**Lesson Title**: Native American Culture  
**Teacher**: V. E. Smith

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4th Grade</th>
<th>Duration of Lesson</th>
<th>1-2 Days</th>
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| **Lesson Topic** | Comparing Native American Culture |
| **SC Standards and Indicators** | Standard 4.1 The student will demonstrate an understanding of political, economic and geographic reason for the exploration of the New World.  
Indicator 4-1.2 Compare the everyday life, physical environment, and **culture** of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest. |

| **Academic Vocabulary** | Eastern Woodland, Plains, Southwest Indians, Great Basin, and Pacific Northwest |
| **Lesson Materials** | Native American Matrix worksheet  
Native American Reading Passages  
Venn Diagram Worksheet  
Smart board Lesson |

**Lesson Set**

| **Content Objective(s)** | The Student will be able to compare everyday life, physical environment and culture of each Native American cultural group |
| **Literacy Objective(s)** | 4-2.6 Use graphic features as sources of information  
4-2.3 Create response to informational text through a variety of methods, drawings, written work etc.  
4-6.3 Organize information by classifying. |

| **Lesson Importance** | Students will understand everyday life, physical environment and culture of Native American Indians |
Connections to prior and future learning

Students have already compared the culture, government, and geographical location of different Native American nation in South Carolina. In next eighth grade indicator student will summarize the cultures, political systems and daily life of the Native American of the Eastern Woodland: including their methods of hunting and farming, their use of natural resources, geographic features, and their relationships with other nations.

Anticipatory Set/ Hook (Engage)

Each day a question will be written on the smart board or whiteboard that will pertain to each category everyday life, physical environment, and culture practices.

1. Name ways your parents provide food for your family to eat? Ex. Buy grocery, go out to eat in restaurant, goes fishing, shrimping, crabbing or order out food.
2. How often does your family move in a year? Or are your parents homeowners?
3. Name a belief or culture practice of your family? Ex culture practice could be celebrating Kwanzaa; a belief could be remembering the Sabbath and keeping it holy, by going to church every Sunday.

Students will be placed in groups to discuss their responses, teacher will then call on volunteers to share answers from group with class. This will then lead to the introduction of the standard being taught to students.

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

Introduce content

Teacher will introduce a Native American group one per day starting with Southwestern Native American.
**components**  
Teacher will use Smart Lesson to introduce students to the Southwestern Native Americans.  
Students will do activity at the end of Smart lesson.  
Teacher will discuss with students that the everyday lives of Native Americans depended on the region in which they lived and how they interacted with their physical environment.

**“I do” Skill from literacy objective**  
*introduce/explain/model*  
Teacher will begin by introducing and discussing Native American Culture Groups with class  
Teacher will build background knowledge from Smart lesson.  
Teacher will complete Matrix of one Native American Group with class. *(Southwestern) optional*  
Teacher will do a read aloud from the Southwestern Native American Passage and model one segment of the Matrix.

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**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

**“We do” Activity Description**  
Include student “explore” components and opportunities for them to explain their learning.  
Teacher will have students to work with a partner to read passages of Native American Groups  
Teacher will have students to complete Matrix Native American Group.  
Teacher will circulate and monitor learning.

**Checking for Understanding- “Informal” Assessment**  
Teacher will check for understanding by asking groups or individuals to name foods of a particular group (teacher will select group). Tell whether they were hunters, farmers or gathers? Teacher will have the option to choose from any category from matrix to check for understanding.

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**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

**Content Solidified**  
Teacher will answer any questions students may have concerning Native American Group Culture. Teacher will make sure that students understand standard and objective taught in lesson.

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**Independent Practice**
### “You Do”

<table>
<thead>
<tr>
<th>The students will complete Venn Diagram to compare two or more Native American Groups. Students will use the Matrix to complete Venn Diagram. Students will tell how each group is different and how they are alike.</th>
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### Summative/ “Formal” Assessment

<table>
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<tr>
<th>Assessment</th>
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<tr>
<td>Students will use Venn Diagram as a Formal Assessment.</td>
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### Differentiation

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<th>During Lesson</th>
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<tr>
<td>Below level learners will be paired with a stronger student to complete Venn Diagram. Advanced learners will be allowed to use the triple Venn Diagram.</td>
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</table>
## Native American Culture

### Matrix

<table>
<thead>
<tr>
<th>Native American Tribe</th>
<th>Food</th>
<th>Clothing</th>
<th>Housing</th>
<th>Environment</th>
<th>Everyday Life</th>
<th>Other Interesting Facts you would like to share.</th>
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</thead>
<tbody>
<tr>
<td>Eastern Woodland</td>
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<td>Plains</td>
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<td>Southwest</td>
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<td>Pacific Northwest</td>
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</table>
The Southwestern Indians

The Pueblo Tribe

How do you pronounce the word "Pueblo"? What does it mean?

