



Only What We Need: Living in Harmony with Nature

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



Only What We Need: Living in Harmony with Nature

By Sandra Miller

Grade: ECE

Implementation Time
for Unit of Study: 2 weeks

Denver Public Schools
El Alma de la Raza Curriculum
and Teacher Training Program

Loyola A. Martinez, Project Director

Only What We Need: Living in Harmony with Nature

Unit Concepts

- American Indian lifestyles and traditions
- Natural Resources
- American Indian Nations
- Values and Respect for Nature
- Arts and Crafts

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Mathematics

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Measurement—Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. (M5)

Computation—Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, computers, and other manipulatives in problem-solving situations and communicate the reasoning used in solving these problems. (M6)

Science

Life Science—Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

History

Students understand that societies are diverse and have changed over time. (H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (G5)

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future. (G6)

Art

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

Introduction

American Indians are found today in the mainstream community blending into and taking an active part in modern American society. They have spent many years gaining recognition and respect by overcoming the bias of a history that has been taught from the viewpoint of the new settlers in America, often portraying the American Indian as both primitive and savage. This led to the perspective of a less-capable, lower-ranking group of people. This perspective is far from the truth. The American Indian people were brave and wise and achieved emotional strength and mental fortitude in all aspects of life. They tried to achieve emotional strength and mental fortitude in all aspects of life. The family unit was very important and raising children was among the highest of achievements. Tribal standards and values were taught to the young. Children were expected to respect their elders, as adults showed respect for their children. The arts were evident in many aspects of life being expressed through paintings, music, and storytelling. The influence of nature is found in every part of the American Indian daily life. American Indians lived in harmony with nature demonstrating a high respect for the sun, the moon and stars, the land, and its creatures.

The tribes of the plains were mostly nomadic following the great herds of buffalo. The powerful buffalo were honored for their sacrifice for the tribe and no part of the animal was wasted. Tribes of the southwest, such as the Pueblos, lived in more permanent settlements. Homes were made of adobe. Meat was hunted, but turkeys were also domesticated to provide a reliable source of protein. Crops such as corn were grown. Pots were fashioned out of clay and decorated, blankets were woven with intricate designs. Once again, the gifts of nature were respected and never exploited.

Much can be learned from this proud group of individuals. American Indians in today's society are a very important and integral component of our society. The American Indian people are to be respected for their past and their contributions to today's society.

Implementation Guidelines

This unit is written specifically for ECE but may be altered for kindergarten. Many hands-on activities are included as the process is as important as the product at this level.

Instructional Materials

Colors of the Navaho
Powwow
Knots on a Counting Rope
Indians of the Great Plains
Pueblo Indians of the Southwest
Many Nations an Alphabet of Native America
Buffalo Dreams
North American Indian Designs
Ten Little Rabbits
The Ledgerbook of Thomas Blue Eagle
Plains Indians
A Rainbow at Night
Four Seasons of Corn
If You Lived with the Hopi
Dreamplace
American Indian Sign Language
Dream Catcher
Fall Gathering
Songs of the Loom
Kanahena, a Cherokee Story
Giving Thanks
Children of the Clay
Brother Wolf: A Seneca Tale
Daily Life in a Plains Indian Village
Northwoods Cradle Song
All Spirits Sing (CD)
Under the Green Corn Moon (Audiotape)

Lesson Summary

Lesson 1	Teepees 5 An introduction into the history of the Plains Indians and the need for teepees is presented in this lesson.	5
Lesson 2	Name Beading 10 This lesson introduces the use of pictographs as symbols representing words.	10
Lesson 3	Pictograph Stories 14 Using pictographs, students tell a story in sequential order from beginning to end.	14
Lesson 4	Games 18 This lesson involves creating the playing pieces and participating in some traditional American Indian games.	18
Lesson 5	Wildlife Colors 21 The story <i>Brother Wolf</i> provides the background for students to create their own colorful birds and practice graphing skills.	21
Lesson 6	Dream Catchers 25 Students are exposed to the story of the Dream Catcher and practice fine motor skills to create their own.	25
Lesson 7	Corn Grinding and Musical Instruments 29 This lesson provides an introduction to Indians of the southwest. Natural resources are used to grind corn and make musical instruments.	29
Lesson 8	Pottery 33 Students experiment with clay to create a coil pot.	33
Lesson 9	Weaving 36 Patterning is used in this lesson while students make a small woven mat.	36
Lesson 10	Modern Life and Cooking 40 Modern-day American Indians are discussed. Several accomplished politicians, artists, and writers are presented. Fry bread is cooked and enjoyed by all.	40
Unit Assessment 45	45

LESSON 1: Teepees

What will students be learning?

STANDARDS

Students understand that societies are diverse and have changed over time. (H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will identify specific information and details.

Students will recall specific details.

Students will recognize ways that people interact with their environment.

Students will analyze maps and globes.

Students will identify basic common needs of all people.

Students will recognize a vocabulary common to study of self and others.

Students will identify common problems and solutions.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will understand the use of teepees by the Plains Indians of the past as movable homes which could be put up and taken down to follow the herds of buffalo.

Students will use a paper bag and craft sticks to create a model teepee.

Students will identify the buffalo as a primary food source for the Plains Indians.

Students will identify the use of buffalo hide for blankets, clothing, and teepee coverings.

SPECIFICS

The tribes of the plains inhabited the present-day states of Arkansas, Colorado, Iowa, Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, and Wyoming. The native people of the Great Plains uniquely adapted their lifestyle to their environment. Their most valuable resource was the buffalo. Every portion was used for food, clothing, and shelter. Tools, weapons, toys, and even soap were made from the buffalo. Modern conveniences such as electricity, appliances, or stores were unavailable. The Plains Indians honored and respected their natural environment, never exploiting it.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Discussion

Modeling

Comparing

PRELIMINARY LESSON PREPARATION

Prepare teepee template (see page 9). Precut paper bags into rectangles removing sides and bottoms. Fill spray bottles with water. Have markers and scissors available for students.

ACTIVITIES

As a large group the teacher begins the lesson by introducing the unit with a discussion of life on the Plains in the past. Talk about living without a stove, bath tub, washing machine or grocery store. Let students explore ideas of ways to accomplish daily chores without these modern conveniences. Write down class ideas regarding finding water and food, cooking, and washing clothes. Show portions of the books *Plains Indians* and *Daily Life in a Plains Indian Village*. Compare ideas with information in book. Explain the use of teepees to follow the herds of buffalo. Explain the uses of the buffalo for food, clothing, blankets, and as the covering for the teepee. Show setting up the teepee and the inside of a teepee from the book. Explain the use of a travois to pack and pull the teepee behind a horse. Model making a teepee. Begin by tracing teepee and cutting it out. Remind students to hold scissors with thumb on top. Lightly spray teepee with water and crumple the paper to give it a worn “hide” look. Place sticks in lid and hold together with a rubber band around the top. Put teepee paper around sticks. Dismiss students to tables. Para and Teacher facilitate the creation of teepees. Students will need help with rubber bands.

For literacy read *Many Nations an Alphabet of Native America*. Point out the tribes that are included on the plains. Use a map of the tribes of the United States to show the area. Write names of tribes on the vocabulary list.

VOCABULARY

- Teepee cone-shaped dwelling used by the American Indians
- Plains the broad expanse of level land stretching westward from the Mississippi Valley
- Travois a crude sledge consisting of a net or platform dragged along the ground on the two poles that support it and serve as shafts for the draft animal

Tribes of the Plains:

- Arapahoe
- Arikara
- Blackfeet
- Cheyenne
- Comanche
- Cree
- Crow
- Hidatsa
- Kansa
- Kiowa
- Lakota
- Micmac
- Ojibwa
- Omaha
- Osage
- Pawnee
- Sioux
- Witchita

RESOURCES/MATERIALS

- Teepee template (see page 9)
- Scissors
- Markers
- Precut paper bags
- Spray bottles with water
- Daily Life in a Plains Indian Village*
- Many Nations an Alphabet of American Indian Tribes*
- North American Indian Designs*
- Plains Indians*
- A Rainbow at Night*

ASSESSMENT

Students will be assessed on the following:

Rubric Points Description

Participation in the discussion:

- 4 Student had several ideas to contribute using several sentences containing more than 5 facts.
- 3 Student had 4 or 5 ideas to contribute, using sentences most of the time.
- 2 Student added 2 or 3 facts using some sentences.
- 1 Student added 1 fact.
- 0 Did not participate

Ability to follow directions in creating a teepee:

- 4 Teepee was finished using the following steps: correctly tracing around template, cut-out on lines, crumpling the paper, and placing on the craft sticks.
- 3 Teepee was complete, but one of the components was done incorrectly (poor tracing, poor cutting, not placed well on craft sticks).
- 2 Teepee was partially completed with the completed portion done correctly.
- 1 Teepee was partially completed with the completed portion done incorrectly.
- 0 No steps completed

Ability to recall the reason Plains Indians needed to use teepees:

- 1 correct answer
- 0 incorrect answer

Ability to recall two (2) Plains tribes:

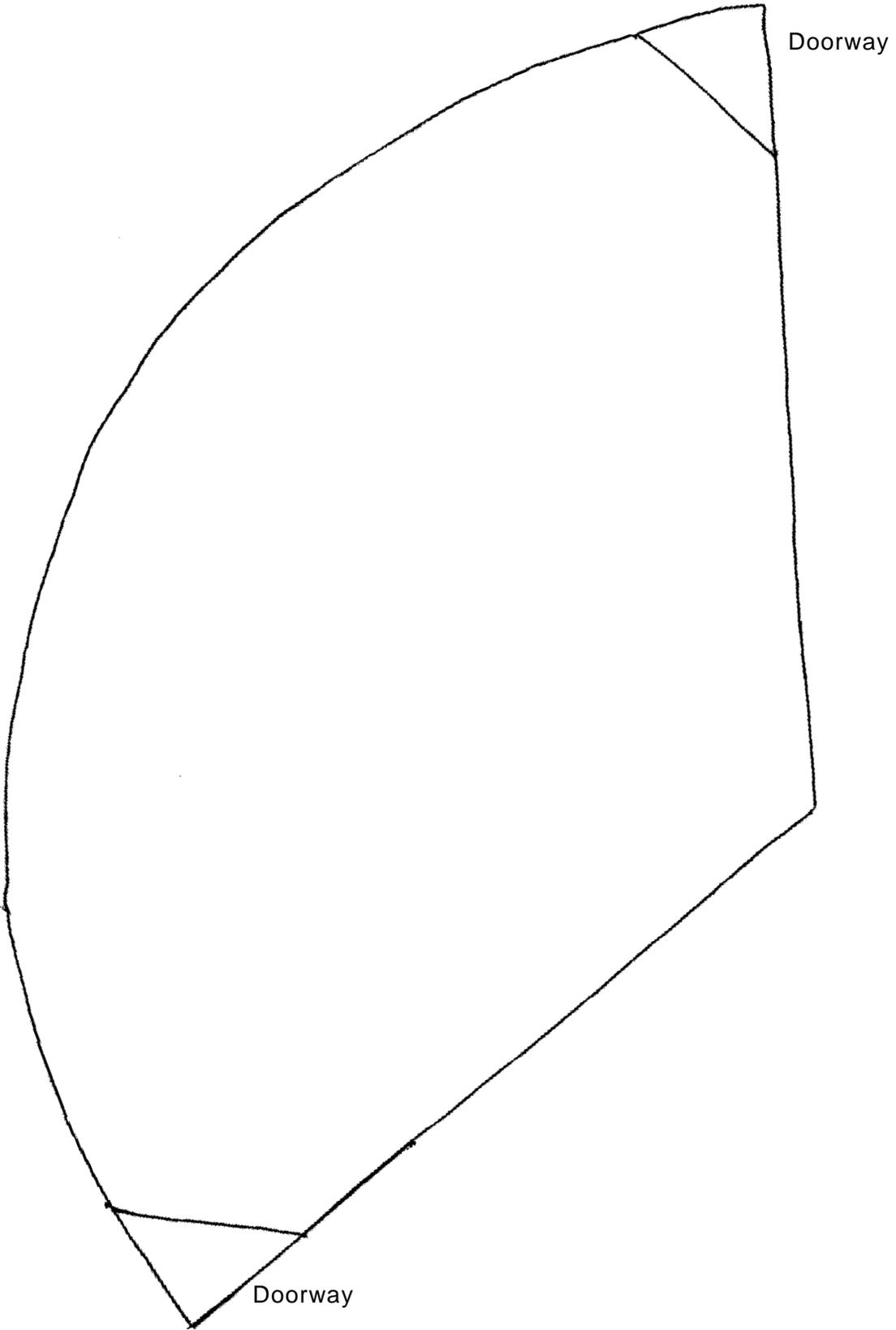
- 2 recall 2 tribes
- 1 recall 1 tribe
- 0 could not recall any tribes

EXTENSIONS

Using *A Rainbow at Night*, show the picture of either “Peyote Church” or “Beautiful Day at My House” and read the corresponding pages to the class. Do the suggested activity provided in italics in the story.

For this unit, the room may be decorated for the students to begin to experience what it would be like to live as a American Indian in the past. The playhouse may be changed into a teepee. Take out or turn around the stove, sink, refrigerator, and any other “modern” conveniences. Tie a large tan sheet to the ceiling and spread to top edges of Playhouse to give a teepee effect. Cover the outside with brown butcher paper. Place baskets, bowls, small child fishing poles, small bows, vests, dolls, sleeping mats, blankets, and small logs for a “fire” in the teepee. Make a “river” outside with a large piece of blue paper. Allow students to draw pictographs on the outside of teepee with colored chalk.

Teepee Template



LESSON 2: Name Beading

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will demonstrate picture reading.

Students will demonstrate understanding of visual correlation between picture and word.

Students will demonstrate the ability to create a pattern.

Students will understand how cultural and social influences help determine the acquisition of names.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will identify four colors.

Students will practice ABAB patterning.

Students will develop fine motor skills by manipulating string and macaroni.

SPECIFICS

Formal names were given to the American Indians at many important times in their lives. The name would reflect an attribute or strength of the individual and be expressed in the form of an animal or part of nature. Often names would be revealed in a vision by an elder of the tribe. On a day to day basis people were often referred to by their relationship such as, sister, brother, uncle, friend, etc.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Modeling

Beginning Concepts of Print

Teacher Guided

Student Directed

PRELIMINARY LESSON PREPARATION

Cut out circles from tag board and punch out two holes near top. Draw pictographs on circles and write corresponding names making one for each student (see suggestions for names on page 13). Cut lengths of string, one for each name. Make or buy four colors of macaroni. Place noodles in pans providing two pans of each color noodles.

ACTIVITIES

Teacher explains to the large group how American Indian names often incorporate nature. Show students several pictographs depicting objects in Nature. Explain that pictographs were used as a form of writing to convey an idea of message. Tell students that Indians could have several formal names chosen for them by the elders of the tribe, but that they would also go by “sister” or “brother” during a typical day. Demonstrate choosing two colors of noodles for a total of eight noodles, four of each color. Model stringing the noodles in an ABAB pattern using four noodles. For the next step, string the name circle sliding it so that it sits in the center of the necklace. Finally, string four more noodles using the same ABAB colored pattern as before. Divide group into two small groups. Para will work with one group while the Teacher works with the other. Facilitate students taking turns choosing names. Write students’ name above the Indian name (example Ben Whitehorse). Teacher and Para will tie the ends of the strings of necklaces. Have students pair up with someone from the other group to guess their new name.

For literacy read *Ten Little Rabbits* using props for each page. Show a travois in *Plains Indians*. Props may be kept in a large bag. Involve students in the story by asking them to predict the upcoming number and counting each page.

RESOURCES/MATERIALS

Colored noodles

String or yarn

Tape

Tag board

Pans

Ten Little Rabbits

Plains Indians

Props for book:

Maracas

Blindfold

Small fishing pole

Small bow and arrow

Large Indian blanket

Metal cookie sheet

Drum

ASSESSMENT

Students will be assessed in the following areas:

Rubric Points Description

Ability to identify colors:

- 4 Student can identify 4 colors
- 3 Student can identify 3 colors
- 2 Student can identify 2 colors
- 1 Student can identify 1 color
- 0 Student cannot identify any colors

Ability to create an ABAB pattern using 2 colors of beads:

- 4 Student has created an ABAB pattern using 4 beads of 2 colors on both sides of the name circle
- 3 Student has created an ABAB pattern using 4 beads of 2 colors on one side of the name circle
- 2 Student has created an ABAB pattern using 2 colors on at least one side of the name circle
- 1 Student has used 2 colors of beads, but has not made an ABAB pattern
- 0 Student has not created a pattern using a variety of colors

Ability to begin to read pictograph words:

- 4 Student can correctly identify 4 pictographs
- 3 Student Student can correctly identify 3 pictographs
- 2 Student can correctly identify 2 pictographs
- 1 Student can correctly identify pictograph
- 0 Student is unable to identify any pictographs

Ability to recall reasoning behind an American Indian name:

- 1 Student gives correct response
- 0 Student gives incorrect response

Names Examples



Swift Fish



Quick Fire



Strong Bow



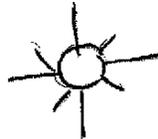
Golden Buffalo



Strong Bear



Spring Flower



Bright Sun



Quick Lightening



Swift River



Good Friend



Strong Turtle



Swift Rabbit



Gentle Rain



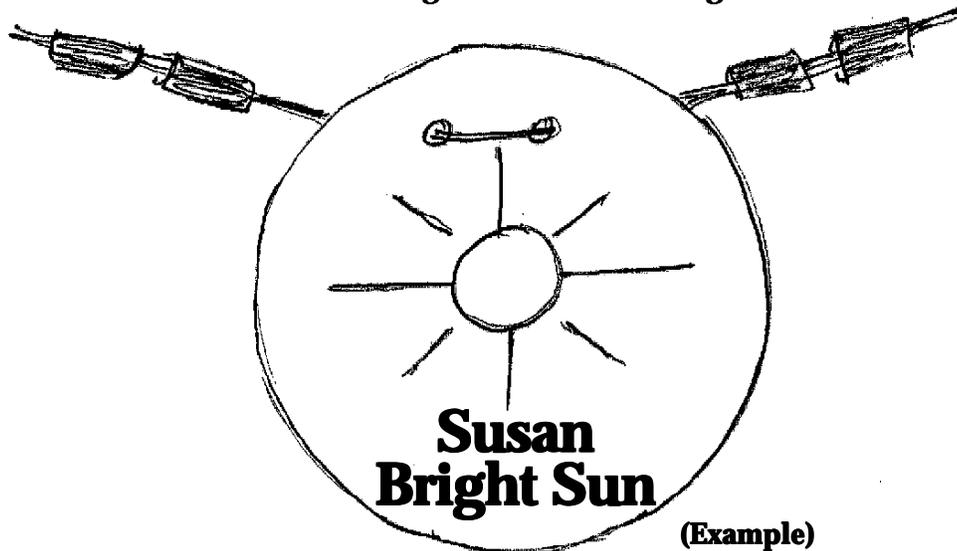
Strong Horse



Strong Wind



Gentle Snow



**Susan
Bright Sun**

(Example)

LESSON 3: Pictograph Stories

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will demonstrate understanding of visual correlation between picture and word.

Students will demonstrate understanding of story sequence.

Students will relate idea in story to events in daily life.

OBJECTIVES

Students will be able to write a story using pictographs.

Students will be able to sequence a story.

Students will be able to see the relationship between symbols and words.

SPECIFICS

Pictographs have been found on rocks, teepees, ledger books and walls of dwellings depicting daily life of the American Indians dating back to at least the 1400s. These provide the first written history of the people. Sign language was used by the Plains tribes in North America as a way to communicate with members of tribes encountered in travel who spoke different languages. Sign language was also useful within a tribe as a means to communicate silently during a hunt or a battle.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Modeling

Beginning Concepts of Print

Student Directed

Sequencing

Shared Reading

PRELIMINARY LESSON PREPARATION

Photocopy several sets of pictograph pages (see suggestions on page 17). Cut each pictograph apart and place on trays, one for each table. Cut strips of construction paper 3" x 18". Draw an arrow at left end of each strip pointing to the right.

ACTIVITIES

Begin lesson by showing the pictograph in *Pueblo Indians of the Southwest*. Teacher asks students to recall some of the pictographs that were discussed and used in the name activity from the previous day. Draw these on a dry-erase board. Explain that a story can be written using these pictographs in sequence. Add unmentioned pictographs from Pictograph Page to board. Let students guess what each means before describing. Write a simple story on the board using pictographs for main words; such as The boy rode his horse over the mountain. Read to students. Write another story and allow students to read it. Show the arrow on the paper strip and explain that a story begins at the arrow and reads from left to right. Model gluing the small pictographs on to the strip to create a story. Excuse students to tables. Para and teacher facilitate students creating stories. Students dictate story to Para and teacher while they write the story on the strip under the pictures.

For literacy read show and read *The Ledgerbook of Thomas Blue Eagle*. (Teacher may want to paraphrase and use only parts of the book, as it is quite lengthy.) Point out the various pictographs used in the book and explain that ledger books were actually used by American Indians. Teach a few sign language hand signs from *American Indian Sign Language*. Explain sign language as a form of silent communication using the hands.

