

USA Studies Weekly — Ancient America to Westward Expansion

Teacher Supplement

Week 5

American Indians

NGSS Social Studies Standards Covered: SS.5.A.2.1, SS.5.A.2.2, SS.5.A.2.3, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.4.1

ELA/LAFS Standards Covered: LAFS.5.L.1.1, LAFS.5.L.2.3, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.2.5, LAFS.5.RI.2.6, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.W.1.2, LAFS.5.W.1.3, LAFS.5.W.2.4, LAFS.5.W.2.5, LAFS.5.W.3.7

Outline for This Week's Lesson

American Indians

I. The Mystery at Mesa Verde

II. American Indians

- a. Maya
- b. Aztec
- c. Southwest
- d. Great Basin
- e. Northwest
- f. Great Plains
- g. Eastern Woodlands

Learning Target Statement: Students will discuss ancient civilizations and tribes. They will compare cultural aspects, as they differed by region.

Literature Links

“Bacon’s Rebellion, 1676” by Thomas Jefferson Werntenbaker

“DK Eyewitness Books: North American Indian” by David S. Murdoch

“Native American Tribes: The History and Culture of the Anasazi (Ancient Pueblo)” by Charles River Editions

“Tales from the Revolution: Bacon’s Rebellion and the Transformation of Early America (New Narratives in American History)” by James D. Rice

Words to Know and Building Academic Vocabulary (BAV)

Anasazi

dwellings

Teacher Planning Guide

Day 1 (1 period)

Page 1

The Mystery at Mesa Verde

NGSS Social Studies Standards Covered: SS.5.A.2.1, SS.5.A.2.2, SS.5.A.2.3, SS.5.G.1.1

ELA/LAFS Standards Covered: LAFS.5.RI.1.1, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.2.5, LAFS.5.RI.2.6, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.4.10

Background Information: Anasazi is a Navajo word that can be translated to mean “ancient ones” or “ancient enemies.” In reality, there was no Anasazi tribe; archaeologists gave them this name. Many who live in the region today and who share some of the cultural heritage prefer to use the term Ancestral or Ancient Pueblos or Ancient Pueblo people.

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The Anasazi were highly advanced, but no one really knows what happened to them. Before you read “The Mystery at Mesa Verde,” look at a map of the U.S. and locate where the Anasazi lived--Colorado, New Mexico, Utah and Arizona.

Lesson Suggestion: shared with whole class

BAV: ancient, prehistoric

Lesson Tasks

- Read “The Mystery at Mesa Verde.”
- Discuss the three theories archaeologists have developed about the disappearance of the Anasazi.
- Divide the class into three groups based upon which one of the three theories they believe to be true.
- Have a short debate between the groups stating facts for each theory.

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. What is the author’s purpose for writing this story? (to inform, give details) MODERATE/3
2. Where did the Anasazi build their dwellings? (in the side of mountains) LOW/2
3. What did the Anasazi farm? (corn, squash, beans) LOW/2
4. What do you actually think happened to the Anasazi? (Answers may vary.) MODERATE/4
5. Where is the Mesa Verde? (It is now a National Park in Colorado.) LOW/1
6. What is the main idea? (The Anasazi, cliff dwellers of the Southwest, mysteriously disappeared.) MODERATE/2

Self-Check Question: In what states did the Anasazi reside? (Colorado, New Mexico, Utah and Arizona) LOW/2

Common Misconceptions: The three theories about what happened to the Anasazi have not been proven. No one knows what really happened to them.

Day 2 (1 period)

Pages 2-3

American Indians

NGSSS Social Studies Standards Covered: SS.5.A.2.2, SS.5.A.2.3

ELA/LAFS Standards Covered: LAFS.5.L.1.1, LAFS.5.L.2.3, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.2.5, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10

Background Information: Look at the map on Page 2. Take note of the different regions and the various types of dwellings. What do they look like? Discuss the correlation with the housing and the climate with your class.

Lesson Suggestions: group work

BAV: adobe, astronomy, Aztec, hogans, longhouses, maize

Lesson Tasks

- Read “American Indians.”
- Have students pick a tribe that they read about in “American Indians.”
- Have students complete the American Indian Housing Blackline Master (found on the Online Teacher Edition).
- Have students research and create a PowerPoint about their tribe and have them present it to the class.

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Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. What groups lived in the Northwest region? (Chinook and Tillamook) LOW/1
2. In what kind of housing did the Iroquois and the Algonquian live? (longhouses) LOW/1
3. Were there American Indians in other parts of North America? In which regions did they reside? How do you know? (Yes, they resided in Canada. We know this because of artifacts that have been discovered.) HIGH/2-3
4. Name some characteristics that make each American Indian region geographically unique. (Eastern Woodlands: forests and rivers; Southeast: warm summers and mild winters; Great Plains: flat, not as many trees, hot summers and cold winters; Southwest: dry with few trees; Great Basin: low, with forests, between mountains.) MODERATE/2-3
5. How important is the environment to each region's type of house and way of life? (American Indians interacted daily and used everything within the environment with little waste. Homes were built from materials found in the environment.) MODERATE/2-4

Self-Check Question: How many American Indian regions were discussed? (7) LOW/1

Common Misconceptions: American Indians did not have a concept of ownership. They felt everything was for sharing. European settlers started pushing the American Indians off the land that they called home, and it almost destroyed the American Indian culture.

