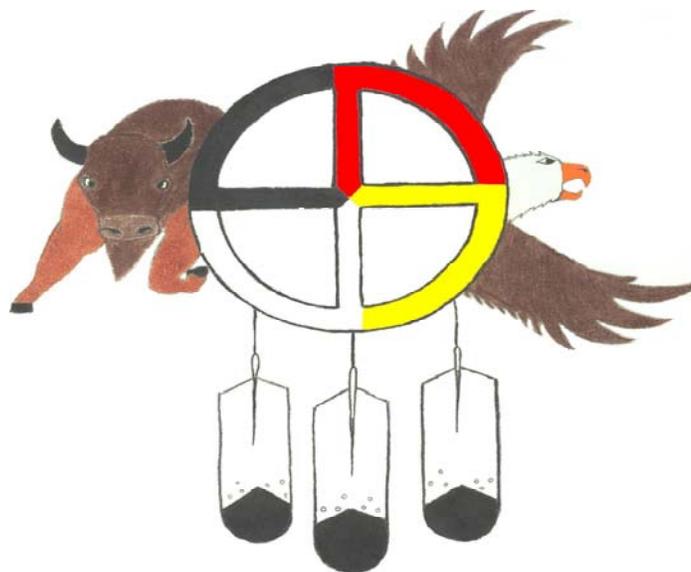


**Empowering Teachers  
to Empower Students**

**Native American Education  
Curriculum Guide: Grades K-12**



**Compiled by the  
Nebraska Department of Education  
Teacher Summer Institute 2004 Volume 1**

This guide is dedicated to all American Indian teachers,  
past and present, and all teachers of American Indians  
who empower their students.

---

This publication is based on the work of teachers from schools in northeast Nebraska serving primarily Native American students. This collection of curriculum units for K-12 students incorporates Native American literature and activities into academic areas so that instruction becomes more culturally relevant, with students more engaged in their learning.

---

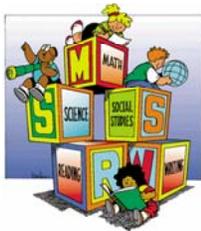
*Cover design by Manuel Marshall*  
*Manuel was a junior at Cody-Kilgore Unified Schools, Cody Nebraska in 2004-2005, when he created this design.*

The content of this publication is not endorsed by nor necessarily reflects the views of  
the sponsoring agencies.

---

# **Empowering Teachers to Empower Students**

*Summer Teacher Institute 2004*



**Compiled by the Nebraska Department of Education**



## Table of Contents

---

Introduction.....	iii
Did You Know? .....	v
CREDE Standards for Effective Pedagogy for Indian Students.....	x
Creating Sacred Places for Children.....	xiii
Creating Sacred Places for Children Curriculum.....	xv

### **Title, Grade(s) ..... Page**

All About Me, K-1 .....	1
American Indian Art and Artists, K-1.....	5
Respect for Fire, K-1.....	7
Rocks, K-1 .....	11
Taking Care of Our Land, K-1.....	14
Birds, K-1.....	19
Traditional Food, K-1 .....	22
Food and Nutrition, 1 .....	28
Sun, Moon, and Stars, 1 .....	48
Adapting Native American Children’s Literature to Music, K-2 .....	58
How Physical Education Will Create the Whole Person, K-6.....	60
Running is a Tribal Tradition and Honor, K-6.....	65
Weather and Seasons, 2 .....	77
Buffalo, 2 .....	81
Bird Sizes, 2-3.....	85
Cycle of Life, 2-4.....	87
Circles of Life, 3 .....	91
Moon Phases, 3 .....	94
Plants, 3.....	97
Plant Explorations, 4.....	101
Spiders, 4.....	106
Importance of Buffalo to Native People, 4.....	111
Native American Homes, 4.....	115
Native American Author Study, 4 .....	119
One of the Four Ancestors-Earth, 4-6.....	125
Contemporary Native Book Study, 4-9 .....	129
Exploring Fresh Water, 5.....	136
The Relocation of American Indians, 5+.....	143
We Are (Sovereignty and Tribal Membership) 5-6.....	152
Native American Heroes, 5-6 .....	156
Kunu: A Winnebago Boy’s Story, 6-8.....	160
Powwows, 6-8.....	163
Owls and Food Chains, 6-8.....	172
Amphibians and the Environment, 6-8 .....	177
Tree, 6-8.....	183

Twinkle, Twinkle Little Star, 6-8 .....	188
All Are Related-Building Blocks of Matter, 6-8 .....	191
Student Writing, 6-8.....	193
Oral Tradition and Indian Stories, 6-8 .....	196
Native American Rap, 6-8 .....	200
Write a Rap Song, 6-8.....	202
Sound-Scape Story, 6-8 .....	205
Streams to the River: River to the Sea, 7 .....	209
Patterns and Transformations, 7-8 .....	228
Video Project-Native American Story, 7-8.....	231
Abuse of Alcohol/Drugs, 7-8.....	235
When Legends Die: Exploration of Literature, HS English .....	238
Wak'djunk'aga-Trickster Legends, HS English .....	243
Tipi Geometry, HS Math .....	248
Explorers, 10-11 History.....	252
The American Revolution, 10-11 History .....	255
Everybody Has a Story, HS Tribal Government .....	258
Veterans' Day, HS Tribal Government .....	261
Prairie Ecology/Statistics, 10-12 Math/Science.....	263
Generations-Mural, HS Art.....	270

# Introduction

During the summer of 2004 approximately 50 teachers from the reservation schools of Nebraska gathered at Wayne State College for two, one-week institutes to work with Dr. Sandra Fox on the creation of curriculum units for grades K-12 that incorporated Native American literature and activities into the academic areas that they teach in order to make their instruction more culturally relevant. These teachers came from Winnebago Public School, Walthill Public School, Umo N Nation Public School, and Santee Community School.

Each institute was a time for learning and working. Teachers had the opportunity to meet with Dr. Fox and discuss the importance of using balanced literacy teaching strategies, based on research from the Center for Research on Educational Diversity and Excellence (CREDE), with culturally relevant literature. They also met with local tribal elders and historians to learn more about the students and people they are working with and the communities in which they are working. This was an opportunity for growth for all who participated.

This book is a compilation of the work that was completed by those teachers. It has been edited so that each unit follows the same format; it follows a sequence of grade levels beginning with kindergarten appropriate materials, and also contains other relevant information. The teachers who developed each unit are listed with their contact information at the end of each unit. It is my hope that through the time these teachers spent working together and by sharing this book with other schools, many teachers of American Indian children will bridge the communication gap and contact each other to share more ideas or ask questions regarding units in a way that further improves the education of all students whose teachers use this book.

The units in this book are not designed to be “everything you need to teach about the American Indian” type units. The units are designed to give you a starting point, which is the beauty of this book. You have in your hands the building materials you need to develop excellent teaching tools that will fit into your curriculum, in your school, in your state, with whatever type of Language Arts, Math, Science or Social Studies programs you are using. Each unit is a standards based unit using the CREDE Standards and the Nebraska State Standards. While these may not fit your standards exactly, you can easily make the adjustments needed.

