Native Americans
Thematic Unit
Upper Elementary/Lower Middle School

By:
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Introduction to the Unit

**Day:** One

**Objectives:**
1. The students will be active listeners to a culturally authentic speaker.
2. After listening to the speaker, the students will ask appropriate questions based on the material presented.
3. The students will be making nameplates for their desks with their Indian names on them.

**ESL Standards**

Goal 1 Standard 1
Goal 1 Standard 2
Goal 2 Standard 1
Goal 3 Standard 1
Goal 3 Standard 3

**Learning Strategies**

Asking questions
Attentive listening
Self-awareness

**Multiple Intelligences Addressed:**

Visual
Verbal
Interpersonal
Intrapersonal

**Materials**

Construction paper
Tape
Picture dictionary

**Lesson:**

**Description:**
This day is used to introduce the thematic unit to the class. The students will be listening to a guest speaker who is a Native American. The speaker will be fully dressed in her tribe apparel. The speaker will talk about everything from her background to her traditions. The students will be creating their own Indian names to be used throughout the week.

**Introduction:**
The lesson will begin with a guest Native American speaker. She/he will lead into all of our activities for the day.

**Guided Instruction/Practice:**
1. The teacher will guide the students into creating Indian names.
2. The teacher will instruct the students in making nameplates.

**Application:**
1. The students will listen to the guest speaker
2. The students will ask questions of the guest speaker.
The Legend of the Blue Bonnet

**Day:** Two

**Objectives:**
1. Students will be reading the book *The Legend of the Blue Bonnet* and completing a KWL.
2. The students will complete homework over *The Legend of the Blue Bonnet*.
   The homework will include sequencing pictures from the story.

**ESL Standards**
- Goal 1 Standard 1
- Goal 1 Standard 3

**Learning Strategies**
- Reading
- Comprehension
- Listening
- Brainstorming
- Summarizing

**Multiple Intelligences Addressed:**
- Artistic
- Verbal
- Visual
- Auditory

**Materials**
- *The Legend of the Blue Bonnet, English and Spanish version*
- *The Legend of the Blue Bonnet*-Video

**Lesson:**
**Description:**
The students will read the book *The Legend of the Blue Bonnet*. They will be completing a KWL as a class before, during, and after reading the book. As a homework assignment, the students will be drawing pictures in sequence to pertain to what happened in the beginning, middle and end of the story.

**Introduction:**
The lesson will begin by introducing *The Legend of the Blue Bonnet* and completing the K part of the KWL.

**Guided Instruction/Practice:**
3. The teacher will guide the students in completing the KWL for the book.

**Application:**
3. The students will complete the homework for sequencing the story.
Totem Pole Making Tribes

**Day:** Three  
**Objectives:**  
1. The students will learn about the totem pole making tribes of the Northwest.  
2. The students will be able to locate the totem pole-making tribes on a map.  
3. The students will brainstorm class events for a totem pole.  
4. The students will make a class totem pole.

**ESL Standards**  
Goal 1 Standard 1  
Goal 1 Standard 2  
Goal 1 Standard 3  
Goal 2 Standard 1  
Goal 3 Standard 1

**Learning Strategies**  
Listening comprehension  
Cooperative learning  
Map skills  
Brainstorming

**Multiple Intelligences Addressed:**  
Kinesthetic  
Visual/spatial  
Logical  
Verbal  
Interpersonal

**Materials**  
People of the Totem

- Map of Northwest Totem pole making tribes  
- Cardboard boxes  
- Markers  
- Crayons

**Lesson:**  
**Description:**  
The students will be learning about the Totem-Pole making tribes of the Northwest. They will then be constructing their own class totem pole to be displayed on the last day.

**Introduction:**  
The lesson will begin with a book about the totem pole making tribes of the Northwest.

**Guided Instruction/Practice:**  
4. The teacher will lead the class discussion about the book and the significance of the totem poles.  
5. The teacher will identify the totem pole making tribes on the map.  
6. The teacher will guide the class in brainstorming events for the class totem pole.

**Application:**  
4. The students will locate the totem pole making tribes on a map.  
5. The students will be divided into small groups to make sections of the class totem pole.
Corn

**Day:** four

**Objectives:**
1. The students will learn to prepare popcorn by measuring oil and popcorn. They will also weigh the popcorn before and after it is popped. The students will then eat the popcorn.
2. The teacher will orally read the books, *Corn is Maize the Gift of the Indians* and *The Popcorn Book.*
3. The students will discuss the parts of a corn plant. They will also plant and grow their own corn and record the results.

