

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Native Americans of the Southeast Woodlands

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Learn about the culture of Native Americans of the Southeast Woodlands.
- Identify how the land affected the daily life of Native Americans of the Southeast Woodlands.

**VOCABULARY:** region, culture, belief

## SPIRITUAL APPLICATIONS:

Proverbs 26:20, 21 – Wood was important to Native Americans for many reasons (i.e., build fires for cooking and warmth). Review these proverbs which compare wood to characteristics of getting along with others.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 26-37**

Unit 2 – Unit Opener and Lesson 1  
Digital Plans and Presentations

Leveled Readers – *The Story of the Cherokee* (TE 16, 17);  
*All About Corn*

## ADDITIONAL RESOURCES / CONNECTIONS:

<http://www.nativeamericanactivities.com/>  
(Native American art ideas)

Learn360 video segment –  
*Oklahoma: Cherokee Heritage Center* (3:11)

Learn360 video segment – *Comparing Lives of Native Americans: Introduction* (2:29)

BrainPop Jr. video – *Cherokee* (5:04)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 59 – to be continued): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Make a KWL chart – fill in the “K” and “W” sections now and complete chart later (TE p. 26).
3. Throughout the unit develop a thematic map of the United States. Choose a color to use for each group of Native Americans. Label the map.
4. Discuss how the land affected the daily life of the Native Americans of the Southeast Woodlands region (housing, food, clothing, art, practices, and beliefs).

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Native Americans of the Northeast Woodlands

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Learn about the culture of Native Americans of the Northeast Woodlands.
- Identify how the land affected the daily life of Native Americans of the Northeast Woodlands.

**VOCABULARY:** crop, gather

## SPIRITUAL APPLICATIONS:

Psalm 50:10 - "for every animal of the forest is mine, and the cattle on a thousand hills." God has provided all of the natural resources which many different cultures needed.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 38-41**

Unit 2 - Lesson 2 Digital Plans and Presentations

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Comparing Lives of Native Americans: Woodland Native Americans* (4:42)

Learn360 video segment - *Native Americans in the Woodlands* (2:16)

Learn360 video segment - *Native Americans of the Woodlands* (3:45)

BrainPop Jr. video - *Iroquois* (5:10)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Research the Legend of the Three Sisters (corn, squash, and beans) on the Internet. Then find a recipe for Three Sisters Stew to make and enjoy together as a class.
3. Make a list of the natural resources available to the Northeast Woodlands Native Americans for use in their daily lives.
4. Illustrate the climate in the Northeast Woodlands by drawing a seasons poster (spring, summer, fall, and winter).

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Native Americans of the Plains

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Learn about the culture of Native Americans of the Plains.
- Identify how the land affected the daily life of Native Americans of the Plains.

VOCABULARY: prairie, herd

## SPIRITUAL APPLICATIONS:

Numbers 22:1 – The Native Americans of the Plains, like the Israelites, moved around the plains hoping to find a place to camp near water. Discuss why water was especially important to both groups.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 42-45**

Unit 2 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Horses of the Plains*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Lives of Native Americans: The Great Plains Native Americans* (6:09)

Learn360 video segment – *Native Americans on the Plains* (2:15)

Learn360 video segment – *Native Americans of the Great Plains* (3:18)

Learn360 segment – *Bison* (1:39)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Draw or paint a picture labeled “Land in the Plains Region.”
3. Create a Venn diagram to compare and contrast the Native Americans of the Plains with those previously studied from the Woodlands.
4. Write a story which details how and why the natives of the Plains moved around so often. Illustrate your story.
5. Bison (buffalo) roamed in herds. Research names for other groups of animals (i.e., gaggle of geese, troop of monkeys, a colony of ants).

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Native Americans of the Southwest

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Learn about the culture of Native Americans of the Southwest.
- Identify how the land affected the daily life of Native Americans of the Southwest.

VOCABULARY: desert, level

## SPIRITUAL APPLICATIONS:

Exodus 5 – Review the story of the Israelites in Egypt making bricks using materials similar to bricks used by the Pueblo.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 46-49**

Unit 2 – Lesson 4 Digital Plans and Presentations

Leveled Reader – *The Navajo*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Lives of Native Americans: Southwest Native Americans* (5:03)

Learn360 video segment – *Native Americans in the Southwest* (1:41)

Learn360 video segment – *Native Americans of the Southwest* (2:25)

Learn360 video segment – *Learn About Pottery Making* (6:05)

BrainPop Jr. video – *Pueblo* (4:58)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. After watching the video about pottery making, create a piece of pottery using modeling clay.
3. Write a paragraph identifying why the housing, clothing, and art of the Native Americans of the Southwest differ from the other regions studied.
4. Find photos of pueblos on the Internet. List similarities and differences between your home and a traditional pueblo dwelling.

**FOURTH QUARTER · CYCLE 2, LOWER**

**TOPIC:** Native Americans of the Pacific Northwest

**PACING:** 3 Days

**STANDARDS:**

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

**OBJECTIVES:**

- Learn about the culture of Native Americans of the Pacific Northwest.
- Identify how the land affected the daily life of Native Americans of the Pacific Northwest.

**VOCABULARY:** natural resource, material

**SPIRITUAL APPLICATIONS:**

Matthew 4:18-20 – Fish (salmon) were important to the Native Americans of the Northwest. Discuss what Jesus meant when He called disciples to be “fishers of men.”

**McGRAW-HILL RESOURCES:**

*Who We Are as Americans*

**Unit 2 pp. 50-53**

Unit 2 – Lesson 5 Digital Plans and Presentations

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video segment – *Comparing Lives of Native Americans: Pacific Northwest Native Americans* (4:39)

Learn360 video segment – *Native Americans in the Northwest* (2:26)

Learn360 video segment – *Alaska Department of Fish and Game* (3:15)

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

- 1.** Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
- 2.** Using the Internet, download a variety of printable totem pole coloring pages for students to color and display.
- 3.** Cedar trees were an important natural resource for almost everything needed for daily life of the Northwest Native Americans. Research this topic and present your findings.
- 4.** Write a paragraph identifying reasons why salmon was the most important food for Native Americans of the Northwest.

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Changing Communities

PACING: 2 Days

## STANDARDS:

- SS.K-4.C.2** Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
- SS.K-4.C.7** Recall how peoples from different cultures develop different values and ways of interpreting experience.
- SS.K-4.TCC.8** Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold.
- SS.K-4.TCC.10** Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future.

## OBJECTIVES:

- Identify changes that occurred for both Native Americans and immigrants as settlements grew.

**VOCABULARY:** immigrant, settlement, force

## SPIRITUAL APPLICATIONS:

James 1:17 – Change happens often, but God does not change. We can always count on Him to be with us and to provide our needs.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 54-59**

Unit 2 – Lesson 6 Digital Plans and Presentations

Leveled Reader – *The Life of Daniel Boone*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Battle for the Land* (3:08)

BrainPop Jr. video – *Chief Joseph* (5:19)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region. Rubric is on page 59W.
2. Complete KWL chart started at beginning of unit (TE p. 56).
3. Divide the class into two groups. Have one group of students role-play Native Americans and one group role-play immigrants. Portray the changes that took place for both the Native Americans and the immigrants over time.
4. Using a T-chart, list changes for the Native Americans and immigrants. Were the changes positive or negative?
5. Discuss the difference between making a choice to do something and being forced to do something.