

How Native Americans Lived in Harmony with Nature



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Program Outline and Overview

Target Students Age/Level

Twenty-five third graders of various levels of achievement and learning abilities participated in this program. A couple of students were resource room and/or ELL students (English Language Learners). Trade books and other reading materials of various levels were brought in to make the content assessable to all students. This unit on Native Americans was originally part of the fourth grade social studies curriculum but was adapted to third grade and can be further modified to meet the needs of other students.

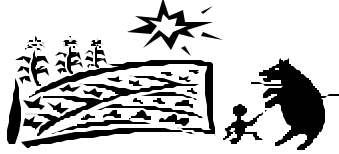
Major Goals

One of the instructional purposes of this program was to teach students to use reading strategies to make sense of nonfiction text. This included helping students become familiar with features of nonfiction (bold-face words, captions, labels, illustrations, etc.) and to show them how to use these features to construct meaning. The skills students needed for their projects were introduced and modeled during sharing reading lessons using nonfiction text relating to the topic.

Reading and writing skills that were modeled included:

- Stopping after a paragraph to determine the main idea and supporting details sentences
- Deciphering unfamiliar vocabulary using context and syntactic clues
- Utilizing features of nonfiction like captions and labels to clarify and gain additional information
- Underlining and note-taking important parts of the text
- Synthesizing paragraphs using notes (introduction, details, conclusion)
- Use the writing process (brainstorming, drafting, revising, editing, and publishing) to produce research reports
- Integrating various elements of nonfiction into reports

After students gained the necessary background information about Native Americans, they researched their topics, which focused on how native people of the northeast (like the Iroquois and Algonquians) used the natural resources in their environment to help them survive.



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Another objective of the program was to introduce students to an innovative, interactive way of presenting their published work. Instead of presenting research in the traditional paper/book format, students integrated their writing into the multimedia software called HyperStudio. They learned how to use the different features of this software (text boxes, graphics, animations, voice-overs). We celebrated and showcased our culminating HyperStudio project in the school's literacy fair in May.

Timeline/Overview of Program

The amount of time needed to complete this program depends on several factors: when you begin, the needs and interests of the students, how in-depth an exploration you want, etc. As teachers, we plan certain topics and concepts to be covered in our units. However, we have to be mindful that allowing our students to have a say in what they study can be empowering. It helps create an environment where students feel ownership of their learning experience because what their opinions are valued. The questions they pose can help us direct and adapt instructional plans to suit their needs and interests. Because this unit coincided with test prep for the standardized exams, it took about three months to complete. It was roughly broken into three stages; each took about one month with breaks in between to allow preparation for the citywide reading and math exams.

The first stage was helping students gain background information on Native Americans. We explored the geography/environment of the northeastern woodlands that the Iroquois and Algonquians inhabited. We examined various aspects of their lifestyle and how they connected to the land they lived on. The texts I used for shared reading came from different sources (trade books, teacher guides, handouts collected by other teachers and our staff developer). I often adapted or paraphrased the original texts to make them more appropriate for our level. They were enlarged or copied on transparency paper. A sample of text used is included in the Materials section. The skills mentioned above were introduced and modeled during sharing reading lessons. Afterward, students practiced these skills with new text to gain competency and learn new content material. To make the subject matter more concrete, various resources were used (picture books, photographs, filmstrip, and a museum trip). (See Resource section for details.)



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After doing much exploration on the Iroquois and Algonquians to build the students' knowledge base, the culminating project was introduced. During the second stage, students either worked with a partner or individually to research and produce a short report on their topics. Several lessons were conducted to teach or review research/note-taking skills. The topics they chose tied in closely with the concept of how native people respected and lived in harmony with nature. They looked through various books we had collected as a class and took notes. From their notes, they synthesized paragraphs. They drafted and revised their work several times. The writing process was modeled throughout this stage using student writings as samples. (See writing workshop lesson.) Their final drafts were published and saved in the computer.