**ESL Standards**
- Goal 1 Standard 1
- Goal 1 Standard 2
- Goal 2 Standard 1
- Goal 2 Standard 2
- Goal 2 Standard 3

**Learning Strategies**
- Measuring/weighing
- Recording
- Observations
- Hypothesis

**Multiple Intelligences Addressed:**
- Visual
- Logical
- Interpersonal
- Natural

**Materials**
- *Corn is Maize: The gift of the Indians*
- *The Popcorn Book*
- Measuring cups
- Popcorn popper
- Bowls
- Oil
- Popcorn
- 2-3 corn seeds per student
- clear plastic cups
- soil
- water
- record worksheet
- Corn wall chart
- Markers
- Writing Utensil
Lesson:
Description:
The students will learn how to prepare corn to create popcorn. The teacher will orally read the story. The students will discuss how Native Americans found and used corn thousands of years ago and passed their ideas to the new settlers. The students will grow their own corn plant and record the growth results. The students will also learn different ways to make different kinds of foods with corn. They will complete a homework activity to demonstrate the steps in growing a plant using a science web.

Introduction:
The lesson will begin with discussing different forms of corn (with a display of different forms of corn) and the discussion will follow with how popcorn is made.

Guided Instruction/Practice:
1. The teacher will discuss how popcorn is made.
2. The teacher will have materials ready for groups of students to make popcorn.
3. The teacher will read the books, *Corn is Maize: The gift of the Indians* and *The Popcorn Book*.
4. The teacher will discuss parts of the corn plant.
5. The teacher will have the materials ready for each student to plant and grow corn. The materials for recording results will also be laid out.
6. The teacher will discuss different ways to make different foods with corn.

Application:
1. As students make popcorn in groups, the teacher will monitor, making sure that the students are measuring and weighing the ingredients properly and using correct cooking procedures.
2. As students plant and grow corn, the teacher will monitor, making sure the directions are done in proper order. The directions begin:
   a. Fill a clear, plastic cup with soil half way to the top.
   b. Plant 2-3 corn seeds near the sides of the cup and cover with soil.
   c. Water the seeds until the soil is moist.
   d. Continue to keep moist, but not soggy.
   e. Give full sunlight.
   f. When the plant reaches 6” tall, they may be transplanted into the ground.
3. Throughout the following weeks, the teacher will monitor that once a day the students are recording results of their growing plants.
4. The students will add input into the discussion of ways to make different foods with corn.
5. The students will complete a homework activity to demonstrate their knowledge of how a plant grows using a science web.
In the chart below, draw what your plant looks like as it grows.

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<th>Day 1</th>
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Name: _______________________
On this science web, explain the things that are necessary for your corn to grow.
The Plains Indians

**Day:** Five

**Objectives:**
1. The students will listen to the story *The Legend of the Indian Paint Brush* and watch the video.
2. The students will learn about the Plains Indians and teepees.
3. The students will work together to write a pyramid poem about the Plains Indians.
4. The students will complete a word search for homework.

**ESL Standards**
- Goal 1 Standard 2
- Goal 1 Standard 3
- Goal 2 Standard 2

**Learning Strategies**
- Listening Comprehension
- Brainstorming
- Following Directions
- Writing/expression
- Proofreading-editing own writing

**Multiple Intelligences Addressed:**
- Intrapersonal
- Logical
- Verbal/Linguistic

**Materials**
- *The Legend of the Indian Paint Brush* English and Spanish versions
- Reading selection
- Copy of story pyramid worksheet
- Copy of word search
- Copy of Plains Tribes map
- Writing utensil

**Lesson:**

**Description:**
The teacher will read the book *The Legend of the Indian Paint Brush*. The class will learn about the Plains Indians and where they are located on a map. They will be completing a story pyramid in groups.

**Introduction:**
Discuss the environment on the plains and the homes of these Indians. The teepees were well constructed so that they could stand up through the weather. It was warm in the winter to provide protection from the cold and snow and cool in the summer to give protection from the sun. It was also easy to move from place to place.
Guided Instruction/Practice:

1. The teacher will read *The Legend of the Indian Paintbrush*.

2. The teacher will instruct the students on making a story pyramid for this reading selection. Students will work in pairs or cooperative groups. Have dictionaries and thesaurus available along with copies of the reading selection. (refer to worksheet) Follow these guidelines:
   a. Line 1-One word-main character
   b. Line 2-Two words-describe the main character
   c. Line 3-Three words-setting
   d. Line 4-Four words-state the problem
   e. Line 5-Five words-an event
   f. Line 6-Six words-an event
   g. Line 7-seven words-an event
   h. Line 8-eight words-solution

   Example:
   
   Little Gopher
   Brave Talented
   Plains with Teepees
   Becoming a man in the Tribe
   Experiencing the “Dream-Vision”
   He gathered items to paint his pictures
   He had trouble painting on the buckskin
   He found colors in the sunset for painting

3. The teacher will show the students how to do the “Tribes” word search. Use the “Tribes of the Plains” map to help find the names on the Tribes word search. (refer to examples on the map and word search) This activity will be done as homework.

