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Grade 7 Native Americans

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Native American in You Lesson

Unit Name: *European Exploration and Colonization of the Americas*

7th Grade Social Studies Class

Lesson time: 3 days

This is the twelfth lesson of the European Exploration and Colonization of the Americas unit. A lesson on early British Jamestown colonial life would have preceded this lesson. Students must also be familiar with the different Native American tribes of the Northeast.

Prior to this lesson, students must have some familiarity with life and culture among Native Americans within various tribes (from assigned readings in preparation for this lesson, as well as previous classroom discussions).

Lesson Objectives:

- *SWBAT describe the life of an Indian tribe native to the area (the Northeast).*
- *SWBAT utilize different reading strategies to research, learn about, and develop perspectives on different tribes of the area.*
- *SWBAT write about Native American life within their tribes.*
- *Students will engage in and utilize different reading strategies to analyze passages and extract information.*
- *Students will have discussions and partake in cooperative communication regarding this material.*
- *As a result of their reading students will write a question or statement, as well as a dialogue journal of their account of being a Native American living within a tribe.*

State Social Studies Standards Addressed:

1 (History of the United States and New York State)

1.1: know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

1.2: investigate key turning points in New York State and United States history and explain why these events or developments are significant; recognize how traditions and practices were passed from one generation to the next

1.4: view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts; describe historic events through the eyes and experiences of those who were there; describe the relationships between people and environments and the connections between people and places

3 (Geography)

3.2: ask geographic questions about where places are located, why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places

NCSS Standards Addressed:

1 (Culture)

1A: Human needs and concerns

1C: Contributions to the development and transmission of culture

1D: Different responses to physical and social environments and changes through shared and unique assumptions, values, and beliefs

2 (Time, Continuity, and Change)

2D: Processes to reconstruct and reinterpret the past

2E: Critical sensitivity for people in different contexts

3 (People, Places, and Environments)

3D: Geographic relationships

3F: Physical system changes and patterns that created places and reflect cultural values and ideas

3G: Physical and cultural patterns and interactions

3J: Alternative uses and land and resources

5 (Individuals, Groups, and Institutions)

5A: key concepts that describe the interactions of individuals and social groups

Essential Question(s) for this Lesson:

Who were the Native American tribes of the Northeast (during exploration and colonization)?

What was life like for Native Americans during the early stages of European colonization in the Northeast?

Lesson Synopsis

This lesson on Native American life will be a three-day lesson (Thursday, Friday, and Monday before Thanksgiving) that includes, among other differentiated elements, a hook sparking the students' imagination through fantasy, a direct instruction session, two anchor activities, a group reading activity, a creative writing exercise, and performance tasks to measure student comprehension and learning. The hook and direct instruction session will take place on Day 1 of the lesson. The first anchor activity, a vocabulary matching exercise, will take place toward the end of Day 1. The group reading activity will take place on Day 2. The second anchor activity, a word search worksheet, will be introduced toward the end of Day 2 as the groups finish their tiered reading activity. The creative writing exercise will take place in class on Day 3. Performance tasks will be handed out at the beginning of class on Day 2 and will be turned in on Day 3.

Day 1 of Lesson

Begin lesson with a brief 5-minute, 10-question multiple choice quiz to measure student knowledge and comprehension level.

Anticipatory Set or Hook:

- Describe enthusiastically to students that they will be embarking on an adventure into the lives of Native Americans. Encourage students to imagine that there is a time machine that will take them back to the time when the first Europeans were beginning to explore the region (the Northeast). Students will be asked to give themselves a Native American name.

- Have students begin to think about what life would be like in a Native American tribe. (Introducing an element of fantasy will help to spark students' interest, ultimately helping them to better associate with the material.) Encourage students to think about how this would differ from their lives presently (where they live, what they eat, clothes they wear, technology they use, etc.)

- To further engage students I will utilize the technique of speed questioning by asking students to respond with the first word that comes to mind when I say, "Native American." This is a great way to determine what students know and how they are able to associate with that particular word.

Direct Instruction

- *Display on SMART Board: Map of Native American tribes in the Northeast during the period of European exploration*

<http://www.animatedatlas.com>

- *Display on SMART Board: Pictures of different Native Americans*

<http://www.history.com>, <http://www.brainpop.com>

- *Provide class with vocabulary on Native Americans*

- *Lecture class on Native American tribes, persons, culture and society*

- ***Close*** lesson by providing students with a Native American vocabulary matching sheet to work on together or individually during last 7 minutes of class

Day 2 of Lesson

Overview

- As students enter the classroom, I will give them their reading group color and direct them to sit in the corresponding area of the room. I will also give them a reading/learning contract, which they must read through, sign, and give back to me before the reading activity commences.

- As a class, we will briefly go over the vocabulary matching sheet from the day before, and I will answer any questions related to the previous day's lesson.

- After going over the sheet and answering questions, I will give an overview of the group reading activity. The document for the reading activity will be handed out, and students will have 30 minutes to read it, utilizing their group reading strategy, and complete their group's task.

- After this, each group will briefly present information from their completed task.

Lesson Grouping

The principles of flexible grouping will be utilized to construct each of four groups. Groups will be chosen as a result of a series of pre-assessments, student interests, and test scores and overall performances. Groups for the reading activity will be chosen primarily using a combination of aptitude grouping and flexible instructional grouping data that has been collected gradually. This activity was by challenge level.