The third component of the program involved our multimedia lab teacher, Wei Yee Chan, who the students see once a week. Throughout stages one and two of the program, Ms. Chan taught the class the different features of HyperStudio. They practiced using the application by creating mini-projects with her. By the next part of our project, which was to incorporate our nonfiction writing into HyperStudio, students were familiar with the application. Several lessons were conducted in class and in Multimedia Lab using a laptop and a projector to show how students' research and the various interactive features of HyperStudio could be integrated. As they worked on their HyperStudio cards, we stopped periodically to share student works and ideas, and offer suggestions.

Types of Assessment

Various methods can be used to assess students understanding and progress. As students work in pairs, have conferences and status checks. Walk around and take anecdotal records as they research their topics. Their drafts, revised work, and completed work can be the basis of authentic assessment.



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Lesson Plans

- Introductory Activity: “What did New York look like 500 years ago?”
- Brainstorming necessities of survival/Eliciting inquiry questions
- Shared Reading: Introducing content on Native Americans
- Writing Workshop: Dividing writing into paragraphs
- Visualization Activity: Matching illustrations/graphics with text

Introductory Lesson: “What did New York look like 500 years ago?”

Overview of Lesson

This lesson incorporates art as a way to assess what students may already know about what existed in New York hundreds of year ago. Some students may not be able to clearly differentiate between the historical and prehistoric past, so pictures of dinosaurs may be common. Their pictures can serve as a basis for an initial discussion about how New York and life in the past was different and similar to present time.

Objectives

Student will:

1. Gain a better understanding of what New York was like in the past.
2. Compare and contrast New York of the past to New York today.

Materials

Various drawing and art supplies (drawing paper, pencils, crayons, markers, colored pencils, water color, etc.), photographs of various regions of present-day New York (of farms, forests, rivers, towns, cities) and trade books of deciduous forests of northeast, and a relief/landform map that shows where deciduous forests are located in United States

Procedures

1. Set up various art stations around the room so that one group of tables has watercolors, another markers, etc. Allow students to pick the materials they want to work with, or have them randomly pick cards that assign them their tables. This helps avoids overcrowding at certain tables and encourages students to try materials they wouldn't normally use and to work with different peers.
2. Have the students close their eyes and pretend they're traveling back 500 years in time to New York. What are you seeing around you? Have them create their mental pictures on paper. Some students will get stuck on the accurate portrayal of their pictures and ask if certain things existed back then. Remind them that there are no “right” or “wrong” pictures, and each artist will show different things. Students who finish early can create a picture of present-day New York. Have pre-selected pictures or photographs of different regions of present-day New York ready for comparison if not enough students get to do the latter.
3. As students work, circulate to find some pictures that can be used as teaching tools during whole class discussion. In particular, look for pictures that contain relevant features that existed in the past (i.e., homes built near waterways, native people, forested areas, people hunting and farming). Ask these students why they included these items in their work.

This will give them a chance to practice a bit before you call on them to share during class discussion.

4. Create two sections on the blackboard or wall and have students post their pictures on either the “Present” or “Past” section.
5. Have students first discuss with a partner or in trios what they are noticing about the past pictures and present pictures.
6. Whole class discussion. As students share what they noticed about present day and past New York, chart their responses on double T-chart.

New York: Past	Similarities	New York: Present
- No buildings or bridges -More trees, more forests	-People still here -Has trees	-Has bridges and skyscrapers -Trees in parks, forest

7. Call on the pre-selected students you conferred with earlier to share their drawings and to point out important concepts/ideas relating to how people lived in the past (i.e., living off the land, hunting and farming, as supposed to buying food from a supermarket, living near a freshwater source, etc.)
8. As an extension for the next day, if time is limited, share a map that shows that deciduous forests can be found in the northeastern regions of America. This is a good opportunity to integrate a lesson on geography (reading maps, keys/legends, directions on a compass rose). Share pictures of deciduous forests and have students imagine what it would be like to walk through one. What would they see, smell, feel, and hear? Point out that this kind of natural environment existed where their school was build and throughout the neighborhood, city, and state they live in.
9. Display their pictures in room as references, and as they learn more about the way of life of native people in this area 500 years ago, they can add to their artwork.

Brainstorming Lesson: What is needed for survival?