For Music play some of the lullabies from *Under the Green Corn Moon* tape to demonstrate some of the different languages of the Plains Indians, (#2-Kiowa, #5 and #15-Cheyenne, #8-Micmac, #13-Sioux).

VOCABULARY

Tatanka buffalo

RESOURCES/MATERIALS

Photocopied pictograph pages, several sets

scissors

light-colored construction paper

glue, one for each student

trays, one for each table

dry erase board

dry erase markers

markers for teacher and para

American Indian Sign Language

The Ledgerbook of Thomas Blue Eagle

Under the Green Corn Moon (Audiotape)

Pueblo Indians of the Southwest

ASSESSMENT

Students will be assessed in the following areas;

Rubric Points Description

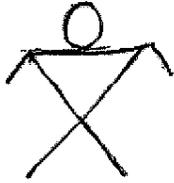
Ability to recognize and read pictographs:

- 4 Student can read their story and recognize 8 or more pictographs
- 3 Student can read their story and recognize 6 or 7 pictographs
- 2 Student can read their story and recognize 4 or 5 pictographs
- 1 Student can read their story and recognize 1 to 3 pictographs
- 0 Student cannot read their story or identify any pictographs

Ability to sequence story from left to right including a beginning, middle, and an end:

- 4 The sequencing of the story flows from left to right. There is a beginning, middle, and an end.
- 3 The sequencing of the story flows from left to right. The student is missing one component of the story, beginning, middle, or end.
- 2 The sequencing of the story is incorrect. The student is missing one component of the story, beginning, middle, or end.
- 1 The story only contains one component and therefore has no sequence.
- 0 No story was attempted.

Pictographs



Man



Woman



Horse



Fish



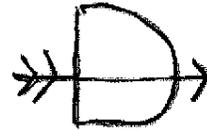
Teepee



Fire



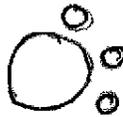
Lightning



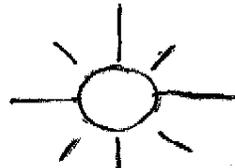
**Bow and Arrow
or Hunt**



Buffalo



Bear



Sun



Rain



Mountains



Water



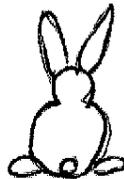
Blanket



Flower



Wind



Rabbit



Snow



Friends



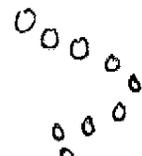
Man



Woman



Horse



Fish

LESSON 4: Games

What will students be learning?

STANDARDS

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Geometric Concepts—Students develop spatial sense and use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems. (M4)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

BENCHMARKS

Students will demonstrate an understanding of numbers from one to 10.

Students will use simple predictions.

OBJECTIVES

Students will learn to play three types of historical American Indian games.

Students will count points to score a game.

Students will predict the number of sticks they can catch.

Students will practice hand/eye and motor skills while catching craft sticks.

SPECIFICS

Games were played by American Indians as entertainment as well as a means to increase skills needed in adulthood. Races were run to increase speed and agility. Target shooting using a bow and arrow benefited the hunter. Competition was fierce. Some games were for individuals while others involved players with one village challenging another.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Demonstrating

Predicting

Comparing

Turn Taking

PRELIMINARY LESSON PREPARATION

Cut the end off six cans of the same size (soup or vegetable cans). Cover each with construction paper. Decorate with a variety of American Indian symbols. Obtain paint stirrers from a paint store, one for each student. Place markers available to students. Prepare small tally sheets for students to use for the Toss Up Game and the Stick Game. Set up three centers for games to be played. Prepare labels for each center with the name of each game (Toss Up, Stick Game, and Hidden Object). All may be played outdoors.

PRETEACHING

Teacher needs to explain safety issues while playing these games. Outline the area outside for the Stick Game, making sure this area is large enough so the students will not be running into each other. Demonstrate to the students the safe way to gently toss the paint stirrer straight up so that it safely lands near the participant without hitting anyone else. Explain the importance of turn taking and waiting for each participant to be out of the way. For the Toss Up Game also demonstrate gently tossing the craft sticks only up a foot or so.

ACTIVITIES

As a large group, teacher explains the playing of games by the American Indians of the past. Explain that the students will be able to try three games. Begin by modeling for students how to decorate one side only of their paint stirrer for the Stick Game. Allow students time to use markers to decorate stirrers. Have students write their name only on the other side. When all students have finished, describe how to play each game. The Hidden Object Game uses three decorated cans. A player hides a small stone under one of the cans. The cans are then moved around each other to confuse the other players. The other player tries to guess which can the stone is under. For the Toss Up Game, four craft sticks are placed across the back of the players' hands as they are held together with thumbs touching. The player tosses the sticks up and tries to catch them in the palms of their hands held together pinkies touching. Show students how to record the number of sticks caught for each try on a tally sheet. Demonstrate adding two sets together by counting tally marks to find the total for two games. Explain to students that they are to try to predict the number of sticks they will be able to catch and compare with resulting try. To play the Stick Game, the students take turns throwing the stick into the air. One point is scored on a tally sheet each time the stick lands with the decorated side up. Show students where each game is to be played and help students to read each label. Divide students into three groups directing each group to a game area. Para will oversee the Stick Game to facilitate turn taking. Teacher will work with the Toss Up group to facilitate tallying and predicting. A helping parent may work with the Hidden Object group. Rotate groups so each plays a game for five to 10 minutes.

For literacy read excerpts from *Powwow* and *Plains Indians Show* and discuss the pictures.

VOCABULARY

Predict..... to make an educated guess

Tally marks representing the number of objects

Powwow a special event where Indian people come together to celebrate their culture, trade goods and participate in music and dance

RESOURCES/MATERIALS

- 6 cans of same size
- construction paper
- 2 small rocks
- 4 craft sticks per student at Toss Up center
- paint stirrers—one per student
- several small sheets of tally paper
- pencils
- markers

Powwow

Plains Indians

A Rainbow at Night

ASSESSMENT

Students will be assessed in three areas: participation in games, ability to tally points, and ability to make predictions.

Rubric Points Description

Participation in games:

- 3 Student participated in all the games. Student was cautious and followed all the safety guidelines discussed ion the Preteaching section
- 2 Student participated in 2 of the games. Student was cautious and followed all the safety guidelines discussed ion the Preteaching section
- 1 Student participated in 1 of the games. Student was cautious and followed all the safety guidelines discussed ion the Preteaching section
- 0 Student participated in all the games. Student was unsafe and did not follow the safety guidelines discussed ion the Preteaching section

Ability to tally points:

- 3 Student correctly tallied the number of catches in the Toss Up or Stick Game
- 2 Student was one tallies off during the tallying of the Toss Up or Stick Game
- 1 Student was two tallies off during the tallying of the Toss Up or Stick Game
- 0 Student was unable to correctly tally any catches

Ability to make predictions based on continuing game experience:

- 3 Student revised predictions based on past game playing experience
- 2 Student revised predictions without apparent reasoning
- 1 Student made same prediction for each try without apparent reasoning
- 0 Student did not make any predictions

EXTENSIONS

Using *A Rainbow at Night*, show the picture of “The Round Dance” and read the corresponding page to the students. Do the suggested activity in italics.

LESSON 5: Wildlife Colors

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Life Science—Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will orally identify the sequence of the story.

Students will identify specific information and details.

Students will recognize ways that people interact with their environment.

Students will demonstrate an understanding of a graph.

Students will demonstrate an understanding of the basic body parts of a bird.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will be able to recall events of the story.

Students will be able to identify which bar shows the most and which shows the least on a simple bar graph.

Students will be able to identify colors.

Students will be able to use artistic expression to create a brightly colored bird.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Modeling

Retelling

Graphing

Student Directed

PRELIMINARY LESSON PREPARATION

Prepare a color graph and label with the 10 basic colors. Precut small strips of corresponding colored construction paper. Precut bird parts out of tagboard (see pattern on page ____). Place different colored feathers in pans, one pan of each color per table. Have glue and markers available to students.

ACTIVITIES

Teacher begins lesson by reading *Brother Wolf* to large group. Ask class to retell the story, allowing each child to recall one event from the story. Show the color graph. Ask each student to choose their favorite color from the colored paper strips and write their name on it. The teacher places the strips on the graph for each color. Compare results. Have students verbalize which has the most and which has the least. The teacher will model making a bird. Students are to choose one type of wings and one type of head, They will need to have two wings, one head, and one body. Explain that they need to choose one color feathers, perhaps their favorite color from the graph. Model gluing feathers to the wings and body. Use corresponding color marker to color head. Glue head to body. Attach wings with brad at small circles. Dismiss students to gather bird parts and work at tables. Para and teacher move among students to facilitate gluing and attach wings. While students are working, the tape *Under the Green Corn Moon* may be playing in the background. Students may wish to name their birds. Birds may be hung from ceiling to decorate room.

For literacy read *Giving Thanks*. Discuss the beautiful illustrations. List the many things we have to be thankful for.

For Music play #5 “I am a River” on the *All Spirits Sing* CD.

VOCABULARY

Most the largest amount, biggest

Least the smallest amount, littlest

Graph a diagram representing the amount of various items

RESOURCES/MATERIALS

Tagboard

Brads, one for each child

Many colored feathers

Glue

Markers

Color graph

Colored construction paper strips

Brother Wolf

Giving Thanks

All Spirits Sing CD

Under the Green Corn Moon tape

ASSESSMENT

Students will be assessed in the following three areas:

Rubric Points Description

Ability to recall the story:

- 4 Student will be able to recall 4 aspects of the story
- 3 Student will be able to recall 3 aspects of the story
- 2 Student will be able to recall 2 aspect of the story
- 1 Student will be able to recall 1 aspect of the story
- 0 Student is unable to recall the story

Ability to tell which color has the most and least on the graph:

- 2 Student is able to tell which bar represents the most and which represents the least on the bar graph
- 1 Student is able to identify one aspect of the bar graph, either the most or the least amount
- 0 Student is unable to identify either the most or the least on the bar graph

Ability to identify colors:

- 4 Student is able to identify 7 or 8 colors
- 3 Student is able to identify 5 or 6 colors
- 2 Student is able to identify 3 or 4 colors
- 1 Student is able to identify 1 or 2 colors
- 0 Student is unable to identify any colors