Application:

6. The students will listen as the teacher reads the book.

7. The students will work in pairs or groups to form story pyramids after the teacher explains the process. They will use the story pyramid worksheet as a reference.

8. The students will complete the word search for homework.
Dream Catcher

**Day:** Six

**Objectives:**
1. The students will make a dream catcher with the guidance and direction of the teacher.
2. The students will work on map reading skills.

**ESL Standards**
- Goal 2 Standard 3
- Goal 3 Standard 1
- Goal 3 Standard 2

**Learning Strategies**
- Listening
- Following Directions
- Spatial geography skills
- Map skills

**Multiple Intelligences Addressed:**
- Kinesthetic
- Visual/Spatial
- Intrapersonal

**Materials**
- Paper plates
- Yarn
- Beads
- Feathers
- Bobby pins
- Copy of Plains Tribes map
- Writing utensil

**Lesson:**
**Description:**
The students will make a dream catcher with the guidance and direction of the teacher. The students will locate Plains Indian Tribes on a map. The teacher will give background information on the dream catcher, how it was important to the tribes, how it was used, and its significance.

**Guided Instruction/Practice:**
4. The teacher will give directions and show the students how to make a dream catcher. (refer to directions on reproduced worksheet by Audrey Osofsky)

**Application:**
9. The students will make a dream catcher with the guidance and direction of the teacher.
10. The students will locate the Plains Indian Tribes on a map.
Technology

**Day:** Seven

**Objectives:**
The students will work in partners to go on a scavenger hunt using different Native American web sites on Trackstar.
Trackstar address: http://trackstar.hprtec.org/main/display.php3?trackid=183101

**ESL Standards**
- Goal 1 Standard 1
- Goal 2 Standard 1

**Learning Strategies**
- Cooperative partners
- Fine motor
- Technology
- Visual
- Writing

**Multiple Intelligences Addressed:**
- Visual
- Verbal/Linguistic
- Kinesthetic
- Interpersonal

**Materials**
- Computer
- Navigation sheet

**Lesson:**
**Description:**
The students will be completing a trackstar in groups of two. They will have a navigation sheet to use for the project. When they visit each web site, they will have questions to answer.

**Introduction:**
The teacher will introduce the lesson by demonstrating the trackstar. (She will navigate through 3 websites, and answer questions.)

**Application**
The students will fill out the worksheet and answering questions about each website.
Native American Unit - Technology

Name: ______________________

You will be working with a partner, but each of you will turn in this paper. Explore, learn something new, and have fun!

1. First website - Tomie de Paola:

2. Second website - questions 1 and 2:

3. Third website - information and questions:

4. Fourth website - new information:

5. How many times did you take to reach 32,000$? What questions stumped you?
Song, Game, Craft (make drum and "Eka Muda" sticks)

**Day:** Eight

**Objective:**
The students will learn an authentic Native American song and game.

**ESL Standards:**
- Goal 1, Standard 1
- Goal 1, Standard 2
- Goal 3, Standard 1

**Multiple intelligences:**
- Linguistic Intelligence
- Musical Intelligence
- Interpersonal Intelligence

**Learning strategies:**
- Physical activity
- Memorization
- Participation in groups (cooperative learning)
- Following directions

**Materials:**
- Materials needed for drum—see attached sheet
- 2 tongue depressors per child for game sticks
- markers
- song

**Lesson:**
**Description/Introduction:**
There are over five hundred different Native American tribes in North America. Each has its own traditional songs passed down orally through the generations. Singing styles, as well as the kinds of rattles and drums used to accompany the songs vary from nation to nation. The Native American Hand-Game Song called "Eka Muda" has been a popular hand-game song of the Comanches for many years. The game is played by people of all ages. In the Comanche language, "eka muda" means, "You're no smarter than a red mule." The words are sung to tease members of the other team as the hand game is played.

**Guided Practice:**
1. The students will begin by making drums and game sticks.

2. Listen to "Eku Muda" song as it is sung in the traditional style of the Plains Indians.
   Practice singing the song with tape.
3. Play the hand game as students sing "Eka Muda."
Application:
To play the hand game, divide the class into teams of about 4 each. The hand game involves competition between two teams of players. For each round of play, one team chooses a "hider," the other team chooses a "guesser."
The hider holds two sticks, one in each hand. One stick has a special mark. As the song is sung by the hider’s team, the hider moves his hands through the air and changes the sticks from hand to hand to confuse the guesser. When the hider brings his hands forward, the guesser tries to point to the hand that holds the marked stick. If that hand has the marked stick, the guesser’s team gets a point, otherwise the hider’s team gets a point. The teams change roles and the singing switches to the other team. While the guesser and hider are playing, the other students can be playing their drums or clapping in beat to the song.
Students can make their own identically designed sticks (tongue depressors), one stick which will be specially marked with a black dot. The hand game is frequently played in a tournament fashion. Many different American Indian nations play hand games similar to this one. The rules vary according to community traditions. These are simplified rules for school use.
Costumes, Headbands and Necklaces

**Day:** Nine

**Objectives:**
1. The students will be making Native American costumes, headbands and necklaces to wear on their final day and feast.
2. The students will be completing the picture problem math for homework.

