



Native Americans

Tell It Again!™ Read-Aloud Anthology





Native Americans

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

KINDERGARTEN

Core Knowledge Language Arts®



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Alignment Chart for Native Americans

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Lesson

Alignment Chart for Native Americans

1	2	3	4	5	6	7	8
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Core Content Objectives

Recall that Native Americans were the first-known inhabitants of North America	✓					✓	
Explain that there are many tribes of Native Americans						✓	
Explain that although there are many diverse tribes of Native Americans, they all needed food, clothing, and shelter to survive	✓						
Explain the importance of the buffalo to the Lakota Sioux		✓					
Describe the nomadic lifestyle of the Lakota Sioux			✓	✓			
Describe the food, clothing, and shelter of the Lakota Sioux, the Wampanoag, and the Lenape		✓	✓	✓	✓	✓	
Describe the environment in which the Lakota Sioux, the Wampanoag, and the Lenape lived		✓		✓	✓	✓	
Describe aspects of the Lakota Sioux, Wampanoag, and Lenape culture		✓		✓	✓	✓	
Identify the Wampanoag and Lenape as tribes that settled in a particular area rather than ones that moved from place to place					✓	✓	
Explain that Native Americans still live in the United States today							✓
Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors							✓

Reading Standards for Literature: Kindergarten

Key Ideas and Details

STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.							
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud				✓	✓		

Lesson

Alignment Chart for Native Americans

	1	2	3	4	5	6	7	8
--	---	---	---	---	---	---	---	---

Craft and Structure

STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).							
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems						✓	

Reading Standards for Informational Text: Kindergarten

Key Ideas and Details

STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.							
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓		
CKLA Goal(s)	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓		
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.							
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓		✓	✓	✓	✓	✓

Craft and Structure

STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.							
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions					✓		

Integration of Knowledge and Ideas

STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).							
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓	✓		✓		✓

Lesson

Alignment Chart for Native Americans

	1	2	3	4	5	6	7	8
--	---	---	---	---	---	---	---	---

STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).							
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓				✓	✓	✓

Range of Reading and Level of Text Complexity

STD RI.K.10	Actively engage in group reading activities with purpose and understanding.							
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds			✓				

Writing Standards: Kindergarten

Text Types and Purposes								
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.							
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details			✓			✓	✓
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.							
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓		✓	✓	

Speaking and Listening Standards: Kindergarten

Comprehension and Collaboration								
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups							
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).							
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.					✓		

Lesson

Alignment Chart for Native Americans

	1	2	3	4	5	6	7	8
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STD SL.K.1b	Continue a conversation through multiple exchanges.							
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age							
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.							
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud							

Presentation of Knowledge and Ideas

STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.								
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail		✓	✓		✓	✓	✓	
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.								
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly		✓						

Language Standards: Kindergarten

Conventions of Standard English

STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
STD L.K.1b	Use frequently occurring nouns and verbs.								
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language		✓						
STD L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).								
CKLA Goal(s)	Ask questions beginning with who, what, where, when, why, or how		✓						
STD L.K.1f	Produce and expand complete sentences in shared language.								
CKLA Goal(s)	Answer questions orally in complete sentences		✓						
	Produce and expand complete sentences in shared language		✓						

Lesson

Alignment Chart for Native Americans

	1	2	3	4	5	6	7	8
--	---	---	---	---	---	---	---	---

Vocabulary Acquisition and Use

STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.							
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).							
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)				✓			✓
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).							
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)				✓			
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.							
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts				✓			
	Learn the meaning of common sayings and phrases			✓				

Additional CKLA Goals

Listen to a variety of texts, including informational text					✓			
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events	✓							
Prior to listening to a read-aloud, identify orally what they know and have learned that may be related to the specific story or topic to be read aloud	✓		✓	✓		✓		✓
Distinguish fantasy from realistic text					✓			
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading								✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Native Americans

This introduction includes the necessary background information to be used in teaching the *Native Americans* domain. The *Tell It Again! Read-Aloud Anthology for Native Americans* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1 #	Day 2 ⑩	Day 3 ⑩	Day 4	Day 5 #⑩
Lesson 1A: "Introduction to Native Americans" (35 min.)	Lesson 2A: "The Lakota Sioux and the Buffalo" (35 min.)	Lesson 3A: "Where's Winona?" (35 min.)	Lesson 4A: "Little Bear Goes Hunting" (35 min.)	Pausing Point
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Two				
Day 6	Day 7 #	Day 8	Day 9	Day 10 #
Lesson 5A: "Bear, Gull, and Crow" (35 min.)	Lesson 6A: "The Lenape, The People of the Seasons (35 min.)	Lesson 7A: "A Native American Alphabet" (35 min.)	Lesson 8A: "Native Americans Today" (35 min.)	Domain Review
Lesson 5B: Extensions (15 min.)	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Two	
Day 11	Day 12
Domain Assessment (50 min.)	Culminating Activities (50 min.)

- ⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Native Americans*
- *Tell It Again! Image Cards for Native Americans*
- *Tell It Again! Supplemental Guide for Native Americans*
- *Tell It Again! Multiple Meaning Word Posters for Native Americans*

Recommended Resource:

Core Knowledge Kindergarten Teacher Handbook, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Native Americans Are Important

The *Native Americans* domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn that there were many, many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where they lived. Students will learn about three tribes in particular: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will begin to understand how different geographical regions influenced different lifestyles. Students will learn that each Native American group has its own distinctive culture. The last read-aloud focuses on Native Americans today.

Core Vocabulary for Native Americans

The following list contains all of the core vocabulary words in *Native Americans* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 3	Lesson 6
borrow	chief	burrows
coast	mischief	harvested
deserts	parfleche	trekked
roamed	travois	wigwam
shelter	Lesson 4	Lesson 7
tribes	finally	canoes
Lesson 2	horizon	moccasins
agile	hunting party	tipis
galloping	succulent	totem poles
sacred	Lesson 5	Lesson 8
warriors	bay	harmony
	feast	powwows
	rockweed	traditions
	wading	

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Native Americans*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon:  There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Native Americans*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled "Above and Beyond" and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help

students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: .

Recommended Trade Books for Native Americans

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

General

1. *D is for Drum: A Native American Alphabet*, by Michael and Debbie Shoulders and illustrated by Irving Toddy (Sleeping Bear Press, 2011) ISBN 978-1585362745
2. *Many Nations: An Alphabet of Native America*, by Joseph Bruchac and illustrated by Robert F. Goetzl (Troll Communications, 1998) ISBN 978-0816744602

3. *Native Americans*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050010
4. *The Story of Jumping Mouse: A Native American Legend*, by John Steptoe (HarperTrophy, 1989) ISBN 978-0688087401

Tribes Discussed in the Domain

5. *Clambake: A Wampanoag Tradition*, by Russell M. Peters and photographs by John Madama (Lerner Publications Company, 1992) ISBN 978-0822596219
6. *If You Lived with the Sioux Indians*, by Ann McGovern and illustrated by Jean Drew (Scholastic, Inc., 1992) ISBN 978-0590451628
7. *The Legend of the Indian Paintbrush*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698113602
8. *The Sioux*, by Alice Osinski (Children's Press, 1984) ISBN 978-0516019291*
9. *Squanto and the First Thanksgiving*, by Eric Metaxas and illustrated by Michael Donato (Rabbit Ears Books, 2012) ISBN 978-1575055855
10. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographs by Russ Kendall (Scholastic, Inc., 1996) ISBN 978-0590202374
11. *The Wampanoags*, by Alice K. Flanagan (Children's Press, 1998) ISBN 978-0516263885
12. *When the Shadblush Blooms*, by Carla Messinger and Susan Katz and illustrated by David Kanietakeron Fadden (Tricycle Press, 2007) ISBN 978-1582461922

Supplementary Reading, Tribes Not Discussed in the Domain

13. *Buffalo Bird Girl: A Hidatsa Story*, by S.D. Nelson (Abrams Books for Young Readers, 2012) ISBN 978-1419703553
14. *Coyote: A Trickster Tale from the American Southwest*, retold and illustrated by Gerald McDermott (Voyager, 1999) ISBN 978-0152019587

15. *How the Stars Fell into the Sky: A Navajo Legend*, by Jerrie Oughton and illustrated by Lisa Desimini (Sandpiper, 1996) ISBN 978-0395779385
16. *If You Lived with the Hopi*, by Anne Kamma and illustrated by Linda Gardner (Scholastic, Inc., 1999) ISBN 978-0590397261
17. *If You Lived with the Indians of the Northwest Coast*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2002) ISBN 978-0439260770
18. *If You Lived with the Iroquois*, by Ellen Levine and illustrated by Shelly Hehenberger (Scholastic, Inc., 1998) ISBN 978-0590674454
19. *The Legend of the Bluebonnet*, by Tomie dePaola (Penguin Putnam Books for Young Readers, 1996) ISBN 978-0698113596
20. *Raven: A Trickster Tale from the Pacific Northwest*, by Gerald McDermott (Harcourt, 1993) ISBN 978-0152656614
21. *Totem Tale: A Tall Story from Alaska*, by Deb Vanasse and illustrated by Erik Brooks (Sasquatch Books, 2006) ISBN 978-1570614392

Native Americans Today

22. *Children of Native America Today*, by Yvonne Wakim Dennis and Arlene B. Hirschfelder (Charlesbridge, 2003) ISBN 978-1570914997
23. *Jingle Dancer*, by Cynthia Leitich Smith and illustrated by Cornelius Van Wright and Ying-Hwa Hu (Morrow Junior Books, 2000) ISBN 978-0688162412
24. *Meet Lydia: A Native Girl from Southeast Alaska (My World: Young Native Americans Today)*, by Miranda Belarde-Lewis and photographs by John Harrington (Council Oak Books, 2004) ISBN 978-1571781475
25. *Meet Mindy: A Native Girl from the Southwest (My World: Young Native Americans Today)*, by Susan Secakuku and photographs by John Harrington (Council Oak Books, 2006) ISBN 978-1571781482

26. *Meet Naiche: A Native Boy from the Chesapeake Bay Region (My World: Young Native Americans Today)*, by Gabrielle Tayac and photographs by John Harrington (Council Oak Books, 2007) ISBN 978-1571781468*
27. *Songs from the Loom: A Navajo Girl Learns to Weave (We Are Still Here: Native Americans Today)*, by Monty Roessel (Lerner Publishing Group, 1995) ISBN 978-0822597124

***Note:** These books contain a great deal of pertinent information but may be above grade-level. Feel free to read sections of these books as you see fit.

Websites and Other Resources

Student Resources

1. National Museum of the American Indian
<http://nmai.si.edu/visit/newyork/>
2. Native American Homes
<http://www.native-languages.org/houses.htm>

Teacher Resources

3. Map of Native American Tribes
http://images.wikia.com/oraltradition/images/d/dc/Native_American_Tribes_Map_2.jpg
4. Native American Environment
http://cpluhna.nau.edu/Research/native_americans1.htm
5. Pictures of Native Americans
http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043_14107_600x450.jpg
6. Wampanoag Tribe
<http://www.indians.org/articles/wampanoag-indians.html>



Introduction to Native Americans

1

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Explain that although there are many diverse tribes of Native Americans, they all needed food, clothing, and shelter to survive

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection among the cultures of various Native American tribes (RI.K.3)
- ✓ With prompting and support, describe an illustration of Native American dress and use pictures accompanying “Introduction to Native Americans” to check and support understanding of the read-aloud (RI.K.7)
- ✓ With prompting and support, compare and contrast the cultures of various Native American tribes (RI.K.9)
- ✓ With assistance, categorize information about Native American environment, clothing, food, and shelter (W.K.8)
- ✓ Prior to listening to “Introduction to Native Americans,” identify orally what they have learned about Native American tribes

- ✓ Distinguish “Introduction to Native Americans” as a read-aloud that describes events that happened long ago from those that describe contemporary or current events

Core Vocabulary

borrow, v. To take or use something for a while and then return it

Example: Ann wants to borrow a box of crayons from Bill.

Variation(s): borrows, borrowed, borrowing

coast, n. The land next to the sea or ocean; the shore

Example: As their boat got closer to land, they could see many trees along the coast.

Variation(s): coasts

deserts, n. Large, dry areas with little rain

Example: There are some very hot and sandy deserts in California.

Variation(s): desert

roamed, v. Wandered; moved around

Example: The herd roamed the countryside looking for food.

Variation(s): roam, roams, roaming

shelter, n. A place that gives protection from the weather and/or danger

Example: The boathouse was a wonderful shelter during the storm.

Variation(s): shelters

tribes, n. Groups of similar people who share common ancestors, customs, and laws

Example: There are many tribes of Native Americans living across the country.

Variation(s): tribe

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction		10
	Purpose for Listening		
Presenting the Read-Aloud	Introduction to Native Americans	twelve-inch ruler	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Shelter		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Native American Chart	chart paper; pictures of your students' environment, clothing, food, and shelter [This exercise requires advance preparation.]	15
Take-Home Material	Family Letter	Instructional Masters 1B-1 and 1B-2	*



Introduction to Native Americans

1 A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that for the next several days they will be learning about Native Americans. Explain that Native Americans were the first-known people to live on the continents of North and South America.

Tell students that another term for *Native American* is *American Indian*. Explain to students that although we use the terms Native American or American Indian when we talk about them, there are many, many different groups of Native Americans. These groups are called tribes. Explain to students that each group, or tribe, has its own way of eating, dressing, and living, depending on where they live in North or South America. Tell students that today they are going to hear about many Native American tribes, but that over the next several days they will hear about three in particular: the Lakota Sioux (la-ko-tuh soo) the Wampanoag (*WAHMP-ann-oh-ag*), and the Lenape (lun-*NAH*-pay).

Purpose for Listening

Tell students to listen to find out what the different tribes of Native Americans wore, what they ate, and what kinds of houses they lived in.

Introduction to Native Americans

Long, long ago—long before you and I can remember—long before your grandparents and their grandparents and their grandparents can remember, there were no people living on the land where we live today.



◀ **Show image 1A-1: Woods and plains**

There were woods and plains, but no people.



◀ **Show image 1A-2: Rivers and lakes**

There were rivers and lakes, but no people.



◀ **Show image 1A-3: Deserts and mountains**

There were **deserts** and mountains, but no people.¹

1 A desert is a large, dry area of land that gets very little rain.



◀ **Show image 1A-4: Birds and fish**

There were plenty of birds and fish,



◀ **Show image 1A-5: Animals and insects**

and animals and insects . . . but there were no people.

But that was thousands of years ago, much earlier than any of us can remember.



◀ **Show image 1A-6: Desert and ocean**

The first-known people who lived in America, called **Native Americans** or American Indians, lived in all parts of the continent. Some lived in the desert. Others lived in the mountains. Some lived in the woods. And others lived on the **coast**, near the ocean.²

2 The coast is the land next to the ocean or sea.

3 [Pause for responses.]

People of the desert lived very differently from coastal people. Can you guess why that would be?³ You are going to learn about

- 4 So, what did the Native Americans need to live?



◀ **Show image 1A-7: Tipi**

Some lived in tipis.



◀ **Show image 1A-8: Wetu**

Some lived in wetus (*WEE-toos*).



◀ **Show image 1A-9: Hogan**

Some lived in hogans.



◀ **Show image 1A-10: Pueblo**

Some lived in pueblos.



◀ **Show image 1A-11: Longhouses**

And others lived in longhouses.

5 or wandered

6 To borrow means to take or use something for a while and then return it.



◀ **Show image 1A-12: Vegetables and fruits**

Some Native Americans grew their own vegetables and fruit.

some of the different ways America's first-known people, or Native Americans, lived.

The Native Americans of long ago all needed the same things we need today. They needed food and water to stay alive. They needed **shelter**— places to protect themselves from the weather and wild animals— and they needed clothing to keep themselves warm and dry.⁴

But the food the desert people ate was not the same kind of food the coastal people ate. And the houses that protected people in the woods did not look the same as the houses of those who lived in the desert.

◀ **Show image 1A-7: Tipi**

Some lived in tipis.

◀ **Show image 1A-8: Wetu**

Some lived in wetus (*WEE-toos*).

◀ **Show image 1A-9: Hogan**

Some lived in hogans.

◀ **Show image 1A-10: Pueblo**

Some lived in pueblos.

◀ **Show image 1A-11: Longhouses**

And others lived in longhouses.

Native Americans of long ago had to rely on their knowledge of nature—of the earth, the plants, and the animals that surrounded them. And everywhere they **roamed**,⁵ these Native Americans found ways to **borrow**, or use, from the earth all that they needed to live.⁶



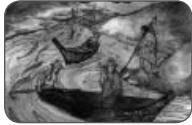
◀ **Show image 1A-13: Buffalo**

Others hunted buffalo.



◀ **Show image 1A-14: Woodland animals**

Some Native Americans hunted woodland animals.



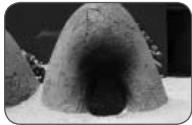
◀ **Show image 1A-15: Fish**

Others caught fish from rivers, lakes, and oceans.



◀ **Show image 1A-16: Native American fire**

Some Native Americans cooked their food over an open fire.



◀ **Show image 1A-17: Hopi oven**

Others baked food in specially made ovens.⁷

The Native Americans also needed water. But there were no sinks with running water inside their homes. So, where do you think the Native Americans found water long ago?⁸ Native Americans collected rainwater. They also got their water from lakes, rivers, and streams.

Native Americans of long ago did not have cars and trucks.

There were no buses, or trains, or planes. So do you remember how they got around?⁹

9 [Pause for responses.]