It's pronounced "PWAY-bloh." This just means "town" or "village" in Spanish, and was originally used to refer to the Indian cliff dwellings and large adobe house complexes of the Southwestern Indian tribes.

Where do the Pueblo Indians live?

The Pueblo are natives of the Southwest deserts, particularly New Mexico. Unlike many Native American tribes, the Pueblo Indians were never forced to leave their homelands and are still living there today.

What were Pueblo homes like in the past?

Pueblo people lived in adobe houses known as pueblos, which are multi-story house complexes made of adobe (clay and straw baked into hard bricks) and stone. Each adobe unit was home to one family, like a modern apartment. Pueblo people used ladders to reach the upstairs apartments. A Pueblo adobe house can contain dozens of units and was often home to an entire extended clan. Unlike most old-fashioned Indian shelters, traditional Pueblo houses are still used by many people today. In fact, some Pueblo people have been living in the same adobe house complex, such as Sky City, for dozens of generations. Other Pueblo families live in modern houses or apartment buildings, just like you.
What were Pueblo clothes like?

Originally, Pueblo men didn't wear much clothing-- only breechcloths or short kilts. Pueblo women wore knee-length cotton dresses called mantas. A manta fastened at a woman's right shoulder, leaving her left shoulder bare. Missionaries didn't think this dress style was modest enough, so in the 1900's many Pueblo women started wearing blouses or shifts underneath their mantas. This style is still in use today. Men and women both wore deerskin moccasins on their feet. For dances and special occasions, women painted their moccasins white and wrapped white strips of deerskin called puttee around their shins as leggings.

Pueblo men usually wore cloth headbands tied around their foreheads instead. For special ceremonies, Pueblo dancers sometimes wore painted masks or crowns of feathers. Both men and women wore their hair gathered into a figure-eight shaped bun called a chongo, but some Pueblo men preferred to cut their hair to shoulder length. Except for certain religious ceremonies, the Pueblos didn't paint their faces or bodies. But they are famous for their beautiful silver and turquoise ornaments, particularly their elaborate necklaces.

What was Pueblo food like?

The Pueblo Indians were expert farming people. They raised crops of corn, beans, squash, and sunflowers, as well as cotton and tobacco.
Pueblo men also hunted deer, antelope, and small game, while women gathered nuts, fruits, and herbs. Favorite Pueblo recipes included hominy, popcorn, baked beans, soups, and different types of cornbread.

The Pueblo Indians weren’t coastal people, and rarely traveled by river. Originally they just walked. There were no horses in North America until colonists brought them over from Europe, so the Pueblos used dogs pulling *travois* (a kind of drag sled) to help them carry heavy loads. Once Europeans brought horses to America, the Pueblo Indians could travel more quickly than before.

![Pueblo Indian Houses](image)
Eastern Woodlands Native Americans

The Iroquois Tribe

How do you pronounce the word "Iroquois"? What does it mean?

It's pronounced "eer-uh-kwoy" in English. It's an English corruption of a French corruption of an Algonkian word meaning "real snakes." Originally, this was probably an insulting nickname (the Algonkian and Iroquois Indians were traditional enemies.) The Iroquois tribes originally called their confederacy Kanonsionni, which means "people of the longhouse." Today they call themselves the Haudenosaunee or Six Nations.

Who were the Iroquois tribes?
There were five tribes in the original Iroquois Confederacy: the Mohawk, Seneca, Oneida, Onondaga, and Cayuga tribes. Later a sixth nation, the Tuscarora tribe, joined the confederation.

Many other tribes, such as the Huron and the Cherokee, are sometimes called "Iroquoian" tribes. They are called that because they are distant relatives of the Iroquois Confederacy tribes and speak related languages. However, they were never part of the Iroquois Confederacy. In fact, they were sometimes at war with them.