**ESL Standards**
- Goal 1 Standard 1
- Goal 1 Standard 2
- Goal 1 Standard 3
- Goal 2 Standard 1
- Goal 3 Standard 3

**Learning Strategies**
- Following Directions
- Gross motor
- Fine motor
- Computation
- Writing

**Multiple Intelligences Addressed:**
- Musical
- Artistic
- Kinesthetic
- Math/logical
- Intrapersonal

**Materials**
- Large grocery bag
- Markers
- Paints
- Scissors
- Construction paper strips (tan or brown)
- Various colored paper for feathers
- Stapler
- Glue
- Different shapes of macaroni
- Food coloring
- Alcohol
- Jar
- Heavy string
Lesson:
Description:
This day is used as an art day. The students will be making Native American costumes to be worn on the last day for the feast.

Introduction:
The lesson will begin with the teacher showing examples of the Native American costumes that each student will make.

Guided Instruction/Practice:
1. The teacher will demonstrate how to make the vest, feather head band and macaroni necklace.

Application:
11. The students will make a vest, head band and necklace.
12. See the attached directions for each project.
13. The students will be completing the Picture Problems math worksheet for homework.
Fry Bread

Day: Ten

Objectives:
1. The students will make fry bread for the feast.
2. The students will make tablecloths for the feast.
3. The students will be writing about what they have learned to present on the final day.

ESL Standards
Goal 2 Standard 3
Goal 3 Standard 1
Goal 3 Standard 2
Goal 3 Standard 3

Learning Strategies
Measuring
Cooperative groups
Written expression
Listening comprehension
Fine motor skills
Recall/summary skills

Multiple Intelligences Addressed:
Visual
Kinesthetic
Artistic
Interpersonal
Logical
Intrapersonal

Materials
Flour
Baking powder
Salt
Powdered milk
Water
Shortening
Powdered sugar
Frying pan
Hot plate
Measuring cups
Spoons
Tongs
Large bowl
Notecard
Construction paper
Picture dictionary
Writing utensil
Lesson: Description:
The students will be making fry bread in preparation for their feast. They will also be making a tablecloth for their feast and preparing a notecard in which they will write what they have learned throughout the unit and share it at the feast.

Instructional Guidance:
1. The teacher will display the premade tablecloth and explain the directions on how to make an appropriate tablecloth using their picture dictionary.
2. The teacher will give guided instruction and monitor students while they measure and cook fry bread.

Application:
1. The students will construct a tablecloth.
2. The students will make (measure and cook) fry bread with the teacher.
3. The students will write what they have learned throughout the unit and prepare to share it on the last day.

Native American Fry Bread

From show 8

This Native American bread is a specialty in the Southwest, especially in the Navajo and Hopi Nations. Fry bread is a thin round of dough puffed like a giant doughnut without a hole in the middle. It can be a complement to savory foods or it can serve as a sweet when drizzled with honey and powdered sugar. It's commonly enjoyed as "street food" at festivals and celebrations.

Ingredients and Preparation

- 2 cups flour
- 1 tablespoon baking powder
- 1 teaspoon salt
- 1 tablespoon oil (peanut oil is best)
- 3/4 cup warm water
- Peanut or other vegetable oil for frying
Preparation:

- Mix the dry ingredients together in a large bowl, then stir in the water and oil.
- Knead the dough lightly until it is smooth and elastic.
- Shape the dough into a ball, place it in a sealable plastic bag and refrigerate for about an hour.
- Form the chilled dough into 12 small balls and flatten them with your hands, then roll into circles about 4-5 inches in diameter. Let the circles rest for 5 minutes and roll them again, expanding to 7-8 inch circles, creating a fairly thin disk.
- Place the dough circles, one at a time, into a deep skillet in oil that is 375 degrees. Fry 1 minute on each side.
- Remove the fry bread from the oil with tongs and drain on a paper towel.

Kids will have fun drizzling honey and dusting the bread with powdered sugar.

**Important note: Adult supervision and participation is required for this activity.**

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Or perhaps you’d like to return to the main Creative Fun page.
Pow Wow

**Day:** Eleven

**Objectives:**
1. The students will learn the rain dance and invite the parents to join in.
2. The students will display and discuss their totem pole that was previously made and model their costumes.
3. The students will play their musical instruments (drums) for the parents while others perform the rain dance.
4. The students will demonstrate their game that was previously learned.
5. The students will have their pyramid stories on display for the guests to read.
6. The students will give their summary of the unit to the guests.
7. The students and guests will participate in a thanksgiving feast.