With Dr. Fox’s guidance, the teachers at the institutes used materials from the National Indian School Board Association’s *Creating Sacred Places for Children Curriculum* guides and the Center of Language in Learning’s *Completing the Circle K-3 Curriculum* as well as their own backgrounds and knowledge and that of the tribal people who visited the classes. As you are using this curriculum guide, if you find some contents, books recommended, or activities suggested to be unacceptable to Indian people or to a tribe, they should not be used.

There are many ways that teachers can teach students. They have an endless influence on students. Along with that comes a great responsibility. One teacher can do so much to promote acceptance of diversity. My hope for American Indian Education and education in general is for teachers to understand and accept this responsibility, embrace this responsibility, and use it to create a world where all people are accepted for who they are and the contributions they can make to society as a whole, and to bring about a smaller world of peace and justice for all. The completion of this book and the goal of sharing and creating a communication bridge with this book are only one small step toward achieving that lofty goal. However, only through small steps will we complete a great journey.

This project would not have been possible without the assistance of many people. Doug Christensen, Ph. D., Nebraska Commissioner of Education, for his vision in seeing the need to focus on Native American Education in the state of Nebraska and therefore creating an atmosphere possible for holding these institutes. Renee New Holy for organizing and coordinating the teacher institutes; Maxine Leick for her editing skills and compiling this book; Peg Kirby for her assistance with the final production of this book; and Sandra Fox for guidance throughout the institutes. I thank the staff at Educational Service Unit #1 in Wakefield, Nebraska for their assistance with the organization; all of the staff at the Nebraska Department of Education responsible for Native American Education; and most especially, the teachers from Santee Community School, Winnebago Public School, Walthill Public School, and Umo N Nation Public School for their long days, creative visions, and desire to learn more about the students they are teaching while creating the units contained in this book.

It has been my pleasure to be, in a small way, a part of this project. I hope all of the educators, parents, and organizations that use this book will find ways to inspire all of the children who are a part of your lives.

Carol Rempp  
Oglala Lakota  
Native American Education  
Statewide Coordinator  
Nebraska Department of Education

## Did you know?

---

1. Indians did not become U.S. citizens until June 2, 1924, when Congress conferred citizenship on all Indians born within the continental limits of the United States.
2. Federal laws prohibited the sale of alcoholic beverages to Indians until 1953.
3. Federal laws prohibited Indians from owning firearms until 1953.
4. Only Tribal and Federal laws apply to Indians on reservations, unless Congress has provided otherwise.
5. Indians are subject to the same laws and requirements on “military service” as all other citizens.
  - A. More than 8,000 Indians served in the armed services during World War I, even before they were citizens.
  - B. More than 25,000 Indian men and women served in WW II.
6. Indians are no longer considered wards of the Federal Government; the Federal Government serves only as a trustee of Indian property and not as a guardian of the Indian person.
7. There are approximately 286 separate land units (reservations, colonies, rancherias, and communities) today under the jurisdiction of the Federal Government and owned by Indian people.
8. The Navajo reservation is the largest Indian reservation in the United States, covering approximately 25,000 square miles and spread over three states (Arizona, New Mexico, and Utah).
9. The smallest reservation is the Strawberry Valley Rancheria in Yuba County, California, which covers one acre.
10. The states of Arizona and New Mexico were the last two states in the union to allow Indians to vote.

11. The Bureau of Indian Affairs was established 1824 within the Department of War.
12. In 1849, the Bureau of Indian Affairs was transferred to the Department of the Interior where it remains today.
13. Ely Parker (Donehogawa), a Seneca chief and later a Brigadier General under Ulysses S. Grant during the Civil War, was the first Indian Commissioner of Indian Affairs.
14. The first treaty between the United States and an Indian tribe was made in the year 1778 with the Delaware Indians.
15. All together the United States negotiated over 400 treaties with Indian tribes, of which only 13 were ratified.
16. Congress ended treaty-making with Indian tribes in 1871; until this time Indian tribes were treated as “Independent Nations.”
17. The Dutch were the first to start the art of “scalping” in the United States in the 1600’s.
18. In 1703, the Massachusetts Colony paid colonists as much as \$12.00 for each Indian scalp.
19. During the Dutch Wars with the Indians in the New England area, the Dutch built a wall across lower Manhattan Island; the street that ran through that area later was named “Wall Street.”
20. The Dutch bought Manhattan Island from the Wappinger Indians for approximately \$24.00 in the year 1626. Manhattan Island covers an area over 14,000 acres.
21. Indians served as guides in the early exploration of this hemisphere. Their trails became many of the main roads and railroads.
22. Sites of Indian villages were advantageously located on waterways and trails, and many of them became the locations of major U.S. cities: Chicago, Detroit, St. Louis, Kansas City, etc.

23. Indians assisted the English, French, Spanish, and other European peoples in the struggle for control of the new country.
24. Indian people developed and refined democracy and inspired the thinking of this country's founding father, Benjamin Franklin.
25. The Indians' way of governing became the basis for many of the principles of American democracy.
26. Indians recorded their history in forms of pictographs.
27. Sixty percent of the foods eaten in the world were first harvested by American Indians.
28. Early Indian people had an extensive irrigation system that allowed them to grow many crops in the desert.
29. Before the white man came, Indians had developed agricultural skills superior to those of Europeans.
30. Indian people developed many ways to preserve food.
31. American Indians set a sophisticated urban trading economy in motion when they unearthed undreamed of quantities of gold and silver.
32. At one time, Indians had made more advancement in technology (which included utilization of cotton, rubber, dyes, and related chemicals) than Europeans.
33. Indian people discovered the curative powers of quinine, the anesthetizing ability of coca, and the potency of a thousand other drugs, which made modern medicine and pharmacology possible.
34. Indian people had far more sophisticated calendars than Europeans did.
35. The Indians of Mexico had a mathematical system based on place numbers superior to the numerical systems then in use by the Spaniards.

36. Indian people had a highly sophisticated understanding of the sky before the white man came and had solar observatories.
37. Indian architectural accomplishments include the precision crafted buildings of Machu Picchu, the apartment dwellings of the Southwest, hogans, earthlodges, and teepees.
38. Native Americans are known as the first environmentalists because of their concern for all living things on Mother Earth and their extensive knowledge of ecology.
39. Indians view animals and all living things as their relatives.
40. Indian people have been called upon by NASA to help solve the global warming problem.
41. Earth, Air, Water, and Fire, the Four Elements, are highly respected by Indian people and are sometimes referred to as the Four Ancestors.
42. Indian people used science in the developing of items such as tanning hides or making pottery.
43. Today there are Indian doctors, scientists, and astronauts.
44. Indian medicine men have been called to the National Institute of Health to help find cures for disease.
45. Indian people had their own religion(s) before the white man came. They are akin to other religions in the world in their beliefs of respect for each other.
46. Charles Curtis, a Kaw Indian, was the Vice President under Herbert Hoover.

47. Benjamin Feifel, a Lakota from South Dakota, was a member of the United States House of Representatives.
48. Ben Nighthorse Campbell, a Ute from Colorado, is a member of the United States Senate.
49. Indian people had keen military strategies they used during their wars with the white man.
50. Indian people had their own forms of policing operations within their tribes.