◀ **Show image 1A-18: Iroquois Trail**

Long ago, Native Americans traveled by foot.¹⁰ There were no paved roads. Native American paths were made by the pounding of their own footsteps and the hooves of animal herds.

10 Here the word *foot* is being used to describe the part of your body that is at the end of your leg. Another type of foot is a measurement. Twelve inches is also called a foot. [You might want to demonstrate this with a twelve-inch ruler.]



◀ **Show image 1A-19: Sioux on horseback with travois**

After Native Americans were here for many years, they started riding horses. After that, some traveled on horseback.



◀ **Show image 1A-20: Native American canoe**

And others traveled in canoes.

Those who lived in the woods used their feet to make their way through thick forests of trees. After many years, those who lived on open plains welcomed the speed of horses to carry them long distances. And those who lived near lakes and rivers relied upon canoes to carry them across the waters.



11 What do you see in this picture?

◀ **Show image 1A-21: Native Americans in regional traditional dress**¹¹

No matter where they lived, Native Americans made all of their own clothes. Some Native American women and girls wore skirts and dresses. Men and boys often wore breechcloths and leggings. They used materials from their surroundings to make their clothes.



12 What do you see in this picture?

◀ **Show image 1A-22: Native American clothing made of animal skins**¹²

Some Native Americans wore clothing made of animal skins—elk, deer, buffalo, and rabbit. They often decorated their clothing with beads, porcupine quills, and fringe.

During the cold winter months, they wore coats of animal fur to stay warm. Others wore clothes made from the soft, inner bark of the cedar tree, sometimes decorated with seashells.



13 What do you see in this picture?

◀ **Show image 1A-23: Native American clothing made from plants**¹³

Still others wore clothing made of fibers from different plants—cotton and yucca—and trimmed them with animal bones. In winter, they covered themselves with cloaks made from sheep's wool to stay warm.



◀ **Show image 1A-24: Moccasins**

- 14 Tribes are groups of similar people who speak the same language, have the same laws, and have the same customs or traditions. They also have the same ancestors, such as great-great-grandparents.



◀ **Show image 1A-25: Collage of Native Americans in different dress**

Many men, women, boys, and girls in each of the Native American **tribes** across the land—from the oceans to the plains to the woods—wore moccasins on their feet.¹⁴ Some, however, preferred bare feet.

And so, you see, the people who first came to live on this rich and varied land that we now call the United States of America were just as rich and varied as the land itself. They were alike in some ways and different in other ways, just as the people of America are today.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who did you hear about in this read-aloud? (Native Americans of long ago)
2. *Literal* What three things do all people, including the Native Americans, need to live? (food, clothing, and shelter)
3. *Inferential* Did all Native Americans of long ago live in the same place? (no) Where did the Native Americans live? (coast, plains, desert)
4. *Inferential* Did all of the Native Americans of long ago find food in the same way? (no) Did they live in the same kinds of houses? (no)

5. *Inferential* How did Native Americans of long ago get their food? (farmed, hunted, and fished)
6. *Inferential* How did Native Americans of long ago get water? (streams, lakes, rivers, and rainwater)
7. *Inferential* What kinds of things did the Native Americans of long ago use to make clothes? (animal skins, trees, and plants)
8. *Evaluative* Describe one type of Native American clothing that you would want to wear if you were living among the Native Americans long ago. (Answers may vary.)



◀ **Show images 1A-7 through 1A-11**

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Which of the different types of Native American houses would you want to live in if you lived among the Native Americans long ago? Why? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Shelter

5 minutes

1. In the read-aloud you heard, “[Native Americans] needed *shelter*—places to protect them from the weather and wild animals—and they needed clothing to keep themselves warm and dry.”
2. Say the word *shelter* with me.
3. A shelter is something that protects you from the weather or from danger.

4. The two friends used the tree as a shelter when it began to rain.
5. What other kinds of things could you use as a shelter? Try to use the word *shelter* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A _____ could be used as a shelter."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to show you some pictures from the read-aloud. You should decide if what is pictured could be a shelter or not. If you think it could be a shelter, say, "That's a shelter." If you don't think it could be a shelter, say, "That's not a shelter."



◀ **Show image 1A-13: Buffalo**

1. (That's not a shelter.)



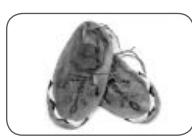
◀ **Show image 1A-7: Tipi**

2. (That's a shelter.)



◀ **Show image 1A-8: Wetu**

3. (That's a shelter.)



◀ **Show image 1A-24: Moccasins**

4. (That's not a shelter.)



◀ **Show image 1A-10: Pueblo**

5. (That's a shelter.)



Complete Remainder of the Lesson Later in the Day



Introduction to Native Americans

1 B

Extensions

15 minutes

Native American Chart

	Environment	Clothing	Food	Shelter
Students Today				
Lakota Sioux				
Wampanoag				
Lenape				

Tell students that today you will begin a chart that will be used throughout the rest of the domain. On a piece of chart paper, recreate the chart shown above. Its visual representation should provide students with an easy way to compare and contrast some characteristics of their lives with those of some Native American tribes of long ago (specifically, the Lakota Sioux, the Wampanoag, and the Lenape).

Note: You will be modeling the completion of the first row of the chart today with information about your students. Tell students that they will be more involved in completing the remaining rows in later lessons, as they learn more about the three Native American tribes listed.

The headers across the top of the chart should have four labels: *Environment*, *Clothing*, *Food*, and *Shelter*. The four rows should be labeled *Students Today*, *Lakota Sioux*, *Wampanoag*, and *Lenape*. Remind students that, at the beginning of this lesson, they learned that all people need food, clothing, and a place to live, but that the types of food, clothes, and shelters look different, depending on where people live. Tell students that this chart will help them

organize the information they learn about the three tribes, to help them better remember what food, clothing, and shelter each tribe had.

Tell students that the first column, *Environment*, refers to the way the area in which they live looks. For example, someone's environment could be in the mountains, or it could be on the coast near the ocean, or it can be in a city. The environment could also refer to how warm or cold an area is, whether it is usually hot and sunny, or whether it gets lots of snow and rain. Ask students to describe the environment in which they live. Draw a picture or paste a photograph of your area landscape (mountains, beach, skyscrapers, etc.) in the *Students Today* row under the *Environment* header. Discuss with students the types of clothing, food, and shelters used today. Remind them that a shelter is any type of structure in which someone lives. Explain that shelters today generally look very different from the types of shelters in which Native American people lived long ago. Discuss with students the types of clothing, food, and shelters with which they are familiar today. Draw a simple representation or paste a photograph of the clothing, food, and shelter familiar to your students in each box across the top row.

Explain to students that over the next several days, they will be learning about three very different Native American groups, or tribes. As a class, they will add information to the chart to remind them that all people need clothing, food, and shelter to live, but that the clothes, food, and shelters of the various tribes were often different from one another. Display the chart in the classroom for completion during the following lessons.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.



The Lakota Sioux and the Buffalo

2

Lesson Objectives

Core Content Objectives

- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Describe the food of the Lakota Sioux
- ✓ Describe the environment in which the Lakota Sioux lived
- ✓ Describe aspects of the Lakota Sioux culture

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe an illustration of a Native American training a horse and use pictures accompanying “The Lakota Sioux and the Buffalo” to check and support understanding of the read-aloud (RI.K.7)
- ✓ With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Lakota Sioux (W.K.8)
- ✓ Provide additional detail to descriptions of the environment and food of the Lakota Sioux by adding images to the description (SL.K.5)

Core Vocabulary

agile, adj. Able to move quickly and easily without stumbling

Example: Lakota Sioux boys played games that prepared them to be agile hunters.

Variation(s): none

galloping, v. Moving at a fast pace

Example: All the horses were galloping toward the buffalo herd.

Variation(s): gallop, gallops, galloped

sacred, adj. Treated with respect

Example: The Lakota Sioux Indians considered the buffalo to be sacred animals.

Variation(s): none

warriors, n. Those who are engaged in or experienced in battle

Example: The brave warriors drew their swords and rode into battle.

Variation(s): warrior

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Where Are We?		10
	Essential Background Information or Terms		
	Purpose for Listening		
Presenting the Read-Aloud	The Lakota Sioux and the Buffalo		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Agile		5
	 Complete Remainder of the Lesson Later in the Day		
Extensions	Native American Chart	Native American Chart; Image Cards 1 and 2	15
	Made from a Buffalo	Instructional Master 2B-1	



The Lakota Sioux and the Buffalo

2A

Introducing the Read-Aloud

10 minutes



Where Are We?

- ◀ **Show image 2A-1: Map of the Great Plains of the U.S.**

Show students the area of the United States known as the Great Plains. Tell them that a plain is a large area of fairly flat land with lots of grass but few trees. Tell students that many Native American tribes lived in the Great Plains long ago. One group of tribes was known as the Sioux. Sioux tribes included Lakota Sioux (la-ko-tuh soo), Dakota Sioux, and Standing Rock Sioux, among others. Tell students that today's read-aloud is about the Lakota Sioux people of the Great Plains.



Essential Background Information or Terms

- ◀ **Show image 2A-2: Buffalo**

Tell students the name of the animal in the picture. If they are not familiar with the buffalo, tell them that buffalo are wild animals, both larger and stronger than most horses. Long ago, many buffalo roamed the Great Plains. The buffalo were important to the Lakota Sioux for many reasons.

Purpose for Listening

Tell students to listen to find out why the buffalo were so important to the Lakota Sioux.

The Lakota Sioux and the Buffalo

- 1 What feels like an earthquake?
Why?



- 2 Warriors are people who are good at fighting the enemy and have been in many battles.

- 3 *Galloping* means that the horse was running very, very fast.

It feels like an earthquake! A herd of buffalo thunders by, hooves crashing. The earth trembles. With heads down, horns thrust forward, and eyes glaring, these beasts are frightened and dangerous!¹

◀ Show image 2A-3: Sioux hunting buffalo

Into their midst charges a group of brave Lakota Sioux **warriors** on horseback.² Each man has his spear or arrow ready. He will shoot as soon as he gets a bow's length away—almost close enough to reach out and touch the animal! Both of the hunter's hands are busy with his weapons, and he clings to the **galloping** horse by the strength of his leg muscles alone.³

Lakota Sioux hunters shot and killed only as many buffalo as they needed for food, clothing, shelter, and tools. Sharing with others was very important to the Lakota Sioux. The buffalo killed during the hunt were divided among everyone in the tribe, including people too old or too sick to hunt for themselves.

To have a successful buffalo hunt, both men and horses had to be well-trained. It took months of hard work to get a horse ready. The horse needed courage and speed to run through a rushing herd of buffalo, coming face-to-face with a stomping, steam-breathing, hairy beast. Horses were trained to stop immediately at the nudge of a rider's knees. Not every horse was brave and fast enough to be chosen for the hunt.

◀ Show image 2A-4: Sioux boys playing and riding⁴

- 4 What do you see in this picture?



Not every boy was brave and fast enough to be chosen for the hunt, either. Boys began training for buffalo hunts at a young age. They learned to ride horses well by the time they were five years old. They held riding contests to see who could ride the fastest, jump the highest, and shoot the straightest. The winners were allowed to ride with the scouts who searched for buffalo herds before the hunt.

5 or able to move quickly and easily.

6 [Point to the hoops in the image.]



Boys needed lots of practice shooting at moving targets. They learned to be quick and **agile**⁵ by playing games with hoops and poles. Round hoops, made from bent branches, were rolled along the ground. As the hoops spun down the hillside with buffalo speed, boys aimed their poles through the center of the hoops. Something called rawhide was wrapped around the hoops⁶ that the boys used for target practice. Rawhide is the tough, hard leather made from a buffalo's hide, or skin. Rawhide was used by the Lakota Sioux for many things.

◀ **Show image 2A-5: Drum made of rawhide**

The Lakota Sioux made drums, rattles, buckets, and ropes from rawhide. Boiled rawhide was even used to make a special glue.

The buffalo gave the Lakota Sioux almost everything they needed for life on the Great Plains. Rawhide was pretty tough, but the Lakota Sioux discovered ways to soften hides, turning them into soft leather with many more uses.

◀ **Show image 2A-6: Items made of soft leather**

From this soft leather, the Lakota Sioux women made moccasins, cradles, winter robes, bedding, shirts and dresses, pouches, and dolls.

◀ **Show image 2A-7: Tipi with painted images**



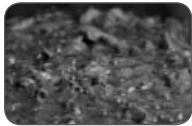
The Lakota Sioux often painted beautiful designs or pictures on the buffalo skin they used to make their homes. This illustration shows a tipi on which the Lakota Sioux painted horses and buffalo.

◀ **Show image 2A-8: Tools made from bone and horn**



The bones of the buffalo were made into knives, arrowheads, shovels, scrapers, awls (a type of needle), and paintbrush handles. The horns were used for cups, spoons, ladles, and toys.

A part of the buffalo's muscle, called sinew, was used as thread for stringing bows and arrows. The hair was used for headdresses, pillows, ropes, and ornaments.



◀ **Show image 2A-9: Food from the buffalo**

The Lakota Sioux certainly knew how to make or get the things they needed. Think of all those ways they used every part of the buffalo. Nothing was wasted. Even the buffalo meat lasted long after the hunt. The Lakota Sioux often made stew with the fresh meat. They also dried buffalo meat to eat in the winter months when food was harder to find. The Lakota Sioux pounded this dry meat and mixed it with buffalo fat to make a tasty snack called pemmican (*PEM-i-can*).

- 7 When something is sacred, that means it is treated with respect. Often people do special things to honor what they believe to be sacred.

For the Lakota Sioux, the buffalo were **sacred**.⁷ The Lakota Sioux said special prayers to the animals before hunting and killing them. Every year they performed a special ceremony, the Buffalo Dance, at the start of the summer buffalo-hunting season. The Buffalo Dance ceremony is something the Lakota Sioux still perform today.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* How did the Lakota Sioux find food? (hunted buffalo on horses with spears and arrows)
2. *Inferential* What are some other reasons the buffalo were important to the Lakota Sioux? (Answers may vary, but should include the fact that they were used for food, to make clothing, to make shelter, and many other things.)
3. *Inferential* Did all members of the tribe hunt the buffalo? (No, boys were trained from childhood, learning the special skills required, and then only older boys and men hunted.)

4. *Inferential* Describe how boys trained to hunt the buffalo.
[Show image 2A-4 if students have trouble remembering.]
(horse races, hoop-and-pole game)
5. *Evaluative* If boys and men were trained to hunt the buffalo, what do you think the girls and women were trained to do? (Answers may vary.)
6. *Evaluative* What was the land like where the Sioux lived? (flat plains with few trees) So, what do you think the plains buffalo ate? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Do you think the Lakota Sioux could have survived without the buffalo? Why or why not? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Agile

5 minutes

1. In the read-aloud you heard, “[Boys] learned to be quick and *agile* by playing games with hoops and poles.”
2. Say the word *agile* with me.
3. *Agile* means able to move quickly and lightly without bumping into or knocking over other things.
4. The agile cat leapt across the stream from one rock to another.
5. Can you think of a time that you were agile or when you did something in an agile way? Try to use the word *agile* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: “I was agile when . . .”]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Divide the room into three areas, designating one as the “agile” area, another as the “not agile” area, and a third as the “not sure” area. Have students begin by standing in the “not sure” area.

Directions: I am going to read some sentences. If what I read is an example of being agile, you will quietly and carefully walk to the “agile” area. If what I read is not an example of being agile, you will stomp your feet over to the “not agile” area. If you cannot decide, you will remain at your starting place in the “not sure” area. [After students have moved to show their choices, have them also verbalize their choices. For example, the group will say, “Walking on tiptoes is agile.” You may want to ask students to return to the “not sure” area between sentences, so they are always starting from a “neutral” spot.]

1. walking on tiptoes (Walking on tiptoes is agile.)
2. running into a tree (Running into a tree is not agile.)
3. running quickly and quietly through the woods (Running quickly and quietly through the woods is agile.)
4. jumping from one stone to another to cross the stream (Jumping from one stone to another to cross the stream is agile.)
5. tripping over a branch (Tripping over a branch is not agile.)

Note: If students have already completed the *Nursery Rhymes and Fables* domain, remind them of “Jack Be Nimble.” Explain to the students that the word *nimble* means the same thing as the word *agile*.



Complete Remainder of the Lesson Later in the Day



The Lakota Sioux and the Buffalo

2B

Extensions

15 minutes

Native American Chart

Review with students the terms in the header of the Native American Chart. Using the first row of the Chart, depicting the present-day lives of your students, review the description of the environment in which your students live, what they wear, what they eat, and what their homes look like.

Have students tell you the name of the tribe they learned about in the read-aloud today. Ask them to describe the environment in which the Lakota Sioux lived. If they have difficulty doing this, show Image Card 1 (Great Plains Landscape), and review the landscape. Place the Great Plains card in the *Lakota Sioux* row in the *Environment* column.

Review each category on the chart with students: clothing, food, and shelter. Tell students that they will learn more about the clothing and the homes of the Lakota Sioux in the next read-aloud, so you are going to wait to fill in those categories. Ask students what they think belongs in the food category. If they have difficulty doing this, show image 2A-2 and have them name the animal. Place Image Card 2 (Buffalo) in the *Lakota Sioux* row in the *Food* column.

⑩ Made from a Buffalo (Instructional Master 2B-1)

Have students circle the items that might have been made from parts of the buffalo. Follow up with a discussion of what other things they learned about that are not included on this sheet.



Where's Winona?