Each group will be provided with the same Native American document which they must read. However, each group will utilize a different reading strategy to complete this task. These strategies range in difficulty; I will assign each a particular reading strategy based on aptitude and intelligence.

This exercise will not be formally graded; however, students will be eligible to receive **5 bonus points** on the upcoming unit test. Students will receive the 5 bonus, or participation, points if they follow their group's reading instructions, contribute during group brainstorming sessions and activity, as well contribute to the group presentation. **Students will not receive** the 5 points if they are observed not participating or contributing during brainstorming, activity collaboration, or presentation. Students will be given a reading contract that will outline the terms for this activity.

Group Breakdown

- 1) *Blue Group (Highest)* (Bloom's Taxonomy: Synthesis)
- 2) *Green Group (Above-Average)* (Bloom's Taxonomy: Evaluation)
- 3) *Red Group (Intermediate)* (Bloom's Taxonomy: Analysis)
- 4) *Orange Group (Low)* (Bloom's Taxonomy: Knowledge & Comprehension)

Reading Strategies

Blue Group (Highest):

Group Reading Strategy

- Use random reading; each group member reads a sentence and calls randomly on another student to read the next sentence.

Group Task

* Determine which side gained more from the treaty. Explain.

Green Group (Above-Average):

Group Reading Strategy

- One student reads to the group, while the other students follow along and record important information

Group Task

* Brainstorm to come up with two more terms for the treaty.

Red Group (Intermediate):

Group Reading Strategy

- Read article together as a group; each student reads a designated portion aloud.

Group Task

* Compare and contrast the terms of the treaty.

Orange Group (Low):

Group Reading Strategy

- Read article silently to themselves.

Group Task

* Define the term “treaty.” Explain why you believe treaties are written.

Day 3 of Lesson

To close this lesson, I have designed four performance tasks that are tiered by complexity (for students working on or below grade level, or above grade level) to truly test my students' knowledge and comprehension of this material. Each student will be required to complete two of the four tasks. One will be a mandatory, in-class writing assignment which all students will be required to complete. This will be worth a total of **60 points**. Students will then have the opportunity to **select** one of the other three performance tasks, worth **40 points** each. Certain students will have the opportunity to complete a **bonus** task. Students will be graded out of a total of **100 points** for this assignment; there will be the potential for some to receive 110 out of 100 points. Each task will be accompanied by a grading rubric.

In addition to the one task that everyone must complete, students will choose one of the other three tasks and present their choice to me; I will have the ultimate say on whether the specific task chosen by the student is acceptable. If the task is acceptable, the student will be provided with a performance task contract which states the requirements, directions, and goals for the assignment. Before the student can begin the task, the student and I will sign the contract. Both student and teacher will have a copy of the contract.

Each performance task has been effectively designed to elicit student understanding. More importantly, these tasks are designed to accentuate and enhance individual student strengths. Several of Gardner's intelligences, including verbal/linguistic, visual/spatial, naturalist, bodily/kinesthetic, intrapersonal, and

logical/mathematical, were utilized to ensure diversity within these assignments. The true value of the performance tasks is that students will have the opportunity to determine what kind of learners they are, or what type of learners they can ultimately become.

Performance Tasks

Task 1: In-Class Native American Creative Writing Story: 60 points

You are a 12-year-old Native American boy or girl living within a tribe of your choice. (This tribe could be real or fictional.) Write a story about your life. Develop and create a character living within the tribe you have chosen. Provide your character with a name, title, and job. You will be writing your story through the eyes of that character.

*To keep this story authentic you must incorporate **five** (*working on or below grade level)/**all** (*working above grade level) of the following vocabulary words into your story:*

Vocabulary words:

<i>Sachem</i>	<i>Clan</i>
<i>Tribe</i>	<i>Wampum</i>
<i>Tepee</i>	<i>Travois</i>
<i>Ceremony</i>	<i>Medicine Man</i>
<i>Longhouse</i>	<i>Totem Pole</i>

Students will have approximately 30 minutes to complete this assignment. This story should be no longer than 2 pages handwritten.

Choose one of the following three tasks:

Task 2: *Scientific Journal*: 40 Points

*(*Working on or below grade level)*

You are a scientist who is on an expedition exploring in the wilderness. During the course of your journey you stumble upon a Native American village and encounter a tribe that has never been discovered before. You have been welcomed into their community for a week. Your objective is to learn as much as you can about the culture and report back to your government with your findings upon your return.

*Students must develop a journal in which they will address at least **two** of the following topics:*

- plant life in the village*
- animals of the village*
- village architecture (shelter)*
- food and water sources*
- Native American dress and culture*
- society and governmental structure*
- religion*

This journal should be no more than 2 pages typed or handwritten. Please feel free to incorporate any pictures, samples of plant life, or artifacts that you find.

Task 2: Scientific Journal: 40 Points

*(*Working above grade level)*

You are a scientist who is on an expedition exploring in the wilderness. During the course of your journey you stumble upon a Native American village and encounter a tribe that has never been discovered before. You have been welcomed into their community for a week. Your objective is to learn as much as you can about the culture and report back to your government with your findings upon your return.