## **CREDE STANDARDS FOR EFFECTIVE PEDAGOGY FOR INDIAN STUDENTS**

### **Standard 1: Joint Productive Activity Teacher and Student Producing Together**

*Facilitate learning through joint productive activity among teacher and students.*

The teacher:

- designs instructional activities requiring student collaboration to accomplish a joint product.
- matches the demands of the joint productive activity to the time available.
- arranges classroom seating to accommodate students' individual and group needs to work jointly.
- participates with students in joint productive activity.
- organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests to promote interaction.
- plans with students how to work in groups and move from one activity to another; e.g., from large group interaction to small group activity, to clean-up, dismissal, etc.
- manages student and teacher access to materials and technology to facilitate joint productive activity.
- monitors and supports student collaboration in positive ways.

### **Standard 2: Language and Literacy Development Developing Language and Literacy Across the Curriculum**

*Develop competence in the language and literacy of instruction across the curriculum.*

The teacher:

- listens to the student talk about familiar topics such as home and community.
- responds to students' talk and questions, making "in-flight" changes that directly relate to students' comments.
- assists language development through modeling, eliciting, probing, restating, clarifying, questioning, and praising, as appropriate in purposeful conversation and writing.

- interacts with students in ways that respect students' preferences for speaking and interacting styles, which may be different than the teacher's, such as wait-time, eye contact, turn-taking, and spotlighting.
- connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.
- encourages students to use content vocabulary to express their understanding.
- provides frequent opportunities for students to interact with each other and with the teacher during instructional activities.
- encourages students' use of first and second languages in instructional activities.

**Standard 3: Contextualization/Making Meaning Connecting School to Students' Lives**

*Connect teaching and curriculum to experiences and skills of students' home and community.*

The teacher:

- begins with what students already know from home, community, and school.
- designs instructional activities that are meaningful to students in terms of local community norms and knowledge.
- learns about local norms and knowledge by talking to students, parents, and community members, and by reading pertinent documents.
- assists students to connect and apply their learning to home and community.
- plans jointly with students to design community-based learning activities.
- provides opportunities for parents to participate in classroom instructional activities.
- varies activities to include students' preferences, from collective and cooperative to individual and competitive.
- varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.

**Standard 4: Challenging Activities/Teaching Complex Thinking**

*Challenge students toward cognitive complexity.*

The teacher:

- assures that for each instructional topic students see the whole picture as the basis for understanding the parts.
- presents challenging standards for student performance.
- designs instructional tasks that advance student understanding to more complex levels.

- assists students to accomplish more complex understanding by relating to their real-life experiences.
- gives clear, direct feedback about how student performance compares with the challenging standards.

**Standard 5: Instructional Conversation Teaching Through Conversation**

*Engage students through dialogue, especially Instructional Conversation.*

The teacher:

- arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent schedule.
- has a clear academic goal that guides conversation with students.
- ensures that student talk occurs at higher rates than teacher talk.
- guides conversation to include students' views, judgements, and rationales, using text evidence and other substantive support.
- ensures that all students are included in the conversation according to their preferences.
- listens carefully to assess levels of student understanding.
- assists students' learning throughout the conversation by questioning, restating, praising, encouraging, and so forth.
- guides students to prepare a product that indicates the Instructional Conversation's goal was achieved.

**Standard 6: Choice and Initiative Encouraging Students' Decision Making**

- Because of the high level of autonomy and decision making granted to youth in Native American cultures, American Indian students are more comfortable and motivated to participate in activities they generate, organize, or direct themselves.
- The teacher moves among individual students and groups, providing responsive instructional conversations while the students are involved in their own pursuits.

**Standard 7: Modeling and Demonstration Learning Through Observation**

- American Indians traditionally learn through observation. The observational style is tied to visual learning patterns and holistic cognitive style.
- Teachers allow students to develop competence before requiring them to perform publicly.
- Teachers should demonstrate regularly.
- This standard is especially important for students whose proficiency in the language of instruction is limited.

## **CREATING SACRED PLACES FOR CHILDREN**

Creating Sacred Places for Children is a project of the National Indian School Board Association (NISBA). It is an Indian model of school reform. The project was funded by the Office of Educational Research and Improvement, U. S. Department of Education, as one of 15 capacity building grants to enhance existing school reform programs to better reach under-served populations.

The model was developed by a group of highly qualified Indian educators. It builds upon the Effective Schools improvement process as the basis for the model and adds five enhancements to better meet the needs of Indian schools and communities. They are:

1. A strategic visioning activity to help schools and communities evaluate their progress in the area of education and plan for the future.
2. The identification and utilization of tribal values as the basis for school management and a school-wide focus on positive behavior.
3. The incorporation on Indian culture through the utilization of Indian literature to address the reading skills of Indian children while they are learning to be proud of who they are.
4. The utilization of a classroom assessment system. Classroom assessment allows on-going analysis of student progress. Classroom assessment also provides more accurate information than standardized testing and includes training for teachers on how to help students move to higher levels.
5. Attention to adult and student wellness by addressing major areas of dysfunction resulting from poverty and oppression.

The project was funded for three years. The first year was a development year. Eight schools began to pilot the process in the second year, and eight more schools began the process in the third year. This project is the only Indian model of school reform being implemented in BIA-funded schools. It is now ready to be implemented in other BIA-funded schools and public schools with Indian populations.

A preliminary study on the effects of the Creating Sacred Places project by CREDE indicates “the CSPC intervention shows more consistent and stronger positive effects for LEP and special education students and seems most effective with students rated Partially Proficient. The consistent pattern between groups across time, after only the first year of implementation, is promising. Given the constraints imposed by the data, it is remarkable to have found such positive effects.” Second year results show statistically significant gains in reading for CSPC schools.

For further information, contact Carmen Taylor, Project Director, National Indian School Board Association at (406) 883-3603.

## **CREATING SACRED PLACES FOR CHILDREN CURRICULUM**

---

The Creating Sacred Places for Children Curriculum is an attempt to help teachers provide the culturally relevant curriculum that has long been the dream of Indian educators. The relevant curriculum that we envision takes place in the regular classroom, includes content related to the lives of Indian children, makes them proud, expands to other experiences, and enhances learning.

Funds for developing Indian curricula have pretty much disappeared, but Indian literature can provide the basis for a comprehensive culturally relevant curriculum. There are many more Indian authors writing books for children, and more good Indian literature is being published.

The goal of the Creating Sacred Places for Children Curriculum is to produce Indian children who are proud of who they are and, at the same time, can read well. The curriculum provides teachers with background information, ideas for materials (Indian literature), and example activities, so they can develop their own curriculum units. They are aligned with standards that can be cross-walked with the local state standards so teachers will be teaching to standards if they use this curriculum. There are two K-3 books, each including information for four units. The units focus on science and reading; language arts and math ideas are also included for the teacher to develop multidisciplinary units. The 4-6 books through the 9-12 books provide information for developing 24 different units: 8 language arts based, 8 science based, and 8 social studies based.

The literature is from many different tribes so that teachers utilize books from their own or other local tribes; or if they use literature from other tribes, they might relate it to a local story that may be similar. One discovery while developing these materials is that Indian stories are very similar from coast to coast.

In using the Creating Sacred Places for Children Curriculum, it is suggested that regular classroom teachers work very closely with the schools' culture teachers, who can help localize the information. For example: if the children are learning about birds in science and reading Indian bird stories, the culture teacher can relate local bird stories (if appropriate, time of year, etc.) and can explain the significance of birds to the local tribe(s).