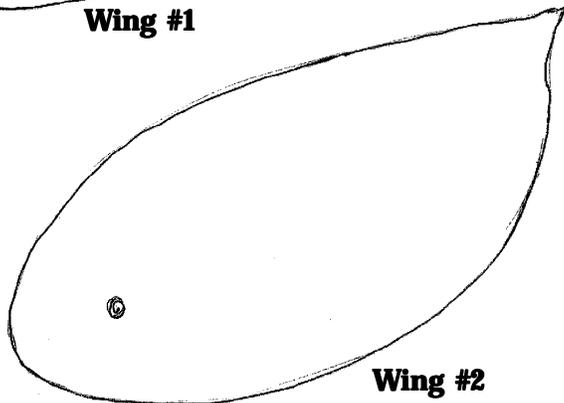
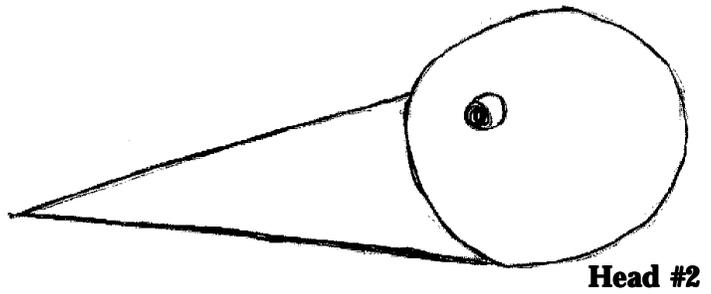
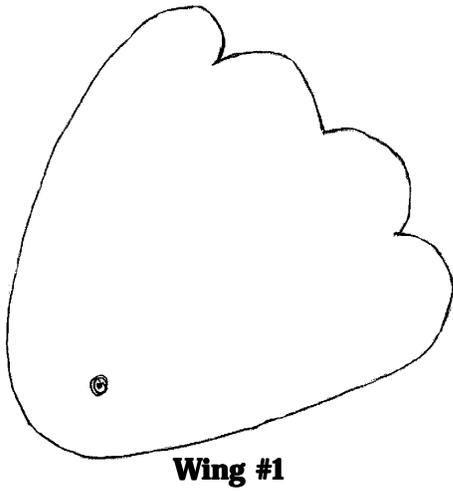
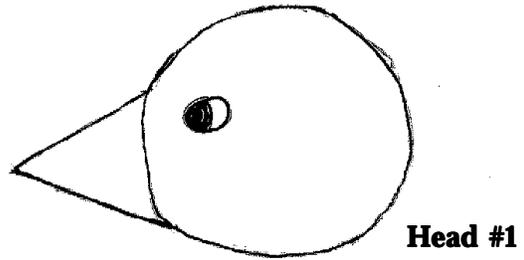
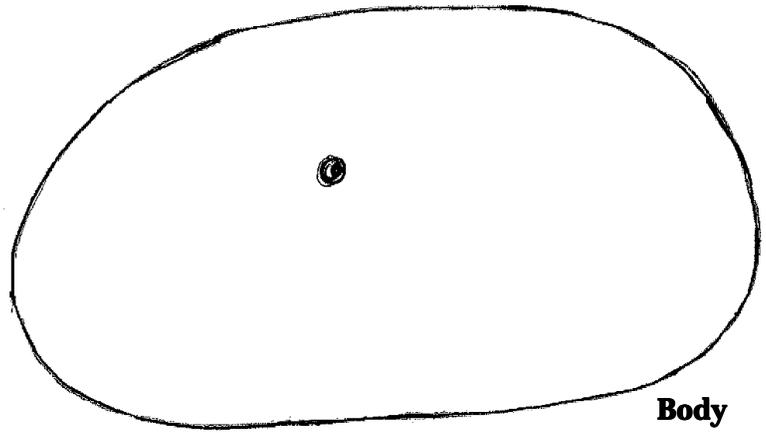
Ability to follow directions to create a bird:

- 4 Student creates a finished bird; complete with wings and body decorated with one color of feathers and a head colored to match feathers
- 3 Student creates a bird; complete with wings and body decorated with more than one color of feathers and a colored head
- 2 Student creates a bird complete with wings, body and head but does not add feathers or color the head
- 1 Student creates a bird missing one or more of the components; either the head, body, or wings
- 0 No bird is attempted

EXTENSIONS

Students may act out the story of *Brother Wolf*. The characters would include the wolf, raccoon, and each of the birds. Masks may be made for the wolf and raccoon. The birds may use brightly colored streamers or large feathers. Also, students may go outside to clean up their neighborhood or playground to show respect for their environment.

Bird Templates



LESSON 6: Dream Catchers

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will recognize sound/symbol relationships.

Students will demonstrate an understanding of numbers from one to 10.

Students will recognize similarities and differences of families.

Students will recognize a vocabulary common to study of self and others.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will be able to create a dream catcher.

Students will be able to draw representational pictures.

Students will be able to use fine motor skills while sewing.

Students will be able to recognize numbers one to 10.

SPECIFICS

Dream catchers are fairly modern and have become extremely popular. Dream catchers are found in many homes on reservations today. The belief is that the dream catcher will filter out the bad dreams, allowing only the good dreams to pass through the center to the dreamer.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Sequencing Numbers

Letter/Sound Correspondence

Concepts of Print

PRELIMINARY LESSON PREPARATION

Cut center out of sturdy paper plates, one per student. Equally space 8 punched holes in remaining ring. Working clockwise around ring number holes as follows: 1,6,3,8,5,2,7,4 (see template on page 28). Precut lengths of thin, colored yarn long enough to be sewn between all the numbers with 6 inches extra. Thread yarn through large plastic needles. Tie a half-inch length of straw onto end of yarn. Precut sheets of white construction paper, one per student. Draw a line down the center of the paper. Place markers available to students.

ACTIVITIES

Teacher reads *Dream Catcher* to large group. Discuss the story. Ask students if they think a dream catcher can catch bad dreams. Discuss students' dreams and strategies they use when they have a bad dream. Discuss what American Indian children of the past may have dreamt about. Play "Light up the World" or "Sing Away your Cares" from the *All Spirits Sing* CD. Divide into two small groups. In one group the Teacher will model making a dream catcher. Begin by threading needle through hole at number 1. Proceed by sewing through number 2, across to 3, etc. Have each student choose the color yarn they wish to use. Direct the activity slowly, allowing every student to find the next corresponding number on his or her dream catcher and sew through it. Tie off each when the student has finished. Markers may be used to decorate the ring and a feather maybe tied to the end of the yarn. For the second group, the Para will ask the students to think of a nightmare they have had and a happy dream. The students are to draw a picture of each on the white construction paper, one on each half. Students are to dictate to Para what each dream is about and try to determine the beginning letter for each description (M—for monster). Para will write down dictation under each dream. Play *Under the Green Corn Moon* tape in background while students work. The two groups are to switch when ready.

For literacy read *Northwoods Cradle Song* and *Knots on a Counting Rope*. Before reading tell students that there is something special about the boy. Have them see if they can guess what it is after hearing story (he is blind).

VOCABULARY

Nightmare frightening bad dream

Needle slender, sharp object with a hole for thread, used for sewing

Blind unable to see

RESOURCES/MATERIALS

Sturdy paper plates—one per student

Hole punch

Scissors

Straws

Variety of colored yarn

Large plastic needles—one for half of the number of students.

White construction paper

Markers

Dream Catcher

Knots on a Counting Rope

All Spirits Sing CD

Northwoods Cradle Song

Under the Green Corn Moon tape

ASSESSMENT

Students will be assessed in the following areas:

Rubric Points Description

Ability to recognize numbers 1-8:

- 4 Student is able to identify 7 or 8 numbers
- 3 Student is able to identify 5 or 6 numbers
- 2 Student is able to identify 3 or 4 numbers
- 1 Student is able to identify 1 or 2 numbers
- 0 Student is unable to identify numbers

Ability to sew yarn to create a dream catcher:

- 4 Student correctly sews yarn through all 8 of the punched holes
- 3 Student correctly sews yarn through 6 or 7 of the punched holes
- 2 Student correctly sews yarn through 4 or 5 of the punched holes
- 1 Student correctly sews yarn through 2 or 3 of the punched holes
- 0 Student does not attempt to sew

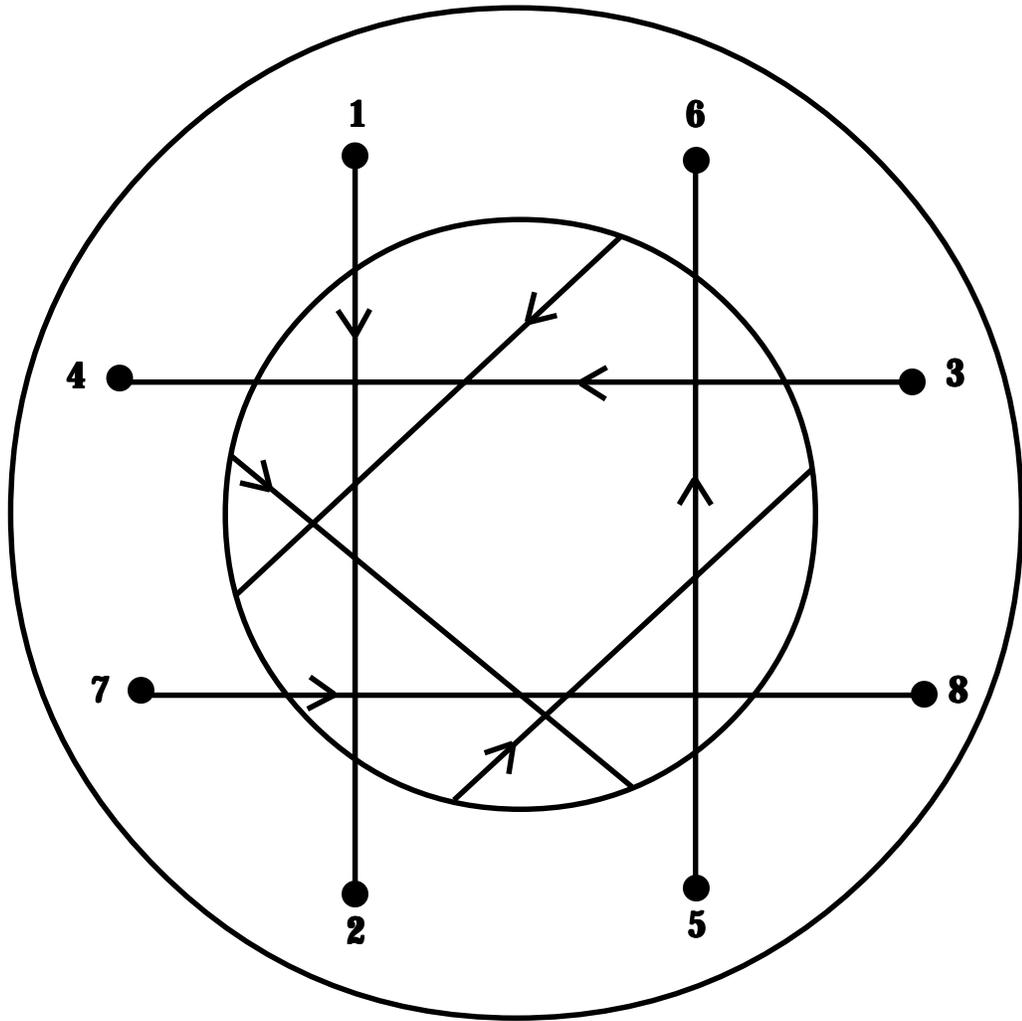
Ability to draw representational pictures of a bad and good dream:

- 2 Student draws a representational picture for both a good and bad dream
- 1 Student draws only one picture for either a good or bad dream
- 0 Student draws no pictures

Ability to determine the beginning letter to describe each type of dream:

- 2 Student is able to identify the beginning letter to describe the main idea for both types of dreams with the help of the teacher emphasizing the beginning sound of that word
- 1 Student is able to identify the beginning letter to describe the main idea for one of the dreams with the help of the teacher emphasizing the beginning sound of that word

Dream Catcher Template



LESSON 7: Corn Grinding and Musical Instruments

What will students be learning?