*Students must develop a journal in which they will address **four** of the following topics:*

- plant life in the village*
- animals of the village*
- village architecture (shelter)*
- food and water sources*
- Native American dress and culture*
- society and governmental structure*
- religion*

In order to do this, students must include

- well-formulated questions that they could ask the Native Americans as part of their descriptive investigation*
- hypotheses based on their observations and the answers to these questions*
- equipment and technology that they would need to conduct their investigation*

This journal should be no more than 2 pages typed or handwritten. Please feel free to incorporate any pictures, samples of plant life, or artifacts that you find.

Task 3: Poem: 40 Points

*(*Working on or below grade level)*

Write an acrostic poem that tells a story for the phrase "NATIVE AMERICAN." You will then add to this existing poem another acrostic poem using your name.

Example: An acrostic poem using the word "FRIEND"

Frank from my class

Really helped me when I got hurt. He ran to the nurse and got

Ice for my leg.

Even when I lost

Nelly my pet frog, his mom

Drove us all around looking for her.

Task 3: Poem: 40 Points

(*Working above grade level)

Write an acrostic poem that tells a story for the phrase "NATIVE AMERICAN." You will then add to this existing poem another acrostic poem using your name. Be sure to incorporate similes, metaphors, and imagery. Make sure that there is a clear level of synthesis between the two poems. The objective is to capture the reader's attention.

Example: An acrostic poem using the word "FRIENDSHIP"

Frank from my class

Really helped me when I got hurt. He ran to the nurse and got

Ice for my leg.

Even when I lost

Nelly my pet frog, his mom

Drove us all around looking for her.

She drove until we found him,

Helping to keep me calm the entire way.

I want to thank Frank for being a friend.

Poems are sweet even when they end.

Task 4: *My Totem Pole*: 40 Points

*(*Working on or below grade level)*



Native Americans used totem poles to tell a story of the history of a family or families. For Native Americans, especially in the Northwest, totem poles often serve to proclaim a clan's (family's) status. The figures carved onto the poles symbolize a clan's mythological history, as well as the rights and privileges it enjoys.

1) Create a list of things that describe your family. Use this list to help you draw or develop your totem pole, and submit this list with your totem pole. This list should be no more than 1 1/2 pages typed or handwritten.

2) Draw a totem pole that describes your family. Include pictures and words that tell the story of family history. (You are encouraged to draw, use computer graphics, graphic design, or any technology you can to enhance your pole.)

Task 4: *My Totem Pole*: 40 Points

(*Working above grade level)



Native Americans used totem poles to tell a story of the history of a family or families. For Native Americans, especially in the Northwest, totem poles often serve to proclaim a clan's (family's) status. The figures carved onto the poles symbolize a clan's mythological history, as well as the rights and privileges it enjoys.

1) Create a list of 10 things that describe your family. Use this list to help you draw or develop your totem pole, and submit this list with your totem pole. This list should be no more than 1 1/2 pages typed or handwritten.

2) Create a PowerPoint presentation (slide show) with symbols that you have collected for your totem (for example, a national flag). Experiment with stacking the pictures to form a totem pole. You may use clip art, digital cameras, or scanners to capture a digital picture of each piece of totem. You should select at least four symbols.

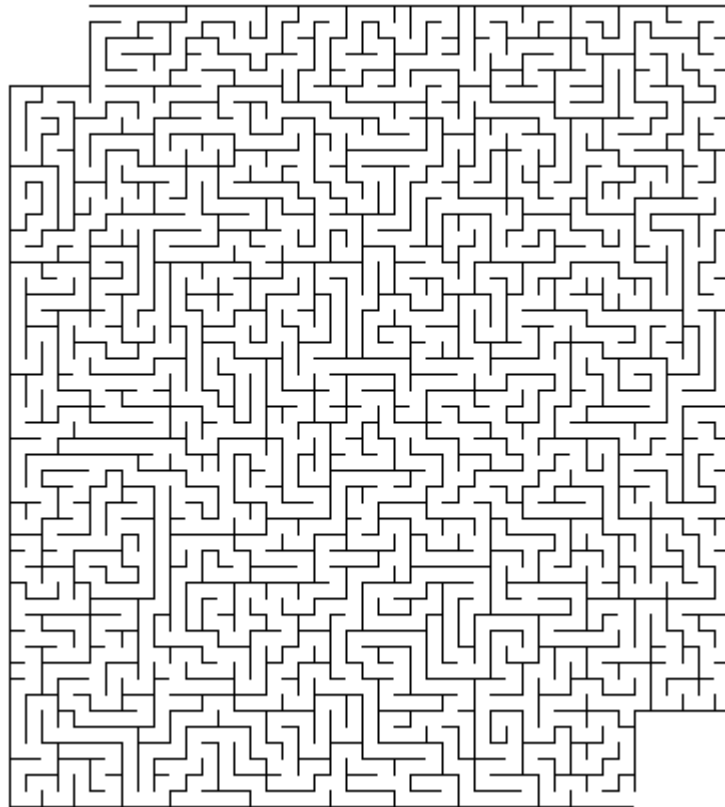
Task 5: Bonus Task: 10 Points

Native American Maze Worksheet

Can someone please help this chief find his way home!