What were Iroquois homes like in the past?
The Iroquois people lived in villages of longhouses, which were large wood-frame buildings covered with sheets of elm bark. Iroquois longhouses were up to a hundred feet long, and each one housed an entire clan (as many as 60 people.) Today, Iroquois families live in modern houses and apartment buildings, just like you.
What was Iroquois clothing like?

The Iroquois, used materials for clothing found in our natural environment. Traditionally the Iroquois used furs obtained from the woodland, which consisted of elk and deer hides, corn husks, and they also wove plant and tree fibers to produce articles of clothing.

Iroquois men wore breechcloths with long leggings. Iroquois women wore wraparound skirts with shorter leggings. Men did not originally wear shirts in Iroquois culture, but women often wore a tunic called an overdress. Iroquois people also wore moccasins on their feet and heavy robes in winter. In colonial times, the Iroquois adapted European costume like long cloth shirts, decorating them with fancy beadwork and ribbon applique.

What were Iroquois weapons and tools like in the past?

Iroquois hunters used bows and arrows. Iroquois fishermen generally used spears and fishing poles. In war, Iroquois men used their bows and arrows or fought with clubs, spears and shields.

Other important tools used by the Iroquois Indians included stone adzes (hand axes for woodworking), flint knives for skinning animals, and wooden shoes for farming. The Iroquois were skilled woodworkers, steaming wood so they could bend it into curved tools.

What are Iroquois arts and crafts like?

The Iroquois tribes were known for their mask carving, which is considered such a sacred art form that outsiders are still not permitted to view many of these masks. Beadwork and the more demanding porcupine quillwork are more...
common Iroquois crafts. The Iroquois Indians also crafted *wampum* out of white and purple shell beads. Wampum beads were traded as a kind of currency, but they were more culturally important as an art material. The designs and pictures on Iroquois wampum belts often told a story or represented a person's family.

**Iroquois Longhouse sketch**

**Iroquois Clothing**
The Great Plains Native Americans

The Sioux Tribe

Sioux, comes from the Ojibway name for the tribe, which means "little snakes." Many Lakotas and Dakotas use the word Sioux to refer to themselves when they're speaking English, however.

Where do the Sioux people live?
The original Lakota/Dakota homelands were in what is now Wisconsin, Minnesota, and North and South Dakota. The Sioux traveled freely, however, and there was also significant Sioux presence in the modern states of Iowa, Nebraska, Montana, and northern Illinois, and in south-central Canada. Today, most Sioux people live in the Dakotas, Minnesota, Nebraska, and Saskatchewan.

What were Sioux homes like in the past?
The Sioux people lived in large buffalo-hide tents called tipis (or teepees). Tipis were carefully designed to set up and break down quickly. An entire Sioux village could be packed up and ready to move within an hour. Originally tipis were only about 12 feet high, but after the Sioux acquired horses, they began building them twice that size. Today, Native Americans only put up a tepee for fun or to connect with their heritage. Most Sioux families live in modern houses and apartment buildings, just like you.

What was Sioux clothing like?
Sioux women wore long deerskin or elk skin dresses. Sioux men wore breechcloths and leggings and buckskin shirts. The Sioux also wore moccasins on their feet and buffalo-hide robes in bad weather. In colonial
times, the Sioux adapted European costume such as vests, cloth dresses, and blanket robes.

The Pacific Northwestern Native Americans

The Chinook

*How do you pronounce the word "Chinook"? What does it mean?*

It's pronounced "chih-nook."

*What were Chinook homes like in the past?*

The Chinooks lived in coastal villages of rectangular cedar-plank houses with bark roofs. Usually these houses were large (up to 70 feet long) and each one housed an entire extended family.

*What was Chinook clothing like?*

Chinook men didn't usually wear clothing at all, though some men wore a breech-clout. Women wore short skirts made of cedar bark or grass. In the rain, the Chinooks wore tule rush capes, and in colder weather, they wore fur robes and moccasins on their feet. Later, after European influence, Makah people began wearing blanket robes.

*What was Chinook food like?*

The Chinook Indians were fishing people. Their staple food was salmon. Chinook men also caught many other kinds of fish and sea mammals from their canoes and hunted deer, birds, and small game on land. Chinook women gathered clams and shellfish, seaweed, berries, and roots.
Where do the Chinooks live?
The Chinook Indians are original people of the Pacific Northwest Coast. They live in Washington State.