Day 2/3 Continued (1 period)

Page 2

Southeast

What's in a Name?

NGSS Social Studies Standards: SS.5.A.2.3, SS.5.C.2.5, SS.5.G.4.1

ELA/LAFS Standards Covered: LAFS.5.L.1.1, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.4.10

Background Information: For years, there has been a lot of controversy about naming teams after American Indian tribes. Some feel that it is disrespectful to the American Indian tribes while others see no problem with it and think it is a way to honor that group. What do you think? If a sporting team wanted to use your last name, first name or even your nickname, how would you feel about that? Share your feelings with the class.

Lesson Suggestion: whole class

BAV: chickees, middens

Lesson Tasks

- Read "Southeast."
- As a class, locate the Southeast region on a map.
- Identify some of the middens in Florida.
- Read "What's in a Name?"
- Discuss some of the controversy surrounding naming teams after American Indian tribes. Determine the effect of changing names, such as the Florida State Seminoles.
- Discuss how American Indians expressed themselves.
- One way they expressed themselves was through poetry called cinquain.
- Share with the class a couple of cinquain examples. Examples can be obtained from <http://www.poetrysoup.com/poems/cinquain>.
- Have students complete the American Indian Cinquain Poem Blackline Master.

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Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. In the southeast region, what plants grew the best? (corn, squash, beans and pumpkins) LOW/1
2. How did people express their importance in the Southeast region? (They wore bone jewelry or tattooed their bodies.) LOW/1
3. Why do you think wearing jewelry or having tattoos helped show importance? (Answers may vary.) MODERATE/3
4. Why do you think the Southeastern people's houses had thatched palm roofs? (Answers may vary but should include that this was available material that was suited for the mild winters and long and warm summers.) MODERATE/2-3
5. What do you think would happen if teams and car companies changed their names of mascots and products? (Answers may vary.) MODERATE/4-5
6. Who do you think is responsible for the movement to change American Indian names? (Answers may vary but might include tribal groups, government agencies, civil rights associations, etc.) HIGH/2-4
7. Do you think these names should be changed? (Answers may vary.) HIGH/4

Self-Check Question: What did the men hunt in the Southeastern region? (They hunted deer, alligator, turkey and turtles.) LOW/1

Day 2/3 (1 period)

Page 3

Rumination and Contemplation: Bacon's Rebellion

NGSSS Social Studies Standards Covered: SS.5.C.2.5

ELA/LAFS Standards Covered: LAFS.5.RI.1.1, LAFS.5.RI.3.9, LAFS.5.W.1.3

Lesson Suggestion: whole class

BAV: contemplation, rumination, treason

Lesson Tasks

- Read "Rumination and Contemplation: Bacon's Rebellion."
- Have students write a short skit and act. One group should write from the farmer's perspective, one from Governor Berkley's perspective and one from Nathaniel Bacon's perspective.
- Have students act out the skit.

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. Do you think that Nathaniel Bacon did the right thing by leading a raid that attacked American Indians against orders? Explain your answer. (Answers may vary.) MODERATE/2-3
2. Why was Nathaniel Bacon charged with treason? (He disobeyed Governor Berkley.) LOW/2
3. How long did Nathaniel Bacon and his men control Jamestown? (July to September of 1676; three months)
4. Why do you think King Charles II of England was upset with Berkley? (Answers may vary.) MODERATE/2-3

Self-Check Question: Why did the farmers need help? (Most farmers had to deal with high taxes, low tobacco prices and trading problems with Europe.) LOW/2

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Day 3 (1 period)

Page 4

Crossword puzzle

NGSSS Social Studies Standards Covered: SS.5.A.2.2, SS.5.A.2.3

ELA/LAFS Standards Covered: LAFS.5.RI.1.1, LAFS.5.RI.2.4

Lesson Suggestions: Independent

- Have students practice “citing sources” by having them highlight where in this week’s magazine they found the answer to each crossword puzzle clue.

Cognitive Complexity Level: MODERATE/2-3

Sketch to Stretch - Notetaking Activity

NGSSS Social Studies Standards Covered: SS.5.A.2.3

ELA/LAFS Standards Covered: LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.2.4, LAFS.5.RI.2.5, LAFS.5.W.2.4

Lesson Suggestion: whole class

Lesson Task

- Review the types of note taking strategies you have done before in class.
- Draw a basic object (e.g., a plain flag) on the board and ask the students what it represents.
- Then, add a few details (e.g., stars and stripes of the American flag) to show important information about the object. Discuss how the extra details in the drawing show pertinent information. (The flag represents only America.)
- Have students make the Sketch to Stretch chart in their social studies journals. Remind students that your brain “stretches” its processing ability when it receives input in multiple learning styles (artistic/kinetic added to reading/writing). Thereby, it increases reading comprehension. Apply this note-taking skill in other subjects later.