Start



Finish

European Exploration & Colonization of the Americas Unit

7th Grade Social Studies Class

Length of Unit: 3 weeks

Unit Big Ideas:

- *How exploration of the Americas by European powers led to the creation and development of America as a nation.*
- *How Native American tribes assisted European exploration & impacted colonization*

Unit Essential Questions:

- *What were the important factors that lead to European exploration of the Americas?*
- *How did technology enhance European exploration of the Americas?*
- *What were the motivations for exploration of England, France, and Spain?*
- *How did the Native Americans of various areas interact with and relate to the European explorers who had settled in those regions?*
- *What role did geography play in the settlement pattern?*
- *How were the new European settlers able to adapt to life in their new environments?*
- *What were the technological improvements in navigation that influenced exploration?*
- *Specifically, what natural resources was each group targeting and in search of?*
- *What were the economic, political, social, and religious reasons behind these explorations?*
- *What kind of economic, civil, social, and political systems were implemented to establish order and justice?*

Student Self-Assessment

I will want students to assess themselves on their understanding of:

- *Each European power's motivating factors for exploring the Americas*
- *The vast and diverse technical advances which helped to enhance the European exploration movement. (Students should be aware of the revolutions in ship-building, sailing, and use of newly-developed navigational technology exhibited by the European powers.)*
- *The governmental structure and the political, social, and economic systems within the European colonies.*
- *The many contributions made by Native Americans to the European efforts to explore and ultimately colonize.*

This will be done through:

- *discussions*
- *weekly journal turn-in (writing a few sentences after every class)*
- *group activities*
- *performance tasks*

Unit Plan Overview

The Age of Exploration is one of the most exciting periods in the history of our world and nation. It was a highly significant movement, directly impacting and influencing the manner in which much of our world is structured today, especially the Western Hemisphere. The English, Spanish, and French were all vying for control and power. This period of history was commonly referred to as the Commercial Revolution. The overall goal of expansion was to benefit from and dominate the lucrative global trade market. There were several factors that drove this expansion, including a hunger for knowledge and the wants and needs for rich natural resources such as gold, land, and furs.

In this unit we will discuss, and students will learn about, the Native American peoples that inhabited these regions of the Northeastern United States. Students will learn about Native American culture, society, government, and life through a series of assessments and activities that will promote learning and critical thinking. In this unit we will also analyze the relationships between the European settlers (Spanish, French, and British) and the Native American tribes who inhabited the different areas of North America during European exploration and colonization.

The unit on which I am focusing is vast and comprehensive; it contains a great deal of information. This is typically a 3-week unit when taught in 7th grade. It is important for teachers to clearly explain this material and teach it effectively; this unit is taught in the fall and essentially lays the foundation for the history taught to students in 7th and 8th grade and beyond. When teaching a large and important unit, it becomes even more critical for a teacher to utilize constructive, differentiated performance assessments to measure students' understanding and comprehension of material for students of all levels and intelligences. These tasks also provide students who are not great test-takers with the opportunity to use creativity to showcase their talents and to be successful.

Native American in You Lesson Plan Pre-Assessment Test

1.

Where did the Iroquois Indians live? **Circle Answer**

New Jersey
Massachusetts
Alaska Peninsula
New York

2.

What state did the Wampanoag Indian tribe inhabit? **Circle Answer**

New York
Connecticut
Massachusetts
Pennsylvania

3.

Native American religious leaders were called: **Circle Answer**
chiefs
earth gods
priests
shamans

4.

What does the term “sachem” mean? **Circle Answer**
A chief of a Native American tribe
A Native American medicine man
A Native American warrior
Native American term for Pilgrim

5.

Native Americans who were related to one another by a common ancestry formed: **Circle Answer**
nations
clans
cults
neighborhoods

6.

Buffalo were hunted by people who lived: **Circle Answer**
on the Plains
in the mountains
in the forests
in the Great Basin

7.

People who search for traces of people from the past are called: **Circle Answer**
historians
archaeologists
time travelers
explorers

8.

People from Asia first came to the Americas to: **Circle Answer**
find gold
escape poverty

hunt for food
practice religion freely

9.

A common name for a Native American shelter would be: **Circle Answer**

- Condominium
- Tepee
- Mansion
- Apartment

10.

The land bridge where historians think ancient people crossed from Asia to North America is located: **Circle Answer**

- at the Bering Strait
- in Siberia
- in Alaska
- near the Arctic Circle

Native American Vocabulary

prairie	An expansive area of fertile, level, or rolling grassland, esp. the central North American plain.
tribe	A racial, political, or social group comprising numerous families, villages, or the like and having a common language, culture, and, often, ancestry.
myth	A story or body of stories based on tradition or legend, originating in the oral history of a preliterate society and incorporating its beliefs about the origins of the world, the causes of natural events, and the origins of the society's customs and practices.
clan	Among the Scottish Highlanders, a traditional basis of social organization composed of a group of families claiming a common hereditary ancestor.
lacrosse	A field game played by two teams of ten players each who use a long-handled stick with a net pouch on one end to carry or throw a ball into the

	opponent's goal.
buffalo	Any of various large wild oxen, such as the bison.
tepee (teepee or tipi)	A cone-shaped tent made with skins or bark, formerly used by some North American Indian tribes, esp. in the Midwestern plains.
sachem	A chief of a Native American tribe or confederation.
ceremony	A set or system of formalities, customs, or rites performed on certain occasions.
wampum	White and dark cylindrical beads made from polished shells, formerly used by North American Indians as money and ornaments.
compromise	A settlement of differences by partial concession of demands by each party.
Wampanoag	A Native American people formerly inhabiting eastern Rhode Island and southeast Massachusetts.
wigwam	A Native American dwelling commonly having an arched or conical framework overlaid with bark, hides, or mats.
Iroquois	A Native American confederacy inhabiting New York State and originally composed of the Mohawk, Oneida, Onondaga, Cayuga, and Seneca peoples.
longhouse	A long communal dwelling, especially of certain Native American tribes (Iroquois).
Pilgrim	A religious devotee who journeys to a shrine or sacred place. One who embarks on a quest for something conceived of as sacred.

treaty

A written agreement between two parties (governments).