Lesson Overview

This lesson has two components. Before exploring the lesson's focus question, students brainstorm questions they have about Native Americans. The previous lesson dealt with assessing students' prior knowledge that falls under the K column of the K-W-L chart. This activity falls under the W column--what they want to learn. Instead of trying to chart everything (K-W) on one paper and during one lesson, it is helpful to break them up into two different lessons. This allows for a more thorough discussion. Many of the questions students come up with will be similar to your unit questions. Eliciting their questions will give students a sense of ownership over their learning. The second component of the lesson has students work in groups to brainstorm the necessities of survival. (See activity sheet.)

Objectives

Students will be able to:

1. Describe the four basic necessities of survival
2. Explain the importance of having these basics for survival
3. Compare how people of the past and present get these basics

Materials

Students' social studies notebooks, a copy of Survival activity sheet for each small group, chart paper with similar format as activity sheet, students' artwork from previous lesson

Procedures

1. The day before, have students list questions they have about Native Americans in their social studies notebook as part of their homework.
2. Assign students into small cooperative groups and have them share questions they came up with for a few minutes.
3. Whole class sharing:
Record questions from students on chart paper, at least one per group to make them accountable for their small group work. As questions on this list get answered through future lessons, check them off. Add to them as students come up with more.
4. Necessities of Survival activity:
Ask groups to discuss with their members what four things all people need to survive. Elicit and list the items: water, food, shelter, and clothes. Discuss why air/oxygen doesn't need to be listed on our chart: readily available, not something that people have find like food and water.
5. Have groups list the four items on their sheet as a starting point before working on the other columns:

- “Why was it needed?”
- “Where/how do *we* get it?”
- “Where/how did *they* get it?”

For the last column, responses may vary, depending on what student may already know about this topic. Encourage them to write as much as they can and remind them that they will add to this column as they learn more about Native Americans as a whole class.

6. Whole class sharing. Record responses on chart. What are you noticing about where we get our necessities and where Native Americans got their necessities?

Shared Reading Lesson: Introducing Content on Native Americans

Lesson Overview

This is one of many shared reading lessons implemented to introduce not only content but also to model comprehension strategies, research, and note-taking skills. In the past, the Native Americans unit was covered in fourth and fifth grade and, because of that, many of the books available in school were not appropriate for the third grade. The majority of the text used in our study came out of trade books and other resources. They were adapted and rewritten to meet students' level. The text was typed in a large font before being enlarged so that it would be clearly visible to students. See Sample Materials section for example. To help make the subject matter more concrete for students, have books with ample pictures to show during lessons. Integrating videos and a field trip to the Smithsonian Museum of American Indians will provide additional experiences.

Objectives

At the end of the unit students will:

1. Gain content knowledge about Native Americans and their ways of life
2. Become more familiar with comprehension strategies (using context and syntactic clues) that can help them decipher difficult or unknown vocabularies
3. Utilize features of nonfiction like captions and labels to clarify text and gain additional information
4. Understand the difference between main ideas and supporting details

Materials

Enlarged copy of background information on Native Americans who lived in the northeast (see sample text in Materials section), student copies of shared text, chart paper, nonfiction trade books that contain photographs that relate to the text being shared (i.e., *The Native Americans Told Us So*, a big book), maps of those areas, and students' social studies notebooks

Procedures

1. Enlarge shared reading text, trim, and affix to one side of chart paper so you can use the margin to model note taking.
2. Read through first text box without stopping.
3. Cover up the text except for first paragraph. Reread first paragraph. Stop. Discuss what it is telling us so far. Underline what is most important and note-take on the margin.

So it tells us that men hunted and fished, and women farmed. Does it tell us how they did their jobs? Where might we get more details about their jobs?

At this point, *tell* them that nonfiction text often begins with an introductory paragraph that gives readers an idea of what the piece will be mostly about--main idea.

4. Reread the next paragraph with periodical stops to discuss what additional details they gained.

What details did we get about the main idea?

Underline and note-take on relevant information: when/what they hunted, tools they used...

Model comprehension skills to figure out unfamiliar words ("Venison..." or "...wild fowls...") or familiar words used in unfamiliar context ("Smaller game, such as rabbits...")

What could venison be? How do we find out? What do you notice right after the word venison?