The curriculum is very flexible. For example: it can be used by the culture teachers only, or for reading only in the regular classrooms. The main idea is to provide information to teachers so they can utilize it in the way they wish.

The curriculum is based upon the research on teaching Indian children and, especially, on teaching Indian children to read. It targets decoding, comprehension, and vocabulary development. Comprehension and vocabulary development are two areas in which Indian children do not score well on standardized tests.

# All About Me

**Grade Level:** K-1

**Subject:** Social Studies

**Introduction/Objective:** Students will develop an understanding of self, as good citizens, and family.

**Approximate Length of Unit:** 5 days, ½ hour per day

<b>Word List:</b>	me	family	mirror
	draw	special	feelings
	anxious	happy	sad
	frightened	upset	safe
	love	frustrated	grouchy
	tired	mean	raccoon
	rattlesnake	kiss	hand

**Native Words:** Mother  
Father  
Grandfather  
Grandmother, etc.

**Materials:** Paper  
Mirrors  
Crayons  
Paint  
Heart stamp  
Powwow music  
Audio player  
Pictures of family members  
Kissing Hand Poem (attached)



**Standards:**

- a) CREDE Standards: Teaching Through Conversation, Modeling, Teacher and Students Producing Together, Developing Language and Literature Across the Curriculum
- b) NE State Social Studies Standard 1.23
- c) American Indian Content Standards: To celebrate children's uniqueness and help them come to an appreciation of their feelings as a manifestation of that uniqueness.

**Activities:**

1. K-W-L students will sit in an instructional circle and share what they know about themselves as the teacher charts their ideas. Teacher will lead discussion to the idea that each student is special. Read and discuss *Two Pairs of Shoes* by Esther Sanderson.
  - a) CREDE Standard: Teaching Through Conversation
  - b) Visual, speaking and listening activity
2. Students will look in the mirror and draw a picture of self. Take a picture of each student to send home to share (Parental Involvement).
  - a) CREDE Standard: Modeling, Teacher and Students Producing Together
  - b) Visual, hands-on activity
3. Read and discuss *The Kissing Hand* by Audrey Penn. Students will share feelings about going to school and make a handprint and poem to take home to share (Parental Involvement).
  - a) CREDE Standards: Modeling, Teacher and Students Producing Together
  - b) Visual, hands-on activity
4. Read and discuss *Mama's Little One* by Kristina Heath. Students will draw a picture of their families. In instructional circle, students will share about their families by showing their pictures and talking. They will also discuss the fact that their parents/grandparents teach them how to be good citizens.
  - a) CREDE Standard: Teaching Through Conversation
  - b) Visual, hands-on activity

5. Students will identify native words for family members. Example: Play “Family Circle.” Place pictures of family members on the floor in a circle. Students walk around the circle to music. When the music stops, in the Native language, students will identify the family member they are standing beside.
  - a) CREDE Standard: Developing Language and Literature Across The Curriculum
  - c) Visual, movement, hands-on activity

**Evaluation/Assessment:**

1. Observation
2. Oral conversation
3. Identifying family members in Native Language (determine points for each member identified correctly).
4. Drawings
5. Assign points for each of the above.

**Resources:**

[www.amazon.com](http://www.amazon.com)

*Completing the Circle Curriculum* by Dr. Sandra Fox

*The Early Childhood and Kindergarten Calendar* by Sherrill B. Flora

*Creating A Sacred Place to Support Young American Indian and Other Learners in Grades K-3, Volume I* by Dr. Sandra Fox

[www.oyate.org](http://www.oyate.org)

**Developed by:**

Mary Strohmeyer, Umo N Ho N Nation Public Schools,

[mstrohmy@esu1.org](mailto:mstrohmy@esu1.org)

Kristi Dahlgren, Umo N Ho N Nation Public Schools, [kdahlgre@esu1.org](mailto:kdahlgre@esu1.org)

Diane Ehrhardt, Winnebago Public School, [dehrhard@esu1.org](mailto:dehrhard@esu1.org)

Jill Anderson, Walthill Public School, [jianders@esu1.org](mailto:jianders@esu1.org)

Shannon Burgett, Walthill Public School, [sburgett@esu1.org](mailto:sburgett@esu1.org)

**Additional Books:**

“Just Another Kid” (title) in *Chorus of Cultures* (book) by Alma Flor Ada

“We Chased Butterflies” (title) in *Dancing Teepees* (book) by Virginia D.H.

Sneve

*Olivia* by Ian Falconer

*Oliver Button is a Sissy* by Tomie dePaola

*Mean Soup* by Betsy Everitt

*Koala Lou* by Mem Fox

*Please Baby Please* by Spike and Tonya Lewis Lee

*Leo the Late Bloomer* by Robert Kraus

## **Kissing Hand Poem**

It's my first day of kindergarten  
And I'm thinking of you.  
I made these precious handprints  
So you'll think of me, too.

It's my first day of school  
And “The Kissing Hand” is what we read.  
It's about a raccoon  
Who did just as his parents said  
I was brave and I got by.

All through the year  
I'll make more things for you.  
So as I change and as I learn  
You can witness my growth, too!

~Lauren

# American Indian Art and Artists

**Grade Level:** K-1

**Subject:** Social Studies

**Introduction:** The student will develop an appreciation for Native American art and community artists during Social Studies. They will be able to explain the importance of artists in the community.

**Approximate Length of Unit:** 5 lessons, ½ hour each (2 ½ hours total).

<b>Word List:</b>	quilt	landscape	paintbrush
	artist	illustrator	shape
	view	beautiful	color words
	water color	creative	decorate
	gallery	visualize	material
	palette	illustrate	draw
	hang	pattern	design
	paint	picture	frame
	talent		

**Materials:** “The Painter” by Peter Catalanotto, [www.visitingauthors.com](http://www.visitingauthors.com)  
Various art materials  
*The Legend of Indian Paintbrush* by Tomie dePaola

## **Standards:**

- a) NE State Social Studies Standard 4.6  
(Students will identify significant individuals, historical events, and symbols in their community and in Nebraska, and explain their importance.)
- b) CREDE Standards: Teaching Through Conversation

**Activities:**

1. Start the unit with the Instructional Conversation activity and discuss the words “art” and “artist.” This is a speaking and listening activity. It will include a homework assignment: the student will create a pattern with help and explanation from his/her parents (Parental Involvement).  
This will be used for a project to be completed later during the unit.
  - a) CREDE Standard: Teaching Through Conversation
  
2. Read and discuss the books *The Painter* by Peter Catalanotta and *The Legend of the Indian Paintbrush* by Tomie dePaola with the students.
  - a) CREDE Standard: Language and Literacy Across the Curriculum
  - b) Listening and speaking activity
  
3. Bring in a community artist and introduce him/her to the students. He/She will display and discuss his/her art with the students.
  - a) CREDE Standard: Teacher and Student Producing Together
  - b) Hands on, making meaning activity
  
4. The students will become “artists” and paint their own pictures with assistance from the community artist and teacher.
  - a) CREDE Standard: Teacher and Student Producing Together
  - b) Hands-on activity
  
5. Extensions:
  - a) Students will each create a piece for class quilts using the pattern homework that was returned earlier in the unit.
  - b) Frame pictures that were painted, and hang for a class art show.
  - c) Make T-shirts by duplicating patterns that were created for the homework assignment onto T-shirts.