STANDARDS

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Computation—Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, computers and other manipulatives in problem-solving situations and communicate the reasoning used in solving these problems. (M6)

Life Science—Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students know and understand interrelationships among science, technology, and human activity in the past, present, and future, and how they can affect the world. (S5)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments. (G1)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students apply knowledge of people, places and environments to understand the past and present and to plan for the future.

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will recognize and use a broad vocabulary.

Students will recall specific details.

Students will recognize ways that people interact with their environment.

Students will analyze maps.

Students will apply the themes of geography to understand self and others.

Students will demonstrate an understanding of numbers from one to 20.

Students will recognize necessary conditions for growth of plants.

Students will identify basic common needs of all people.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will have a basic understanding of daily life of the Indians of the Southwest.
Students will be able to understand the process of making cornmeal.
Students will be able to understand the need for rain for crops.
Students will participate in a simple American Indian dance.
Students will make a American Indian instrument.
Students will count to 20 using one to one correspondence.

SPECIFICS

Cornmeal was a staple food for the American Indians of the Southwest. Without the access to a mill, the Indians used a large flat rock called a metate where the dried corn was placed. Another small smooth stone, called a mano, was held in the hand and used to grind the corn into cornmeal. Many ceremonies were held involving the use of musical instruments. The drum was always a most important part of the ceremony. Dances and ceremonies were held before important events such as a hunt, a battle, or when rain was needed for crops.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Modeling
Discussion
Student Directed
Predicting
Recognition of Spoken Vocabulary

PRELIMINARY LESSON PREPARATION

Place large flat rock and small rock on large plastic tablecloth or sheet on the floor. Place dried cracked corn in large bowl near rocks. Fold paper plates over and staple around edge leaving a place for filling, one per student. Place unpopped popcorn in pans on tables, one per table,

ACTIVITIES

Begin lesson with teacher reviewing *Many Nations an Alphabet of Native America* with the class. Point out the tribes of the Southwest. Show the area these tribes inhabited on the map of North American Tribes. Add the names of the tribes to the vocabulary list. Explain that these people in the past did not move about as much as the Plains Indians. They grew crops such as corn and raised turkeys for food. They did hunt for game, but weren't as reliant on it. Read related excerpts from *Pueblo Indians of the Southwest*. Because they stayed in one place, they were able to live in more permanent structures. Adobe bricks were made of clay and straw to be used to build homes. Divide group into two small groups. With one group the teacher will lead a discussion about the growing of crops and the need for sun and water. Explain that American Indians had several ceremonies involving dance and music. One such ceremony would take place when rain was needed for the growing of crops. Model making a shaker. Count out 20 kernels of unpopped popcorn and place in paper plate. Staple opening closed. Model decorating shaker with Indian symbols. A border of patterned shapes can be added around the edge of shaker. The Para will work with second group. Explain that the large flat rock is the metate and the smaller rock is the mano. Model crushing and grinding the dried cracked corn using the mano and metate. Show the resulting powder. Emphasis the importance of being safe when using the rocks. Demonstrate and explain that the mano should only be raised a foot or so off of

the metate. Give each student a little cornmeal from the package. Explain that American Indians of the past needed to grind their own corn while today we have this done for them at a mill or factory. Let each student try grinding the dried corn. Be sure the students raise the mano a small distance and keep fingers out of the way. Switch groups when ready.

For music explain to student that they are going to pretend to have a rain dance. Have students move around circle playing shakers and dancing to drum beat played by teacher. Also, play "Three Sisters, Corn, Beans, and Squash" from *All Spirits Sing* CD. Have students stand in circle, taking a step to the left with right foot and sliding left foot over to meet it moving to the beat of the music. For literacy read *Dreamplace* and *If You Lived with the Hopi*.

VOCABULARY

Ceremony a religious celebration for special occasions

Mano (*mon-oe*) hand held small stone for grinding corn

Metate (*ma-tet-aa*) large flat rock for grinding corn

Cornmeal ground corn

Mill building where grain is ground into flour or meal

Tribes of the Southwest:

- Apache
- Cochimi
- Navajo
- Pueblo
- Hopi
- Taos
- Yaqui
- Yuma
- Zia
- Zuni

RESOURCES/MATERIALS

Store-bought packaged cornmeal

Large flat rock and a small palm-shaped rock

Dried cracked corn

Unpopped popcorn

Large plastic tablecloth or sheet

Large bowl

Pans

Paper plates

Stapler

Markers

Many Nations an Alphabet of Native America

Pueblo Indians of the Southwest

Dreamplace

If You Lived With the Hopi

A Rainbow at Night

All Spirits Sing CD

ASSESSMENT

Students will be assessed in the following areas;

Rubric Points Description

Ability to count to 20 using one to one correspondence:

- 4 Students are able to count 20 kernels of corn using one to one correspondence
- 3 Students are able to count 15 to 19 kernels of corn using one to one correspondence
- 2 Students are able to count 10 to 14 kernels of corn using one to one correspondence
- 1 Students are able to count 1 to 10 kernels of corn using one to one correspondence

Ability to recall a Southwest tribe:

- 1 correct answer

Participation in using the mano and metate to grind corn:

- 2 Student places the corn on the metate and safely crushes and grinds the corn to a powder
- 1 Student places the corn on the metate and safely uses the mano for only one or two pounds
- 0 Student does not participate or uses the stones unsafely

Participation in discussion:

- 4 Student had several ideas to contribute using several sentences containing more than 3 facts
- 3 Student had ideas to contribute using several sentences containing 3 facts
- 2 Student added 1 or 2 facts using some sentences
- 1 Student added 1 fact
- 0 Did not participate

Participation in “rain dance”:

- 2 Student moved to the beat of the music and played his/her shaker
- 1 Student either moved to the music or played his/her shaker
- 0 Student refused to participate

EXTENSIONS

Using *A Rainbow at Night*, show the picture of “Sunset Culture the Round Dance” and read the corresponding page to the students. Do the suggested activity in italics.

LESSON 8: Pottery

What will students be learning?

STANDARDS

Students understand that societies are diverse and have changed over time. (H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (G5)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will understand the use of natural resources.

Students will recognize similarities and differences of families.

Students will recognize a vocabulary common to study of self and others.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will be able to create clay coil pot.

Students will be able to understand the use of pottery in the past and present.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Modeling

Teacher Guided

Student Directed

Experimenting

Comparing

PRELIMINARY LESSON PREPARATION

Divide Model Magic clay into balls—one per student

Place paper plates on tables—one per student

ACTIVITIES

Begin lesson by teacher showing class a few ceramic items such as a plate and a pitcher. Have student think of other items made of ceramic. Show other items such as bowls, cups, baking dishes etc. Ask students to categorize these items as either used for cooking or eating. Explain to students that the Indians of the Southwest used the clay from the ground to make pots. Explain that the clay could be fashioned into the form desired and then dried in the sun or fired in a very hot oven. As students to think of American Indian uses for pottery. List on a dry erase board. Include eating and drinking vessels, storage, cooking and carrying. Compare with modern uses. Show class a ball of regular clay and pass around for students to feel. Model

making a coil pot using Model Magic clay. Take a small ball and flatten it out into a small circle for bottom of pot. Roll remaining Model Magic into a long rope or “snake”. Place rope around edge of bottom circle. Wrap rope coils around on top of one another to form sides of pot. Smooth over coils inside and out. Dismiss students to tables and pass out Model Magic. Allow students time to experiment. Teacher and Para will facilitate pot making. Write students names on plates. Allow pots to dry for several days. Paint with tempera or enamel paint.

For literacy read the first third of *Buffalo Dreams*. Point out that the book is a modern story of a American Indian family. Read *Children of Clay*.

For Music students sing with “I am the River” from *All Spirits Sing* CD.

VOCABULARY

Clay a firm fine-grained soil
Ceramic objects made of clay or porcelain
Fired to bake in a kiln, to dry by heat
Pottery objects made of fired clay

RESOURCES/MATERIALS

Clay
Model Magic or any other self-hardening, air-drying clay
Paper plates
Tempera or enamel paint
Various ceramic items such as plates, cups, pitchers, bowls, baking dishes, etc.
Dry-erase board
Dry-erase markers
Children of Clay
Buffalo Dreams
All Spirits Sing CD

ASSESSMENT

Students will be assessed in the following areas:

Rubric Points Description

Ability to follow directions to create a coil pot:

- 4 Student creates a finished coil pot having completed the following steps; make a small round flattened circle for the base, roll out a long rope “snake” of clay, add the rope symmetrically to the edge of the base working up, smooth the base to the rope smooth over the sides both inside and out
- 3 Student creates a finished coil pot having completed the first three steps, (make a small round flattened circle for the base, roll out a long rope “snake” of clay, add the rope symmetrically to the edge of the base working up) but the base is not smoothly attached to the sides or the sides are not smoothed over
- 2 Student creates a coil pot with the sides either laying flat or falling in on each other
- 1 Student makes a base and rolls the rope “snake” of clay, but does not add the rope to the base
- 0 Student does not make a base or a rope

Ability to recall three uses of pottery (What are three things pottery can be used for?):

- 3 Student recalls 3 uses of pottery, (for cooking in, for eating off of, to drink out of, to carry things in, to store things in, for decoration)
- 2 Student recalls 2 uses of pottery (see above examples)
- 1 Student recalls 1 use of pottery (see above examples)
- 0 Student unable to recall any uses of pottery (see above examples)

Lesson 9: Weaving

What will students be learning?

STANDARDS

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Life Science—Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (G5)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will recall specific details.

Students will recognize ways that people interact with their environment.