3

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the nomadic lifestyle of the Lakota Sioux
- ✓ Describe the clothing and shelter of the Lakota Sioux

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux (RI.K.3)
- ✓ With prompting and support, describe an illustration of a traveling Lakota Sioux family and use pictures accompanying “Where’s Winona?” to check and support understanding of the read-aloud (RI.K.7)
- ✓ Use a combination of drawing, dictating, and writing to present information about the Lakota Sioux culture (W.K.2)
- ✓ With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Lakota Sioux (W.K.8)
- ✓ Provide additional detail to descriptions of the clothing and shelter of the Lakota Sioux by adding images to the description (SL.K.5)
- ✓ Explain the meaning of “practice makes perfect” and use in appropriate contexts (L.K.6)

- ✓ Prior to listening to “Where’s Winona?” identify orally what they know and have learned about the Lakota Sioux

Core Vocabulary

chief, *n.* The head or ruler of a tribe or clan

Example: The chief was shown much respect in Native American tribes.

Variation(s): chiefs

mischief, *n.* Behavior that can be annoying or against the rules

Example: Tashna was always getting into mischief by playing jokes on her friends.

Variation(s): none

parfleche, *n.* (PAR-flesh) A bag made from untanned and hairless animal hides

Example: The women each made a parfleche to hold their belongings on the trip north.

Variation(s): none

travois, *n.* (truh-voy) A type of sled consisting of a frame slung between two poles and pulled by a dog or horse

Example: The Lakota Sioux family piled all their belongings onto the travois when they moved to the summer camp.

Variation(s): travois (truh-voiz)

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Native American Chart	10
	Purpose for Listening		
Presenting the Read-Aloud	Where’s Winona?		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Mischief		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Native American Chart	Native American Chart; Image Cards 3–5	15
	The Lakota Sioux Culture		
	Sayings and Phrases: Practice Makes Perfect	Instructional Master 3B-1; drawing tools	



Where's Winona?

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Display the Native American Chart, reminding students that in the last read-aloud they learned about a Native American tribe called the Lakota Sioux. Ask, “Where did the Lakota Sioux live?” (Great Plains) “How did the Lakota Sioux get their food?” (hunting) “What did they eat?” (buffalo) Tell students that today they will learn more about the clothing and the houses of the Lakota Sioux.

Purpose for Listening

Tell students today’s story is about a Lakota Sioux girl named Mapiya (mah-PEE-yah). Tell them to listen carefully to find the answers to two questions: What kind of clothes do Mapiya and her family wear? What type of house do they live in?

Presenting the Read-Aloud

10 minutes



Where's Winona?

◀ Show image 3A-1: Mapiya

1 [Pause for responses.]

This is Mapiya, a Lakota Sioux girl. Why do you think she looks so happy?¹ Every year Mapiya looks forward to moving with her family to their summer camp. After several days of traveling from their winter camp, they have finally arrived at Mapiya's favorite place. They have moved here to hunt buffalo. While the men hunt for buffalo, Mapiya and her family will live in this special spot with other Lakota Sioux families until the days shorten, signaling fall.



◀ Show image 3A-2: Mapiya's family

2 [Point to the tipis in the picture.]

This is Mapiya's family: her mother; her father; her grandmother; her little sister, Tashna (*TASH-nah*); and her baby brother, Chetan (*sh-THAN*). Do you see anything in the picture that is made from buffalo skins? Yes, their clothes and moccasins are made of buffalo skins. And their tipis, or houses, are made from the buffalo, too.² Think how easy it would be to carry your house with you if you lived in a tipi. Tipis are easily taken apart and put back together again.

3 [Point to the travois in the picture.]



◀ Show image 3A-3: Mapiya's family traveling⁴

4 What do you see in this picture? Mapiya and her family never stay in one place for long. Lakota Sioux families moved frequently, following the buffalo across the plains.

5 A cradleboard is a board that many Native American tribes used to carry babies around. [Point to the cradleboard on the back of the woman on the right side of the image.]

Look closely at the picture. Do you see the two poles near the horse's head? A frame is connected to the poles behind the horse, forming a **travois** (*truh-voy*),³ a type of sled used to pull the family's tipi and other belongings.

Mapiya's mother is the one who always packs and unpacks the tipi and belongings. Before leaving the winter camp, Mapiya's mother piled their clothing, blankets, and rugs onto the backs of horses. Many things were loaded onto a travois. Even Grandmother and Tashna rode on a travois! Chetan traveled in a cradleboard on Mother's back.⁵



◀ **Show image 3A-4: Mapiya packing her doll**

- 6 [Point to the parfleche in the picture.]

- 7 What are moccasins?



◀ **Show image 3A-5: Sioux camp**

The Lakota Sioux are busy setting up their new summer camp. Their tipis form a circle with all the doorways facing in the same direction—east, away from the strong winds that blow across the plains from the west. They are set up in order of the family's importance. Since the **chief** is the person in charge of the tribe, his tipi is the most important. Mapiya's father is a respected hunter and warrior, or fighter, so his family's tipi is placed near the chief's.



◀ **Show image 3A-6: Mapiya's mother leaning a cradleboard against the tree**

- 8 Getting into mischief means getting into trouble by doing something naughty.



- 9 What do you think is happening in this picture? Describe what kinds of things Mapiya and her mother are wearing.

Mapiya's family will raise its tipi beside some cottonwood trees. Mother leans Chetan's cradleboard against a tree trunk in the shade. He is fast asleep. Mapiya usually has to watch over little Tashna, but today Grandmother will look after her. She will take her over to visit Mapiya's aunt because her tipi has been raised already. Mapiya is glad to be given a break. Tashna is always getting into **mischief!**⁸

◀ **Show image 3A-7: Mapiya's mother erecting the tipi**⁹

Mother starts raising the tipi's frame with its long, thin, wooden poles. To build the tipi, Mother ties three poles together. Using a long rope, she pulls them upright to form the shape of a triangle. This makes a strong base. Then she adds more poles to the frame, leaning them against the notch formed by the three poles at the top.

The tipi cover is attached to the last pole. Lifting that pole up at the back of the tipi, Mother leans it onto the other poles. Then Mapiya helps her pull the cover around the poles, making the walls of the tipi. They join the two sides of the cover with pegs, leaving an opening for the doorway under the last peg. During the hot summer months, they will roll the tipi cover up from the bottom to let in air. The smoke hole at the top of the tipi can be opened and closed too, allowing smoke to escape or air to flow in.



◀ **Show image 3A-8: Mapiya looking for her doll**

At last the tipi is completed. Mapiya thinks about her own toy tipi. She wants to set it up for her doll, Winona. Mapiya took the toy tipi apart before packing it and will put it together again just as her mother did with the family's tipi. By copying her mother in her play, Mapiya learns how to do things she will have to do when she is a grown-up.

Mapiya finds the parfleche in which she packed her toys lying open on the ground. She reaches inside and pulls out the soft deerskin tipi cover and little wooden poles. Winona's little fur blanket is there too. But Winona is not inside the blanket. Mapiya pulls everything out of the bag. No Winona!¹⁰

10 What do you think happened to Mapiya's doll, Winona?

Worried, Mapiya searches through the other bags. But her doll is not inside any of them. Did Winona fall out of the bag while the family was traveling here? Is the little doll lost in the long grass that covers the plains? So much grass! Such a long trip! If Winona fell out along the way, how will Mapiya find her?



◀ **Show image 3A-9: Mapiya talking to her father about her lost doll**

Mapiya's father finds her searching for Winona in the long grass.

"Have you seen my doll?" Mapiya asks him.

"No," he answers.

"I found my parfleche open. Maybe Winona fell out along the way!"



“Don’t worry,” Father says. “I was the one who took all the parfleche off the horses when we got here. None of them were open. Your doll could not have fallen out along the way.”

◀ **Show image 3A-10: Family scene; Mapiya’s mother cooking**

Mapiya joins her mother, who has made a fire and is starting to cook. Father tightens his bow as Chetan continues to sleep.

11 Where do you think Winona is?



“Mother, have you seen Winona?” asks Mapiya.

“No,” says mother. “I haven’t seen your doll.”¹¹

◀ **Show image 3A-11: Mapiya cheering up Chetan**

Just then Chetan wakes up and starts to cry. Of all the family, Mapiya is the best at getting Chetan to stop crying. She goes over to the tree, makes a silly face, and sticks out her tongue. Chetan stops crying. He laughs and laughs.

12 Do you see what Mapiya sees?

And that’s when Mapiya sees them!¹² Two little beaded moccasins poking upside down from the cradleboard! She tugs hard. Out come the legs, then the dress, then the arms and head of Winona! Mapiya gives Winona a big hug.

Mapiya asks, “How did you get in there, silly girl?”

◀ **Show image 3A-12: Tashna taking Mapiya’s doll out of her hands and back to Chetan**

13 So, who do you think put Winona inside Chetan’s cradleboard?



At that moment, Tashna toddles over from Auntie’s tipi, with Grandmother trying her best to keep up. Tashna sees the doll. “Nona!” she exclaims. She pulls Winona out of Mapiya’s hand and sticks the doll back inside Chetan’s cradleboard.¹³

“Now I know who did it!” says Mapiya. “It was Little Sister!”

“You are right, Mapiya!” says Mother. “I suppose tomorrow I will have to make Tashna a doll of her own.”

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In what kind of house did Mapiya and her family live? (tipi)
2. *Inferential* Describe the clothes that Mapiya and her family wore. (dresses, long pants, and moccasins made of buffalo skins)
3. *Literal* Did Mapiya and her family live in one place all the time? How often and why did her family move? (No, they moved to hunt buffalo. Mapiya and her family moved between a winter camp and a summer camp twice a year.)
4. *Inferential* Describe how you would set up a tipi. (tying three poles together as a frame, adding more poles, attaching the tipi cover)
5. *Literal* How did Mapiya learn to set up a tipi? (by helping her mother and setting up her doll's tipi)
6. *Evaluative* The title of today's read-aloud is "Where's Winona?" Who was Winona? (Mapiya's doll) Why do you think this is the title of the read-aloud? (Mapiya couldn't find her when they first arrived at their new location.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Would you have wanted to live with Mapiya's family and the Sioux? Why or why not? (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Mischief

5 minutes

1. In the read-aloud you heard, "Tashna is always getting into *mischief*."
2. Say the word *mischief* with me.
3. Getting into mischief is being naughty, or getting into harmless trouble.
4. When Raj's grandmother saw him digging up her plants, she told him to stop getting into mischief.
5. Have you ever gotten into mischief? Try to use the word *mischief* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "One time I got into mischief when . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things that may or may not describe getting into mischief. If you think what I describe is an example of getting into mischief, say, "That is getting into mischief." If you do not think so, say, "That is not getting into mischief."

1. Carl put a fly in his sister's water glass. (That is getting into mischief.)
2. Tanya opened the door for her mother. (That is not getting into mischief.)
3. Derek carefully put his toys back in their correct places. (That is not getting into mischief.)
4. Maya pulled the blankets off the bed that her mother had just made. (That is getting into mischief.)
5. Angelou poked his sister's back. (That is getting into mischief.)



Complete Remainder of the Lesson Later in the Day



Where's Winona?

3B

Extensions

15 minutes

Native American Chart

Review the Native American Chart from Lessons 1 and 2. Remind students that the Lakota Sioux lived on the Great Plains and ate buffalo. Tell students that they should now be able to complete the chart with the clothing and shelter categories for the Lakota Sioux.

Ask students to describe the clothing worn by Lakota Sioux women and girls. Then, show students Image Card 3 (Lakota Sioux Women’s Clothing). Ask them to describe the clothing worn by Lakota Sioux men and boys. Show students Image Card 4 (Lakota Sioux Men’s Clothing). Place these cards in the *Lakota Sioux* row in the *Clothing* column.

Ask students what type of house Mapiya and her family had. Show students Image Card 5 (Tipi), and place it in the *Lakota Sioux* row in the *Shelter* column.

⑩ The Lakota Sioux Culture (Instructional Master 3B-1)

Refer to Instructional Master 3B-1 for the full directions. Circulate among students as they work on drawings about the Lakota Sioux, asking them questions and encouraging them to use the domain vocabulary. You may wish to have students reference the Native American Chart as they work on this exercise.

Sayings and Phrases: Practice Makes Perfect

Ask students if they have ever heard the phrase “practice makes perfect.” Ask them when they have heard it and what it may mean. Explain to students that “practice makes perfect” means that one can get better and better at doing something by practicing a lot, doing it over and over and over again.

Have students think about the read-alouds they have heard about the Lakota Sioux. What kinds of things did the Sioux practice over and over again to become good at? Did Mapiya do anything over and over again so that she would eventually become good at it? What did the young boys practice to “perfection”? Have students describe ways in which they have improved their own performance through practice.



Little Bear Goes Hunting

4

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the nomadic lifestyle of the Lakota Sioux
- ✓ Describe the food and shelter of the Lakota Sioux
- ✓ Describe the environment in which the Lakota Sioux lived
- ✓ Describe aspects of the Lakota Sioux culture

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe Little Bear as the main character in “Little Bear Goes Hunting” (RL.K.3)
- ✓ With prompting and support, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux (RI.K.3)
- ✓ Ask questions beginning with *who, what, where, when, and why* (L.K.1d)
- ✓ Identify new meanings for the word *plain* and apply them accurately (L.K.4a)
- ✓ Prior to listening to “Little Bear Goes Hunting,” identify orally what they know and have learned about Lakota Sioux culture

Core Vocabulary

finally, adv. After everything else; at the end of a process

Example: First Juan washed his hands, then he peeled the banana, and finally he ate his snack.

Variation(s): none

horizon, n. The place off in the distance where the land appears to meet the sky

Example: When the captain looked at the horizon, he saw the sails of a tall ship appear.

Variation(s): horizons

hunting party, n. A group of people who gather specifically to find and kill animals for food or sport

Example: The hunting party set off in the early morning hours to find the herd of buffalo.

Variation(s): hunting parties

succulent, adj. Full of juice

Example: The tomatoes we picked off the vine in August were succulent and tasty.

Variation(s): none

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	“Native American” chart	10
	Essential Background Information or Terms		
	Purpose for Listening		
Presenting the Read-Aloud	Little Bear Goes Hunting		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Succulent		5
	 Complete Remainder of the Lesson Later in the Day		
Extensions	Multiple Meaning Word Activity: Plain	Poster 2M: Plain	15
	Syntactic Awareness Activity: Asking Questions		
	Vocabulary Instructional Activity: Finally		
Take Home Material	Family Letter	Instructional Master 4B-1	*



Little Bear Goes Hunting

4A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Display the “Native American” chart, reminding students that the last few read-alouds have been about the same Native American tribe. Ask students if they remember the name of that tribe. (Lakota Sioux) Review information about the Lakota Sioux by asking the following questions:

- Where did the Lakota Sioux live? (The Great Plains)
- How did they get their food? (hunting)
- What was one of the main foods they ate? (buffalo meat)
- What was the name given to the houses in which the Lakota Sioux lived? (tipis)



Essential Background Information or Terms

◀ **Show image 4A-2: Herd of buffalo**

Ask students what animal they see in this image. (buffalo) Explain to students that buffalo traveled across the Great Plains in herds, or groups. Ask students, “What is this herd of buffalo doing in this image?” (moving; traveling) Explain to students that the buffalo had to move across the Plains in search of their food supply—grass. As the buffalo traveled to find their food supply, the Native American tribes who hunted the buffalo followed them.

Purpose for Listening

Tell students that today they will hear more about the Lakota Sioux and about a young Lakota Sioux boy named Little Bear. Tell them to listen carefully to find out more about the Lakota Sioux people and about buffalo hunting.



- 1 [Point to the tipi in the foreground.] Who remembers what this Lakota Sioux home is called?
- 2 Here the word *plain* describes a part of the United States where the land is flat and has lots of grass but very few trees. The word *plain* can also mean simple and not fancy.
- 3 So where Little Bear and his family lived depended on the buffalo. What does that mean?



- 4 During what season did the Lakota Sioux hunt buffalo? (summer)



- 5 You heard in "Where's Winona?" that Lakota Sioux women performed another job. Do you remember what that was? (setting up the tipi in a new camp)

Little Bear Goes Hunting

◀ Show image 4A-1: Little Bear waking before sunrise¹

Little Bear woke up before the sun did. Today was a very important day. Now that Little Bear was ten years old, he would be allowed to hunt the buffalo. Little Bear was not frightened. He was excited, even though a buffalo can weigh as much as ten grown men.

Little Bear was a Lakota Sioux Indian. He lived on the Great Plains with his family. This area, called a *plain*, was fairly flat and was filled with grass and buffalo.² His home was wherever his family and their group of relatives placed their tipis, and that depended on the buffalo.³

◀ Show image 4A-2: Herd of buffalo

The buffalo lived on the Great Plains, too. However, large herds of buffalo moved from place to place. They moved as they grazed on the wild grasses that grow across this wide stretch of land. Because the buffalo was their main food supply, the Lakota Sioux moved with the herds.⁴ The buffalo provided Little Bear's people with fresh meat. The meat could also be dried and turned into pemmican. Pemmican could be stored for later use, especially in the cold winter months.

In fact, almost every part of the buffalo had a special use for Little Bear's people. The buffalo provided them with warm fur. Its hair was used to make rope. Buffalo bones were used to make knives, axes, and hammers. Even toys were made from the bones of a buffalo.

◀ Show image 4A-3: Lakota Sioux women making clothes and moccasins

Buffalo skin was also used to make tipis, clothes, bedding, and moccasins. Making these things was a job for women and girls. When he was younger, Little Bear had watched his grandmother, mother, and sisters while they worked.⁵

6 [Point to the stretched hide in the image.]