**Evaluation:** Points are assigned for completion of project and active participation in the process. Bonus points will be given for completion of work brought from home (homework assignments).

**Developed by:** Veda Webster, Umo N Ho N Nation Public Schools,  
[vwebster@esu1.org](mailto:vwebster@esu1.org)  
Edna McClure, Umo N Ho N Nation Public Schools,  
[emcclure@esu1.org](mailto:emcclure@esu1.org)  
Tammy Sorensen, Santee Public School,  
[tsorensen@esu1.org](mailto:tsorensen@esu1.org)

# Respect For Fire

**Grade Level:** K-1

**Subject:** Social Studies

**Introduction:** Students will identify the uses of fire in early Native American homes and learn how to be safe around fire today.

**Approximate Length of Unit:** One week

**Word List:**

fire	fireman	firemen
firefighter	fire truck	fire station
fire detector	stop	drop
roll	emergency	safety
danger	drill	flame
hot	hose	burn
breathe	alarm	smoke
red	yellow	orange

(add Native American Language)

**Materials:**

**Books:** *How Fire Got into the Rocks and Trees* by Steven Roy  
*Coyote and the Firestick* by Barbara Goldin  
*The Legend of Sleeping Bear* by Kathy Jo Wargin  
*Firefighters A to Z* by Chris L. Demarest, Margaret Elderberry, 2000  
*The Fire Bringer: A Paiute Indian Legend*  
by Margaret Hodges, Little, 1972  
*Fire Race: A Karuk Coyote Tale* by J. London

**Note:** Place all books you have used in the classroom reading center so students will have access to them for later selection for independent reading.

a) Student directed activity

**Standards:**

- a) NE State Math Standard 1.1.1
- b) CREDE Standards: Teacher and Students Producing Together, Teaching Through Conversation, Making Meaning, Listening and Speaking
- c) American Indian Content Standards:
  - 1. Science Standard D1: (K-4) Develop an understanding of properties of earth, air, fire, and water, and how they served as a basis for traditional American Indian production of clothing, housing, tools, and food.
  - 2. Science Standard A (K-4): Develop awareness that observations and understandings of nature and ecological relationships traditionally formed an essential base of knowledge among American Indian Cultures.

**Activities:**

- 1. Make a K-W-L chart about fire.
  - a) CREDE Standard: Teacher and Students Producing Together
  - b) Speaking, Student Directed Activity
- 2. Start the unit by inviting an elder from the community to come visit with the class about fire. Ask him/her to share how fire was important to early Native Americans and how they use fire now. He/She will share his/her knowledge of how to be safe around fire and to take it very seriously.
  - a) CREDE Standards: Making Meaning, Listening and Speaking
- 3. Read and discuss the books listed in “Materials.”
- 4. Talk about the fire drills held at school.
  - a) CREDE Standards: Teaching Through Conversation
  - b) Listening and Speaking
- 5. Have students talk with their parents and have parents tell students what their home addresses are.
  - a) CREDE Standard: Teaching Through Conversation
  - b) Listening and Speaking

6. Have students talk with their parents about the number to call to report a fire at their home.
  - a) CREDE Standard: Teaching Through Conversation
  - b) Listening and Speaking
  
7. With their parents' help at home, have students count the fire detectors in their homes.
  - a) CREDE Standard: Making Meaning
  - b) NE State Standard 1.1.1
  
8. Visit the local Fire Station as a fieldtrip.
  - a) CREDE Standard: Visual, Making Meaning, Teaching Through Conversation
  
9. Ask a fireman to come into the classroom to talk to the class. Ask him to bring in the gear that firemen would wear if they were to fight a fire at one of the student's homes. This would show students what firemen would look like and help students not to be frightened if a fireman had to come into their homes to save them from a fire.
  - a) CREDE Standards: Visual, Making Meaning, Teaching Through Conversation
  
10. Practice "Stop, Drop, and Roll."
  - a) CREDE Standards: Modeling, Making Meaning
  
11. At school, practice calling 911.
  - a) CREDE Standards: Modeling, Making Meaning
  
12. Talk about what students can play with and what they should not play with.
  - a) CREDE Standards: Teaching Through Conversation, Modeling, Making Meaning

**Assessment:** Discussion with and observation of students by the teacher, the completion of projects, and student's participation in the process will be included in the assessment. A rubric will be developed including each of these.

**Resources:**

[www.amazon.com](http://www.amazon.com)

*Completing the Circle Curriculum* by Dr. Sandra Fox  
*Creating A Sacred Place to Support Young American Indian and Other Learners in Grades K-3, Volume I* by Dr. Sandra Fox

[www.half.com](http://www.half.com)

[www.oyate.org](http://www.oyate.org)

**Developed by:**

Jill Anderson, Walthill Public School, [jianders@esu1.org](mailto:jianders@esu1.org)

Shannon Burgett, Walthill Public School, [sburgett@esu1.org](mailto:sburgett@esu1.org)

Kristi Dahlgren, Umo N Ho N Nation Public Schools,

[kdahlgre@esu1.org](mailto:kdahlgre@esu1.org)

Diane Ehrhardt, Winnebago Public School,

[dehrhard@esu1.org](mailto:dehrhard@esu1.org)

Mary Strohmyer, Umo N Ho N Nation Public Schools,

[mstrohmy@esu1.org](mailto:mstrohmy@esu1.org)

# Rocks

**Grade Level:** K-1

**Subject:** Science

**Introduction:** Students will learn about rocks and learn that rocks come in all sizes, from boulders to grains of sand. Students will also develop an understanding of the characteristics of earth materials.

**Approximate Length of Unit:** 6 lessons, ½ hour each

<b>Word List:</b>	brown	hills	big
	cliffs	boulder	jagged
	compare	west	solid
	ground	north	sand
	gravel	collect	pebble
	creek	pretty	river
	rock	hunt	small
	south	smooth	stream
	east	stone	hard
	red	round	roll

**Materials:** *Everybody Needs a Rock* by Byrd Baylor, [www.amazon.com](http://www.amazon.com)  
*Coyote Steals the Blanket* by Janet Stevens  
*Iktomi and the Boulder* by Paul Goble  
Various art materials

**Standards:**

- a) NE State Science Standard 1.5.1
- b) CREDE Standard: Teaching Through Conversation, Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking, Making Meaning, Student Directed-Activity

**Activities:**

1. K-W-L Teacher will ask students what they know about rocks and chart it. The class will then discuss what they want to know about rocks and chart that.
  - a) CREDE Standard: Teaching Through Conversation
  - b) Speaking and Listening Activity
  
2. Read the books listed above and discuss them with the students.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
  - b) Listening Activity
  
3. Take a walk around the school and community. Students will collect rocks that they find. Students will return to the classroom, where they will sort and chart the rocks according to size, color, and shape.
  - a) CREDE Standard: Teaching Complex Thinking
  - b) Hands-on Activity
  
4. Students will identify their favorite rocks. Then students will decorate the rocks with different materials provided by the teacher to make the rocks special to the students.
  - a) CREDE Standards: Teaching Through Conversation, Making Meaning, and Student Directed Activity
  - b) Speaking and Hands-on Activity
  
5. Teacher will model writing and illustrating a map about where he/she found a rock. Students will then write and illustrate maps about where they found their special rocks.
  - a) CREDE Standards: Modeling, Students and Teacher Producing Together
  - b) Demonstration Activity
  
6. Each student will present his/her rock, illustrated map and poster to the class, to parents/guardians, and relatives.
  - a) CREDE Standard: Student Directed Activity
  - b) Speaking Activity

**Evaluation:** Evaluation will be done by discussion with the student and observation of the students by the teacher. Final presentation of the student's rock and map will correlate with this unit. Rubrics will be developed on evaluation criteria.