Students will use patterning.

Students will identify basic common needs of all people.

Students will recognize similarities and differences of families.

Students will recognize a vocabulary common to study of self and others.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will be able to make an ABAB pattern.

Students will be able to create a weaving.

Students will be able to recall the use of a woven article.

Students will be able to recall where wool comes from.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Modeling

Teacher Guided

Student Directed

Discussion

Recognition of Spoken Vocabulary

PRELIMINARY LESSON PREPARATION

Precut slits in tagboard 1-inch apart with a 1-inch margin on each side, one per student (see directions on page 39). Cut lengths of heavy yarn each 2 inches longer than width of tagboard. Each student will need six lengths of yarn in two colors.

ACTIVITIES

Begin lesson by showing photos from *Songs of the Loom*. Show the map of the Navaho Reservation and tell the class that this is the largest reservation in the U.S. Discuss life on a reservation. Explain that before the white settlers came many years ago, the American Indians lived freely across the U.S. They did not believe in the idea of owning land. The settlers came in and took over the land for farms and homes, claiming ownership and forcing the American Indian Indians to move. Several battles were fought. Ultimately, the American Indians were moved to less and less desirable areas. The government has set up land areas today that are specifically reserved for the Indians. Discuss with the students how they would feel if a group of adults came to their city and told them that they could no longer live there because a foreign unknown country had decided that the area belonged to them. Tell the students that many of the Navahos who live on the Navaho reservation have been weavers for hundreds of years. Ask the students where wool comes from. Point out photos of sheep shearing from *Songs of the Loom*. Pass around a small piece of natural sheared wool for the students to feel. Explain that the wool is then spun into yarn and dyed to the colors desired. Explain to the students that in the past many articles were woven for daily needs, such as; mats to sit on, blankets for warmth, clothing and rugs. Designs were carefully chosen and many areas were known for a specific design. The Navahos of today are still weavers creating beautiful rugs, clothing and blankets to be sold for profit. Point out the photos of the looms in the book. Show any examples of blankets, clothing or rugs the teacher may have to the class. Explain that the students will be making their own woven mat. Model making a mat. Tell the students that they will need to choose two colors of yarn and have three lengths of each. Begin by weaving one color of yarn through the slits of tagboard. Point out the pattern of over, under, over used in weaving. Using the second color of yarn weave next to the first. Be sure to start the second in the opposite way from the first (if you began the first by going over, begin the second by going under). Pattern weaving the remaining yarn alternating colors. Dismiss students to tables to choose yarn and begin weaving. Para and teacher facilitate weaving. It may be helpful to tape each end of yarn to the tagboard. When finished if possible, take a walk outside and let students gather small twigs, leaves and other natural items to add to their weaving.

For literacy read *Colors of the Navaho* and continue with next third of *Buffalo Dreams*. For music sing "I am the River" from *All Spirits Sing* CD

VOCABULARY

Shear to cut off the wool from a sheep

Wool the fur of a sheep

Loom a device used to hold thread or yarn and add in weaving

Reservation land set aside by the government for Indian people to live on

RESOURCES/MATERIALS

Natural wool

Tagboard

Scissors

Tape

Various colors of yarn (six lengths of two colors per student)

Woven articles such as blankets, clothing, rugs

Colors of the Navaho

Buffalo Dreams

Songs of the Loom

All Spirits Sing CD

A Rainbow at Night

ASSESSMENT

Students will be assessed in the following areas.

Rubric Points

Description

Ability to follow directions to make a pattern using two colors of yarn:

- 4 Student alternates two colors for entire mat
- 3 Student alternates two colors for half of the weaving
- 2 Student alternates two colors for a fourth of the weaving
- 1 Student uses two colors but does not use them alternately.
- 0 Student does not use two colors

Ability to follow directions to weave a mat:

- 4 Student creates a finished mat having alternately woven over and under each section and each new yarn length begins the reverse of the previous (beginning by going over and the next beginning by going under)
- 3 Student creates a finished mat having alternately woven over and under each section and at least half of the new yarn lengths begin reversed from the previous
- 2 Student creates a finished mat without following a consistent pattern of weaving over and under
- 1 Student completes only one or two rows of weaving
- 0 Student does not attempt to weave.

Ability to recall one use of a woven article:

- 1 Student gives a correct response (clothing, blanket, mat, or rug)

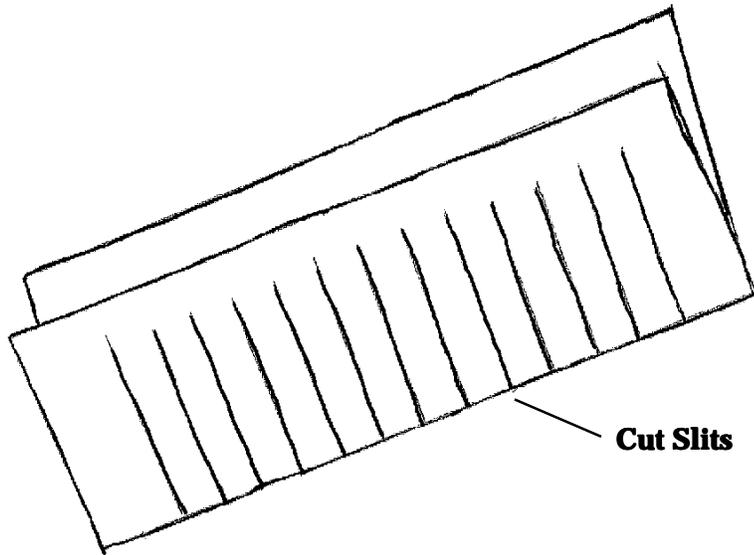
Ability to recall where wool comes from:

- 1 Student gives correct response

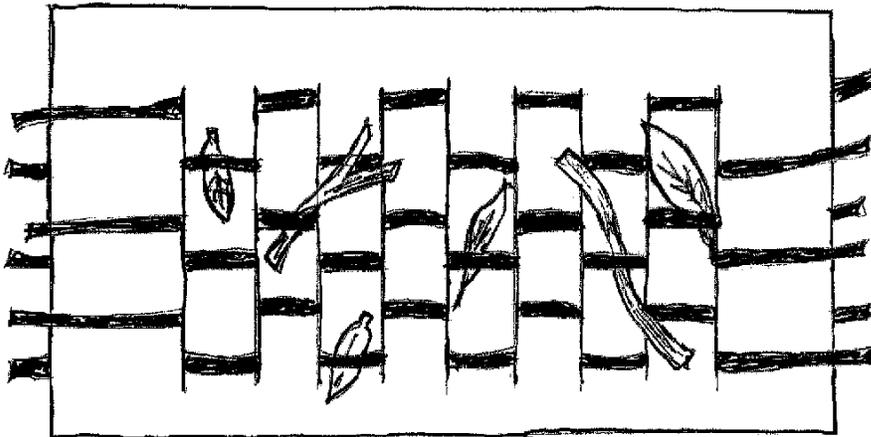
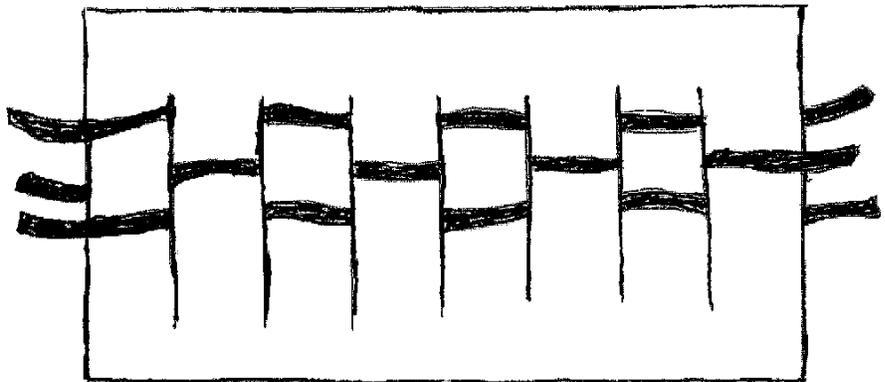
EXTENSIONS

Using *A Rainbow at Night* show pictures from one or all of the following; "What Some Navahos Do," "Earlenes Job," "Rainbow Rug," "Weird Rug." Read the corresponding pages and do the activity in italics.

Weaving Instructions



Begin over
Begin under



Lesson 10: Modern Life and Cooking

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Measurement—Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems (M5)

Computation—Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, computers and other manipulatives in problem-solving situations and communicate the reasoning used in solving these problems. (M6)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

BENCHMARKS

Students will demonstrate picture reading.

Students will identify specific information and details.

Students will demonstrate understanding of visual correlation between picture and word.

Students will demonstrate an understanding of numbers from one to 10.

Students will use units of measure.

Students will identify basic common needs of all people.

Students will recognize similarities and differences of families.

OBJECTIVES

Students will be able to measure ingredients.

Students will see print has meaning.

Students will understand that American Indians are an integral part of modern society today.

Students will understand that the American Indian culture is expressed today in a variety of ways.

Students will identify the commonalties of families, employment, and lifestyles of the American Indian and their own families.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Alouds

Questioning

Concepts of Print

Teacher Guided

PRELIMINARY LESSON PREPARATION

Make ingredients of fry bread available. Set out paper plates, one per student. Wash tables with bleach water. Make two large copies of fry bread recipe (see recipe on page 44).

ACTIVITIES

Teacher begins lesson by reading *Pueblo Indians of the Southwest* and *Indians of the Great Plains* and discuss. Show the modern day pueblos. Explain that American Indians of today live in every type of modern home including TVs, stoves, refrigerators, microwaves, and computers. Families are the same. Children go to school. Show photo of football player and using computers from *Four Seasons of Corn* book. Some parents stay home with the children while some go to work. Ask children to verbally list as many jobs as they can think of and relate these to their own experience (for example, one student's parent works with computers, while another is a chef and another has an aunt who works for the police department) Write these on a dry erase board. Be sure to include teachers, doctors, lawyers, politicians, artists, writers, and musicians. Ask if the students know anyone who performs these types of jobs. Explain that modern American Indians hold all these types of jobs. Explain that American Indians of today remember and enjoy their culture through cooking, stories, music, and continuing artistic expression in pottery, weaving, beading, and painting. If possible, show some examples of paintings, pottery, weavings, beading, or play some American Indian music. Also, some American Indians attend powwows and ceremonies. Explain that the students will be making fry bread, a favorite American Indian food. Show picture of fry bread from *Songs of the Loom*. Show the class a fry bread recipe. Read through it with students pointing out the beginning sound of each main ingredient. Dismiss students to wash hands. Divide into two small groups. Teacher and Para will each work with one group. Read recipe and show ingredients. Let students take turns measuring ingredients into large mixing bowl and mix. Knead and divide so each student has a portion. (Dough will need to sit for 30 to 45 minutes. Students will need to do another activity and return.) Upon return, allow students to lightly flour their ball and roll out to about 4". Teacher and Para will stretch the balls to about 7" and poke a hole in each. Teacher and Para will fry dough in hot oil until lightly brown. Serve with honey and eat!