7 or lastly



8 The horizon is the place off in the distance where the land seems to meet the sky.

9 Succulent means very juicy and tasty.

In using the hide of the buffalo to make clothing, it first had to be stretched and scraped. Then it was soaked and dried several times. After that, it was pulled and stretched to make it soft.⁶

Finally,⁷ it was ready to be cut and sewn into the things Little Bear's people needed. Little Bear's sister had made him his first pair of moccasins, which were made more beautiful with the addition of attractive beading art.

◀ **Show image 4A-4: Little Bear and his brother's horse**

Little Bear dressed quickly and then stepped outside of his family tipi. The rising sun was now just a faint glimmer on the **horizon.**⁸ Even without the sun, it was already warm. Little Bear looked around. No one else had woken up yet. He was the only one, and this made the day seem even more important. Little Bear sniffed the air the way his grandfather did. He could not smell rain. He could smell the remains of the fires that had burned the night before. Buffalo meat had been cooked on those fires. Little Bear could still taste the **succulent** meat.⁹

Little Bear made his way to where the horses that chased the buffalo grazed. Today he would ride his brother's horse when he went hunting. He would also carry a bow and arrow. His father had crafted his bow and arrow for him, though Little Bear had helped to shape the arrow tip.

Hunting the buffalo was not easy. These animals could run like the wind. It often took several men to take down one buffalo. Little Bear hoped that he would be brave. He wanted his father to be proud of him, the way he was proud of Little Bear's older brother.

Little Bear stroked his brother's horse and whispered to him. He asked the horse to help him catch the buffalo. The horse nuzzled Little Bear as he spoke to him. Little Bear laughed as the horse's mane tickled his nose.



◀ **Show image 4A-5: Little Bear and his mother**

Before long, the sun began to rise. Little Bear noticed that other people had woken up and were emerging from their tipis. He saw his mother begin to breathe life back into their fire. She, along with his sisters, would prepare food for the **hunting party.**¹⁰ Then it would be time to go.

Little Bear made his way back to his tipi. He sat on the ground beside his mother. His mother smiled at him and tousled his hair.

“You will be a brave buffalo hunter just like your brother,” Little Bear’s mother said to him.

Little Bear smiled at his mother. He knew she was wise and kind. He loved her very much.

Before long, Little Bear was joined by his grandfather, father, and brother. When all the men were gathered around the fire, Little Bear’s mother and sisters served them buffalo stew. It tasted good.



◀ **Show image 4A-6: Little Bear setting off with the hunting party**

Then it was time to go. The men and boys, including Little Bear, mounted their horses. As they rode out of their village, Little Bear looked back at his mother. She was still standing by the fire. She smiled at him, and then she put her hand on her heart.

“She is telling me I will be a brave hunter,” said Little Bear to himself. With that thought in mind, Little Bear smiled at his mother and then galloped off to hunt the buffalo for the very first time.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who is the main character in this story? (a young Lakota Sioux boy named Little Bear)
2. *Literal* What is the name of the Native American tribe that Little Bear belongs to? (Lakota Sioux)
3. *Inferential* Describe the land where Little Bear and his family live. (the Great Plains; the land is mostly flat and contains wild grasses and very few trees)
4. *Inferential* What is the name of the type of house in which Little Bear and his family live? (tipi) Do Little Bear and his family keep their tipi in the same place all the time or do they pack it up and move it around from place to place? (They move their tipi around from place to place.) Why do the Lakota Sioux move from place to place rather than stay in one area? (They move to follow the buffalo herd.)
5. *Literal* What is the main source of food for the Lakota Sioux? (buffalo) What is Little Bear preparing to do for the first time in this story? (go on a buffalo hunt) Who else went on the buffalo hunt? (men and older boys)
6. *Literal* The Lakota Sioux women did not go on the buffalo hunt, but what did they make for the family? (clothing and moccasins) Where did they get the material to make the clothing and the moccasins? (from the buffalo skin)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* [Show image 4A-6.] At the end of this story, Little Bear was going with the hunting party on his first buffalo hunt. How do you think he felt when he was leaving the camp to go on the hunt? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Succulent

5 minutes

1. In the read-aloud you heard, "Little Bear could still taste the *succulent* [buffalo] meat."
2. Say the word *succulent* with me.
3. If something is succulent, it is juicy, and if it is food, it usually tastes very good.
4. I love to eat grapes right off the vine because they are so succulent.
5. Have you ever tasted something that was succulent? What was it? Try to use the word *succulent* when you describe what you ate. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I once ate _____ and it was succulent."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several types of food. If what I say could be described as succulent, say, "That is succulent." If what I say would not be succulent, say, "That is not succulent."

1. a plump, red tomato (That is succulent.)
2. a dried piece of toast (That is not succulent.)
3. freshly picked strawberries (That is succulent.)
4. a moldy piece of cheese (That is not succulent.)
5. a stale hamburger bun (That is not succulent.)



Complete Remainder of the Lesson Later in the Day



Little Bear Goes Hunting

4B

Extensions

15 minutes

↔ **Multiple Meaning Word Activity**

Sentence in Context: Plain

1. [Show Poster 2M: Plain.] In the read-aloud you heard, “Little Bear was a Lakota Sioux Indian. He lived on the Great Plains with his family. This area, called a *plain*, was fairly flat and was filled with grass and buffalo.” In this sentence, *plain* means a large, flat open land. [Have a student point to the picture on the poster of a plain.]
2. *Plain* also means something else. *Plain* is used to describe something that is not decorated and looks simple. [Have a student point to the part of the poster that shows this.]
3. Now with your neighbor, make a sentence for each meaning of *plain*. Try to use complete sentences. I will call on a few of you to share your sentences. [Ask two or three students to share their sentences.]

↔ **Syntactic Awareness Activity**



Asking Questions

← **Show image 4A-4: Little Bear and his brother's horse.**

Directions: Look at the picture. You and your neighbor will be asking and answering questions based on what you heard in the read-aloud and what you see in the picture. When you ask the question, pretend you are asking Little Bear that question. When you answer the question, pretend you are Little Bear answering the question.

[Note that there may be variations in the different questions and answers created by students. Allow for these variations and restate students’ questions and answers so that they are grammatically correct.]

1. First, one of you should make up a question to ask Little Bear using the word *who*. Then your partner should answer that question as Little Bear would answer it.
2. Next, one of you should make up a question to ask Little Bear using the word *what*. Then your partner should answer that question as Little Bear would answer it.
3. Next, one of you should make up a question to ask Little Bear using the word *when*. Then your partner should answer that question as Little Bear would answer it.
4. Next, one of you should make up a question to ask Little Bear using the word *where*. Then your partner should answer that question as Little Bear would answer it.
5. Finally, one of you should make up a question to ask Little Bear using the word *why*. Then your partner should answer that question as Little Bear would answer it.

Variation: Do this activity as a class with one group asking questions and the other group answering.

↔ Vocabulary Instructional Activity

Word Work: Finally

1. In the read-aloud you heard, “In using the hide of the buffalo to make clothing, it first had to be stretched and scraped. Then it was soaked and dried several times. After that, it was pulled and stretched to make it soft. *Finally*, it was ready to be cut and sewn into the things Little Bear’s people needed.”
2. Say the word *finally* with me.
3. *Finally* is a word you use to mean “at last” or “at the end.”
4. After baking the cupcakes for twenty-five minutes, Aunt Rose finally pulled them out of the oven.
5. Have you ever heard someone tell you how to do something? People often use the word *finally* to describe the last step. Tell your neighbor how to do something. Use *finally* to describe the last step. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses for complete sentences using the word *finally*.]

6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: You are giving someone instructions when you tell him or her how to do something. When you tell your partner how to do this activity, be sure to use *first*, *second*, etc., in your instructions. Use the word *finally* to describe what you do last.

[Prior to students verbalizing the steps involved in washing one's hands, you may wish to pantomime the activity and invite students to join you in the pantomime.]

- Washing your hands

Take-Home Material

Family Letter

Send Home Instructional Master 4B-1



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of Native Americans. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Recall that Native Americans were the first-known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain that although there are many diverse tribes of Native Americans, they all needed food, clothing, and shelter to survive
- Explain the importance of the buffalo to the Lakota Sioux
- Describe the nomadic lifestyle of the Lakota Sioux
- Describe the food, clothing, and shelter of the Lakota Sioux
- Describe the environment in which the Lakota Sioux lived
- Describe aspects of the Lakota Sioux culture

Student Performance Task Assessment

10 The Great Plains (Instructional Master PP-1)

One blank sheet of paper per student; scissors; glue or tape

Instructional Master PP-1 contains six images, four of which represent things associated with either the Great Plains or elements of Lakota Sioux culture, and two of which do not. Have students cut out the four images that relate to the Lakota Sioux and glue or tape them on the blank sheet of paper.

Activities

Image Review

You may show the images from any read-aloud again and have students retell the read-aloud using the images.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am made from buffalo hide, and I keep out the cold wind that blows across the plains. I am a home for people. What am I? (tipi)
- I am made from buffalo hide, and I am worn on the feet of men and boys, women and girls. What am I? (a pair of moccasins)
- I am an animal that was very important to the Lakota Sioux people. What animal am I? (buffalo)
- I am grassy, flat land where buffalo roam. What am I? (The Great Plains or plains)

Class Book: An Alphabet of the Lakota Sioux

Materials: Drawing paper, drawing tools, chart paper

Tell students that they are going to make an alphabet book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about the Lakota Sioux. Write their words on chart paper, underlining the beginning letters of each word. If some words begin with the same letter,

decide which word would be easiest to illustrate. Have each student choose one word to illustrate and then write a caption for the picture. Tell students that they do not have to use all twenty-six letters of the alphabet right now because they will be adding more pages upon completion of the entire domain.

Domain-Related Trade Book or Student Choice

Materials: Trade book

You may choose to read a trade book to reinforce the core content addressed so far; refer to the trade books listed in the Introduction. You may also have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key vocabulary word such as *warriors*. Have them brainstorm everything that comes to mind when they hear the word, such as “Native Americans who fought in battle, brave men, men only, etc.” Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

You Were There: Buffalo Hunt

Have students pretend that they are on a buffalo hunt and act out the hunt with you. You may wish to create a classroom tipi using a blanket and desks and/or chairs. Ask students to describe what they see and hear, and how they feel. For example, they may describe the difficulty of holding onto the horse, of throwing a spear, or of shooting an arrow. They may describe the noise of the hooves and the panting of the animals. When they return from the “hunt,” they may wish to create decorations for the tipi that describe their adventures.



Bear, Gull, and Crow

5

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the food, clothing, and shelter of the Wampanoag
- ✓ Describe the environment in which the Wampanoag lived
- ✓ Describe aspects of Wampanoag culture
- ✓ Identify the Wampanoag as a tribe that settled in a particular area rather than one that moved from place to place

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the characters in “Bear, Gull, and Crow” (RL.K.3)
- ✓ Listen to, understand, and recognize “Bear, Gull, and Crow” as a fictional story (RL.K.5)
- ✓ With prompting and support, describe the connection between the Wampanoag’s environment and their non-nomadic lifestyle (RI.K.3)
- ✓ With prompting and support, describe an illustration of a bear, gull, and crow and use pictures accompanying “Bear, Gull, and Crow” to check and support understanding of the read-aloud (RI.K.7)
- ✓ With prompting and support, compare and contrast the nomadic Lakota Sioux with the non-nomadic Wampanoag (RI.K.9)

- ✓ With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Wampanoag (W.K.8)
- ✓ Provide additional detail to descriptions of the environment, clothing, food, and shelter of the Wampanoag by adding images to the descriptions (SL.K.5)
- ✓ Distinguish “Bear, Gull, and Crow” as a text based on fantasy rather than a realistic text

Core Vocabulary

bay, *n.* An area of the sea that is enclosed by a deep curve in the coastline

Example: The Wampanoag often went out to the bay to collect clams.

Variation(s): bays

feast, *v.* To partake of a large meal; to eat heartily

Example: Every Thanksgiving my family likes to feast on turkey, mashed potatoes, stuffing, green beans, cranberries, and pumpkin pie.

Variation(s): feasts, feasted, feasting

rockweed, *n.* Greenish-brown rubbery seaweed that grows on rocks in coastal areas

Example: The Wampanoag placed rockweed beneath the clams to protect them from being scorched by the hot fire rocks at the clambake.

Variation(s): none

wading, *v.* Walking through shallow water

Example: Jim and his father went wading in the river to look for crawfish.

Variation(s): wade, wades, waded

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Essential Background Information or Terms		10
	Where Are We?		
	Purpose for Listening		
Presenting the Read-Aloud	Bear, Gull, and Crow		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Feast	drawing paper, drawing tools	5
	 Complete Remainder of the Lesson Later in the Day		
Extensions	Native American Chart	Native American Chart; Image Cards 6-9	15



Bear, Gull, and Crow

5A

Introducing the Read-Aloud

10 minutes



Essential Background Information or Terms

◀ **Show image 5A-1: Clams**

Ask students if they know what type of food is shown in this picture. Explain to students that these are clams, a type of shellfish that lives in the ocean. Ask students if they have ever eaten clams.

Where Are We?



◀ **Show image 5A-2: U.S. Map, highlighting Rhode Island and Massachusetts**

Tell students that the story they will hear is set in an area that today is where the states of Rhode Island and Massachusetts are located, in the northeastern part of the United States. Explain that this area borders the Atlantic Ocean and has many waterways, but it also has forests a little farther inland. Explain to students that the tribe they will hear about today, the Wampanoag (*WAHMP-ann-oh-ag*), lived in this area.

Purpose for Listening

Tell students to listen to the story about three characters named Gull, Bear, and Crow who lived near the Wampanoag tribe. Tell them to listen carefully to find out about a type of food the Wampanoag liked to eat.



Bear, Gull, and Crow

◀ Show image 5A-3: Bear, Gull, and Crow¹

- 1 What do you see in this picture? [Point out each animal for students before you start the story.]
- 2 [Point to the bay in the picture.] A gull is a type of bird.
- 3 What do you think an "Upright Walker" is? An Upright Walker is a human, like you and me.
- 4 The Wampanoag are another Native American tribe.



◀ Show image 5A-4: Upright Walkers

The Upright Walkers lived in houses that they called wetu, built from bent saplings and tree bark. They could make fire, just as lightning did when it struck a tree. They grew corn from kernels planted in small earth hills. These kernels were sweet, crunchy nuggets that Crow loved to steal! They fished in the bay using nets, spears, hooks, and lines. The Upright Walkers also hunted in the forest with bows and arrows. So Bear was always very careful to keep his distance.



◀ Show image 5A-5: Man and boy in the bay

- 5 The Upright Walkers were walking through water. In this sentence, the word *saw* means that Gull used his eyes and his sense of vision. The word *saw* can also mean a tool with a very sharp blade that can cut through things such as wood or metal.
- 6 What do you think it is?
- 7 Do you think Crow and Bear are right? Is an appanaug an animal? Listen to find out.

One day Gull said to Bear and Crow, “Today I saw some Upright Walkers **wading** in the bay.⁵ There was a man and a boy. They lifted many smooth rocks from the water and carried them into the forest. They said the rocks were for the appanaug (*APP-uh-nawg*). I wonder what an appanaug is.”⁶

Crow thought hard for a minute. “An appanaug must be an animal,” he said, “an animal that eats rocks!”

“Can there be an animal bigger than I am?” said Bear. “I want to see this animal. Tomorrow I will go and spy on the appanaug.”⁷



◀ **Show image 5A-6: Bear spying**

The next day, Bear found the pile of stones. He hid behind the trees and waited. Before long the Upright Walkers came. They dug a very shallow hole in the ground. Then they carefully laid the rocks into it and went away. Bear waited and waited, but the appanaug did not come to eat the rocks.

Tired of waiting, Bear went to tell Gull and Crow what had happened.

“The Upright Walkers dug a hole and filled it with rocks. But the appanaug did not come.”

“Leave it to me,” said Crow. “Tomorrow I will figure out what is going on.”



◀ **Show image 5A-7: Crow spying**

The next day, Crow perched in a tree near the rock pit. Soon the Upright Walkers returned. They collected lots of dry wood and piled it next to the pit.

Crow flew hurriedly to find Bear and Gull.

“The Upright Walkers collected wood. They are going to build a wetu for the appanaug!” said Crow. “The appanaug will live in our forest in its own wooden house!”⁸

He thought for a moment. “But what if it is not a friendly appanaug?”

Bear and Gull looked worried.

- 8 Do you think Crow is right? Are they building a wetu?



◀ **Show image 5A-8: Gull spying**

The next morning at sunrise, as Gull was winging over the bay, she saw the Upright Walker man and boy on the beach. There was a girl with them, too. Low tide had uncovered some wet sand that had been underwater at high tide.

The Upright Walkers were looking for little holes in the wet sand. From time to time water shot up from these holes. They were the breathing holes of soft-shelled clams that lived under the sand. Gull watched as the Upright Walkers dug the clams out with long sticks.⁹ Some clams spit water even after they were dug up. Soon the Upright

- 9 [Point to the sticks in the picture.]

Walkers had filled a large basket with the clams. They waded into the shallow water and filled another basket with larger clams.

Later on, Gull told Bear excitedly, “The Upright Walkers collected many clams. They said they were glad to have found so many clams for their appanaug. I hope the appanaug does not eat up all the clams and fish in the bay!”

Gull went on, “Next those Upright Walkers gathered the **rockweed** that grows on the rocks in shallow water.”¹⁰

“That appanaug is going to eat the rockweed, too,” said Bear. “What will it decide to eat next?”

◀ **Show image 5A-9: Bear and Gull talking**

10 Rockweed in a type of rubbery seaweed.



Bear looked around. “Where is Crow? Wasn’t he supposed to meet us here? Do you think appanaugs eat crows?” No sooner had Bear spoken than he saw Crow flying toward them.