What were men and women's roles in the Chinook tribe?
Chinook women gathered plants, herbs and clams and did most of the child care and cooking. Men were fishermen and hunters and sometimes went to war to protect their families. Both genders took part in trade, storytelling, artwork and music, and traditional medicine. The Chinook chief was always a man, but clan leaders could be either men or women.

How do Chinook Indian children live, and what did they do in the past?
They do the same things any children do--play with each other, go to school and help around the house. Many Chinook children like to go hunting and fishing with their fathers. In the past, Indian kids had more chores and less time to play, just like early colonial children. But they did have dolls, toys and games to play. A form of lacrosse was a popular among teenagers as it was among adult men. Like many Native Americans, Chinook mothers traditionally carried their babies in cradleboards on their backs--a custom which many American parents have adopted now.

Breech legging cloth

A breechcloth is a long rectangular piece of tanned deerskin, cloth, or animal fur. It is worn between the legs and tucked over a belt, so that the flaps fall down in front and behind. Sometimes it is also called a breechclout, loincloth, skin clout, or just a flap.
The Great Basin

Shoshone Tribe

The Great Basin culture area is located in what is now Nevada and Utah, western Colorado and Wyoming, southern Idaho, southeastern Oregon, and parts of California, Arizona, New Mexico and Montana. Today, all of these tribes continue to live in the Great Basin region, particularly in Nevada, Utah, Colorado, Idaho, and eastern California. However, many of the Great Basin languages, particularly in California, are endangered or near extinction.

**How do you pronounce the word "Shoshone"?**

It's pronounced show-SHOW-nee. In their own language, the Shoshones call themselves Newe (pronounced nuh-wuh) which means "people." Some bands prefer the spelling 'Shoshoni,' and others prefer 'Shoshone.' Either spelling is fine to use.

**Where do the Shoshones live?**

The Shoshone Indians were far-ranging people. Different bands of Shoshoni Indians lived in what is now Idaho, Nevada, Wyoming, Montana, Utah, and even parts of California. Most Shoshone people still live in these areas today.
What was Shoshone culture like in the past?
Click on link to view the culture of the ShoShone.
Shoshone-Bannock tribe (Northern Shoshones.)

What were Shoshone homes like in the past?
The Eastern and Northern Shoshones lived in the tall, cone-shaped buffalo-hide houses known as tipis (or teepees). Since the Shoshone tribe moved frequently as they gathered food, a tipi had to be carefully designed to set up and break down quickly, like a modern tent. An entire Shoshone village could be packed up and ready to move on within an hour. The Western Shoshones, who didn't do much hunting, built less portable wickiup homes.

What was Shoshone clothing like?
Shoshone women wore long deerskin dresses with wide sleeves. Shoshone men wore breechcloths and leggings, as well as buckskin shirts when the weather was cool. Both men and women wore moccasins on their feet. A Shoshone lady's dress or warrior's shirt was fringed and often decorated with porcupine quills and beadwork. Later, Shoshone people adapted European costume such as cloth dresses and vests, which they also decorated with beading and traditional ornaments.

What was Shoshone food like?
The Eastern Shoshone were big game hunters. Men worked together to hunt buffalo on the plains, and also hunted deer, mountain sheep, and other animals. The Northern Shoshone occasionally hunted buffalo, but relied more on salmon fishing, deer, and small game, as well as roots gathered by the women. The Western Shoshone had a more plant-based diet, particularly pine nuts, roots, and seeds, and also hunted antelopes and rabbits.

What were Shoshone weapons and tools like in the past?
Shoshone hunters used bows and arrows. Fishermen used spears, nets, and basket traps. In war, Shoshone men fired their bows or fought with war clubs and buffalo-hide shields.
What was Shoshone transportation like in the days before cars? Did they paddle canoes?

The Shoshone Indians weren't coastal people, and when they traveled by river, they usually built rafts. Originally the Shoshones would use dogs pulling *travois* (a kind of drag sled) to help them carry their belongings. Once Europeans introduced horses to North America, the Shoshones could travel quicker and further.

**ShoShone Beaded Clothing**

![ShoShone Beaded Clothing](image)

**Indian Tepee**

![Indian Tepee](image)
Name _______________________

Triple Circle Diagram
Work Cited

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