For literacy read *Fall Gathering* and *Four Seasons of Corn*. Finish reading *Buffalo Dreams*.

RESOURCES/MATERIALS

Fall Gathering

Four Seasons of Corn

Buffalo Dreams

Pueblo Indians of the Southwest

Indians of the Great Plains

Songs of the Loom

Kanahena

4 cups flour

2/3 cup powdered milk

4 teaspoons baking powder

2 teaspoons salt

4 tablespoons lard

1 1/2 cups warm water

oil
honey
2 large bowls
deep pan
stove
paper plates
dry erase board
dry erase markers
spatula
hot pad

ASSESSMENT

Students will be assessed in the following areas.

Rubric Points Description

Ability to measure ingredients:

- 1 Student is able to carefully measure the amount of ingredient needed
- 0 Student does not measure amount correctly

Ability to read and recall the recipe:

- 5 Student is able to recall 7 or 8 ingredients telling the beginning letter sound of at least half .
- 4 Student is able to recall 5 or 6 ingredients telling the beginning letter sound of at least half
- 3 Student is able to recall 3 or 4 ingredients telling the beginning letter sound of 1-2 ingredients
- 2 Student is able to recall 1 or 2 ingredients telling the beginning letter sound of 1 ingredient
- 1 Student is able to recall 2 or 3 ingredients without recalling the beginning letter sound

Ability to recall two possible positions of employment that a modern American Indian may hold (No points are given for work that is not considered a position of employment in modern America such as hauling water or hunting buffalo):

- 4 Student is able to recall 2 modern positions of employment related to their own personal experience.
- 3 Student is able to recall 1 modern position of employment related to their own personal experience.
- 2 Student is able to recall 2 modern positions of employment with no explanation.
- 1 Student is able to recall 1 modern position of employment with no explanation

Participation in the discussion:

- 4 Student had several ideas to contribute using several sentences containing more than 3 facts
- 3 Student had ideas to contribute using several sentences containing 3 facts
- 2 Student added 1 or 2 facts using some sentences
- 1 Student added 1 fact
- 0 Did not participate

EXTENSIONS

Read *Kanahena* and make the recipe.

Fry Bread Recipe

2 cups flour
1/3 cup powdered milk
2 teaspoons baking powder
1 teaspoon salt
2 tablespoons lard
3/4 cup warm water
oil (to fry in, about 2 inches)

1. Mix dry ingredients.
2. Cut in 1 tablespoon lard until crumbly.
3. Add water and mix until dough is soft.
4. Knead until smooth and springy.
5. Form into small balls.
6. Set aside for 30 to 45 minutes.
7. On a lightly floured surface, roll balls into 4-inch circles.
8. Stretch to approximately 7 inches in diameter.
9. Poke a hole in the center.
10. Fry in hot (365°F) oil until lightly brown, turning once.

UNIT ASSESSMENT

How will students demonstrate proficiency?

PERFORMANCE TASK

Students will draw and dictate answers to the following questions using the assessment work sheets:

What are two American Indian tribes?

What did type of home did the American Indians of the Great Plains live in, in the past?
What did it look like?

Why did the American Indians of the Great Plains live in this type of home?

How did the American Indians of the past cook?

Name two ways the American Indians get their food?

What did the American Indians of the Southwest grow for food in the past?

What were two useful thing the American Indians of the past made that they needed for daily life?

What type of a home might a modern American Indian live in?

What type of a job might Modern American Indian parents have?

What might a modern American Indian family look like?

RUBRIC

Use the rubric below to score questions 1 through 10 and compile a score.

- 4 Student answers all questions correctly and completely with detail to explanations and or drawings.
- 3 Student partially answers question or correctly answers most questions
- 2 Student gives correct answer to less than half of the questions
- 1 Student lack understanding of the task with little, if any, correct information