Point out that a comma after a difficult word signals additional information about that word. Other punctuation clues include – and ().
We see a comma after venison. Let's read on after the comma and find out what it is telling us. What about small game--does it mean the same as the games we play?

Continue to model these strategies (being attentive to punctuation clues and reading on with other difficult words in text). Also, substitution of unfamiliar words with familiar words can be modeled.

When we read on after smaller games, we read words like rabbit, duck, goose, and turkey. What other word can we use instead of game so the sentence would still make sense?

5. Repeat procedure 4 with last paragraph in text box. Stop once in while to supplement text with nonfiction books like *The Native Americans Told Us So*. Point out features of nonfiction- pictures, captions, labels...
6. Give each student a copy of shared text. With a partner, have them practice underlining, note-taking, and explaining how they can figure out the difficult words to each other. Circulate to observe and assist.

Extension

After learning about the different crops that Native Americans cultivated, we also explored other crops that were first grown by native people in the Americas. This discussion was motivated by a resource a student found. The encyclopedia had a map about crops, animals, and inventions whose use originated with native people in North, Central, and South America. We had a mini-tasting feast where we tried some of the crops that native people ate. We brought in popcorn, potato chips, boiled sweet potatoes with maple syrup, and corn salad. Also, we made vegetable soup in a crock-pot, which included ingredients indigenous to native people: corn, beans, squash, tomatoes, and potatoes. This made the lessons so much more memorable.

Writing Workshop Lesson: How do we divide our writing?

Lesson Overview

For the culminating project, students have been researching and collecting information on topics that deal with how Native Americans like the Iroquois and the Algonquians used the natural resources in their environment to help them survive. They took notes, drafted and revised several times before they published, and saved their reports in a class folder in the multimedia lab computers. Saving their work under a class folder allows students to easily access their work, no matter what computer they may be working on. Since their projects involve creating several HyperStudio cards, this lesson will deal with breaking up their text into several paragraphs.

Objectives

Students will:

1. Organize their writing into paragraphs
2. Insert their paragraphs into HyperStudio cards

Materials

Computer connected to an overhead projector (multimedia lab), a sample of student work saved on computer or a transparency copy of work

Procedures

1. If a laptop computer connected to a projector is not available to bring to the classroom, schedule a block of time in the multimedia lab. An alternative is to photocopy student work on an overhead transparency sheet, but a computer is very effective for this lesson. Changes made are immediately visible to students.
2. Before displaying student work, review features that are included in works of nonfiction: text, captions, labels, and pictures/graphics. Remind them that their HyperStudio cards will be similar to pages out of a nonfiction book and that each card will have a text box.
3. Display student work (written as one long paragraph) on the computer. *Since you will have several HyperStudio cards, each with a text box, where are you going to get the text for them? What do you notice about this writing? Should we insert this whole paragraph into one text box? How can we break up this writing?*
4. Help the students see where writing can be broken up into smaller paragraphs according to subject. Have them read sentences that go together. After breaking up writing into paragraphs, show how they should save their work as a text-only file on the computer and how to insert their writing into HyperStudio text boxes. If there isn't enough

time, have the multimedia lab teacher demonstrate the latter part during their computer prep.

5. Students work on breaking up their writing into paragraphs and begin inserting them into their HyperStudio text boxes.

Visualization Lesson: Matching Illustrations/Graphics with Text

Background About Lesson

During the last phase of the unit, students work on integrating their non-fiction writing into a multimedia project using HyperStudio software. Each student or team of two creates a mini HyperStudio project consisting of three or four cards in their stack. (Cards are similar to the slides of Power Point presentation but more interactive in nature.) Students have done some preliminary work: making an introduction card, separating and inserting text into several text boxes, and adding buttons to connect the cards.

For the next few weeks, students will incorporate other features of nonfiction writing like illustrations, diagrams, captions, and bold-faced words. This particular lesson will focus on helping students use visualizations as a way to decide what illustrations to include with their text.