◀ **Show image 5A-10: Wampanoag in the cornfield**



“I saw the Upright Walkers in the cornfield!” exclaimed Crow. “They picked baskets full of corn. They said it was for the appanaug, *today!* The appanaug is coming today!”

Bear, Crow, and Gull looked at one another.

◀ **Show image 5A-11: Starting the fire**



“Let’s go!” said Bear, and lickety-split, off they set for the rock pit. There they hid among the trees. Before long, some Upright Walkers started to gather. Then more and more came. There were men, women, and children—big and small, old and young.

The Upright Walkers took the dry wood from its pile and laid it over the stones. One man started the wood burning. Others stayed by the fire and kept it going. They raked the burning wood so that hot ashes fell into the cracks between the rocks. Soon, ashes covered the rocks, heating them up.



◀ **Show image 5A-12: Clambake feast**

The Upright Walkers laid rockweed over the ashes. Steam rising from the damp rockweed gave off a sharp smell of salt. The Upright Walkers placed heaps of clams on top of the rockweed, together with lobsters, corn, and potatoes. When all the food was loaded on, they covered it with more rockweed. Bear, Crow, and Gull sniffed the mouthwatering aromas of the food cooking.

Now everyone fell silent as a very old Upright Walker stepped forward and said a prayer to the Great Spirit. He thanked the Great Spirit for the animals, plants, rocks, and trees. The other Upright Walkers joined hands in a circle and stood in silence. Then as a flute and drum sounded, the Upright Walkers began to dance.



◀ **Show image 5A-13: Wampanoag dancing**

When the dancing had ended, the old Upright Walker spoke again. “This is a fine day for our appanaug. The appanaug is a celebration, a time for our people to come together, to give thanks to the Great Spirit and to **feast** on delicious food.¹¹

“So let the feasting begin!” The rockweed covering was lifted off and the Upright Walkers began to load their bowls with food.

Bear, Gull, and Crow looked at one another. An appanaug was not a huge, rock-eating animal with big teeth, after all! An appanaug was a celebration, where the Upright Walkers had a clambake feast—a mouthwatering, nose-tickling feast! How they wished they could leap out from their hiding place and join in. But what would the Upright Walkers think of having uninvited guests?



◀ **Show image 5A-14: Wampanoag girl offering food to Bear, Gull, and Crow**

Just then a girl walked toward their hiding place carrying a bowl piled high with food. It was the girl that Gull had seen digging in the sand for clams. The girl laid the bowl on the ground. Before running back to join the other Upright Walkers she called out, “To the birds and animals who share the forest and the bay with us Wampanoags: May you enjoy sharing our appanaug—our clambake feast!”

And that is just what Bear, Gull, and Crow did.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* This story tells about a clambake feast. A clambake is only held in special settings, or places. What is the setting of this story? Where does it take place? (by the sea)
2. *Literal* Who are the characters in this story? (Bear, Gull, Crow, the Upright Walkers)
3. *Literal* Who were the Upright Walkers? (humans) What is the name of the Native American tribe that the animals called Upright Walkers? (Wampanoag)
4. *Literal* What do Bear, Gull, and Crow think an appanaug is when they first hear the word? (a beast or animal) What is an appanaug? (a clambake feast)
5. *Literal* When Crow saw the Upright Walkers collecting wood, he thought they were going to build a wetu for the appanaug. What is a wetu? (a house)
6. *Inferential* Based on what you saw in the pictures, how would you describe the clothing worn by the Wampanoag? (Answers may vary.)
7. *Inferential* Describe how the Upright Walkers, or Wampanoag, prepare for the appanaug, or clambake. (dig a hole, gather firewood, gather rockweed and clams, etc.)
8. *Inferential* Describe what the Upright Walkers, or Wampanoag, do at the appanaug. (eat clams, dance, thank the Great Spirit, etc.)
9. *Evaluative* Do you think that this story is realistic, or could really have happened? (Although parts of it could, the story as a whole could not.) How do you know? (Animals can't really talk.)

◀ **Show images 3A-7 (tipi) and 5A-4 (wetu)**



[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* Would you rather live in a tipi like the Lakota Sioux or in a wetu like the Wampanoag? Explain why. (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Feast

5 minutes

1. In the read-aloud you heard, "The appanaug is a celebration, a time for people to come together, to give thanks to the Great Spirit and to *feast* on delicious food."
2. Say the word *feast* with me.
3. The word *feast* is similar to the word *eat*, but when you feast you eat a lot of food.
4. Svetlana's family will feast on turkey, rice, potatoes, beans, carrots, bread, and pie!
5. What kinds of things would you like to feast on? Try to use the word *feast* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I would like to feast on . . ."]
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a favorite food that you would like to feast on. [You may wish to make a collage of all the foods on a large sheet of paper, and write a group sentence to accompany the collective drawings: "We feast on . . ."]



Complete Remainder of the Lesson Later in the Day



Bear, Gull, and Crow

5B

Extensions

15 minutes

Native American Chart

Review the Native American Chart used in earlier lessons. Ask students to use the chart to answer the following questions about the Lakota Sioux people:

- Where did the Lakota Sioux live? (The Great Plains)
- What did the Lakota Sioux eat? (buffalo meat)
- What type of clothing did the Lakota Sioux wear? (clothing made from the hides of buffalo)
- What type of house did the Lakota Sioux live in? (tipis that were made of buffalo hides and were able to be moved from place to place)

Tell students that they will now complete the row of the chart for the Wampanoag. Tell students that although the story did not tell specifically where the Wampanoag lived, it described their environment. Ask students, “What did it look like where the Wampanoag lived?” (forests, green fields, lots of water because it was near the coast) Place Image Card 6 (Coastal Area) in the *Wampanoag* row in the *Environment* column.

Ask students to describe the type of food the Wampanoag ate. Place Image Card 7 (Clams) in the *Wampanoag* row in the *Food* column.

Tell students that the read-aloud also did not describe the type of clothing worn by the Wampanoag, but they saw pictures of the clothing. Ask students to describe the clothing worn by the Wampanoag. Place Image Card 8 (Clothing) in the *Wampanoag* row in the *Clothing* column.

Remind students that the houses of the Wampanoag tribe look different from the houses of the Sioux tribe they heard about earlier. Remind them that the Sioux moved twice a year, so the tipi was a perfect home for them because they could carry it with them. Ask, “Why do you think the Wampanoag did not move around from place to place?” (Their environment provided for their needs all the time.) Ask students to describe and name the type of shelter in which the Wampanoag lived. Place Image Card 9 (Wetu) in the *Wampanoag* row in the *Shelter* column.

Compare and contrast the three cultures depicted on the chart (the students’, the Lakota Sioux, and the Wampanoag) by asking the following questions:

- How are your foods, clothing, and shelter similar to that of the Lakota Sioux? The Wampanoag?
- How are your foods, clothing, and shelter different from that of the Lakota Sioux? The Wampanoag?
- How are the Lakota Sioux and Wampanoag food, clothing, and shelter similar to each other?
- How are the Lakota Sioux and Wampanoag food, clothing, and shelter different from each other?



The Lenape: The People of the Seasons

6

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the food, clothing, and shelter of the Lenape
- ✓ Describe the environment in which the Lenape lived
- ✓ Describe aspects of the Lenape culture
- ✓ Identify the Lenape as a tribe that settled in a particular area rather than one that moved from place to place

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, compare and contrast the Lenape environment, clothing, food, and shelter with that of the Lakota Sioux and the Wampanoag (RI.K.9)
- ✓ Use a combination of drawing, dictating, and writing to present information about the crops harvested by the Lenape (W.K.2)
- ✓ With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Lenape (W.K.8)
- ✓ Provide additional detail to descriptions of crops harvested by the Lenape by adding drawings to the descriptions (SL.K.5)
- ✓ Prior to listening to “The Lenape, The People of the Seasons,” identify orally what they know and have learned about other Native American tribes

Core Vocabulary

burrows, *n.* Holes or tunnels used by animals as homes or hiding places

Example: While Julian was hiking, he came across several animal burrows and even saw a rabbit jump into one!

Variation(s): burrow

harvested, *v.* Gathered crops when they were ripe

Example: The farmer harvested the wheat crop at the end of the summer.

Variation(s): harvest, harvests, harvesting

trekked, *v.* Traveled slowly, with difficulty

Example: The mountain climbers trekked up the mountain in the middle of a blizzard.

Variation(s): trek, treks, trekking

wigwam, *n.* A dome-shaped dwelling used by Native American tribes of northeastern North America

Example: The Lenape made sure their wigwam was built well enough to withstand the cold winter wind.

Variation(s): wigwams

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Purpose for Listening		
Presenting the Read-Aloud	The Lenape, The People of the Seasons	U.S. map	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Harvested	drawing paper, drawing tools	5
	 Complete Remainder of the Lesson Later in the Day		
Extensions	Native American Chart	Image Cards 10–13	15



The Lenape: The People of the Seasons

6A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students of the previous read-aloud about Bear, Gull, and Crow. Tell them that the Upright Walkers in that story were Native Americans from the Wampanoag tribe. Ask students to recall some of the things that they have already learned about the Wampanoag from that read-aloud. You may prompt them with questions such as, “What kinds of houses did they live in? (dome-shaped huts called wetus) What did they eat?” (clams, fish, corn, potatoes, etc.) Tell students that today they will hear about another Native American tribe—the Lenape (lun-NAH-pay).

Purpose for Listening

Tell students to listen carefully to hear about the Lenape and how they lived.



The Lenape, The People of the Seasons

◀ Show image 6A-1: Four seasons of the Eastern Woodlands

- 1 [Show a map of the United States today and point to the states of New York, Pennsylvania, and Delaware.] This is the general area in which the Lenape lived.

- 2 You learned the word *blossom* when we studied plants. What is a blossom? (flowers on a plant or tree)



- 3 A burrow is a hole or tunnel used by animals as a home or a hiding place.

The Lenape people have lived in the Eastern Woodlands of North America for thousands of years.¹ For most of that time, they lived on the land. They hunted and gathered and, later, farmed. Their daily lives were guided by the seasons, and each season brought with it certain changes.

Springtime meant that the days were warmer and brighter. Springtime also meant that new life was appearing everywhere. One of the first signs of springtime was the appearance of some flowering plants and trees. This included the black cherry blossoms.² The sight of the beautiful white blossoms made the Lenape people smile. The blossoms were usually a sign that the last snow had fallen, and that animals would soon shed their winter coats.

◀ Show image 6A-2: The Lenape in the spring

As the spring sunshine warmed the earth, the Lenape people set to work. They planted their spring crops. The Lenape men and boys prepared the fields for planting. When the fields were ready, the women and girls planted corn, squash, and beans. They also planted herbs, tobacco, and sunflowers.

As the Lenape people worked in the fields, the creatures of the land and sky set to work, too. Some animals woke up from their winter sleep. Others dug **burrows**, and birds built nests in preparation for their young.³ The Lenape and the animals and birds worked side by side.

With the ice and snow gone, Lenape men and older boys were able to go on longer hunting trips. Usually they hunted on foot. Sometimes they traveled far from their villages in their dugout canoes. Their canoes glided smoothly and silently along the rivers

- 4 [Point to the rivers of this region on the U.S. map.]



of the mid-Atlantic.⁴ When they returned from their hunting trips, they brought back meat and animal furs with them. The Lenape hunted animals such as bear, deer, elk, and raccoon. They hunted and trapped birds, too.

◀ **Show image 6A-3: The Lenape in the summer**

Spring slowly turned into summer. The heat from the sun became even stronger. During this time, the Lenape people fished for salmon, herring, and shad. They guarded their ripening crops from the greedy birds. Lenape children gathered berries, collected firewood, and played in the sparkling rivers. As they played, they searched for turtles basking in the sunshine.

- 5 *Harvested* means gathered crops when they were ripe enough.

In the summer, the Lenape people **harvested** their corn, beans, and squash.⁵ Corn was one of their most important food crops. It was ground to make cornmeal. It was used to make bread. It was roasted in the fire. Often, the kernels were stored for use during the cold days of winter when nothing could grow in the frozen earth.



◀ **Show image 6A-4: The Lenape in the fall**

- 6 What does harvested mean?

In the autumn, the Lenape harvested their gourds and pumpkins.⁶ They gathered nuts, roots, and berries such as huckleberries, raspberries, and strawberries. They made beautiful baskets to store their winter food in. They strengthened their **wigwams** and longhouses in preparation for the winter winds and snow that would surely come.⁷ In late autumn, the golden, red, and orange leaves fell from the trees. The Lenape children rushed to catch them, or jump in the gathering piles. Gradually the leaves blew away, carried by the chilly winds. The days darkened and winter arrived.

- 7 *Wigwam* is the name given to one type of Lenape home. [Point to the wigwam in the image.]



◀ **Show image 6A-5: The Lenape in the winter**

During the wintertime, the Lenape people spent more time in their warm homes called wigwams. Their wigwams, made from saplings, rushes, bark, and fur, were warm and cozy. Inside the wigwams, the elders told stories of long ago. They told stories about the history of their people. They told stories about the creation of the earth and the Great Spirit. Women and girls stayed busy making clothes and moccasins from animal skins and turkey feathers. The women and girls made pottery jars for cooking and storage, too. Men and boys made spears, bows, and arrows.

8 or traveled slowly, with difficulty

When snow fell from the dark wintery sky, the Lenape children, just like children everywhere, rushed outside to play in it. Even in winter, the men and older boys went off to hunt. They **trekked**⁸ through the deep snow on snowshoes. They followed animal tracks in the snow. If they returned with meat, the women and girls prepared a warm stew or soup.



◀ **Show image 6A-6: Lenape foods**

9 What is another name for autumn?

One season followed another, as it has always done. The Lenape lived their lives according to the seasons—spring, summer, autumn, and winter.⁹ They listened to the earth's rhythm of life. The world in which they lived provided them with everything they needed. They were guided by the earth's turning and the changing seasons. Such was the way of the Lenape.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What is the name of the Native American tribe described in this read-aloud? (Lenape)
2. *Literal* What types of food did the Lenape eat? (animals such as deer and elk; crops such as corn, gourds, and pumpkins; and fish)
3. *Inferential* What did the Lenape do during the springtime? (planted crops; went on hunting trips)
4. *Inferential* What did they do during the summer? (fished; collected berries and firewood; harvested the crops at the end of the summer)
5. *Inferential* What did they do during the autumn, or fall? (stored their summer harvests; prepared their wigwams for the winter winds)
6. *Inferential* What did they do during the winter? (spent time in their cozy wigwams; told stories; made clothes; hunted)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* If you were a Lenape child, which season would you like best? Why? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Harvested

5 minutes

1. In the read-aloud you heard, “In the summer, the Lenape *harvested* their corn, beans, and squash.”
2. Say the word *harvested* with me.
3. *Harvested* means gathered crops when they were ready to be picked.
4. The farmer harvested the wheat crop at the end of the summer.
5. What types of crops were harvested by the Lenape? Try to use the word *harvested* when you describe the crops harvested by the Lenape. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The Lenape harvested . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of one of the crops the Lenape people harvested.

- ☞ Above and Beyond: For those students able to do so, have them label their drawings with a word or simple sentence.



Complete Remainder of the Lesson Later in the Day



The Lenape: The People of the Seasons

6B

Extensions

15 minutes

Native American Chart

Display the Native American Chart, showing the environment, clothing, food, and shelters of your students, and that of the Lakota Sioux and Wampanoag tribes. Tell students that they are going to complete the chart today. Ask them to tell you the name of the tribe they learned about in the read-aloud today.

Ask students if they remember where the Lenape lived. Acknowledge that they lived in the Northeastern part of North America. Then, ask students to describe the environment of the Lenape, or the area in which the Lenape lived. (experienced all four seasons; near water; near forests; land cleared for farming; etc.) Show students Image Card 10 (Deciduous Forest), and tell them that you are going to use it to represent the Eastern Woodlands where the Lenape lived. Place the Eastern Woodlands card in the *Lenape* row in the *Environment* column.

Discuss the clothing the Lenape wore (women and girls/men and boys). Tell students that the Lenape often used animal furs to keep warm during the cold winter months as well. Then, show students Image Card 11 (Lenape Clothing). Place these cards on the chart in the *Lenape* row in the *Clothing* column.

Ask students what the Lenape ate. Show students Image Card 12 (Lenape Food) and remind students that, because the Lenape did not move from place to place, they planted vegetables to eat, and they hunted and fished in the area in which they lived. Place this card in the *Lenape* row in the *Food* column.

Ask students, “What is the name of the type of house in which the Lenape lived? (wigwam or longhouse) Did the Lenape keep their wigwam in the same place all the time, or did they pack it up and move it around from place to place? (They kept their wigwam in

the same place all the time.) Why did the Lenape not move from place to place as the Lakota Sioux did? (They were able to get everything they needed from the area in which they settled.) Show students Image Card 13 (Wigwam). Place the card in the *Lenape* row in the *Shelter* column.

Tell students that you have now completed the chart and that you will review the information in the chart with them to help them remember what they have learned.

Compare and contrast the four cultures depicted on the chart (the students', the Lakota Sioux, the Wampanoag, and the Lenape) by asking the following questions:

How are your foods, clothing, and shelter similar to that of the Lakota Sioux? The Wampanoag? The Lenape?

How are your foods, clothing, and shelter different from that of the Lakota Sioux? The Wampanoag? The Lenape?

How are the Lakota Sioux, the Wampanoag, and the Lenape food, clothing, and shelter similar to each other?

How are the Lakota Sioux, the Wampanoag, and the Lenape food, clothing, and shelter different from each other?