**Developed by:** Edna McClure, Umo N Ho N Nation Public Schools,  
[emcclure@esu1.org](mailto:emcclure@esu1.org)  
Veda Webster, Umo N Ho N Nation Public Schools,  
[vwebster@esu1.org](mailto:vwebster@esu1.org)  
Tammy Sorensen, Santee Public School,  
[tsorensen@esu1.org](mailto:tsorensen@esu1.org)

# Taking Care of Our Land—Recycling

**Grade Level:** K-1

**Subject:** Science and Math

**Introduction:** Students will develop an appreciation for the earth and will recognize the importance of respecting the earth. This unit will focus on what students can do within their homes and community to save the earth. Students will learn what trash is and the effects of littering (Science 1.7.2). Students will classify litter into plastic, paper, metal, and glass (Math 1.6.2). Students will learn about the community's recycling.

**Approximate Length of Unit:** One to two weeks, depending on activities completed.

**Materials:**

- Trash bags
- Gloves
- Poster board or large sheets of paper
- Paints, markers, crayons
- Newspaper or drop-cloths
- Metal trash can
- Paints for trash can
- Coffee cans (one for each student)
- Bags of clean recyclable items
- Recycling container(s)
- Brown paper grocery bags (one for each student)
- Lesson/Resource of kinderart@lesson for Coffee Can Drum from [www.kinderart.com/multic/cofdrum.shtml](http://www.kinderart.com/multic/cofdrum.shtml)
- Lesson/Resource of kinderart@littles for Native American Story Blankets from [www.kinderart.com/littles/blanket.shtml](http://www.kinderart.com/littles/blanket.shtml)

**Books:**

- Good Earth Art* by Mary Ann F. Kohl and Cindy Gainer
- And Still the Turtle Watched* by Sheila MacGill-Callahan
- The Elders Are Watching*  
by David Bouchard and Roy Henry Vickers
- The Slapshot Star* by Gloria Miller, Pemmican

Note: Place all books you have used in the classroom reading center so students will have access to them for later selection.

- a) Student directed activity

**Standards:**

- a) NE State Math Standard 1.6.2
- b) NE State Science Standard 1.7.2
- c) CREDE Standards: Modeling, Teachers and Students Processing Together, Teaching Through Conversation
- d) American Indian Content Standards
  - 1) Science Standard D1: (K-4) Develop an understanding of properties of earth, air, fire, and water and how they serve as a basis for traditional American Indian production of clothing, housing, tools, and food.
  - 2) Science Standard A: (K-4) Develop awareness that observations and understandings of nature and ecological relationships traditionally formed an essential base of knowledge among American Indian cultures.
  - 3) Math Standard 13 (K-4) Patterns and Relationships

**Activities:**

1. Model recycling (paper, pop bottles)—show students where to place the litter and share ideas on how to reuse the material.
  - ? Place a paper recycling box in the classroom.
  - ? Tour the school. Show students other recycling boxes/containers.
  - a) NE State Math Standard 1.6.2
  - b) CREDE Standard: Modeling
  - c) Visual and Hands-on
  
2. Take a field trip to the community's recycling center.
  - a) CREDE Standards: Making Meaning, Teaching Through Conversation
  - b) Visual, Listening, Hands-on, Discussion, and Speaking

3. Bring in a community storyteller. Have them discuss with the students why and how the earth is sacred. He/She will also speak on recycling and the effects on the earth and the community.
  - a) NE State Standard Speaking 1.2.1
  - b) NE State Standard Listening 1.3.1
  - c) CREDE Standards: Teachers and Students Producing Together, Teaching Through Conversation
  - d) Visual, Listening, Discussion
4. Bring in a speaker from the Extension Office to discuss the use of recycled materials.
  - a) NE State Standard Speaking 1.2.1
  - b) NE State Standard Listening 1.3.1
  - c) CREDE Standards: Teachers and Students Producing Together, Teaching Through Conversation
  - d) Visual, Listening, Discussion
5. Go to the park (or some other spot in the community) and pick up litter/trash.
  - ? Stress that students do not pick up glass, needles, or anything sharp that may hurt them. Have students point those item(s) out to the teacher.
  - a) CREDE Standards: Modeling, Teachers and Students Producing Together, Teaching Through Conversation, Making Meaning
  - b) Hands-on
6. Teacher will model a poster for the students or brainstorm ideas with them. Students will design posters to teach others about what the storyteller explained or shared about respecting the earth. Put up posters to create awareness around the school and community. This activity could possibly be completed with the art teacher (think about inviting the art teacher to listen to the storyteller or watch a videotape).
  - a) CREDE Standards: Teachers and Students Producing Together, Making Meaning
  - b) Hands-on, Visual
7. Students will paint a trashcan. Brainstorm for creative ideas.
  - a) CREDE Standard: Teachers and Students Producing Together
  - b) Hands-on, Visual

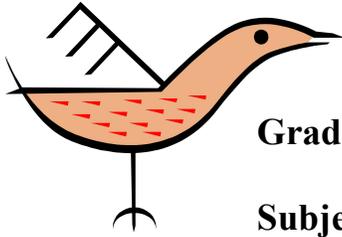
8. Have students discuss recycling at home with their parents/guardians.  
Some possible questions:
- ? Do you recycle at home or know someone who does?
  - ? When is the trash/garbage picked up?
  - ? How do you prepare trash/garbage for the garbage man?
- a) CREDE Standard: Teaching Through Conversation
  - b) Speaking and Listening
9. Complete activities to use litter—such as the coffee can drum (See [kinderart@lesson for Coffee Can Drum Lesson/Resource from \[www.kinderart.com/multic/cofdrum.shtml\]\(http://www.kinderart.com/multic/cofdrum.shtml\)](mailto:kinderart@lessonforCoffeeCanDrumLessonResource.com)), or recycled wrapping paper (*Good Earth Art* by Mary Ann F. Kohl and Cindy Gainer).  
Brainstorm with class for other ways to use recycling.
- ? May discuss the science of sound with the drum.
- a) CREDE Standards: Teachers and Students Producing Together, Making Meaning, Teaching Complex Thinking, Modeling, Teaching Through Conversation.
  - b) Hands-on, Visual, Discussion
10. Sort a bag of trash into paper, metal, plastic, and glass.
- ? Bring bags of clean trash, including bottles, cans, plastics, and glass
  - Have recycling container(s) to put the sorted material into.
- a) NE State Math Standard 1.6.2
  - b) CREDE Standards: Modeling, Making Meaning, Teachers and Students Producing Together
  - c) Visual, Hands-on, Discussion
11. Discuss saving Iowa cans and bottles to recycle for money. Practice and model counting by 5's to figure the amount of money for a certain number of cans and bottles that are worth 5 cents each when cashed in. Teach students what to look for on cans and bottles for recycling and where to take them to cash them in.
- ? Iowa pop cans or bottles
    - Nickels
    - Research the community for recycling Iowa cans and bottles.
- a) NE State Math Standards 1.1.1 and 1.1.3
  - b) CREDE Standard: Making Meaning
  - c) Discussion and Visual