Objectives

At the culmination of this lesson and project, students will:

1. Gain a better understanding of the relationship between text and illustrations
2. Be better able to determine the important part of the text (main idea)
3. Use the strategy of visualization to help create illustrations that match text

Materials

Sample of student's HyperStudio cards with only text, copies of visualization activity for small group work, progress chart of Native American project

Procedures

1. Have a status check of how far along they have reached in their project if progress chart was kept.
2. Show them a sample of a peer's work as motivating stimulus.
Elicit what they notice about cards (sample only has text).
3. Share some example of nonfiction books. Ask them to turn to a neighbor to discuss what makes books and the HyperStudio cards the same and different. Then share with entire class.
4. Introduce the next part of the project: adding illustrations to the text. Pose and discuss:
Why do you think we should include illustrations to our projects?
As illustrators, can we draw anything we want? Why or why not?
Discuss the importance of matching illustrations to their written text.
5. Group Visualization Exercise

Have students close their eyes as the following is read:

Imagine you are a hawk, a bird that is a predator. You are soaring high in the sky looking for something to eat. The forest below is your hunting ground. You are hungry because you haven't eaten the whole morning. Suddenly, your sharp eyes spot something moving on the forest ground. It's a rabbit!

Turn to your partner and share what your sharp hawk eyes were focusing on and why.

Group share: What was most important? Why weren't your eyes looking at the clouds above you or the treetops?

Emphasize the point that just as the hawk would focus mostly on the rabbit on the forest ground after spotting it as something it can eat, illustrators need to focus on the text to help them decide what to draw. They need to read the text to figure out what is the most important part. Making a visual image in their minds of that part will help them create illustrations that will match the text.

6. Small Group Work:

Pairs of students practice visualization with a short teacher-created text. Give them enough time to work before whole class sharing. They read text, discuss meaning, and determine main idea of passage. Afterward, they will create illustration(s) about the main idea.

7. Whole Group Sharing:

Call students back to the carpet. Have a couple of groups come up to share work.

Extension:

Using what they have learned, students will apply the strategy of visualization to help them come up with possible illustrations to accompany text in their HyperStudio cards. Before Multimedia class, give them time to continue working on their planning sheets.



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Sample Materials/Suggestion

- Shared Reading Texts
- Double T-Chart
- Survival Activity Sheet
- Sample of Student Work
- Visualization Activity Sheet
- Scavenger Hunt for Museum Trip
- Progress Chart
- Necessities of Survival Activity Sheet
- Book Sign-out Chart

New York's Native Americans worked hard for their food. The men hunted and fished, while the women were the farmers.

The hunters hid near lakes and streams where animals came to drink. They used bows and arrows, spears, and traps to catch their prey. Larger animals were skinned and dried and their meat was kept for the winter. Venison (deer flesh) was their main source of meat. Smaller game, such as rabbits and wild fowls (duck, goose, and turkey), were cooked and eaten right away.

In the spring, when the ice thawed, native people began to fish in the streams and lakes. They fished until the water froze again the following winter. Some nimble Indians could catch fish with their hands, but most used nets. Fishermen also used bows, arrows, and spears.

The following two columns of text were enlarged together on one sheet. Then they were cut and stapled onto one side of a chart paper. This gives the teacher a place to model note-taking. Or, if you prefer, enlarge them on separate sheets and use the margin of space for note-taking.

Also, during the shared reading session with this text, I stopped to model/review strategies to figure out unfamiliar words/phrases like:

- Being attentive to commas, parentheses, and dashes that come after unknown words, i.e., "Venison (deer flesh)..."
- Using context clues-- looking back and reading on for hints (i.e., "Smaller game ..." Reading on, we see "such as rabbits." Looking back, we read "Larger animals...")
- Substituting a word and asking does it make sense with new word (i.e., "Some *nimble* Indians could catch fish with their bare hands...")

While men hunted and fished, women grew crops. The main vegetables that were cultivated were corn, beans, and squash, and they were called “the three sisters, our supporters.” A digging stick was used to make holes into which seeds were placed. Then a mound of soil was heaped over the seeds. Sometimes dead fish were added to the mound as fertilizer. This made the soil richer and helped crops grow well.

The women also foraged in the forest for other kinds of food. They gathered wild rice, grasses, berries, roots, and nuts. In the spring, they tapped maple trees to get the watery sap. The sap was then boiled until it became a thick sugary syrup. Maple syrup was utilized as a sweetener because they did not have sugar. They used maple syrup to make food taste sweet.

