation and then demonstrate that knowledge during the pow-wow (retelling a legend, performing a prayer/dance, or creating a diorama). The students should also try to wear authentic looking dress of each nation studied.

- c) Phonics long e- “ee” and “ea”
 - d) Design a Navajo patterned rug and then describe it.
8. *The Warrior Maiden* (Blank Street- level 3), by Ellen Schecter
- A Hopi legend about Apache raiders and little girl slaves
- a) Read-aloud
9. *Dancing with the Indians* (Reading Rainbow), by Angela Shelf Medearis
- A family preparing and attending a Seminole celebration
- a) Read-aloud
 - b) Research skills for Native American ceremonial dress.
10. *Ten Little Rabbits*, by Virginia Grossman
- a) Read-aloud
 - b) Counting
 - c) Differences between Native American nations
11. *Children of the Earth and Sky*, by Stephen Krensky
- a) Read-aloud
 - b) Five nations portrayed: Hopi, Commanche, Mohican, Navajo, and Mandan

Adaptations:

- 1. Provide individual copies of stories.
- 2. Peer reading
- 3. Place students with stories according to their individual level.

Assessment:

- 1. Concepts of Print Checklist and Concepts of Literature Checklist (early fluency levels) from the Wright Group
- 2. Informal reading inventories
- 3. Individual assessment for sequencing of stories- give students a piece of paper and have them draw or write a sequence of details.
- 4. Oral retelling of stories- listening for key details
- 5. During guided readings listen to students reading stories and focus on words with long “e” sounds.

How the horse got its name from Little Feet

- a) Quotation marks
- b) Predictions
- c) How names are given
- d) Action verbs “-ed”
- e) Descriptive words (adjectives and adverbs)
- f) Facts about horses

2. *Why Rabbits Have Long Ears* (SMILES), retold by Valery Carrick

The legend of how rabbits’ ears got to be so long

- a) Quotation marks
- b) Sequence of events
- c) Discuss legends.
- d) Compare/contrast other legends.
- e) Retell the legends.
- f) Phonics- “sh”

3. *A Better Way* (SMILES), by Marie L. Smith

A nonfiction story of how the Native Americans made canoes

- a) Sequence of events
- b) Facts about canoes
- c) Capitals
- d) Time words

4. *Make a Paper Canoe* (SMILES)

How to do so by following directions

5. *How the Sun Made a Promise and Kept It* (STREAMERS), retold by Magery Bernstein and Janet Korbin

The legend of how the beaver acquired his beautiful coat and teeth

6. *Stars* (Treasury of Literature- grade 1), by Ron Wandelmaier

A nonfiction book about the stars and the sun

- a) Phonics- reviewing digraph “th”
- b) Grammar- using “-er” and “-est”
- c) Making predictions
- d) Drawing conclusions
- e) Summarizing

7. *The Goat in the Rug* (Treasury of Literature- grade 2, All Kinds of Friends), by Charles Blood and Martin Link

A goat and her Navaho friend- the processing of wool and weaving

- a) Point of view
- b) Sequencing the steps of weaving

- e) Identify authors by illustration and print.
- f) Make a journal about the books an author has written (PG).
- g) Ask students to read one story aloud in the manner of a story teller.
- h) Make a buckskin painting using Native American symbols to tell a story (TD).
- i) (JB)
- j) Make a clay pot (BB).

Adaptations:

1. Draw a picture depicting writing.
2. Dictate stories for an adult or peer to write down.

Assessment:

1. Evaluate author response to journals.
2. Observe during project completion.
3. Print Checklist (early fluency level) and Writing Profile Checklist from the Wright Group.