12. Read *And Still the Turtle Watched* by Sheila MacGill-Callahan; *The Elders Are Watching* by David Bouchard and Roy Henry Vickers; *The Slapshot Star* by Gloria Miller, Pemmican. Create a story blanket using brown paper bags simulating how Indian people wrote with pictographs (Use kinderart@littles Native American Story Blankets Lesson/Resource from [www.kinderart.com/littles/blanket.shtml](http://www.kinderart.com/littles/blanket.shtml) ).
- NE State Reading and Listening Standards 1.1.4 and 1.3.1
  - CREDE Standards: Teachers and Students Producing Together, Developing Language and Literacy Across the Curriculum
  - Listening, Speaking, Discussion, Hands-on, Visual
13. Teacher and students will talk about how tribes would stop and set up in one area. When they left, they left nothing behind. One would never know they had ever been there. Or discuss how Indians used the buffalo: they did not waste any parts.
- CREDE Standard: Teaching Through Conversation
  - Listening, Speaking, Discussion

**Assessment:** Teacher will do an assessment by discussion and observation of students, completion of projects, and active participation in the process. A rubric will be developed to assess the activities.

**Resources:** [www.amazon.com](http://www.amazon.com)  
*Completing the Curriculum* by Dr. Sandra Fox  
*Creating a Sacred Place to Support Young American Indian and Other Learners in Grades K-3, Volume I*  
 by Dr. Sandra Fox [www.Half.com](http://www.Half.com)  
[www.oyate.org](http://www.oyate.org)

**Developed by:** Jill Anderson, Walthill Public School,  
[jianders@esul.org](mailto:jianders@esul.org)  
 Shannon Burgett, Walthill Public School,  
[sburgett@esul.org](mailto:sburgett@esul.org)  
 Kristi Dahlgren, Umo N Ho N Nation Public Schools,  
[kdahlgre@esul.org](mailto:kdahlgre@esul.org)  
 Diane Ehrhardt, Winnebago Public School,  
[dehrhard@esul.org](mailto:dehrhard@esul.org)  
 Mary Strohmeyer, Umo N Ho N Nation Public Schools,  
[mstrohmy@esul.org](mailto:mstrohmy@esul.org)



## Birds

**Grade Level:** K-1

**Subject:** Science

**Introduction:** Students will be introduced to birds and characteristics of living things by integrating culturally relevant words, including colors and the names of birds in their Native language.

**Approximate Length of Unit:** 5 days, ½ hour each day

### Word List:

Colors: red, white, yellow, green, brown, black, orange, blue, etc.

feather	falcon	fly	flew
flight	flap	flock	fowl
sing	soar	south	prey
sky	sparrow	screech	hen
high	hawk	hatch	heron
buzzard	bird	beak	bug
raven	robin	roost	perch
peck	parrot	pigeon	plume

And any other bird words

### Materials:

*How the Birds Got Their Colours*

by B. Johnston and D. Ashewa (from

[www.amazon.com](http://www.amazon.com) )

*Crinkleroots Guide to Knowing Birds* by Jim Arnosky (from

[www.amazon.com](http://www.amazon.com) )

[Teacher supplied materials \(colored feathers, sequins, etc.\)](#)

### Standards:

- NE State Science Standard 1.4.1 (Student will develop an understanding of the characteristics of living things.)
- CREDE Standard: Teaching Through Conversation, Developing Language and Literacy Across the Curriculum
- Speaking, Visual, Listening activities

**Activities:**

1. K-W-L—Teacher and students will discuss and chart what students already know about birds and what they want to learn.
  - a) CREDE Standard: Teaching Through Conversation
  - c) Speaking Activity
  
2. Read *How the Birds Got Their Colours* by B. Johnston and D. Ashewa. Ask students if they know the color words in their Native language and chart them. Teach a word that is spelled differently in another country (Colours—Canadian spelling).
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
  - b) Visual, Listening, and Speaking Activity
  
3. Read *Crinkleroots Guide to Knowing Birds* by Jim Arnosky. Ask students if they know the birds' names in their Native language and chart them.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
  - b) Visual, Listening, and Speaking Activity
  
4. The class will take a Nature Walk in the community. Have students do bird watching and observations of the birds they see.
  - a) CREDE Standard: Teaching Through Conversation
  - b) Visual and Hands-on Activity
  
5. Teacher will model first page of class book by choosing a bird, either drawing or using a non-colored picture of bird of choice, and decorating it, using teacher supplied materials such as colored feathers. Teachers: be aware of students' cultural clans and their taboos.
  - a) CREDE Standard: Modeling, Teacher and Student Producing Together
  - b) Visual Activity
  
6. Students will work together to create a Classroom Bird Book. Each student will decide on a bird to illustrate and decorate (The student can draw the bird, or the teacher can have ready-made color sheet of student's choice.). Student will also write about the bird he/she chose for the class book.
  - a) CREDE Standard: Teacher and Student Producing Together
  - b) Writing and Hands-on Activity

7. Students will present the class book to parents/guardians.
  - a) CREDE Standard: Teacher and Student Producing Together
  - b) Speaking and Student Directed Activity

**Evaluation/Assessment:** Teacher will evaluate by discussion with and observation of students, final presentations of parts of the students' class book, and to see if presentations correlate with unit taught. Rubrics will be developed for evaluation criteria.

**Developed by:** Tammy Sorensen, Santee Public School, [tsorensen@esu1.org](mailto:tsorensen@esu1.org)  
Edna McClure, Umo N Ho N Nation Public Schools,  
[emcclure@esu1.org](mailto:emcclure@esu1.org)  
Veda Webster, Umo N Ho N Nation Public Schools,  
[vwebster@esu1.org](mailto:vwebster@esu1.org)

# Traditional Food

(Can be taught at Thanksgiving Time)

**Grade Level:** K-1

**Subject:** Science

**Introduction:** Students will be introduced to the importance of traditional Indian foods. They will learn that important, traditional foods for the United States today are of American Indian origin.

**Approximate Length of Unit:** 5 – 7 days, ½ hour each day

**Word List:**

fry bread	corn	berry/berries	fish
popcorn	squash	pumpkin	food
story	tradition	sort	sweet
sour	seeds	corncob	collage
create	vegetables		

**Materials:** Pictures of foods  
Real food items (mixed berries, popcorn, etc.)  
Word book (teacher prepares in advance)  
Pictures of berries with native word written on it.  
Popcorn air popper  
Sheet or large table cloth  
Popcorn song (attached)  
Seeds (pumpkin, squash, sunflower, and popcorn)  
Corncobs  
Construction paper  
Glue  
Paint  
Roaster  
Soup base  
Fry bread  
Extra vegetables  
Bowls  
Utensils

Books: *What Food is This?* By Rosemarie Hausherr  
*Iktomi and the Berries* by Paul Goble  
*The Popcorn Book* by Tomie de Paola  
*All About Seeds* by Susan Cuchalla

**Standards:**

- a) NE State Science Standard 1.1.1
- b) NE State Science Standard 1.1.3
- c) NE State Science Standard 1.2.1
- d) NE State Science Standard 1.3.1
- e) CREDE Standards:
- f) American Indian Content Standards
  - a) Science Standard D1: (K-4) Develop an understanding of properties of earth, air, fire, and water and how they serve as a basis for traditional American Indian production of clothing, housing, tools, and food.
  - b) Students should develop an understanding of elements of nutrition and how they were applied in the diets of American Indians prior to the arrival of the Europeans.