In the fall, crops, meat, and fish were dried in the sun to preserve them for the winter. The dried food was often stored in underground pit or clay pots.

A good book to supplement and support this text is *The Native Americans Told Us So* by Melvin Berger, which comes in a big-book format along with teacher guide. The photographs can provide students with vicarious experiences and can make the materials more concrete for them.

The different tribes that made up the Iroquois lived in the western and central areas of New York State. The tribes that made up the Algonquians were the first people to live in what is now New York City. They also made their homes in eastern New York, Long Island, areas around the Great Lakes, and the northeastern parts of America.

The Iroquois were known as the People of the Longhouse. Longhouses were rectangular in shape with straight sides and arched roofs and were as long as 200 feet. First, the Iroquois would make a frame of the house with wooden poles, and then use bark to cover the frame. The Algonquians lived in roundhouses—wigwams that were about 15 feet wide. Small poles were placed in holes in the ground in a circular pattern. The poles then were bent at the top and tied together in the middle.

Like longhouses, wigwams were covered with bark, had one opening for a door, and had compartment or spaces and shelves for storing things. Also, holes were cut in the roof to let out smoke from indoor fires. Dried foods – fish, corn, and meat were hung from the ceiling. Both the Iroquois and Algonquian villages were surrounded by tall fences, called stockades or palisades, for protection. Crops were farmed outside the stockade.

If available, use a pull-down map and have students locate New York State and neighboring areas (Great Lakes, Long Island...) that were inhabited by Algonquians and Iroquois.

For an art activity, students can work together to do a quick sketch of what these homes might have looked liked based on the text.

A fun activity to help students understand the difference in size of longhouses and wigwams is to have them draw the dimensions of the homes on the schoolyard with chalk. * This can be used as a math assessment to see how students are keeping track of numbers (i.e., are they drawing one foot at time or in larger increments, how do they check and keep track...)

*Ask administration first.

Text continues
on next page.

Longhouses were much larger than wigwams because an extended family of grandparents, parents, children, aunts, uncles, and cousins lived together in each one. The head of each family was the oldest or most-respected woman in the longhouse. The leader of an Iroquois village was a male, but it was the women who selected him.

Algonquian families were smaller than Iroquois families. A nuclear family headed by the father lived in each wigwam. The leader of the village was called a sachem. Just like in Iroquois villages, women had power. The sachem had a council of both men and women who advise him during powwows or meetings to solve problems.

After shared reading sessions with this type of text that compares and contrasts the two groups of native people, a Venn diagram or a double T-chart can be introduced as a way to graphically organize the information. Model with a few examples and then have students work in small cooperative groups to complete. Have copies of text used available for them. Afterward, have a whole class share. (See next page for double T-chart.)

Group Members _____

Fill out the double T-chart with your group members to show how the Algonquians and Iroquois were similar and different from each other.

Algonquians	How the Iroquois and Algonquians are similar:	Iroquois

Sample of Student Work

The following student work was used for a writing lesson on dividing writing into paragraphs. These paragraphs would be inserted into separate cards in their Hyperstudio project later on. We discussed introductory, supporting, and concluding sentences. The student's work was typed and saved in Word and accessed using a computer connected to a projector. As we made changes, students immediately saw them on the screen. An alternative method is to photocopy a student's work on an overhead transparency sheet.