A Native American Alphabet

7

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Explain that there are many tribes of Native Americans

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between types of Native American dwellings (RI.K.3)
- ✓ With prompting and support, describe an illustration of a Navajo hogan house and use pictures accompanying “A Native American Alphabet” to check and support understanding of the read-aloud (RI.K.7)
- ✓ With prompting and support, compare and contrast five types of homes in which Native Americans lived (RI.K.9)
- ✓ Present information about Native American culture by drawing pictures of items described in the read-aloud (W.K.2)
- ✓ Provide additional detail to descriptions of Native American culture by adding drawings to descriptions (SL.K.5)

Core Vocabulary

canoes, *n.* Light, narrow boats made from long, hollowed-out logs

Example: The Cherokee moved silently down the river in their canoes.

Variation(s): canoe

moccasins, *n.* Soft shoes made of leather, sometimes decorated with beads and feathers

Example: The Sioux used buffalo hides to make moccasins.

Variation(s): moccasin

tipis, *n.* Cone-shaped tents made from long poles and covered with animal skins

Example: The Plains Indians built tipis for their homes.

Variation(s): tipi

totem poles, *n.* Wooden logs that are carved, painted, and planted vertically in the ground

Example: Native American tribes of the Pacific Northwest made many totem poles.

Variation(s): totem pole

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Essential Background Information or Terms	Alphabet books [This exercise requires advance preparation.]	10
	Where Are We?	map of North and South America	
	Purpose for Listening		
Presenting the Read-Aloud	A Native American Alphabet	U.S. map	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Moccasins	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Drawing the Read-Aloud	drawing paper, drawing tools	15



A Native American Alphabet

7 A

Introducing the Read-Aloud

10 minutes

NOTE: This read-aloud is presented in an alphabetical format.

Prior to presenting this read-aloud to students, you may wish to obtain other examples of this method of presenting information to students. The following are several suggested trade books that may be read to students if time permits, or simply used to illustrate this method of presenting information:

1. *Many Nations: An Alphabet of Native America*, by Joseph Bruchac and illustrated by Robert F. Goetzl (Troll Communications, 1998) ISBN 978-0439635905 [This trade book is included in the Trade Book List in the Introduction to *Native Americans* and is relevant to the content in this domain.]
2. *The Underwater Alphabet Book*, by Jerry Pallotta and illustrated by Edgar Stewart (Charlesbridge Pub. Inc., 1991) ISBN 978-0881064551 [There are several ABC books written by this author on various topics ranging from dinosaurs to butterflies; choose one of interest to your students.]
3. *The ABC Book of American Homes*, by Michael Shoulders and illustrated by Sarah S. Brannen (Charlesbridge Pub. Inc., 2008) ISBN 978-1570915659
4. *Creature ABC*, by Andrew Zuckerman (Chronicle Books, 2009) ISBN 978-0811869782 [This book has less text than the other recommended selections, so it can be read to students in a shorter period of time.]

This read-aloud will be read to students twice: the first time it will be read without stopping for any Guided Listening Support (as with any other alphabetical story), and the second time with Guided Listening Support and discussion. The expectation is *not* that students will become proficient in memorizing and using all the information contained in this read-aloud. Rather, this lesson is

intended to provide students with a summary of Native American culture they began to explore in this domain. If students have difficulty answering the Comprehension Questions that follow this read-aloud, reread pertinent parts of the text and/or show relevant images.

Essential Background Information or Terms

Review with students the names of the three tribes they have learned about in this domain: the Lakota Sioux, the Wampanoag, and the Lenape. Tell them that they will hear the names of several other tribes in today's read-aloud, such as Pueblo, Hopi, Iroquois, Navajo, and Zuni Pueblo.

Where Are We?

Use a map to show students the location of North and South America. Identify specific regions of the United States (Northeast, Southeast, Southwest, Pacific Northwest, etc.) where different Native American tribes have lived. Point to your particular region on the map.

Review with students the regions in which the Lakota Sioux lived (Great Plains), the Wampanoag lived (current-day Massachusetts area), and the Lenape lived (region including current-day states of New York, Pennsylvania, and Delaware). Tell students that the Iroquois tribes lived in what are now the states of Pennsylvania and New York, and point to this area on the map. Tell students that the other four tribes they will hear about today—the Pueblo, Hopi, Navajo, and Zuni Pueblo—lived in the western part of the United States in what are now the states of Utah, Colorado, Arizona, and New Mexico; point to those states on the map.

Purpose for Listening

Tell students to listen for the names of different Native American tribes.

Presenting the Read-Aloud

10 minutes



A Native American Alphabet

- ◀ **Show image 7A-1: Several Native Americans from different tribes**¹

1 [As you read each statement, point to and name the letters on each image.]

Long before you or me

Native Americans were running free

Many tribes with many names

Shared this land for all to see



- ◀ **Show image 7A-2: Pueblo house**

A is for Adobe bricks made Pueblo houses



- ◀ **Show image 7A-3: Buffalo running**

B is for Buffalo that galloped across the plains



- ◀ **Show image 7A-4: Canoes floating on a river**

C is for Canoes that drifted on silent rivers



- ◀ **Show image 7A-5: Native Americans playing drums**

D is for Drum songs sung long ago



- ◀ **Show image 7A-6: Elders gathered in prayer**

E is for Elders who led their tribe in prayer



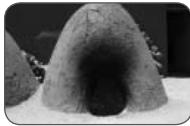
- ◀ **Show image 7A-7: Coastal Indians feasting on clams**

F is for Feasts made up of clams and corn



- ◀ **Show image 7A-8: Pacific Northwest totem poles**

G is for Great tales told with totem poles



◀ **Show image 7A-9: Hopi ovens**

H is for Hopi ovens that baked warm bread



◀ **Show image 7A-10: Iroquois runner**

I is for an Iroquois runner on the trail



◀ **Show image 7A-11: Juniper berries**

J is for Juniper berries used to dye tan blankets



◀ **Show image 7A-12: Kachina dancers**

K is for Kachina dancers who hoped for rain



◀ **Show image 7A-13: Longhouses**

L is for Longhouses built of logs and bark



◀ **Show image 7A-14: Beaded leather moccasins**

M is for **Moccasins** made of leather and beads



◀ **Show image 7A-15: Navajo herding sheep**

N is for Navajo who herded flocks of sheep



◀ **Show image 7A-16: Clothing adorned with beads**

O is for Ornaments which made clothing more beautiful



◀ **Show image 7A-17: Native American powwows**

P is for Powwows held now and then



◀ **Show image 7A-18: Quilled tribal ornaments**

Q is for Quills from porcupines used for weaving



◀ **Show image 7A-19: Navajo weaving rugs**

R is for Rugs woven on a loom



◀ **Show image 7A-20: Cooking salmon**

S is for Salmon cooked in a woven basket



◀ **Show image 7A-21: Buffalo hide tipis**

T is for Tipis made with buffalo hides



◀ **Show image 7A-22: Navajo hogan houses**

U is for Under. The Navajo slept under hogan roofs.



◀ **Show image 7A-23: Iroquois cooking over campfire**

V is for Venison stew made for Iroquois travelers



◀ **Show image 7A-24: Wampanoag wetus**

W is for Wampanoag wetus (*WEE-toos*) set near the coast



◀ **Show image 7A-25: Man in specific tribal dress**

X is for Xs which decorated tribal dress



◀ **Show image 7A-26: Gathering of young/old Native Americans around campfire**

Y is for Young children who listened to stories



◀ **Show image 7A-27: Zuni Pueblo water jar**

Z is for Zuni Pueblo who crafted water jars²

2 [After the first read-through, summarize this read-aloud for students by stating that there were several different Native American tribes mentioned. Rename these tribes for students and include the three tribes studied throughout the domain: Pueblo, Hopi, Iroquois, Navajo, Zuni Pueblo, Lakota Sioux, Wampanoag, and Lenape.]

Read It Again

Reread with the Guided Listening Support.

Purpose for Listening: Listen for (1) the names of the different types of homes the different tribes lived in, and (2) the different kinds of food Native Americans ate.



◀ Show image 7A-1: Several Native Americans from different tribes³

- 3 [As you read each statement, point to and name the letters on each image.]
- 4 Remember, a tribe is a group of similar people who share common ancestors, customs, and laws.

Long before you or me

Native Americans were running free

Many tribes with many names

Shared this land for all to see⁴



◀ Show image 7A-2: Pueblo house

- 5 What tribe did I just name here? The Pueblo are a Native American tribe that lived in these houses made of stone and sun-dried bricks called adobe.

A is for Adobe bricks made Pueblo houses⁵



◀ Show image 7A-3: Buffalo running

- 6 Long ago, many buffalo roamed the Great Plains and were hunted for food and other things by different Native American tribes living in this vast grassy area of our country. [You may wish to show the Great Plains, extending from North Dakota south to Texas, on a U.S. map.]

B is for Buffalo that galloped across the plains⁶



◀ Show image 7A-4: Canoes floating on a river

- 7 How did Native Americans travel on the water? They used a canoe—a long, narrow boat made from long, hollowed-out logs or the bark of trees.

C is for Canoes that drifted on silent rivers⁷



◀ **Show image 7A-5: Native Americans playing drums**

D is for Drum songs sung long ago



◀ **Show image 7A-6: Elders gathered in prayer**

E is for Elders who led their tribe in prayer⁸

- 8 An elder is an older person who is a leader.



◀ **Show image 7A-7: Coastal Indians feasting on clams**

F is for Feasts made up of clams and corn⁹

- 9 Clams are a type of seafood. Where do you think these Native Americans lived if they were having clams? [Explain that some clams live in the ocean and that there are also freshwater clams.]



◀ **Show image 7A-8: Pacific Northwest totem poles**

G is for Great tales told with **totem poles**¹⁰

- 10 Totem poles were carved from logs by certain tribes to tell a story—like sculptures.



◀ **Show image 7A-9: Hopi ovens**

H is for Hopi ovens that baked warm bread¹¹

- 11 What tribe did I just name here? Some Native American tribes cooked their food on an open fire like we saw earlier with the clams and corn. The Hopi tribe baked their bread in this kind of oven.



◀ **Show image 7A-10: Iroquois runner**

I is for an Iroquois runner on the trail¹²

- 12 What tribe did I just name here? Native Americans traveled on foot, on horseback, or in canoes. This runner from the Iroquois tribe is very fast.



◀ **Show image 7A-11: Juniper berries**

13 Juniper berries grow on trees and were used to color blankets.

J is for Juniper berries used to dye tan blankets¹³



◀ **Show image 7A-12: Kachina dancers**

14 Different tribes performed different dances and ceremonies to ask their gods to make things happen or to thank their gods.

K is for Kachina dancers who hoped for rain¹⁴



◀ **Show image 7A-13: Longhouses**

15 Several Iroquois Native American families could live in each longhouse, which had little apartments in it and was about the size of five classrooms.

L is for Longhouses built of logs and bark¹⁵



◀ **Show image 7A-14: Beaded leather moccasins**

16 Moccasins are shoes worn by many Native American tribes. Some of them were decorated with beads to make them more colorful.

M is for Moccasins made of leather and beads¹⁶



◀ **Show image 7A-15: Navajo herding sheep**

17 What tribe did I just name here?

N is for Navajo who herded flocks of sheep¹⁷



◀ **Show image 7A-16: Clothing adorned with beads**

18 Native American tribes often decorated their clothing with beads.

O is for Ornaments which made clothing more beautiful¹⁸



◀ **Show image 7A-17: Native American powwows**

P is for Powwows held now and then¹⁹

- 19 In the past, when a group of Native Americans gathered for a meeting, it was called a powwow. Today, when Native Americans meet to dance, sing, and honor Native American culture, it may also be called a powwow.



◀ **Show image 7A-18: Quilled tribal ornaments**

Q is for Quills from porcupines used for weaving



◀ **Show image 7A-19: Navajo weaving rugs**

R is for Rugs woven on a loom²⁰

- 20 A loom is the wooden frame, and the rugs would be woven on them with thick strings, such as wool.



◀ **Show image 7A-20: Cooking salmon**

S is for Salmon cooked in a woven basket²¹

- 21 If these baskets were put directly over the fire they would burn. Instead, Native Americans dropped hot stones into a basket of water to make it boil and then put their food in the basket to cook.



◀ **Show image 7A-21: Buffalo hide tipis**

T is for Tipis made with buffalo hides²²

- 22 The hides are the skins of the animal. Like pueblo houses and longhouses, tipis were homes for some Native Americans.



◀ **Show image 7A-22: Navajo hogan houses**²³

U is for Under. The Navajo slept under hogan roofs.²⁴

- 23 What do you think this is in the picture?

- 24 What tribe did I just name here?



◀ **Show image 7A-23: Iroquois cooking over campfire**

V is for Venison stew made for Iroquois travelers²⁵

25 This man from the Iroquois tribe is eating venison—or deer meat—stew from his bowl.



◀ **Show image 7A-24: Wampanoag wetus**

W is for Wampanoag wetus (WEE-toos) set near the coast²⁶

26 What tribe did I just name here?
What is the name of the boats you see in this picture?



◀ **Show image 7A-25: Man in specific tribal dress**

X is for Xs which decorated tribal dress



◀ **Show image 7A-26: Gathering of young/old Native Americans around campfire**

Y is for Young children who listened to stories



◀ **Show image 7A-27: Zuni Pueblo water jar**

Z is for Zuni Pueblo who crafted water jars²⁷

27 What tribe did I just name here?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



◀ **Show image 7A-28: Tipi, longhouse, pueblo, hogan, and wetu**

1. *Inferential* [Prior to asking students these questions, briefly review image 7A-28 by reminding students of the names of the shelters and the tribe associated with each shelter.] What are some things Native Americans used to make these homes? (buffalo hides, logs and bark, adobe bricks)
2. *Evaluative* How are the homes the same? How are they different? (Answers may vary.)
3. *Literal* [Show images 7A-7, 7A-9, 7A-20, and 7A-23.] Name some of the different foods eaten by Native Americans that you heard about in this read-aloud. (bread, clams, corn, salmon, venison stew)
4. *Inferential* [Show images 7A-4, 7A-10, and 7A-15.] What are different ways Native Americans traveled long ago? (in canoes, by foot, on horseback)
5. *Inferential* [Show images 7A-3, 7A-5, 7A-6, 7A-8, 7A-11, 7A-12, 7A-14, 7A-16, 7A-17, 7A-18, 7A-19, 7A-25, 7A-26, and 7A-27.] What are some things that Native Americans did that you heard about in this read-aloud? (had powwows; listened to stories; hoped for rain; hunted buffalo; cooked food; played drums; built homes; made clothing, baskets, water jars, rugs, and blankets; herded sheep; etc.)
6. *Evaluative* Why are there so many different types of homes, food eaten, and ways of traveling? (There are many different Native American tribes.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Do the Native American tribes described in the read-aloud all seem the same to you, or do you notice any differences among them? What were some things that were the same for Native Americans? What were some things that were different? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Moccasins

5 minutes

1. In the read-aloud you heard, "M is for *Moccasins* made of leather and beads."
2. Say the word *moccasins* with me.
3. Moccasins are soft shoes made of leather, often decorated with beads and feathers.
4. Many Native American people wore moccasins to protect their feet as they walked throughout the Great Plains.
5. How are moccasins similar to the shoes you wear? How are they different? Try to use the word *moccasins* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Moccasins are similar to the shoes I wear in that they . . ."]
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Imagine you are going to make and decorate moccasins to wear for a very special occasion. What would they look like? Draw a picture of your special pair of moccasins, remembering to decorate them with beads and feathers.



Complete Remainder of the Lesson Later in the Day



A Native American Alphabet

7 B

Extensions

15 minutes

Drawing the Read-Aloud

Tell students that they have now heard about many Native American tribes and items specific to their ways of life. Ask students to draw three things that they remember from the read-aloud. Allow no more than six to eight minutes for the drawing. Explain to students that the drawing does not have to recreate a “scene” from the read-aloud or represent a coherent, integrated drawing of the read-aloud. Tell students that they can draw items as simple as a clam, a tipi, or a buffalo. As students draw, circulate around the classroom and help any group or student who has trouble remembering items from the read-aloud.

After students have finished drawing, have them describe the items they chose. As students share and talk about their drawings, encourage them to use richer and more complex language, including, if possible, any read-aloud vocabulary.

- ☞ **Above and Beyond:** For any students who are able to do so, have them write a word or simple sentence describing their illustration.



Native Americans Today

8

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that Native Americans still live in the United States today
- ✓ Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between the culture of Native American tribes from thousands of years ago and Native Americans in the United States today (RI.K.3)
- ✓ Identify new meanings for the word *wear* and apply them accurately (L.K.4a)
- ✓ Prior to listening to “Native Americans Today,” identify orally what they know and have learned about Native American tribes
- ✓ Evaluate and select read-alouds on the basis of personal choice for rereading

Core Vocabulary

harmony, *n.* Pleasing combination

Example: When voices sing in harmony, they produce a pleasant combination of sounds.

Variation(s): harmonies

powwows, *n.* Gatherings of Native Americans, held to celebrate common traditions

Example: Some Native Americans hold several powwows every year.

Variation(s): powwow

traditions, *n.* Repeated customs, often passed down from generation to generation

Example: One of my family's favorite traditions is to eat pancakes on our birthdays.

Variation(s): tradition

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Native American Chart	10
	Purpose for Listening		
Presenting the Read-Aloud	Native Americans Today		10
Discussing the Read-Aloud	Comprehension Questions Word Work: Traditions	drawing paper, drawing tools	10 5
	 Complete Remainder of the Lesson Later in the Day		
Extensions	Student Choice		15
	Multiple Meaning Word Activity: Wear	Poster 4M: Wear	



Native Americans Today

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review previous read-alouds with students, reminding them that they have learned about three Native American tribes: the Lakota Sioux, the Wampanoag, and the Lenape. Briefly discuss their contrasting ways of life, reminding them that the stories they heard were about the way Native Americans lived long ago. You may wish to review the Native American Chart for these three tribes.