Native American Vocabulary Quiz

Directions: Match the vocabulary words on the left with the definitions on the right. Write the number of the word in the box corresponding to its correct definition.

- | | |
|---------------|--|
| 1. compromise | Among the Scottish Highlanders, a traditional basis of social organization composed of a group of families claiming a common hereditary ancestor. |
| 2. wampum | a field game played by two teams of ten players each who use a long-handled stick with a net pouch on one end to carry or throw a ball into the opponent's goal. |

3. ceremony Any of various large wild oxen, such as the bison.
4. sachem A cone-shaped tent made with skins or bark, formerly used by some North American Indian tribes, esp. in the Midwestern plains.
5. tepee (teepee or tipi) An expansive area of fertile, level, or rolling grassland, esp. the central North American plain.
6. buffalo A chief of a Native American tribe or confederation.
7. lacrosse A racial, political, or social group comprising numerous families, villages, or the like and having a common language, culture, and, often, ancestry.
8. clan White and dark cylindrical beads made from polished shells, formerly used by North American Indians as money and ornaments.
9. myth A settlement of differences by partial concession of demands by each party, or the result of such a settlement.
10. tribe A story or body of stories based on tradition or legend, originating in the oral history of a preliterate society and incorporating its beliefs about the origins of the world, the causes of natural events, and the origins of the society's customs and practices.
11. prairie A written agreement between two parties (governments).
12. wigwam A religious devotee who journeys to a shrine or sacred place. One who embarks on a quest for something conceived of as sacred.
13. Wampanoag A long communal dwelling, especially of certain Native American tribes (Iroquois).

14. Iroquois A Native American people formerly inhabiting eastern Rhode Island and southeast Massachusetts.
15. longhouse A Native American dwelling commonly having an arched or conical framework overlaid with bark, hides, or mats.
16. pilgrim A Native American confederacy inhabiting New York State and originally composed of the Mohawk, Oneida, Onondaga, Cayuga, and Seneca peoples.
17. treaty A set or system of formalities, customs, or rites performed on certain occasions.
-

Native Americans Word Search Worksheet

Directions: All words are positioned left to right.

C S D C N Q U R G S J P I A O C G U A W D E N
 Z J C A W Q Z N Y R W D V U Y E A I K Q W G M
 T L Y D H H Z N Q L X T M J I U O B A D Q A A
 F G M Y M H O G A N B T V A O I P L R T U F O
 Z O O U S H D H Y U O K D B T U N T E P E E O
 J T T M O L F R C O M P R O M I S E D X V F Z
 U P F M Y T H N D D O K E H A J Z R W F L D X
 D T Y T V H O W A M P U M F W Z R V C A S E U
 D M A O K L I Q M M U F K O A W K M J P A X K

X G I A C O Y F J X E Z G U P R A I R I E S S
 B P R C G J T R A V O I S X O T V F N R V M K
 T I X Y U H I B U F F A L O B I Q J R T Z K I
 T R M E Z R Q X M M S J U S L F M J A Z F A U
 A W I C L A N J U C E R E M O N Y M L L W M K
 F Y O C M L A C R O S S E B D I Z U I O S Y R
 R R W T A K K I F E E P A I J Q C K J R P V V
 J X C Z T B T R I B E F A D Q D O Y V D P J I
 Q O M O J W Q Y P S L M B T F G J F B T N H N

Hogan

Clan

Tepee

Tribe

Lacrosse

Myth

Wampum

Travois

Compromise

Ceremony

Prairies

Reading Contract: Native American in You

Students will know:

- *Who the Wampanoag Indians were*
- *Who Squanto was*
- *Who the Pilgrims were*
- *The origins and location of the Plymouth Colony*

Reading:

- *Students will engage in and utilize different reading strategies to analyze a passage and extract information.*
- *Students will have discussions and partake in cooperative communication regarding this material.*

- *As a result of their reading, students will engage in differentiated activities designed to measure and reinforce their knowledge.*

Students will be able to:

- *Define “treaty”*
- *Describe relationship between Wampanoags and Pilgrims*
- *Apply knowledge to develop more terms for treaty*
- *Determine which side gained more as result of treaty*
- *Compare and contrast terms of treaty*

Reading Contract: Activity Guidelines

1. *Stay on task and follow **all** of the directions for the activity*
2. *Firmly stick to the assigned group reading strategy*
3. *Be respectful of each and every group member*
4. *No fighting or arguing aloud during group activity*
5. *Each group member must contribute during group reading, collaboration, and presentation component*

I agree to all of the above conditions and terms. I understand that if I do not follow them, I might lose not only my opportunity to take part in the activity, but also most certainly the 5 bonus points toward the upcoming unit exam.

