

e. Native Americans

Content Area: **Social Studies**
Course(s): **Social Studies 5**
Time Period: **Trimester 1**
Length:
Status: **Published**

Unit Overview

Essential Questions

What generalizations can you make about the Native Americans and their climates?

How did the Native Americans use their environment to prosper?

What are the differences between the Hopi and the Navajo?

How did life change for the Navajo after the Spanish arrived?

What kind of government might the Native Americans have before the United States was formed?

What is technology?

Content

Cultures of the Southwestern Native American groups were different.

Hopi were peaceful Pueblo people who used dry farming and were religious.

Navajo were non-Pueblo people who were warriors, hunter-gathers. The Spanish brought horses, cattle, sheep and they became herders and horsemen.

Hopi were religious and believed in kachinas, spirits that brought rain and good to them.

Influences of the environment and natural resources on Eastern Woodlands

Indians included many natural resources, water for fishing, good soil for crops, trees for building

The main features of the Hodenosaunee culture included the head of the tribe called the clan mother who made all decisions, they lived in longhouses

The Iroquois Confederacy was formed by the 5 Hodenosaunee groups to form peace

The Hodenosaunee Trail connected the 5 tribes of the Hodenosaunee people.

The Spanish introduced horses to the Plains Indians. The horses made life easier by providing transportation, and helping them hunt

buffalo.

Buffalo was the main source of food for the Plains Indians. They used all parts of the buffalo.

Men would protect the village and hunt the buffalo

Women would prepare buffalo hide, sew, make teepees, and prepare food.

Lakota winter count kept track of important events like a calendar.

Tlingit lived in Alaska and on the west coast of U.S.

Salmon was their main food source.

They created totem poles, technology, and held potlatches.

Tlingit culture was greatly affected by explorers because they took their land away.

Alaska Native Claims Settlement Act gave 44 million acres of land back to the Tlingit in 1971.

Skills

Identify the 6 main cultures of Native American groups

Identify the Native American group with where they lived

Tell how each Native American civilization survived using their environment

Define the purpose of the Iroquois Confederacy

List the effects the Spanish had on the Native Americans of the Plains and Southwest

Assessments

Discussion and participation during the lessons

Assigned workbook pages

Skills worksheets

Notes

Chapter questions

Chapter reviews

Tests

Lessons/Learning Scenarios

Lesson 1: Native Americans of the Southwest

Hopi: gentle, Pueblo people, desert, used dry farming, corn, adobe, religious, kachina ceremonies, kivas

Navajo: non pueblo people, Four Corners, hunter gathers, learned from Hopi, Spanish introduced horses, sheep, cattle, became shepherds and riders

Lesson 2: Native Americans of the Eastern Woodlands

Eastern US, different tribes adapted to different environments, wigwams,

Hodенosaunee: longhouses, Hodенosaunee Trail connected tribes, Clan mothers were in charge,

Iroquois Confederacy created to keep peace

Lesson 3: Native Americans of the Plains: mid-US, lived in lodges and teepee, hunted buffalo, used horses

Lakota: Black Hills, trained young early, winter count: calendar of events,

Lesson 4: Native Americans of the West: Alaska, west coast region, salmon run, Tlingit, depended on ocean and water, technology, potlatches, totem poles, Alaska Native Claims Settlement Act, helped preserve traditions

Standards

SOC.5-8.6.1.8.1	Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
SOC.5-8.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
SOC.5-8.6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
SOC.5-8.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.5-8.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.5-8.6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
SOC.5-8.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.

SOC.5-8.6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.5-8.6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
SOC.5-8.6.2.8.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural resources.
SOC.5-8.6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.5-8.6.3.8.2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.5-8.6.3.8.7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

Resources

Our Nation Teacher's Edition, Volume 1

Our Nation Student Edition

The Nystrom Atlas of Our Country's History

Activity maps

Activity globes

Nystrom Atlas Student Activity Sheets

Notes

Teacher made worksheets

Teacher made tests

Safari Montage video

The Seven Nations video

New World Studies Weekly

USA Studies Weekly