Remind students that there were many, many more tribes than just the Lakota Sioux, the Wampanoag, and the Lenape. Ask them what they think has happened to all of those tribes. Where are they now? Are there any Native Americans living in the United States today?

Explain to students that there are still Native Americans living in the United States today, and that they will hear about some of them today.

Purpose for Listening

Tell students to listen carefully to the read-aloud to find out about Native Americans today.

Native Americans Today

Anishinabe (ah-ni-shi-no-bay), Mohawk, Goshute (*GAH*-shoot), Cree, Dakota, Choctaw, Hopi, Wea (*WEE*-uh), Iroquois, Micmac, Crow, Wampanoag, Cheyenne, Blackfeet, Sioux. All these and many other Native American tribes spread out across the North American continent thousands of years ago. They are still here today.



◀ **Show image 8A-1: Native Americans of long ago**

Long ago, these Native Americans hunted, farmed, and fished for their food, shelter, and clothing. Rabbits, turkeys, and squirrels dotted the forests. Buffalo, elk, and deer roamed freely about the land. Fish, clams, and whales filled the oceans, rivers, and streams. From the open plains to the forested woodlands to the coastal waters, Native Americans taught themselves how to live in **harmony**¹ with nature. They were hunters and farmers and fishermen.

1 or in agreement



◀ **Show image 8A-2: Urban scene with tall buildings**

Today some Native American tribes still hunt and farm and fish, but the North American continent looks vastly different now, and they no longer just live entirely off the land. Today many of the forests have disappeared. Highways have replaced the buffalo across the open plains. And many rivers and streams no longer have great numbers of fish swimming in them.

So, how do the Native Americans live today?

What do they eat?

Where do they sleep?

What do they wear?

What do you think?



◀ **Show image 8A-3: Native Americans shopping in supermarket**

Native Americans today still eat corn, squash, fish, and meat just as they have always done. But they buy it in supermarkets.

Native Americans today may use pueblos, tipis, wetus, and hogans some of the time, but most sleep in houses, apartments, and mobile homes as their main homes.

- 2 The word *wear* here means to be dressed in something. *Wear* can also mean damaged because of being used for a long time.



◀ **Show image 8A-4: Native American drummers**

But many Native Americans still remember their tribal **traditions** of long ago.³ The Wampanoag have clambakes along the coast of Massachusetts today, just like the appanaug Bear, Gull, and Crow attended. The Lakota Sioux have elaborate ceremonies with dancing, drumming, and singing on the plains of North and South Dakota. The Lenape still pass down their stories to their children and grandchildren and still hold their traditional celebrations.

- 3 Traditions are customs, or ways of doing things, that are passed down from grandparents, to parents, to children.



◀ **Show image 8A-5: Native American powwow**

Powwows, or gatherings of Native American tribes, are held all across the United States today. At these powwows, the people often dress in native clothes trimmed with beads, feathers, shells, and bones. It is there that Native Americans honor the past and tell family stories.

Penobscot, Navajo, Cherokee, Taos, Rappahannock, Tuscarora, Shinnecock, Kaw, Walla Walla, Umpqua, Zuni, Ute. These are just a few of the many, many Native American tribes living in the United States today. They were the first-known people here, and for many years they were the only people here. Today they share their land with people from all over the world.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Are there still Native Americans living in the United States today? (yes)
2. *Inferential* How do Native Americans live today? What do they eat and wear? Where do they sleep? (Emphasize that they live just as other Americans today.)
3. *Inferential* How do Native Americans keep their traditions alive today? (They have powwows with singing and dancing; pass down traditional stories; hold elaborate ceremonies.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

4. *Evaluative Think Pair Share:* Do you think it is important for Native Americans to keep their traditions alive today? Why or why not? (Answers may vary.)
5. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Traditions

5 minutes

1. In the read-aloud you heard, “But many Native Americans still remember their tribal *traditions* of long ago.”
2. Say the word *traditions* with me.
3. Traditions are customs that are often passed down from one generation to another.
4. One of my family’s favorite traditions is watching fireworks on every Fourth of July.
5. Think of traditions you or your family may have or know about. Try to use the word *traditions* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My family traditions include . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing and Writing* activity for follow-up. Directions: Draw a picture of one of your favorite traditions.

- ☞ Above and Beyond: For those students who are able to do so, have them label the picture with a simple sentence that includes the word *traditions*.



Complete Remainder of the Lesson Later in the Day



Native Americans Today

8B

Extensions

15 minutes

Student Choice

Ask students which read-aloud they have heard recently they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students' memories and/or show key illustrations from several read-alouds. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

↔ Multiple Meaning Word Activity

Multiple Choice: Wear

[Show poster 4M: Wear.] Label the pictures on the poster:

“A” for Native Americans wearing tribal clothing and items

“B” for shoes that are obviously worn out

“C” for children who are worn out

Students can refer to the letters in their answers, or they can walk up to the poster and point to the picture of the meaning of the word you are describing.

1. In the read-aloud you heard, “Native Americans today no longer wear fringed leggings and deerskin moccasins. They wear jeans and sneakers, just as you and I do.”
2. Which picture shows Native Americans wearing tribal clothing? (A)
3. *Wear* also means other things. You can say that something might “wear you out” when it makes you very tired. Which picture shows this? (C)
4. *Wear* can also be used in “wear out” or “worn out” to talk about something that is used for a long time and is damaged or may no longer be useful. Which picture shows this? (B)
5. Now that we have reviewed the different meanings for *wear*, quiz your neighbor on these different meanings. Try to use complete sentences. For example, you could say, “Running around the backyard with her dog wears Samantha out.” And your neighbor should respond, “That’s C.”



Domain Review

DR

Note to Teacher

You should pause here and spend one day reviewing and reinforcing the material taught in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in this Domain

Students will:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Explain that there are many tribes of Native Americans
- ✓ Explain that although there are many diverse tribes of Native Americans, they all needed food, clothing, and shelter to survive
- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Describe the nomadic lifestyle of the Lakota Sioux
- ✓ Describe the food, clothing, and shelter of the Lakota Sioux, the Wampanoag, and the Lenape
- ✓ Describe the environment in which the Lakota Sioux, the Wampanoag, and the Lenape lived
- ✓ Describe aspects of the Lakota Sioux, Wampanoag, and Lenape culture
- ✓ Identify the Wampanoag and Lenape as tribes that settled in a particular area rather than ones that moved from place to place
- ✓ Explain that Native Americans still live in the U.S. today
- ✓ Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

Activities

Image Review

You may show the images from any read-aloud again and have students retell the read-aloud using the images.

Native American Chart

Materials: Image Cards 1–13, Native American Chart

Review the images and information in the Native American Chart created in this domain. Ask students to describe what they see in each image

Riddles for Core Content

Ask students riddles such as the following to review the core content:

- We are shellfish found in Massachusetts bays and eaten by Wampanoag Native Americans for hundreds of years. What are we? (clams)
- I am a dome-shaped hut made from the bark of trees and used as shelter by the Wampanoag Native Americans. What am I? (wetu)
- I am a tall, four-legged, fast-running forest animal, hunted by the Wampanoag for food and clothing. What am I? (deer)
- I am another Native American tribe that was located in the Eastern Woodlands of North America. Who am I? (the Lenape)
- I am the type of shelter the Lenape lived in. What am I? (wigwam)
- We dress and eat and play just as you do today, but many years ago our people lived in wetus and tipis. Who are we? (Native Americans)

Domain-Related Trade Book or Student Choice

Materials: Trade book

You may choose to read a trade book to reinforce of ideas; refer to the books listed in the domain Introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key vocabulary word such as *powwows*. Have them brainstorm everything that comes to mind when they hear the word, such as, *Native American celebrations, dancing, rodeos, food*, etc.

Class Book: An Alphabet of the Lakota Sioux, Wampanoag, and Lenape

Materials: Drawing paper, drawing tools

You may have already begun an alphabet book with students earlier in the domain. If so, continue to work on the book.

Otherwise, tell the class or a group of students that they are going to make an alphabet book to help them remember what they have learned in this domain. Have students brainstorm important information about the Wampanoag and Lenape. Write their words on chart paper, underlining the beginning letters of each word. If some words begin with the same letter, decide which word would be easiest to illustrate. Then, have each student choose one word to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

The Eastern Woodlands and/or The Atlantic Coastal Area

Materials: Mural paper, craft materials

Have students create a mural of a woodland and/or a coastal environment. Some students may draw the scenery, creating a backdrop. Others may draw, cut, and paste wetus, people, woodland animals, fish, etc., onto the mural, portraying the way the Wampanoag and Lenape lived long ago. Alternatively, you may wish to make this a three-dimensional display using clay, twigs, sand, grasses, etc.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Native Americans*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Native Americans*.

Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Canoes:** Native Americans used canoes to travel in rivers and lakes. (smiling face)
2. **Moccasins:** Native Americans used moccasins to keep their hands warm. (frowning face)
3. **Shelter:** The tent was a good shelter during the rainstorm. (smiling face)
4. **Warrior:** The warrior was very brave during the battle. (smiling face)
5. **Chief:** The chief was the least important and powerful person in the tribe. (frowning face)
6. **Powwows:** Some Native American tribes still hold powwows today to celebrate their traditions. (smiling face)
7. **Bay:** A bay is a hot, dry area that gets very little rain. (frowning face)

8. **Tipis:** Tipis were good shelters for tribes that moved around because they were easy to set up and take down. (smiling face)
9. **Harvested:** The fisherman harvested the fish. (frowning face)
10. **Wigwam:** A wigwam was a type of food eaten by Native Americans. (frowning face)

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Agile:** The agile cat jumped from one chair to another without falling. (smiling face)
12. **Mischief:** Some children get into mischief by hiding their friends' favorite toys. (smiling face)
13. **Succulent:** A piece of dry toast is succulent. (frowning face)
14. **Feast:** For Thanksgiving, some families feast on turkey, mashed potatoes, corn, green beans, and pumpkin pie. (smiling face)
15. **Traditions:** Many families have special traditions for holidays, such as eating certain foods. (smiling face)

Part II (Instructional Master DA-2)

Directions: I will read a sentence about Native Americans. If what I say is correct, you will circle the smiling face. If what I say is not correct, you will circle the frowning face.

1. Native Americans moved to America last year. (frowning face)
2. The Lakota Sioux, the Wampanoag, and the Lenape are all Native American tribes. (smiling face)
3. Long ago all Native Americans lived in tipis. (frowning face)
4. The Wampanoag gathered clams from the ocean for food. (smiling face)
5. The Lakota Sioux ate buffalo meat. (smiling face)

6. The Lenape harvested their crops at the end of the summer to store and eat throughout the winter. (smiling face)
7. All Native American tribes used canoes to travel. (frowning face)
8. Long ago, Native Americans had no homes, so they slept outside. (frowning face)
9. The Lakota Sioux moved a lot to follow the migrating buffalo. (smiling face)
10. Moccasins were worn by many different Native American tribes. (smiling face)
11. The Wampanoag traveled hundreds of miles on horseback, looking for food. (frowning face)
12. Long ago, the Wampanoag, Lenape, and Lakota Sioux made their own clothing, using the skins of animals. (smiling face)
13. Native Americans are still living in the United States today. (smiling face)
14. Native Americans today still make all their own clothes. (frowning face)
15. Some Native American children today go to powwows to learn traditional songs and dances. (smiling face)



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Celebratory Feast and/or Powwow

Talk with students about the Wampanoag's clambake feast and/or present-day powwows. Have them brainstorm ideas for their own feast and/or powwow. You may want to coordinate with music, physical education, and drama teachers. Solicit help from parents to create costumes and learn drumming and dancing. Invite others to join you in the celebration.

Create a Totem Pole

Materials: drawing paper, drawing tools; various colors of construction paper

Remind students that several Native American tribes, particularly in the Northwest, created totem poles. [Show image 7A-8.] Native Americans used, and still use, these totem poles to tell stories about their culture and about their past.

Tell students that they will be creating their own totem poles to tell a story. You may choose to have students tell a story about themselves and their families, or have them retell a story they have heard (perhaps from one of the trade books listed in the Introduction to this domain).

After students complete their totem poles, have them share their work with the class, using domain-specific vocabulary when possible.

Invite An Expert

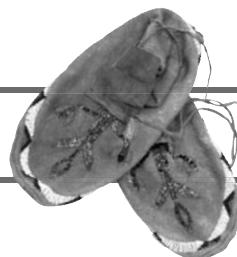
If you have Native American students in your class and/or school, invite his/her parents to share additional knowledge with your class. If you know of anyone who gives school presentations on Native Americans of your area, invite him/her to your class.

Native Americans of Your Local Area/State

Extend student learning by expanding this domain to include an investigation of local Native American customs.

For Teacher Reference Only:

Copies of *Tell It Again! Workbook*





Dear Family Member,

Over the next several days, your child will be learning about different Native American tribes and the ways they lived long ago. S/he will learn that there were many, many tribes in many different regions of the country. The focus of this domain will be upon three tribes: the Lakota Sioux, the Wampanoag, and the Lenape. The Lakota Sioux settled in the Great Plains region of the United States, while both the Wampanoag and the Lenape lived in the Eastern Woodlands region. These tribes have been chosen to provide a clear comparison of daily life among Native Americans, including:

- how they lived;
- what they wore and ate; and
- what their homes were like.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the Native Americans of long ago.

1. Where Are We?

Help your child locate the Great Plains (North and South Dakota, Nebraska, Wyoming, Montana, Oklahoma, Texas, Colorado) and the Eastern Woodlands (particularly Rhode Island, Massachusetts, and New York) on a U.S. map. Share any knowledge you have of these areas. Point out on the map where you live.

2. Words to Use

Below is a list of some of the words that your child will use and learn about. Try to use these words as they come up in everyday speech with your child.

- *tribes*—There are many different Native American tribes, each with their own culture and traditions.
- *shelter*—The tent gave us shelter from the storm.
- *agile*—The agile gymnast performed on the balance beam.
- *mischief*—My little sister likes to get into mischief by hiding all my favorite books.
- *succulent*—The strawberries we picked off the vine were succulent.

3. If You Were There

With your child, imagine what it would have been like to live without any of our modern conveniences, having to depend upon the environment for food, clothing, and shelter. Talk about what you would have seen and heard and how you would have felt.

4. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many books on Native Americans and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to praise your child whenever s/he shares what has been learned at school.



Recommended Trade Books for Native Americans

Trade Book List

General

1. *D is for Drum: A Native American Alphabet*, by Michael and Debbie Shoulders and illustrated by Irving Toddy (Sleeping Bear Press, 2011) ISBN 978-1585362745
2. *Many Nations: An Alphabet of Native America*, by Joseph Bruchac and illustrated by Robert F. Goetzl (Troll Communications, 1998) ISBN 978-0816744602
3. *Native Americans*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050010
4. *The Story of Jumping Mouse: A Native American Legend*, by John Steptoe (HarperTrophy, 1989) ISBN 978-0688087401

Tribes Discussed in the Domain

5. *Clambake: A Wampanoag Tradition*, by Russell M. Peters and photographs by John Madama (Lerner Publications Company, 1992) ISBN 978-0822596219
6. *If You Lived with the Sioux Indians*, by Ann McGovern and illustrated by Jean Drew (Scholastic, Inc., 1992) ISBN 978-0590451628
7. *The Legend of the Indian Paintbrush*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698113602
8. *The Sioux*, by Alice Osinski (Children's Press, 1984) ISBN 978-0516019291*
9. *Squanto and the First Thanksgiving*, by Eric Metaxas and illustrated by Michael Donato (Rabbit Ears Books, 2012) ISBN 978-1575055855
10. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographs by Russ Kendall (Scholastic, Inc., 1996) ISBN 978-0590202374

11. *The Wampanoags*, by Alice K. Flanagan (Children's Press, 1998) ISBN 978-0516263885
12. *When the Shadbush Blooms*, by Carla Messinger and Susan Katz and illustrated by David Kanietakeron Fadden (Tricycle Press, 2007) ISBN 978-1582461922

Supplementary Reading, Tribes Not Discussed in the Domain

13. *Buffalo Bird Girl: A Hidatsa Story*, by S.D. Nelson (Abrams Books for Young Readers, 2012) ISBN 978-1419703553
14. *Coyote: A Trickster Tale from the American Southwest*, retold and illustrated by Gerald McDermott (Voyager, 1999) ISBN 978-0152019587
15. *How the Stars Fell into the Sky: A Navajo Legend*, by Jerrie Oughton and illustrated by Lisa Desimini (Sandpiper, 1996) ISBN 978-0395779385
16. *If You Lived with the Hopi*, by Anne Kamma and illustrated by Linda Gardner (Scholastic, Inc., 1999) ISBN 978-0590397261
17. *If You Lived with the Indians of the Northwest Coast*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2002) ISBN 978-0439260770
18. *If You Lived with the Iroquois*, by Ellen Levine and illustrated by Shelly Hehenberger (Scholastic, Inc., 1998) ISBN 978-0590674454
19. *The Legend of the Bluebonnet*, by Tomie dePaola (Penguin Putnam Books for Young Readers, 1996) ISBN 978-0698113596
20. *Raven: A Trickster Tale from the Pacific Northwest*, by Gerald McDermott (Harcourt, 1993) ISBN 978-0152656614
21. *Totem Tale: A Tall Story from Alaska*, by Deb Vanasse and illustrated by Erik Brooks (Sasquatch Books, 2006) ISBN 978-1570614392

Native Americans Today

22. *Children of Native America Today*, by Yvonne Wakim Dennis and Arlene B. Hirschfelder (Charlesbridge, 2003) ISBN 978-1570914997

23. *Jingle Dancer*, by Cynthia Leitich Smith and illustrated by Cornelius Van Wright and Ying-Hwa Hu (Morrow Junior Books, 2000) ISBN 978-0688162412
24. *Meet Lydia: A Native Girl from Southeast Alaska (My World: Young Native Americans Today)*, by Miranda Belarde-Lewis and photographs by John Harrington (Council Oak Books, 2004) ISBN 978-1571781475
25. *Meet Mindy: A Native Girl from the Southwest (My World: Young Native Americans Today)*, by Susan Secakuku and photographs by John Harrington (Council Oak Books, 2006) ISBN 978-1571781482
26. *Meet Naiche: A Native Boy from the Chesapeake Bay Region (My World: Young Native Americans Today)*, by Gabrielle Tayac and photographs by John Harrington (Council Oak Books, 2007) ISBN 978-1571781468*
27. *Songs from the Loom: A Navajo Girl Learns to Weave (We Are Still Here: Native Americans Today)*, by Monty Roessel (Lerner Publishing Group, 1995) ISBN 978-0822597124

***Note:** These books contain a great deal of pertinent information but may be above grade level. Feel free to read sections of these books as you see fit.