**ESL Standards**
- Goal 1 Standard 1
- Goal 1 Standard 2
- Goal 1 Standard 3
- Goal 3 Standard 1
- Goal 3 Standard 2
- Goal 3 Standard 3

**Learning Strategies**
- Presentation Skills
- Recall
- Re-teach
- Verbal
- Participation

**Multiple Intelligences Addressed:**
- Kinesthetic
- Verbal/linguistic
- Musical
- Artistic
- Interpersonal

**Materials**
- Drum
- Tablecloth
- Native American costumes (vest, headband, necklace)
- Fry bread
- Totem pole
- Story pyramid
Lesson:
Description:
The students will invite their parents to view their displays and direct the parents to do the activities that were learned during the week. The parents will participate in the classroom pow wow.

Instructional Guidance:
The totem pole will be displayed and students will know their part. Students will play their drums during the song. After the parents arrive, the students will present their totem pole. The students will learn the rain dance, then teach their parents the rain dance, then the parents and students will perform the dance together.
Bibliography

Student Resources:
This book explains various American Indian Tribes. It tells of the important tasks and cultures of various Indian tribes.

This story is about a Texas tribe who is experiencing a drought. The great spirit is asking for someone to give up something valuable and a little girl is the one who is called on.

Little gopher follows his destiny as revealed in a dream vision, of becoming an artist for his destiny. He wanted to bring the colors of the sunset down to earth.

This book explores the importance of corn to the Native American’s and the uses of corn in daily life.

Discusses how corn was discovered and used throughout the world.

Teacher Resources:
Cultures Series: Native Americans.  Frank Schaffer Publications, Inc.

Early Years Thematic Notes: Thanksgiving.  Frank Schaffer Publications, Inc.


Sponge Activity for Native American Thematic Unit

Objective:
To read a quote from or about Native Americans and think/verbalize on what the students think is the meaning. The quote serves as a point of discussion regarding the Native American culture.

Standards:
Goal 1, Standard 1
Goal 1, Standard 2
Goal 3, Standard 1

Multiple Intelligences:
Linguistic Intelligence
Interpersonal Intelligence
Intrapersonal Intelligence

Learning Strategies:
Attentive Listening
Asking questions
Comprehension

Materials
Access to computer
Quotes

Procedure:
1. The sponge activity for this unit will incorporate Native American quotes.

2. Each day during this unit, a Native American quote or quote about the Native Americans will be written on the board.

3. The students can read the quote and during the sponge activity time, students will offer their opinions on what the quote says/means to them.

There is an extensive list of quotes available on the web and some of the sites are listed below and various ones are attached as well.

http://www.angelfire.com/ok/nightowlsgazebo/page8.html

http://www.ilhawaii.net/~stony/quotes.html

http://members.fortunecity.com/fretman/quotes.html


http://www.wolfdencreations.com/chesapeake/nativequotes.html
"Hear me, four quarters of the world - a relative I am! Give me the strength to walk the soft earth, a relative to all that is! Give me the eyes to see and the strength to understand, that I may be like you. With your power only can I face the winds."
-- Black Elk (1863-1950)

"He was so narrow-minded he could see through a keyhole with two eyes."
-- Black Elk (1863-1950)

"Continuous effort--not strength or intelligence--is the key to unlocking our potential."
-- Black Elk (1863-1950)

"What is life? It is the flash of a firefly in the night. It is the breath of a buffalo in the winter time."
-- Crowfoot (1821-90)

"The Whites told only one side. Told it to please themselves. Told much that is not true. Only his own best deeds, only the worst deeds of the Indians, has the white man told"
-- Nez Perces

"Shall not one line lament our forest race, Struck out for you from wild creation's face? Freedom-the selfsame freedom you adore-Bade us defend our violated shore."
-- Simon Pokagon

"Enjoy present pleasures in such a way as not to injure future ones."
-- Seneca

"No evil is without its compensation. The less money, the less trouble; the less favor, the less envy. Even in those cases which put us out of wits, it is not the loss itself, but the estimate of the loss that troubles us."
-- Seneca

"Let him that would move the world, first move himself."
-- Seneca

"When you were born, you cried and the world rejoiced; Live your life so that when you die, the world cries and you rejoice."
-- Cherokee Proverb

"When asked by an anthropologist what the Indians called America before the white man came, an Indian said simply, "Ours."
-- Father Andrew SDC

"Illegal aliens have always been a problem in the United States. Ask any Indian."
-- Robert Orben

History is written by the winners. The books say the Indians were bad guys and the whites just needed a little land. It's like, Excuse me, let me take your car. I'm discovering it. I'm putting my flag on your windshield."
"Indians are plenty smart. We catch small wood. Build small fire. Stand close and stay warm all over. White men not so smart. They catch big wood. Build big fire. Stand far away, burn face and freeze ass."