Student's Signature _____ Date _____

Writing Contract
The Native American in You Lesson

Name _____

*** Contract for student working above grade level**

Directions:

You must complete a Native American creative writing story in class (Task 1) that will be worth up to 60 points.

You are also required to complete at **least** one of the three performance tasks listed on the following pages (Tasks 2-4). (Each task is worth up to 40 points.) Tasks must be completed and handed in at the end of the third day of this lesson, which is the Monday before Thanksgiving.

With the completion of the creative writing story and one of the three performance tasks, you will have the opportunity to receive up to 100 points as a project grade. You will be graded according to a rubric which will be given along with these tasks.

You are permitted and encouraged to use the following tools and resources to assist you: history books and textbooks, science textbooks and journals, English textbooks, library books, Internet resources, encyclopedias, dictionaries, and **CREATIVITY!**

* As an added bonus worth **10 points** on the upcoming unit exam, there is a Native American Chief Maze Worksheet on the last page. Students who believe they are up for the **challenge** and feel that they are capable of completing the maze activity must come to discuss this activity further.

Task 1 (In Class)

Native American Creative Writing Story: 60 points

You are a 12-year-old Native American boy or girl living within a tribe of your choice. (This tribe could be real or fictional.) Write a story about your life. Develop and create a character living within the tribe you have chosen. Provide your character with a name, title, and job. You will be writing your story through the eyes of that character.

To keep this story authentic you must incorporate **ALL** of the following vocabulary words into your story:

Vocabulary words:

Sachem

Clan

Tribe

Wampum

Tepee

Travois

Ceremony

Medicine Man

Longhouse

Totem Pole

You will have approximately 30 minutes to complete this assignment. This story should be no longer than 2 pages handwritten.

Choose one from the following three tasks to complete at home:

Task 2

Scientific Journal: 40 Points

You are a scientist who is on an expedition exploring in the wilderness. During the course of your journey you stumble upon a Native American village and encounter a tribe that has never been discovered before. You have been welcomed into their community for a week. Your objective is to learn as much as you can about the culture, collect as much data as you can, and report back to your government with your findings upon your return.

You must develop a journal in which you will address 4 of the following topics:

- plant life in the village
- animals of the village
- village architecture (shelter)
- food and water sources
- Native American dress and culture
- society and governmental structure
- religion

In order to do this, you must include

- well-formulated questions that you could ask the Native Americans as part of your descriptive investigation
- hypotheses based on your observations and the answers to these questions
- equipment and technology that you would need to conduct your investigation

This journal should be no more than 2 pages typed or handwritten. Please feel free to incorporate any pictures, samples of plant life, or artifacts that you find.

Task 3

Poem: 40 Points

Write an acrostic poem that tells a story for the phrase "NATIVE AMERICAN." You will then add to this existing poem another acrostic poem using your name. Be sure to incorporate similes, metaphors, and imagery. Make sure that there is a clear level of synthesis between the two poems. The objective is to capture the reader's attention.

Example: An acrostic poem using the word "FRIENDSHIP"

Frank from my class

Really helped me when I got hurt. He ran to the nurse and got

Ice for my leg.

Even when I lost

Nelly my pet frog, his mom

Drove us all around looking for her.

She drove until we found him,

Helping to keep me calm the entire way.

I want to thank Frank for being a friend.

Poems are sweet even when they end.

Task 4



My Totem Pole: 40 Points

Native Americans used totem poles to tell a story of the history of a family or families. For Native Americans, especially in the Northwest, totem poles often serve to proclaim a clan's (family's) status. The figures carved onto the poles symbolize a clan's mythological history, as well as the rights and privileges it enjoys.

- 1) Create a list of 10 things that describe your family. Use this list to help you draw or develop your totem pole, and submit this list with your totem pole. This list should be no more than 1 1/2 pages typed or handwritten.
- 2) Create a PowerPoint presentation (slide show) with symbols that you have collected for your totem (for example, a national flag). Experiment with stacking the pictures to form a totem pole. You may use clip art, digital cameras, or scanners to capture a digital picture of each piece of totem. You should select at least four symbols.

I have chosen tasks ____ and ____ to complete.

Student's signature _____ Date _____

Teacher's signature _____

Writing Contract
The Native American in You Lesson

Name _____

*** Contract for student working on or below grade level**

Directions:

You must complete a Native American creative writing story in class (Task 1) that will be worth up to 60 points.

You are also required to complete at **least** one of the three performance tasks listed on the following pages (Tasks 2-4). (Each task is worth up to 40 points.) Tasks must be completed and handed in at the end of the third day of this lesson, which is the Monday before Thanksgiving.

With the completion of the creative writing story and one of the three performance tasks, you will have the opportunity to receive up to 100 points as a project grade. You will be graded according to a rubric which will be given along with these tasks.

You are permitted and encouraged to use the following tools and resources to assist you: history books and textbooks, science textbooks and journals, English textbooks, library books, Internet resources, encyclopedias, dictionaries, and **CREATIVITY!**

Task 1 (In Class)

Native American Creative Writing Story: 60 points

You are a 12-year-old Native American boy or girl living within a tribe of your choice. (This tribe could be real or fictional.) Write a story about your life. Develop and create a character living within the tribe you have chosen. Provide your character with a name, title, and job. You will be writing your story through the eyes of that character.