Cooking

Activities:

1. Fry bread
2. Flat bread
3. Toasted pumpkins seeds
4. Thanksgiving dinner (stew, cornbread, pumpkin pie)
5. Cornbread
6. Native American pudding (see *Corn Recipes From the Indians*)
7. Native American cake
8. Butter tasting

Adaptations:

1. Recipes written on cards in rebus
2. Make sure all students are familiar with the sequence of the recipe.

Reading

Activities / Reading List:

1. *Little Feet and Long Walk* (WISHES), by Florence Thompson

5. Help with the measuring and planing of seeds.
6. Provide cards with pictures of identified animal tracks.

Touchy Feely

Objectives: *The learner will:*

1. Feel materials which Native Americans used.
2. Estimate and measure with different units.

Activities:

1. Cornmeal
2. Corn and beans
3. Popcorn
4. Clay (baker's dough)

Adaptations:

1. Pre-made graph with labels in place
2. Physical assistance when needed

Language and Listening

Objectives: *The learner will:*

1. Recognize and explain what a legend is.
2. Recognize differences in authors' style and illustration.
3. Familiarize oneself with titles, authors and illustrators.
4. Listen to stories and follow the text as the story is read aloud.
5. Write a response to literature.
6. Present a story by retelling it orally.
7. Create and dictate a story from pictures.

Activities:

1. Listen to legends on tape.
2. Author studies: Tomie De Paola, Paul Goble, Joseph Burchac, and Byrd Baylor.
 - a) Artwork
 - b) Draw a picture or write a letter to an author.
 - c) Compare and contrast books and authors (Venn diagram).
 - d) Graph students' favorite book by one of the authors.

2. Stones, baskets, and corn (essential items for most Native Americans).
3. Representation of Native American clothing with beads, moccasins, and brown paper.
4. Campfire with sticks and twigs.
5. Rattles, drums, and masks usually set aside for religious ceremonies.
6. Polished brass.

Adaptations:

1. Present a play or puppet show to an adult or peer.
2. Encourage social interaction among peers.
3. Encourage manipulation of artifacts and clothing.

Assessment:

1. Observe produced plays.
2. Collect written plays and evaluate them.

Science

Objectives: *The learner will:*

1. Utilize various scientific materials such as a magnifying glass, and a microscope.
2. Observe, classify, and analyze the properties of: trees and their leaves, various other plants, feathers, and bird and animal tracks.
3. Observe and measure the growth of various plants. Then use the “scientific method” to find out which plant grows the quickest.

Activities:

1. Make canoes.
2. Compare trees, leaves and bark.
3. Study animals and make a web indicating the particular ones Native Americans hunted. Include the purposes/products of each animal hunted.

Adaptations:

1. Provide models of projects to be completed at the center.
2. Provide cards with sensory words to match with objects.
3. Provide specific classifications of leaves.
4. Allow students to initiate and carry out their own experiments.

2. Poetry
3. Have students write original legends.
4. Have students give each other Native American names based on the naming traditions of Native American cultures and describe how each student suits their new name.
5. Write with natural dyes (blueberries, walnuts, blackberries, raspberries, and cranberries).

Adaptations:

1. Pair students for project completion.
2. Write story with pictures instead of words.
3. Give students cards with Native American symbols. Students may use the symbols to either independently write a story, or dictate a story for a peer to write.
4. Have the students count off by three's to complete one third of a story about Native Americans. This may be accomplished by folding pieces of paper into thirds and asking (1) each student in the first group to write the beginning of a story, (2) each student in the second group to write the middle of a story, and (3) each student in the third group to write a conclusion of a story. Pass the stories around the room until they have been completed.

Assessment:

1. Assess each student's story.
2. Use Concepts of Literature Checklist (early fluency level) from the Wright Group.
3. Observation during completion of projects.
4. Use anecdotal records.

Dramatic Play

Objectives: *The learner will:*

1. Take on the role of Native American men, women, and children.
2. Learn about the pleasures and difficulties of Native American life-styles.
3. Examine artifacts of Native American cultures.
4. Write and present plays or puppet shows to demonstrate knowledge of Native American life.
5. Develop creativity.
6. Work cooperatively with peers.
7. Work on oral language skills.