-- Mario Van Peebles

"What treaty have the Sioux made with the white man that we have broken? Not one. What treaty have the white man ever made with us that they have kept? Not one. When I was a boy the Sioux owned the world; the sun rose and set on their land; they sent ten thousand men to battle. Where are the warriors today? Who slew them? Where are our lands? Who owns them?....What law have I broken? Is it wrong for me to love my own? Is it wicked for me because my skin is red? Because I am a Sioux; because I was born where my father lived; because I would die for my people and my country?"

-- Sitting Bull (1831-90)

"Civilization has been thrust upon me... and it has not added one whit to my love for truth, honesty, and generosity."

-- Luther Standing Bear

"One does not sell the earth upon which the people walk".

-- Tshunka Witko

"The White Man must treat the beasts of this land as his brother. What is man without the beasts? if all the beasts were gone, man would die from a great loneliness of spirit. For whatever happens to the beasts, also happens to the man."

-- Sitting Bull (1831-90)

"The American Indian is of the soil, whether it be the region of the forests, plains, pueblos, or mesas. He fits into the landscape, for the land that fashioned the continent also fashioned the man for his surroundings. He once grew as naturally as the wild sunflowers; he belongs just as the buffalo belongs..."

Luther Standing Bear

"...everything on the earth has a purpose, every disease an herb to cure it, and every person a mission. This is the Indian theory of existence."

Mourning Dove

"We are going by you without fighting if you will let us, but we are going by you anyhow!"

---Chief Joseph

"When a man does a piece of work which is admired by all we say that it is wonderful; but when we see the changes of day and night, the sun, the moon, and the stars in the sky, and the changing seasons upon the earth, with their ripening fruits, anyone must realize that it is the work of someone more powerful than man."

Chased-by-Bears
"Perhaps you think the Creator sent you here to dispose of us as you see fit....
If I thought you were sent by the Creator I might be induced to think you had a
right to dispose of me..... Do not misunderstand me... But understand me fully with
reference to my affection for the land....
I never said the land was mine to do with as I choose...
The one who has a right to dispose of it is the one who created it....
I claim a right to live on my land....
And accord you the privilege to return to yours......
Brother we have listened to your talk Coming from the great White Chief at
Washington and my people have called me to reply to you....
And in the winds which pass thru these aged pines. We hear the moanings of their
departed ghosts. And if the voice of our people could have been heard, that act
would never have been done. But alas though they stood around they could
neither be seen nor heard. Their tears fell like drops of rain. I hear my voice in the
depths of the forest, but no answering voice comes back to me, all is silent around
me. My words must therefore be few... I can now say no more....
Chief Joseph
Picture Dictionary

clear weather  rain  snow  no rain  storm
sad  happy  help  war  peace
spring  summer  winter  sun  moon  star
tepee  Indian camp  campfire  good  bad
Great Spirit  horse  horse tracks  man  woman  boy  girl  wise
river  mountains  lake  dancer  drum
turtle  eagle  fish  many fish  bear

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Picture Dictionary

tiempo, claro  lluvia  nieve  no lluvia  tormenta

frión  feliz  ayudar  guerra  paz

primavera  verano  invierno  sol  luna estrella

hipi  campo indio  campo de fuego  bueno  malo

gran espíritu  huellas de caballo  hombre  mujer  niño  niña  sabio

ríos  montañas  lagos  danzante  tambor

loruga  águila  peces  algunos peces  a muchos peces  oso
The Legend of The Bluebonnet

<table>
<thead>
<tr>
<th>$K$</th>
<th>$W$</th>
<th>$L$</th>
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<tbody>
<tr>
<td>(What we already know)</td>
<td>(What we want to know)</td>
<td>(What we learned)</td>
</tr>
</tbody>
</table>
Homework: Story Board

Name: ____________________

Re-tell The Legend of The Bluebonnet in your own pictures in the story board below. Choose the main events that you remember. You might even include one or two important words in each block.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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Social Studies

Totem Poles (cont.)

Since totems were used to tell a story, this project is to be done by the entire class. It can be used to build class unity and identity.

### Building a Class Totem

**Materials:** lots of boxes; construction paper; stapler; scissors; paints and brushes; lots of newspaper; pictures of totem poles

**Directions:**

1. As a class, list certain special events such as a class field trip or a special visitor, etc. The longer the list the better.
2. Stack the boxes in an interesting manner. Use the stacking pattern to plan the totem.
3. Once the class has decided which box should represent which special class event, take the boxes apart and assign each to a small group.
4. Have the small group plan, “carve,” and paint their section. Dry.
5. Reassemble the totem. Have your own class Potlatch. A Potlatch was a ceremony to erect a totem pole, a chance to tell its story, and a reason to have a party. Have each group tell their part of the story. Invite the principal, parents, and others.