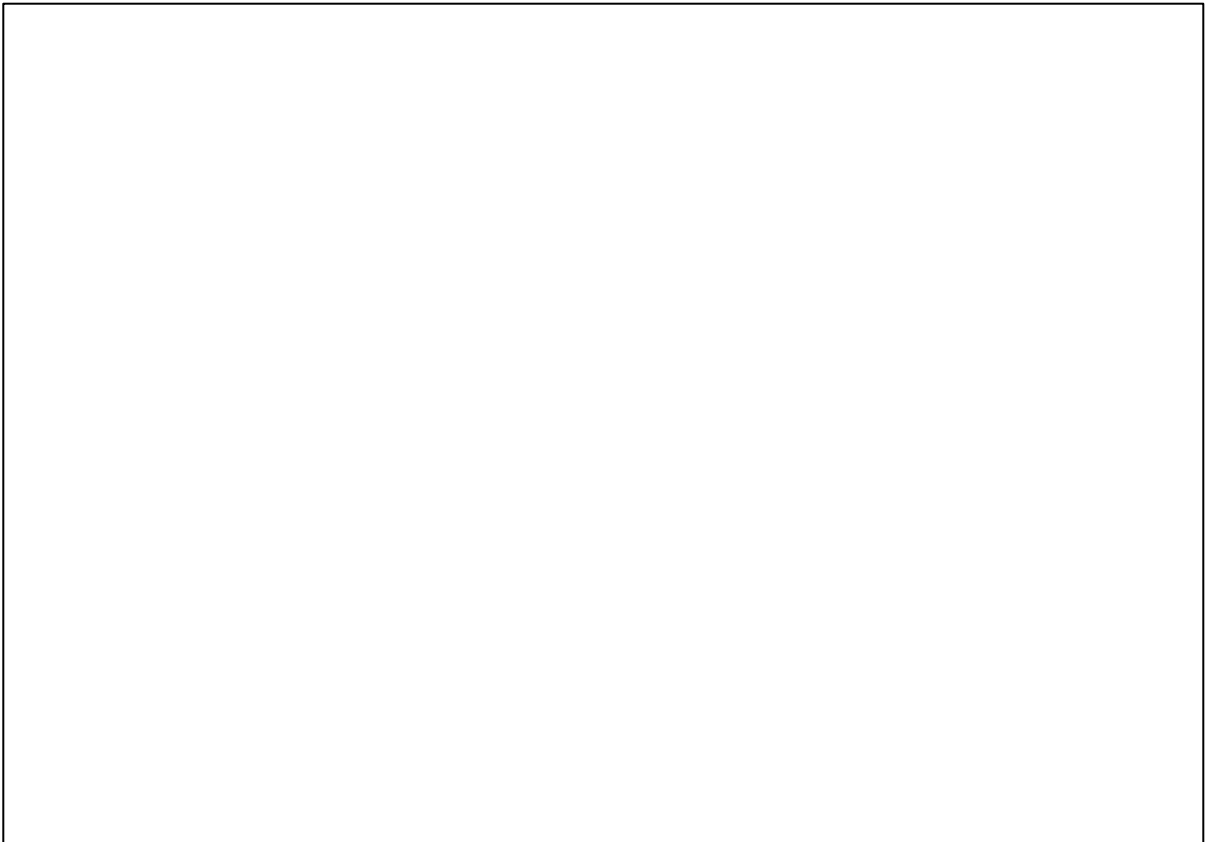
Wild plants were used by Native Americans as food and medicine. Native Americans, like the Iroquois, collected a lot of strawberries at spring. After they collected enough to feed each person, they had a strawberry festival. They also collected other fruits like blueberries, raspberries, cranberries, and chokeberries. Maple trees gave sap to make maple syrup. It was used as a sweetener. Men and women went into ponds and collected wild rice in canoes. When they saw rice stalks, they went next to them, bent them over on the canoe, and hit them until all the rice grains fell into the canoe. Trees weren't just used to build canoes, homes, and weapons, etc. Trees, such as the willow, were used to make medicine. The barks were boiled to make a tea that could heal fevers, upset stomach, and aches and pains. Leaves were also used as bandages. These are just some ways Native Americans used wild plants.

Names of Partners _____

Visualization Activity Sheet

Directions

1. Read the short passage.
2. Talk with your partner about what you read.
Discuss what you want to include in your drawing and why.
3. Then, sketch an illustration to match the text.



One spring morning, a mother bird flies out of a hollow of a tree where she has build a nest for herself and her chick. She has gone out to search for food for her newborn baby. A snake looking for something to eat moves up this same tree. It sticks out its tongue and tastes the air. It smells the chick and slithers up toward the hole for its breakfast.

National Museum of American Indian
Across Borders: Beadwork in Iroquois Life
Scavenger Hunt

1. Find the wampum belt in the long case. Describe the design of the belt.

2. Find the case with the quillwork moccasins. What materials were used to make them?

3. Find the case with the different natural materials. What kind of materials did the Iroquois use for decorations?

4. Find the display with five birds. Read the caption and find out what is hanging from the mouths of all the birds. What does it represent?