Websites and Other Resources

Student Resources

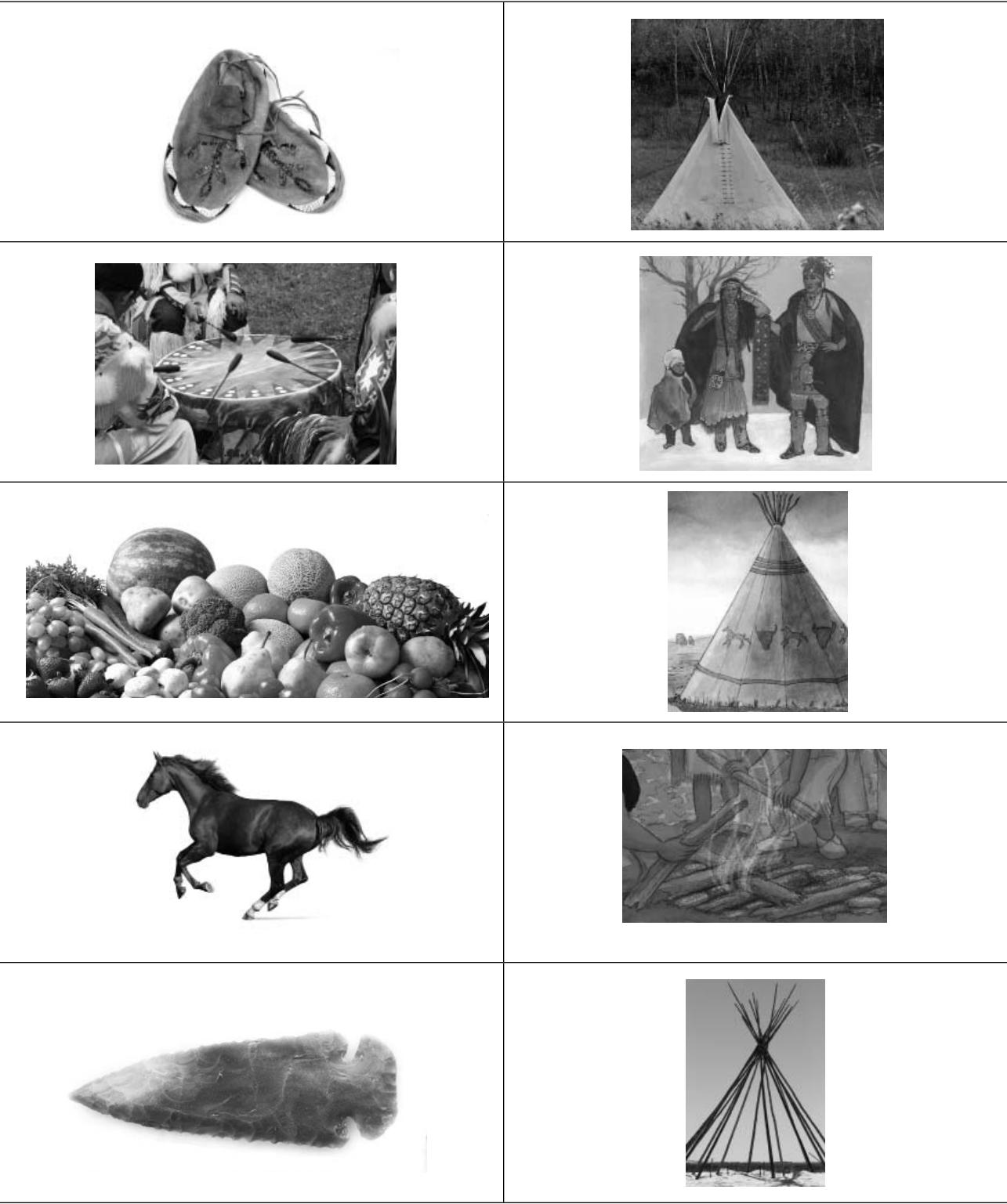
1. National Museum of the American Indian
<http://nmai.si.edu/visit/newyork/>
2. Native American Homes
<http://www.native-languages.org/houses.htm>

Family Resources

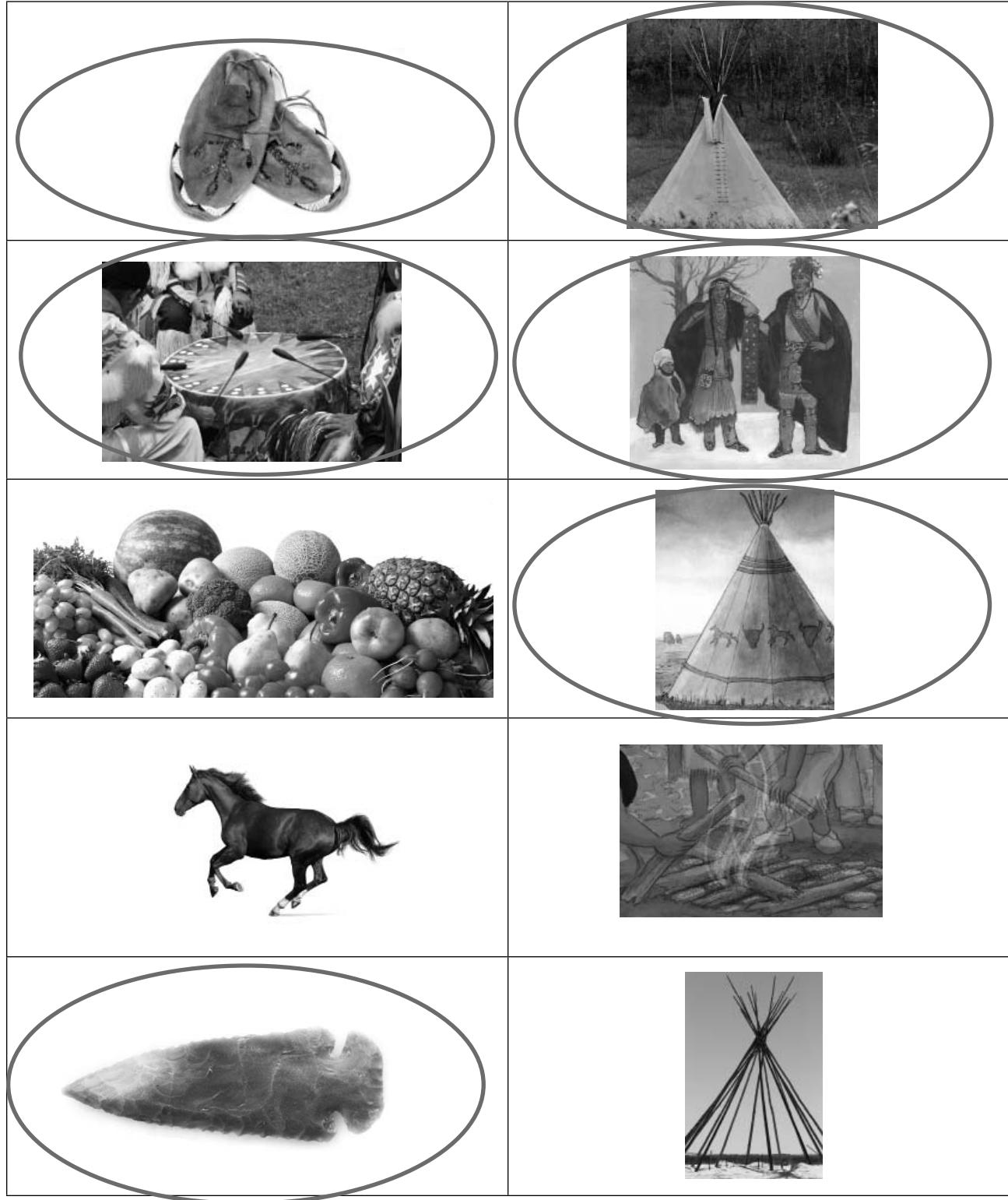
3. Map of Native American Tribes
http://images.wikia.com/oraltradition/images/d/dc/Native_American_Tribes_Map_2.jpg
4. Native American Environment
http://cpluhna.nau.edu/Research/native_americans1.htm

5. Pictures of Native Americans
http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043_14107_600x450.jpg
6. Wampanoag Tribe
<http://www.indians.org/articles/wampanoag-indians.html>

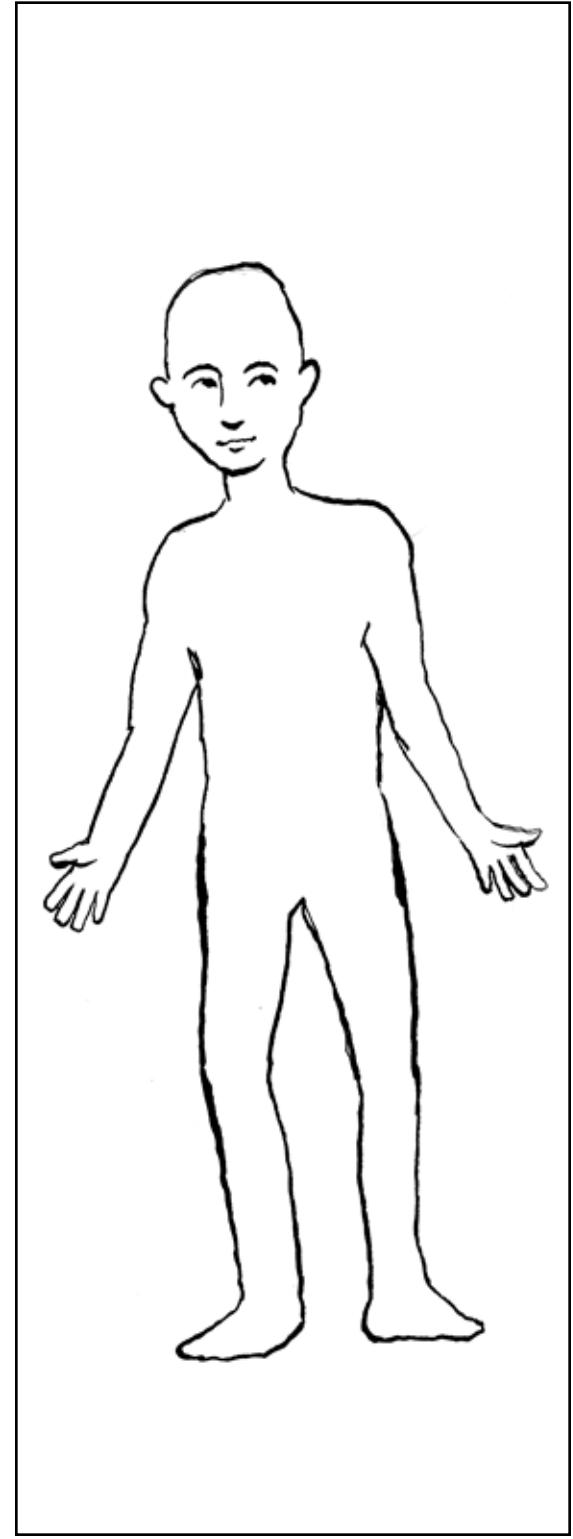
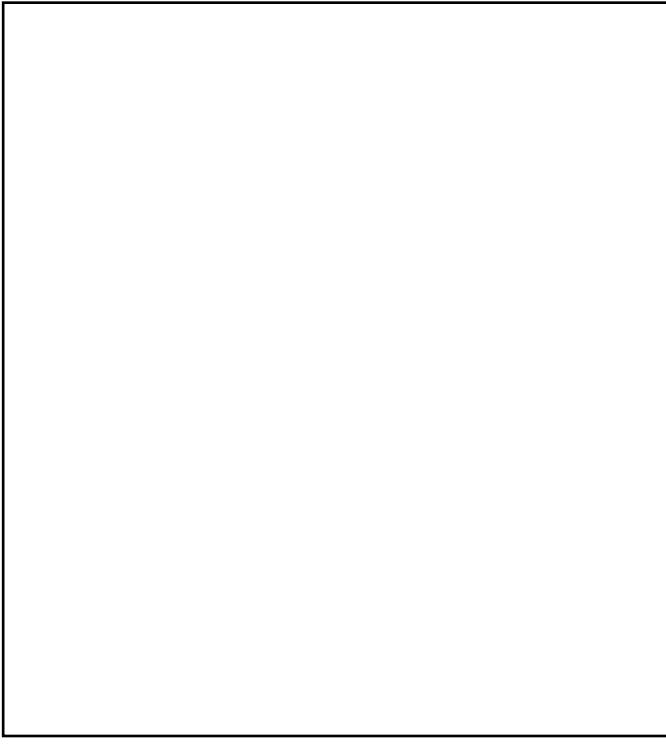
Directions: Circle the items that might have been made from parts of the buffalo.



Directions: Circle the items that might have been made from parts of the buffalo.



Directions: 1. Draw a picture of the kind of house in which the Lakota Sioux lived. 2. Draw a picture of what the Lakota Sioux ate. 3. Finish the picture of the Lakota Sioux Native American by "dressing" the figure in typical Sioux clothing. You may choose to make the figure either a boy or a girl.





Dear Family Member,

I hope your child has enjoyed learning about the Lakota Sioux Native American tribe. Over the next several days, your child will be learning about the Wampanoag and Lenape tribes, as well as Native American tribes today. It is important for all of us to recognize the past, but it is equally important to acknowledge the present.

Below are some suggestions for activities that you may do at home to reinforce the fact that Native Americans are one of the many groups of people that contribute to America's diversity today.

1. Native American Neighbors

What Native American tribes are represented in your area today? Is there a way that you can find out more about them? Do they hold powwows, host educational events, or share knowledge with the larger community? Do some research with your child to find out.

2. Words to Use

Below is a list of some of the words that your child will use and learn about. Try to use these words as the come up in everyday speech with your child.

- *feasts*—At Thanksgiving, my family feasts on turkey, mashed potatoes, green beans, corn, and pumpkin pie.
- *harvested*—The farmer harvested the wheat at the end of the summer.
- *traditions*—Native American tribes today celebrate many of the traditions of their ancestors.

3. Read Aloud Each Day

Set aside time to read to your child each day. The local library has many nonfiction books about Native Americans, as well as fictional selections. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to Native Americans.

4. Using Common Sayings in Everyday Speech

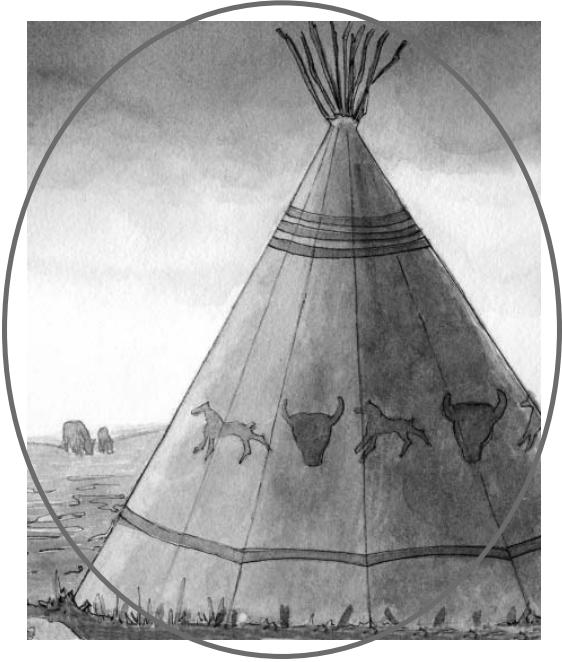
Your child learned the well-known saying “practice makes perfect.” The next time your child practices something, you may want to say, “Practice makes perfect!”

Be sure to praise your child whenever s/he shares what has been learned at school.

Directions: Cut out the four images that are related to the Lakota Sioux people and tape or glue them on another piece of paper.



Directions: Cut out the four images that are related to the Lakota Sioux people and tape or glue them on another piece of paper.





1.



2.



3.



4.



5.



6.



7.



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9.



10.

*Directions: Listen to your teacher's instructions.*

11.



12.



13.



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Directions: Listen to your teacher's instructions.

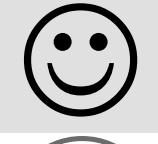
11.



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*Directions: Listen to your teacher's instructions.*

11.



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*Directions: Listen to your teacher's instructions.*

11. 



12. 



13. 



14. 



15. 



Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

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