Activities: *The learner will make/use:*

1. Life size tepee made out of a sheet.

3. Interpret graphs.
4. Add whole numbers.
5. Measure to the nearest m, cm, or in.
6. Create mathematical sentences using $>$ and $<$.
7. Identify and understand place value to the hundreds place.

Activities:

1. Hidden bean guessing game- graphing
2. Stick game- adding ten trials
3. Arrow toss game- greater than/less than and measurement
4. Native American sing language numbers- place value, writing numbers
5. Native American symbol patterns- wampum 3-step patterns
6. Native American cherry stone game- addition problems

Adaptations:

1. Provide Native American symbol cards for students to use to complete two and three step patterns.
2. Have manipulatives available for counting and graphing.
3. Provide graphs with labels already in place.
4. Have cards with numbers and word form.

Assessment:

1. Individual tests
2. Observation during project completion

Office

Objectives: *The learner will:*

1. Develop a story using relevant details- introduction, body and conclusion.
2. Write top to bottom and left to right.
3. Form letters correctly.
4. Use conventions of writing correctly.
5. Attempt to spell new words.

Activities:

1. Symbol stories- students dictate stories and then replace the words with symbols.

3. Work cooperatively with others.
4. Improve spatial relationships.
5. Improve fine motor control.
6. Improve eye-hand coordination.
7. Explore different art mediums.

Activities:

Students will create/construct:

1. Sand paintings (SW)
2. Buffalo hides (Plains)
3. Necklaces out of beads, macaroni, and thread spools (SW)
4. Totem poles (NW)
5. A tepee (Plains)
6. Kachina dolls (NW)
7. Wampum (NE)
8. Pottery (SW)
9. God's eyes (SW)
10. Weaving (SW)
11. Canoes (SE)
12. Drums
13. Masks (which specifically ward off the spirits that give sickness) (NE)
14. Drums out of oatmeal or coffee cans

Adaptations:

1. Adaptive scissors
2. Visual representation of project at the center
3. Make patterns available for students to use if needed.
4. Teacher provides assistance as needed.

Assessment:

1. Evaluation of individual projects
2. Observation during project completion

Math

Objectives: Actual Native American games have been adapted to meet the following objectives.

The learner will:

1. Continue two and three-step patterns.
2. Create original patterns.

Unit Objectives: *The learner will:*

1. Recognize stereotypes of Native Americans.
2. Recognize differences in Native American cultures.
3. Understand individual Native American cultures in the following areas:
 - language
 - way of life
 - location
 - shelter
 - food
 - family responsibilities and roles: men women and children
4. Understand the life of the Native American in today's society.

Kick Off Activities:

1. Give each student one part of a tepee and have the students construct the tepee in the middle of the room.
2. Invite a storyteller to tell some Native American legends.

Unit Assessment:

1. Show the students a book in which Native American stereotypes are found. Ask them to identify the stereotypes and then explain why.
2. Question students individually about stereotypes.
3. Evaluate individual and group projects.
4. Anecdotal records (observation)
5. After hearing a speaker, do a Venn diagram on Native Americans from the past and in the present. Observe individual student participation. Then have the students do a follow-up writing activity to individually assess the project.

Subject Objectives, Activities, Adaptations, and Assessments

Art

Objectives: *The learner will:*

1. Gain an appreciation of Native American art.
2. Gain an appreciation for the importance of spirituality within Native American art.

Native Americans: Past and Present

by

David Davidson, Mary Foundopolos, Laurie Leiker, Torri Wells
White Church Elementary
1995

Level: Primary (K-2)
Time Required: 4-6 Weeks

This unit is not intended for publication, but for teacher information. The development of these units is supported by grants awarded to the University of Kansas, Department of Special Education and University Affiliated Programs funded by the U.S. Department of Education, Office of Special Education