To keep this story authentic you must incorporate **5** of the following vocabulary words into your story:

Vocabulary words:

Sachem

Clan

Tribe

Wampum

Tepee

Travois

Ceremony

Medicine Man

Longhouse

Totem Pole

You will have approximately 30 minutes to complete this assignment. This story should be no longer than 2 pages handwritten.

Choose one from the following three tasks to complete at home:

Task 2

Scientific Journal: 40 Points

You are a scientist who is on an expedition exploring in the wilderness. During the course of your journey you stumble upon a Native American village and encounter a tribe that has never been discovered before. You have been welcomed into their community for a week. Your objective is to learn as much as you can about the culture, collect as much data as you can, and report back to your government with your findings upon your return.

You must develop a journal in which you will address at least 2 of the following topics:

- plant life in the village
- animals of the village
- village architecture (shelter)
- food and water sources
- Native American dress and culture
- society and governmental structure
- religion

This journal should be no more than 2 pages typed or handwritten. Please feel free to incorporate any pictures, samples of plant life, or artifacts that you find.

Task 3

Poem: 40 Points

Write an acrostic poem that tells a story for the phrase "NATIVE AMERICAN." You will then add to this existing poem another acrostic poem using your name.

Example: An acrostic poem using the word "FRIEND"

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Task 4



My Totem Pole: 40 Points

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- 1) Create a list of things that describe your family. Use this list to help you draw or develop your totem pole, and submit this list with your totem pole. This list should be no more than 1 1/2 pages typed or handwritten.
- 2) Draw a totem pole that describes your family. Include pictures and words that tell the story of family history. (You are encouraged to draw, use computer graphics, graphic design, or any technology you can to enhance your pole.)

I have chosen tasks _____,and _____ to complete.

Student's signature _____ Date_____

Teacher's signature_____

Search billions of records on Ancestry.com

First Name	Last Name	Search
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Click here to return to the Main Page of [The Pilgrims & Plymouth Colony:1620](#)



The Wampanoag/Pilgrim Treaty

About an hour after noon on a fair, warm day on March 22/April 1, 1621, Samoset and Squanto appeared in the village of Plymouth with some skins and newly caught and dried herrings to trade. They told the colonists that the great Sachem Massasoit was nearby with his brother Quadequina and all their men. About an hour later Massasoit came to the top of the hill with some sixty of his men. However, the

Pilgrims were not willing to send their governor to meet them, and the Indians were unwilling to come to them. Squanto went again to Massasoit and brought back word that Massasoit wished to have trade and peace with them, asking the Pilgrims to send someone to parley with him.

Edward Winslow agreed to serve as diplomatic ambassador and went to Massasoit. The scene was described by Winslow in his Journal as follows:

“We sent to the King a payre of Knives, and a Copper Chayne, with a jewell at it. To Quadequina we sent likewise a Knife and a Jewell to hang in his eare, and withall a Pot of strong water, a good quantity of Bisket, and some butter, which were all accepted: our Messenger [Winslow] made a speech unto him, that King James saluted him with words of love and Peace, and did accept him as his Friend and Alie, and that our Governour desired to see him and to trucke with him, and to confirme a Peace with him, and his next neighbour: he liked well of the speech and heard it attentively, though the Interpreters did not well expresse it; after he had eaten and drunke himselfe, and given the rest to his company, he looked upon his messengers sword and armour which he had on, with intimation of his desire to buy it, but on the other side, our messenger shewed his unwillingness to part with it: In the end he left him in the custodie of Quadequina his brother, and came over the brooke, and some twentie men following him, leaving all their Bowes and Arrowes behind them. We kept six or seaven as hostages for our messenger.”

Captain Standish and William Brewster met the king at the brook with half a dozen musketeers, where they saluted him and he them. With Standish on one side of Massasoit and Brewster on the other, they escorted Massasoit to a house which was just being built. On the floor, the Pilgrims had placed a green rug and three or four cushions.

Winslow described Massasoit and his men as *“...a very lustie [strong] man, in his best yeares, an able body, grave of countenance, and spare of speech: In his Attyre little or nothing differing from the rest of his followers, only a great Chaine of white bone Beades about his neck, and at it behind his necke, hangs a little bagg of Tobacco, which he dranke and gave us to drinke; his face was paynted with a sad*

[dark] red like murray, and oyled both head and face, that he looked greasily: All his followers were likewise, were in their faces, in part or in whole painted, some blacke, some red, some yellow, and some white, some with crosses and other Antick [antique] workes, some had skins on them, and some naked, all strong, tall, all men in appearance...”

Immediately, Governor Carver came to the house with drum and trumpet after him and a few musketeers. Governor Carver kissed the hand of Massasoit and Massasoit kissed Carver before they sat down.

Governor Carver called for some strong water, and made a toast to Massasoit. Massasoit drank deeply of the liquor which made him sweat. Then, Carver called for fresh meat, which Massasoit ate and shared with his followers. Later in the text, Winslow remembered additional details: “...*one thing I forgot, the King had in his bosome hanging in a string, a great long knife, hee marvelled much at our Trumpet, and some of his men would sound it as well as they could...*”

TERMS OF THE TREATY

Following the introductory ceremonies, Carver and Massasoit agreed upon the terms of a peace treaty between the Pilgrims and the Wampanoags. The treaty of mutual support they negotiated said in part:

1. That he nor any of his should do hurt to any of their people.
2. That if any of his did hurt any of theirs, he should send the offender, that they might punish him.
3. That if anything were taken away from any of theirs, he should cause it to be restored; and they should do the like to his.
4. If any did unjustly war against him, they would aid him; if any did war against them, he should aid them.