5. Find the case of the Celestial Tree. What colors were used in the artwork?

6. Look around the room and list five things the Iroquois made from beads.

7. Visit the display case that shows how beadwork is made. How many steps does it take to make a beaded picture frame?

8. Pick one outfit and draw a picture of it. Write the name of the person who wore it and the purpose of the outfit. Use the back of this sheet.

Native American Project Progress Chart

Student	Topic	Research Notes	Draft report	Revise writing	Publish/type in computer	Planning sheet for Hyperstudio	Create preliminary Hyperstudio cards	Illustrations, labels, captions for cards	Interactive buttons, animations, voice

A little more than a month into the unit, students perused the books collected to find topics for their research. Some of the topics that they decided on included the following, but they all connected to the idea of how native people respected nature.

- Foraging for wild plants for food and medicine
- Why waterways were important and how they took care of them
- How Native Americans hunted in winter
- How and why masks were made
- The Native Americans' belief in spirits

The above chart can be first enlarged before filling in and displayed where students can easily see it. As students look through books for information pertaining to their topic, they inevitably will come across information that other groups need. Having this chart encourages inter-group collaboration because they can refer to the chart and find the group that can use the information they came across.

Partners Names _____

What are the basic necessities of survival?

What is needed?	Why is it needed?	How do we get this now?	How did Native Americans get it back then?

Directions:

Sign in any books you bring in for the class to use. Also, sign out if you are borrowing any books in the chart.

Title of Book:	Name of student who brought in book:	Library due date:	Name of student who is borrowing book:	Date book was borrowed:	Date book was returned:



How Native Americans Lived in Harmony with Nature

Resources/Bibliography

Resources

The following resources were used during this unit. Shared reading texts came out of and/or were adapted from trade books. (See bibliography for some titles of books that can be used.)

- Various nonfiction and fiction books on Native Americans (in particular on the Iroquois and Algonquians) trade books, and encyclopedia
- Picture books on woodlands and animals that live in this habitat
- National Geographic film strip on Native Americans of the Northeastern Woodlands
- Videos:
“Native North Americans: The First People”
“Indians of the North America Video Collection: Iroquois”
100% Educational Videos, Inc.
1-800- 483-3383
- Field trip to the National Museum of the American Indian of the Smithsonian Institute
The museum has a wide collection of artifacts--wood and stone carvings, quilled hides, clothing, etc. Various one-hour programs are available that accommodate grades K-12. You can arrange to have one of the Native American staff members take the class on a free guided tour.
Address: The George Gustav Heve Center
at the Alexander Hamilton U.S. Custom House
One Bowling Green
New York, NY 10004
(212) 514-3700
www.nmai.si.edu

Based on the exhibits on display, you can create a scavenger hunt where students have to answer questions concerning certain artifacts that you want them to focus on. At the time of our visit, there was an extensive exhibit on beadwork in Iroquois life. (See Sample Materials for scavenger hunt that students used.)

- Various maps of the United States and New York State
- Enlarged copies of text for shared reading sessions
(See Sample Materials section.)

- Overhead projector to show maps and illustrations that are photocopied on transparency paper
- Multimedia computer lab equipped with Work Processing, HyperStudio, and floppy discs to save work
- Writing materials (chart paper, notebooks, clipboards, drawing papers, etc.)

Bibliography

The following is only a sampling of books that we used in our Native American studies.

Nonfiction

The Native Americans Told Us So by Melvin Berger

The Iroquois Indians by Bill Lund

If You Lived with the Iroquois by Ellen Levine

Eyewitness Books: North American Indian by David Murdoch

People of the Longhouse by Jillian Ridington and Robin Ridington

The Algonquians by Patricia Ryon Quiri

North American Indians by Marie & Douglas Gorsline

The Iroquois: A First American Book by Virginia Driving Hawk Sneve

Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp

Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times by Kate Waters

Fiction

Little Firefly: An Algonquian Legend by Terri Cohlene

Song of the Hermit Thrush: An Iroquois Legend by Gloria Dominic