**Homework:** An extension of this project is for students to construct their own small totems using small boxes, soup cans, construction paper, etc. These should represent milestones in their lives such as learning to ride a bike or playing a sport. Then they should write the stories of their totems. The class can have another Potlatch to celebrate these new totems.
Totem poles were only made by the tribes of the Northwest. Contrary to popular belief, they have no religious meaning; they tell a story. Strangely enough, if the onlooker does not already know the story, he cannot "read" the pole. There are many totems today that have lost their stories. These are called puzzle poles. A totem pole was a symbol of the family's or chief's importance. The taller the totem, the more important the individual. A pole was erected for various reasons, usually at a big party called a Potlatch. Preserving the poles was almost impossible. They were left outside to endure the sun, wind, and rain. Therefore, they were painted with brightly colored animal oils that decorated as well as preserved.

Of the more than 100 symbols carved on the wooden poles, some were used more than others. Tribes often selected animals to identify with. Birds were popular. Snakes symbolized evil. Halibut, frogs, beavers, bears, killer whales, seals, and thunderbirds were also often used. To save space animals were often represented by parts rather than the whole.

Color The Land of the Totems map below to see where the different tribes that created totem poles lived.
Story Pyramid of the book:

- main character (1 word)
- describe character (2 words)
- setting (3 words)
- problem (4 words)
- an event (5 words)
- an event (6 words)
- an event (7 words)
- the solution (8 words)
Tribes Word Search

Use the map on page 28 to help you find the names of 21 Plains tribes.
Literature

Dreamcatcher
Audrey Ososky
(Orchard Books, 1992)
The daily activities of an Ojibway tribe go on around a baby, snug in its cradleboard.

Activity: Students will enjoy making Ojibway “dream nets.” Cut the centers out of heavy-duty paper plates and punch holes around the rims. Provide long, colorful strands of yarn, along with beads and feathers. Have each student tie one end of his or her strand of yarn to a hole in the plate and the other end to a bobby pin “needle.” Instruct the children to create webs by crisscrossing the yarn from hole to hole. They can add several small beads to their webs as they work. When students are finished, help them tie off the yarn. Then let them tie a feather or two to the bottoms of their dream nets and a piece of yarn as a hanger to the tops.

A Picture Book of Sitting Bull
David A. Adler
(Holiday, 1993)
This beginning biography chronicles the famous Hunkpapa Sioux leader’s life and his fight to maintain the rights of his people.

Activity: Before you begin this book, brainstorm some of the qualities the children believe leaders should have. (For example: strength, determination, generosity, intelligence, and bravery.) Write them on a piece of chart paper. As you share the story with your students, compare Sitting Bull’s actions with the qualities on your list. You might also have students draw pictures of leaders they respect. The leader could be an individual from the community, a sports figure, a teacher, a parent, an entertainer, etc. After they have drawn their pictures, have each student write a sentence or two describing what he admires about the person he drew. Have students read their work to their classmates. Then gather their stories in a class book to place in your library for all to enjoy and learn from.

Fox Song
Joseph Bruchac
(Philomel, 1993)
Stunning paintings accompany this story of Jamie’s memories of the special times she spent with her Abenaki great-grandmother.

Activity: Brainstorm some of the many things that Jamie learned from Grama Bowman. Then talk about some of the lessons your students have learned from older people in their lives such as relatives, neighbors, or family friends. Have each student draw a picture of someone he or she has learned an important lesson from and write a sentence describing what was learned. Gather the stories together in a class book for your library. Extension: Pop and serve popcorn. Try pouring a small amount of maple syrup over it for a sweet treat. Both popcorn and maple syrup are gifts from the Woodland Indian tribes, of which the Abenaki are members.
Ceremonial Chants

Navajo Prayer Chant
The Navajo have a prayer chant, which follows a slow beat of the drum.

May I walk in beauty before me.       May I walk in beauty above me.
May I walk in beauty behind me.       With beauty all around me, may I walk.
May I walk in beauty below me.        

Navajo Hogan Chant
This chant was used to bless the newly built hogan, the traditional home of the Navajo people. It was sung and accompanied by drums and rattles. Practice the chant. You may wish to copy it and mark where the drum beats and rattle shakes should go.

There beneath the sunrise stands the hogan.
The house is built of dawn’s fair light,
      Of fair white corn
      Of embroidered robes and hides
      Of pure water
      Of holy pollen.

There beneath the sunset stands the hogan.
It is built of afterglow
      Of yellow corn
      Of gems of shining shells.

It is evermore enduring, the hogan blessed.

Papago Rain Ceremony and Chant
This important Papago ceremony takes place once a year in early August. The medicine men pray for rain and good crops. Use the drum, rattle and sticks to accompany this song. Make up your own melody. It is sung with great feeling. It can be used with the rain dance on page 60.