5. He should send to his neighbors confederates to certify them of this, that they might not wrong them, but might be likewise compromised in the conditions of peace.


6. That when their men came to them, they should leave their bows and arrows behind them.

7. That King James would esteem Massasoit as his friend and ally.

Winslow concluded his account of the treaty signing as follow: *“Wee cannot yet conceive, but that he is willing to have peace with us, for they have seene our people sometimes alone two or three in the woods at worke and fowling, when as they offered them no harme as they might easily have done, and especially because hee hath a potent Adversary the Narowhiganseis [Narragansetts], that are at warre with him, against whom hee thinkes wee may be some strength to him...”*

[Click here for Governmental Vocabulary](#)

Last modified October 16, 2000
by
[Webmaster Dave Lossos](#)



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Native American Creative Writing Story: Rubric

	Excellent (14-15 pts)	Good (12-13 pts)	Satisfactory (11 pts)	Unsatisfactory (0-10 pts)
Ideas (15 pts)	Ideas are expressed clearly and in an organized fashion.	Ideas are expressed pretty clearly, but the organization could have been better.	Ideas are somewhat organized, but are not very clear.	The story seems to be a collection of unrelated ideas.

Content Thoroughness and Accuracy (15 pts)	The story contains thorough coverage of Indian life and vocabulary terms.	The story contains fairly thorough coverage of Indian life and vocabulary terms.	The story is missing coverage of several vocabulary terms and/or contains some inaccurate coverage of Indian life.	The story is missing coverage of most vocabulary terms and/or contains much inaccurate coverage of Indian life.
Sentences and Paragraphs (15 pts)	All sentences are complete and well-constructed. Paragraphs are well-constructed and organized into an introduction, body paragraphs, and conclusion.	Almost all sentences are complete and well-constructed. Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	There are many sentence fragments or run-on sentences, and/or paragraphing needs a lot of work.
Grammar and Spelling (15 pts)	There are no errors in grammar or spelling.	There are very few errors in grammar and/or spelling.	There are several errors in grammar and/or spelling.	There are a large number of errors in grammar and/or spelling.

My Totem Pole: Rubric

	Excellent (8 pts)	Good (7 pts)	Satisfactory (6 pts)	Unsatisfactory (0-5 pts)
Ideas (8 pts)	Ideas are expressed clearly and in an organized fashion.	Ideas are expressed pretty clearly, but the organization could have been better.	Ideas are somewhat organized, but are not very clear.	The list seems to be a collection of scattered ideas.
Content Thoroughness and Accuracy (8 pts)	The list contains organized, clear thoughts and ideas.	The list contains fairly clear, organized thoughts and ideas.	The list contains some clear, organized thoughts and ideas.	The list contains very few organized thoughts and ideas.

Format & Sentence Structure (8 pts)	Each idea is in a complete, well-constructed sentence or paragraph.	Almost every idea is in a complete, well-constructed sentence or paragraph.	Most ideas are in a complete, well-constructed sentence or paragraph.	Very few ideas are in a complete, well-constructed sentence or paragraph.
Grammar and Spelling (8 pts)	There are no errors in grammar or spelling.	There are very few errors in grammar and/or spelling.	There are several errors in grammar and/or spelling.	There are a large number of errors in grammar and/or spelling.
Visual Aid (8 pts)	Visual is complete and shows high level of synthesis with list.	Visual is complete and shows level of synthesis with list.	Visual shows lack of thought and effort and little synthesis with list.	Visual shows almost no effort and has no relevance to list.

Native American Scientific Journal: Rubric

	Excellent (9-10 pts)	Good (8 pts)	Satisfactory (7 pts)	Unsatisfactory (0-6 pts)
Ideas (10 pts)	Ideas are expressed clearly and in an organized fashion.	Ideas are expressed pretty clearly, but the organization could have been better.	Ideas are somewhat organized, but are not very clear.	The journal seems to be a collection of unrelated ideas.
Content Thoroughness and Accuracy (10 pts)	The journal contains thorough coverage of Indian life and culture and includes all required information.	The journal contains fairly thorough coverage of Indian life and culture and includes most required information.	The journal contains limited coverage of Indian life and culture and leaves out much required information.	The journal contains almost no coverage of Indian life and culture and leaves out almost all required information.
Format (10 pts)	All sentences are complete and well-constructed. Sections and data collections are well-structured	Almost all sentences are complete and well-constructed. Sections and data collections are	Most sentences are complete and well-constructed. Sections and data collections need some structural	There are many sentence fragments or run-on sentences. Sections and data collections are

	and organized.	generally well-structured and organized.	and organizational improvements.	poorly-structured and thoughts disorganized.
Grammar and Spelling (10 pts)	There are no errors in grammar or spelling.	There are very few errors in grammar and/or spelling.	There are several errors in grammar and/or spelling.	There are a large number of errors in grammar and/or spelling.