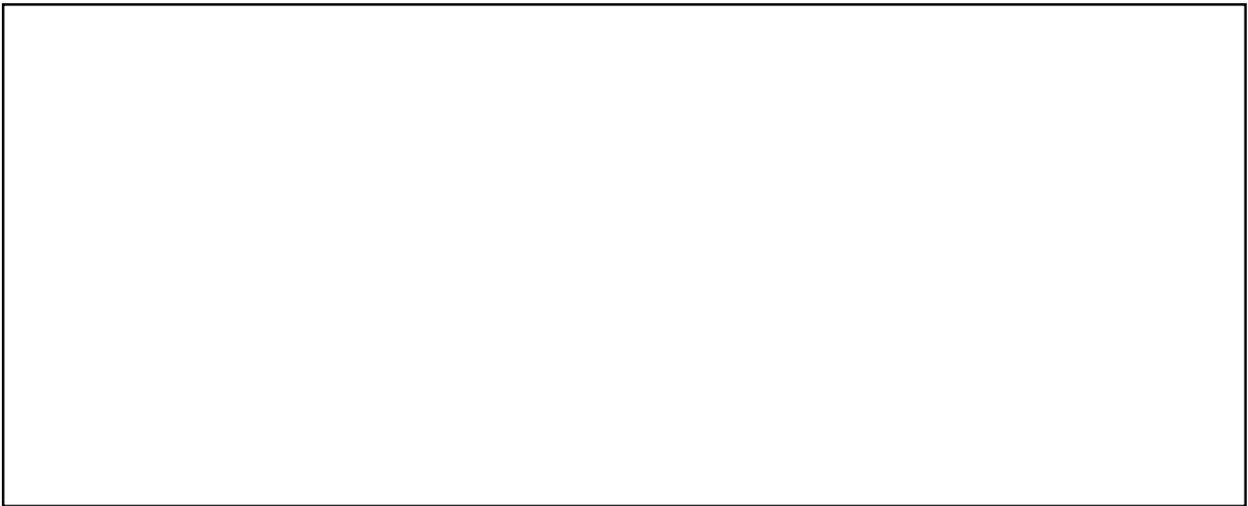
Name _____

Unit Assessment Worksheet

Page 1 of 3

1. Name two Native American tribes.

2. Draw the type of home the Native Americans of the Great Plains lived in (in the past).



3. Why did the Native Americans of the Great Plains live in this type of home? _____

4. Draw a picture of how the Native Americans of the past cooked their food.



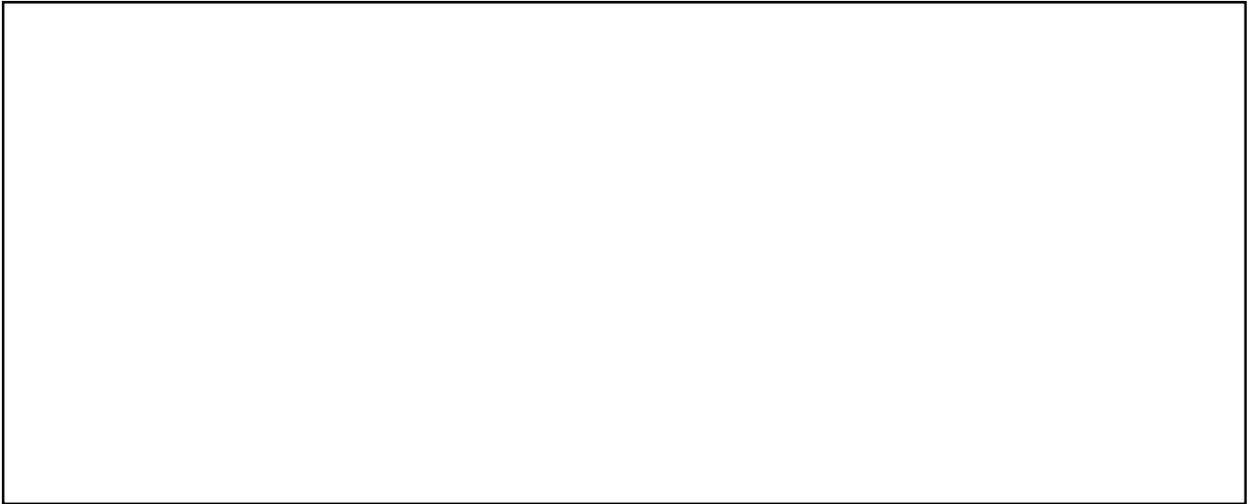
Name _____

Unit Assessment Worksheet

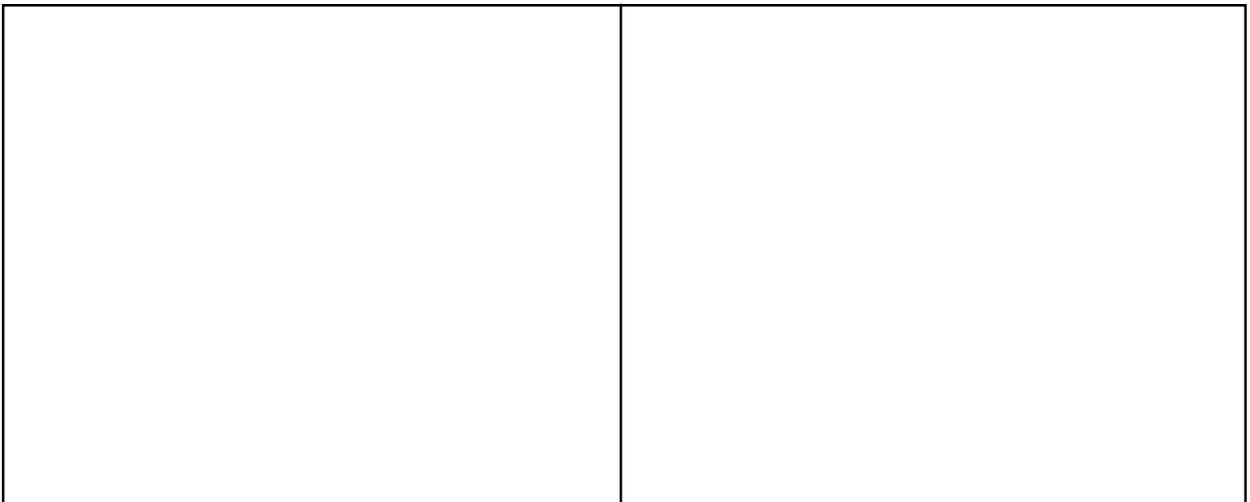
Page 2 of 3

5. Name two ways the Native Americans got their food.

6. Draw a picture of what the Native Americans of the Southwest grew for food in the past.



7. Draw two useful things the Native Americans of the past made that they needed for daily life.

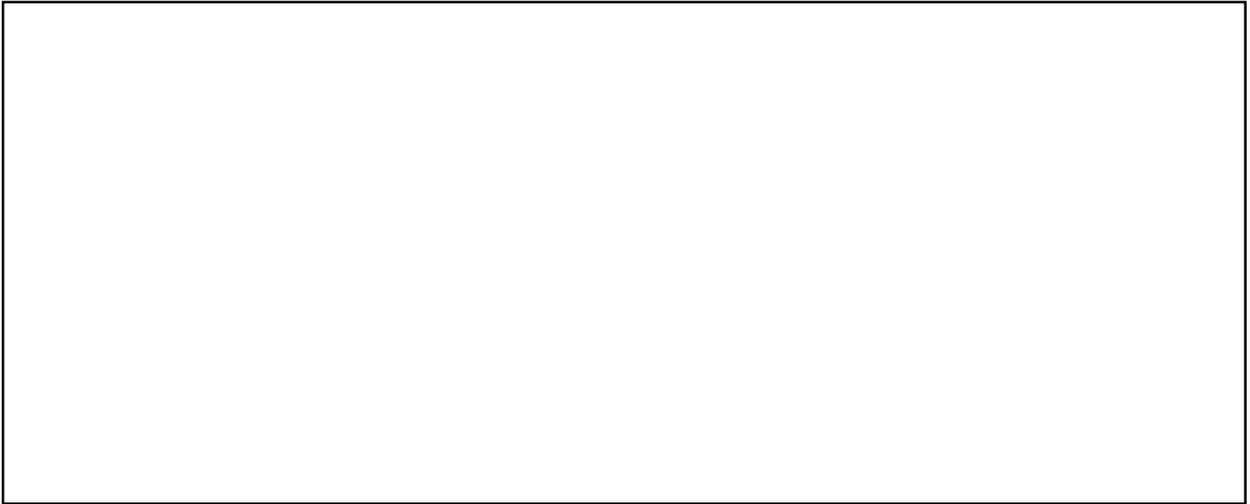


Name _____

Unit Assessment Worksheet

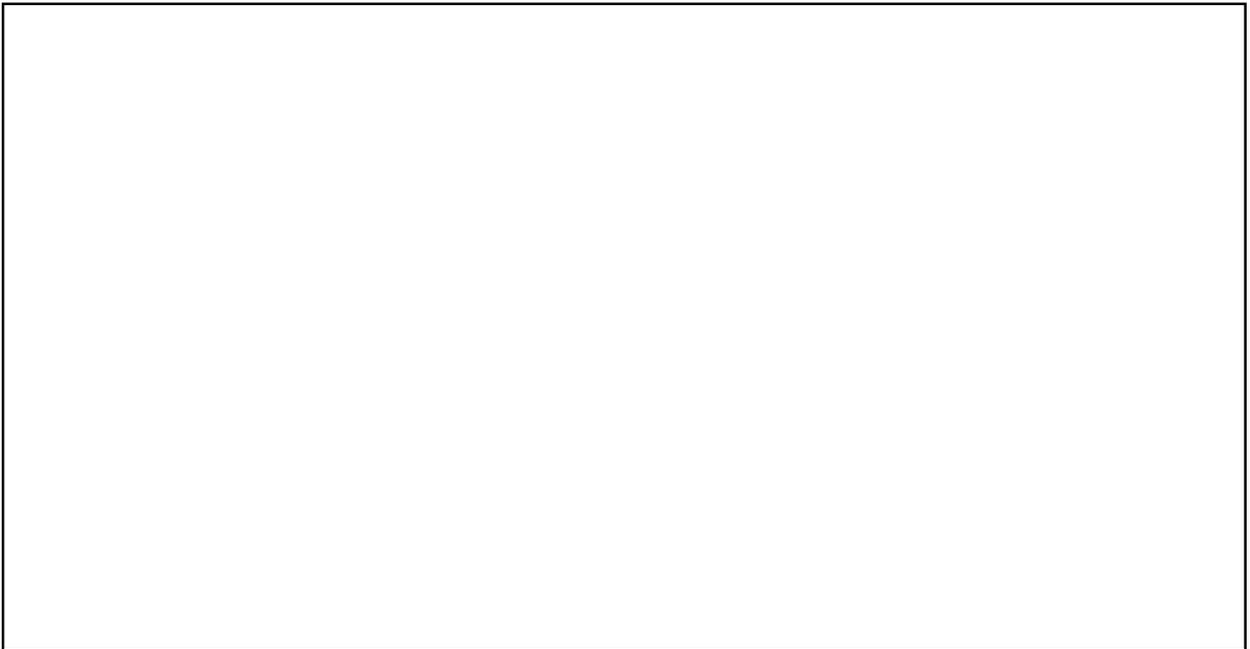
Page 3 of 3

8. Draw a picture of a modern home a Native American Indian might live in today.



9. What type of job might modern Native American parents have? _____

10. Draw a picture of what a modern Native American family might look like.



Annotated Bibliography

- Abbink, Emily, *Colors of the Navajo*, Carolrhoda Books Inc., 1998.
Colors are used to introduce the reader to the life of the Navajo. Each page presents one color to correspond to an item in a Navajo village.
- Ancona, George, *Powwow*, Harcourt Brace, 1993.
Beautiful photographs of a modern day Powwow. Excellent book to show pageantry of an Indian gathering of today.
- Archambault, John, *Knots on a Counting Rope*, Henry Holt & Company, Inc., 1997.
The poignant story of a blind young Indian boy's life and his emerging confidence supported by the love of his grandfather.
- Bartok, Mira and Ronan, Christine, *Indians of the Great Plains*, Good Year Books, 1996.
This simple book shows present day Plains Indians, including ranches and a powwow.
- Bartok, Mira and Ronan, Christine, *Pueblo Indians of the Southwest*, Good Year Books, 1996
Simple book with modern photos of a pictograph, Pueblos, corn crops, and elders teaching the young.
- Bruchac, Joseph, *Many Nations an Alphabet of Native America*. Bridgewater Paper, 1997.
An ABC book of American Indian tribes in full color.
- Doner, Kim, *Buffalo Dreams*. Westwind Press, 1999.
This book combines the ancient legend of the White Buffalo and today's society. The family travels to see a newly born white buffalo and Sarah comes to a special understanding of herself.
- Green, John, *North American Indian Designs*, Dover Pub., Inc., 1995.
This book provides patterns and ideas that may be used to decorate the classroom for this unit.
- Grossman, Virginia and Long, Sylvia. *Ten Little Rabbits*, Chronicle Books, 1991
A very cute counting book which also illustrates the life of American Indians in the past.
- Grutman, Jewel H. and Matthaël, Gay, *The Ledgerbook of Thomas Blue Eagle*, Lickle Pub. Ind., 1999.
Special book written and illustrated in the format of an authentic ledgerbook. Describes the history of American Indians through their eyes.
- Hayden, Kate, *Plains Indians*, World Books Two-Can, 1997.
An activity book with photos of finished products and brief historical explanations.
- Hucko, Bruce, *A Rainbow at Night*, Chronicle Books, 1996.
A beautiful collection of art by Navajo children. Each picture has an historical description, a quote from the artist about the picture, and a related activity for the classroom.
- Hunter, Sally M., *Four Seasons of Corn*, Lerner Publications, 1997.
A modern day look at a American Indian farm.
- Kamma, Anne, *If You Lived with the Hopi*, Scholastic Inc., 1999.
A book presenting daily life of he Hopi through pictures.

Lyon, George Ella, *Dreamplace*, Orchard Books, 1993.

A beautifully illustrated book. The story begins as the reader travels to visit Mesa Verde and is magically transported to the time of the Anasazi.

Olsen, Madeline, *American Indian Sign Language*, Troll Communications, 1998.

Sign language of American Indians of the past is explained and demonstrated through drawings.

Osofsky, Audrey, *Dream Catcher*, Orchard Books, 1992.

This story weaves the legend of the Dream Catcher with the story of a young girl, her baby sister, and life in a Plains Indian village.

Rita, Kohn, *Fall Gathering*, Children's Press.

A multipurpose counting book of a modern day harvest gathering.

Roessel, Monty, *Songs of the Loom*, Lerner Publications, 1995.

The modern story of a Navajo girl learning to weave on the reservation.

Roth, Susan L., *Kanahena, a Cherokee Story*, Bantam Doubleday Dell Books for Young Readers, 1988.

A Cherokee legend of Terrapin the turtle and the bad wolf. Recipe included for corn mush.

Swamp, Jake, *Giving Thanks*, Lee & Low Books, 1997.

Chief Swamp's vision and symbols of giving thanks to spiritual and natural elements in life, revealing Native beliefs in the process. This story celebrates the Earth and Native traditions.

Swentzell, Rina, *Children of the Clay*, Lerner Publications, 1992.

An insider's view of contemporary Pueblo people. The New Mexico family gathers clay to make jars, pots, and figures.

Taylor, Harriet Peck, *Brother Wolf a Seneca Tale*, Farrar Straus Giroux, 1996.

This is the tale of raccoon who always teases wolf. With wolf's eyes covered the birds of the forest help him. In thanks, he paints them with resplendent colors.

Terry, Michael Bad Hand, *Daily Life in a Plains Indian Village 1868*, Clarion Books, 1999.

An informative book of every component of daily life including information about teepees, men and women's work, medicine, trade and leisure time.

Wood, Douglas, *Northwoods Cradle Song*, Aladdin Paperbacks, 1996.

A beautifully illustrated lullaby book, including forest animals, birds, and stars.

About the Author

Sandra Miller has taught Early Childhood for over 13 years. She has worked for several school districts around the Denver Metro area including Jefferson County, Cherry Creek and currently teaches in Denver Public Schools. Her classrooms have included a diverse ethnic population. In addition to multiracial groups, she has taught in an integrated classroom setting including Special Needs, Colorado Preschool Project, and typical children. Experience with the Autism Team from the University of Colorado was especially interesting and helpful in her work with young children. As a member of a team, she helped develop, organize and purchase materials for the Gifted and Talented curriculum units used in the Cherry Creek Early Childhood Program. Sandra was involved in the writing and revising of the Professional Knowledge for Early Childhood PLACE Test. She has recently been writing curriculum for ECE for the Alma Project.

Sandra was born in Denver and graduated from Denver Public Schools. She attended the University of Northern Colorado where she acquired her Bachelor's Degree in Elementary Education. She has continued to take courses specific to Early Childhood and Multicultural Education and routinely attends the Colorado Association for the Education of Young Children Conferences. Sandra is committed to the Public School System and the quality education of young children.