Here I sit                        After the wind                        That makes the
And with my power,                I bring the clouds                    flowers grow
I bring the south wind            After the clouds                       That makes the
          toward me,                         I bring the rain                   home ground beautiful.
Native American Musical Instruments

Music plays an important part in the life of the Native American. From the time he is born until he dies, his life is marked by dancing and ceremony. The drum provides the rhythm and is often joined by rattles and rasps to furnish the background for the chants and dances accompanying tribal ceremonies.

Drums

There are four major types of drums—the small hand drum which could be carried into battle, the larger drum usually made from a hollowed log, the water drum used by the Apache, and the basket drum used by Southwestern tribes.

The drum heads are usually made from hides. The drums are decorated with painted symbols and designs having religious or protective meanings. The Native American never plays the hide drums by tapping with his hands—this is an African method. A drumstick is always used.

Quick and Easy Drums:

1. Coffee cans with plastic lids are instant drum material. First remove metal bottom for better sound. Cover with construction paper. Add Native American symbols and designs.

2. Oatmeal boxes or salt boxes make a different shaped version and can be made in an instant. Paper ice cream containers provide other sizes for these instant drums.

3. Pottery jars, flower pots and metal buckets also make excellent drums. Tie on a head of light 100% cotton canvas. Dampen the fabric to shrink which gives a drumlike sound.

These drums should be struck with beaters. A wooden kitchen spoon with painted Native American designs work well.

4. For a basket drum, use any size woven basket. Turn it over. This can be struck by hand or with pine needles to make a whisk-like sound.
A COMANCHE VILLAGE
A Comanche Village shows Comanche women curing buffalo hides. Buffalo skins were used for many purposes, including clothing and tepees, until the buffalo became scarce. George Catlin, the artist, spent several summers in the 1830s among various Indian groups.

Hide painted by Comanche women
Sioux beaded ball and doll
Social Studies

Make a Native American Costume

Tribes of the Plains typically wore a feather headdress, clothing made from animal skins, and necklaces for ornamentation. You can make a Native American costume quite easily with a few readily available materials.

**Vest**

Materials: large grocery bag; markers or paints; scissors

Directions
1. Cut the bag up the middle of the front. Cut out head and arm holes.
2. Use paints or markers to make Native American symbols and designs.
3. Cut fringe at the bottom.
4. Carefully put on vest. (You may want to reinforce weak areas on the inside with masking tape.)

**Feather Headband**

Materials: construction paper strips — tan or brown 4" X 24" (10 X 60cm), various colored paper for feathers 2 1/2" X 9"(6.25 X 22.5cm); crayons or markers; scissors; stapler; glue

Directions:
1. Fold the 4" X 24" construction paper strip in half lengthwise.
2. Make sure the opening side is up. Use crayons or markers to decorate the headband with Native American designs.
3. Trace a feather pattern to make as many feathers as you wish.
4. Cut out the feathers. Use scissors to give them a feathery look.
5. Open the headband and glue in the feathers. Fold the headband and glue it together. Staple the headband to fit.

**Macaroni Necklace**

Materials: different shapes of macaroni; food coloring; alcohol; jar; heavy string

Directions:
1. Dye the macaroni by putting a small amount of alcohol, a few drops of food coloring, and macaroni in a jar. Gently shake the jar until the macaroni is brighter than the desired color. Spread the macaroni on paper towels to dry overnight.
2. Repeat with several other colors.
3. String the macaroni in an interesting pattern using cotton string or fishing line.
The Legend of the Bluebonnet

Creating a Rain Dance

Native Americans held many ceremonies designed to make sure they had the food they needed to survive. These ceremonies almost always included music and rhythmic movement or dance. Singing and chanting were done to the rhythm of handcrafted rattles, drums, rasps, flutes, and/or whistles.

Rain was essential to the farming tribes for their crops and the hunting tribes for the health of the animals they used for food. So, rain dances were often performed in time of drought.

Your whole class can participate in this activity. Besides improving listening skills, this movement activity encourages concentration and awareness of others.

Directions

1. Students stand in a circle. Everyone must be still and quiet.
2. The leader (either a student or the teacher) begins by rubbing his thumb and two fingers back and forth to make the "mist."
3. He turns toward the person on his right, who then begins rubbing his thumb and two fingers.
4. Each person "passes the mist" until all children are making the mist.
5. The leader then changes his motion to rubbing his palms back and forth. He "passes the drizzle" to the student on his right and so on until all children are making drizzle.
6. The process continues with "rain" — patting thighs; "downpour" — stomping feet.
7. To end the storm, the process is reversed until the leader is making the mist alone.

Extensions: Add rhythms with instruments made by children. (See directions, pages 67-68.)
Add a rain chant created by the class.