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. How does sketching an idea from a reading passage improve your comprehension? (Answers may vary; look for responses that mention different learning styles or multiple intelligences.) HIGH/2
2. How could we use Sketch to Stretch notetaking in science? (Answers may vary but might include the creation of a chart for vocabulary words in a science chapter, or drawing events from an experiment or procedures in the scientific method.) MODERATE/2

Day 4 (1 period)

Let’s Write: Writing Literacy Skills

NGSSS Social Studies Standards Covered: SS.5.A.2.3

ELA/LAFS Standards Covered: LAFS.5.W.1.2, LAFS.5.W.2.4, LAFS.5.W.2.5, LAFS.5.W.3.7

Opinion: American Indians helped settlers adapt to the new climate and area by showing the settlers how to grow crops and live off the land. To show appreciation, the settlers invited the American Indians to celebrate (Thanksgiving) their survival of the winter. Write an opinion paper as if you were one of the early American Indians. What do you think the American Indians were thinking? Be sure to edit your writing for correct spelling, grammar and punctuation. HIGH/3-4

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***Informative/Explanatory:** Review procedural writing but remind students this will be a fictional story. Do a class prewriting activity: Search for objects in the classroom that could be a put together to create a shelter. Discuss difficulties.

*You and your family need to build a shelter using only natural things in your environment. Write about what you would use and list the steps you would take to build it. Draw a picture of the finished shelter. Be sure to edit your writing for correct spelling, grammar and punctuation. HIGH/3-4

Narrative: Pretend you were from the Anasazi tribe. Describe what the culture was like and what happened to your people. Be sure to edit your writing for correct spelling, grammar and punctuation. HIGH/3-4

Day 4 Continued (1 period)

NGSSS Social Studies Standards: SS.5.A.2.2, SS.5.A.2.3

ELA/LAFS Standards Covered: LAFS.5.RI.1.1

Looking Back Activities and Suggestions

- Student should complete the Studies Weekly Journal Reflection.
- Have students complete American Indian Groups Blackline Master.

Day 5 (1 period)

Assessment

NGSSS Social Studies Standards Covered: SS.5.A.2.1, SS.5.A.2.2, SS.5.A.2.3, SS.5.C.2.5, SS.5.G.4.1, SS.5.E.1.3

Lesson Suggestion: independent

Assessment Suggestion: Use the provided assessment included in this week's Teacher Supplement.

Writing and Technology

Web Surfers

- This free site allows you to create posters can be used for demonstrating main ideas, supporting details, compare and contrast activities, etc.

<http://edu.glogster.com/>

- Students can make digital storyboards complete with graphics and text.

www.storyboardthat.com

- This is a free site that is great to obtain different types of poetry, examples, and explanations of the structure of poetry.

<http://www.poetrysoup.com>

Digital Projects: The teacher may use this as a product assessment and/or replacement for the weekly assessment. MODERATE/3-4

2.0 Technology Suggestion(s)

Glogster (<http://edu.glogster.com>)

- Throughout this week, students learned about different North American tribes. Students had to compare and contrast them in a variety of ways. Have students create a poster of describing their favorite group.

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NGSSS Social Studies Standards Covered: SS.5.A.2.2, SS.5.A.2.3

ELA/LAFS Standards Covered: LAFS.5.RI.1.3, LAFS.5.RI.3.7

Homework Suggestion

- Have students research the different types of housing of the American Indians covered in this lesson. Have them recreate the American Indian house of their choice. Students should try to make it look as authentic as possible. (For example: if the home was built with trees, then they could use small sticks to create their structure.) *Note this should be assigned at the beginning of the week. Have students discuss their projects with their parents. They may need parent-help with different aspects of this project.

Differentiated Instruction

English Learner Connection: A few American Indian tribes carved totem poles. The totem poles represented the tribal nation and its history. The totem poles also held messages by those that carved them, along with the stories of the carver, his tribe and family. Tell your own story by creating your own totem pole. Utilize the internet to research symbols and their meanings.

Below/Developing Learner: Kachina dolls were popular among the Pueblo people. These dolls symbolize ancestral spirits. Children would receive these dolls during festivals and or dances. Design your own Kachina doll. Utilize the internet for different ideas.

Gifted and Talented Connection: Have students pick an American Indian tribe. Students should research their tribe. Have them create a poster with different sections describing each of the following, as well as creating a drawing in each section: location and natural resources, special ceremonies and trade. Students could also choose to research different customs of the various American Indian tribes. Have students report on the custom they researched.