**Activities:**

1. K-W-L—Students will tell what they know about food as the teacher charts their comments. As the discussion continues, the teacher will ask what is known about traditional foods.
  - a) NE State Science Standard 1.1.1 (Unifying concepts and processes) and 1.2.1 (Students will develop the ability to do scientific inquiry.)
  - b) CREDE Standards: Teaching Through Conversation, Teacher and Student Producing Together
  - c) Visual, Discussion Activity
  
2. Read and discuss *What Food is This?* By Rosemarie Hausherr. Students will be introduced to the native words for their traditional foods by creating a food book (extend if necessary). Students will retell the book at home (Parental Involvement).
  - a) NE State Science Standard 1.3.1 (Students will develop an understanding of the characteristics of materials.)
  - b) CREDE Standard: Developing Language and Literature Across the Curriculum
  - c) Visual, Hands-on Activity

3. Read and discuss *Iktomi and the Berries* by Paul Goble. Students will recall the words for different berries from previous knowledge. Students will sort and taste berries.
  - a) NE State Science Standard 1.1.3 (Students will develop an understanding of change, constancy, and measurement.)
  - b) NE State Science Standard 1.1.1 (Students will develop an understanding of systems, order, and organization.)
  - c) CREDE Standard: Teaching Complex Thinking
  - d) Visual, Hands-on Activity
  
4. Bring in a storyteller to enhance students' knowledge of the history of Native foods.
  - a) NE State Science Standards 1.1.1 and 1.2.1
  - b) CREDE Standards: Teaching Through Conversation and Modeling
  - c) Visual, Discussion, Hands-on Activity
  
5. Read and discuss *The Popcorn Book* by Tomie dePaola. Observe, discuss, and sing about popcorn. Example: Have students sit on the floor around a tablecloth. Place the popcorn popper in the middle of the tablecloth. Discuss the gift of popcorn from the American Indians. Observe the popcorn popping, discuss how they felt as it popped. Model the popcorn song (attached). Sing it together.
  - a) NE State Science Standard 1.1.1
  - b) CREDE Standard: Teacher and Student Producing Together
  - c) Visual, Discussion, Movement Activity
  
6. Read and discuss *All About Seeds* by Susan Cuchalla. The students will make a collage using seeds (popcorn, sunflower, squash, pumpkinseeds, etc.) from their traditional foods. Extension: Students will create a place mat using corncobs dipped in paint and rolled across construction paper.
  - a) NE State Science Standard 1.1.1
  - b) CREDE Standard: Student Directed Activity
  - c) Visual, Hands-on Activity

7. Culmination: Select a favorite book from the week to reread. Students will help prepare a feast using traditional foods. The teacher supplies the food base and fry bread. Students bring a vegetable (Parental Involvement).
- NE State Science Standard 1.2.1 and 1.1.3
  - CREDE Standard: Making Meaning
  - Visual, Hands-on Activity

Closure: Students will sort pictures of foods into two categories: traditional and non-traditional.

**Evaluation/Assessment:**

- Completed wordbook.
- Observation of sorting activities.
- Rubric used in retelling traditional foods in Native words (determine points for each food identified correctly).
- Assign points for each of the above.

**Resources:** [www.amazon.com](http://www.amazon.com)

*Completing the Circle Curriculum* by Dr. Sandra Fox

*The Early Childhood Kindergarten Calendar* by Sherrill B. Flora

*Creating a Sacred Place to Support Young American Indian and*

*Other Learners in Grades K-3, Volume I* by Dr. Sandra Fox

[www.oyate.org](http://www.oyate.org)

**Developed by:** Mary Strohmeyer, Umo N Ho N Nation Public Schools,  
[mstrohmy@esu1.org](mailto:mstrohmy@esu1.org)  
Kristi Dahlgren, Umo N Ho N Nation Public Schools,  
[kdahlgre@esu1.org](mailto:kdahlgre@esu1.org)  
Diane Ehrhardt, Winnebago Public School,  
[dehrhard@esu1.org](mailto:dehrhard@esu1.org)  
Jill Anderson, Walthill Public School, [jianders@esu1.org](mailto:jianders@esu1.org)  
Shannon Burgett, Walthill Public School, [sburgett@esu1.org](mailto:sburgett@esu1.org)

**Additional Books:**

*Corn is Maize* by Alik  
*American Indian Foods* by Jay Miller  
*Giving Thanks: A Native American Good Morning  
Message* by Chief Jake Swamp  
*Blueberries for Sal* by Robert McCloskey  
*Stone Soup* by Ann McGovern  
*Squanto's Journey* by Joseph Bruchac  
*Carlos and the Cornfield* by Jan Stevens  
*Bread, Bread, Bread* by Ann Morris  
*The Berry Book* by Gail Gibbons  
*Bears Make Rock Soup* by Lise Erdrich  
*Niciommah* by Jackie French Koller

Popcorn Song   
(Tune: "I'm a Little Teapot")

I'm a little popcorn in a pot,  
(squat down)  
Heat me up and watch me pop.  
When I get all fat and white  
(arms in a circle in front of you)  
Then I'm done.  
Popping corn is lots of fun!  
(pop up)

# Food and Nutrition (Food Pyramid)

**Grade Level:** 1

**Subject:** Science

**Introduction:** The life cycle is a basic unit of all life. Eating properly and making use of Mother Nature's bounty is a duty of mankind's. A sound mind and body contribute to the good of the group, which is a basic concept throughout all Native American traditions. Through the instruction of the unit, students will learn how to recognize and describe a healthy diet. Students will also learn to use the food pyramid to aid in learning the appropriate numbers of servings and types of food they need to include in their diets to maintain healthy lifestyles.

**Approximate Length of Unit:** 8 days, 30 to 45 minutes each day.

**Word List:** See attached lists

## Materials:

- Activity 1:** Construction paper      Paint  
Fruits and vegetables      Knife  
Paper towels  
Book: *The Native American Book of Life*  
by White Deer of Autumn
- Activity 2:** Paper/Journal and pencil      White flour  
Baking Powder      Salt  
Water      Lard  
Plates, knives, napkins      Meat and cheeses  
Lettuce and tomatoes  
Books: *The Popcorn Book* by Tomie dePaola  
*Real Wild Rice* by Oyate.
- Activity 3:** 2 clean metal cans with lids, one larger than the other  
Recipe and supplies needed to make ice cream (attached)  
Book: *The Sugar Bush* by Oyate

- Activity 4:** Paper plates                      Magazines  
 Scissors                                      Glue  
 Book: *The Food Pyramid* by Joan Kalbacken and  
 Sarah E. DeCapua
- Activity 5:** Food Pyramid                      Menu sheet and pencil  
 Book: *Showdown at the Food Pyramid* by Rex Barron
- Activity 6:** Menus from local restaurants  
 Paper and pencils
- Activity 7:** 2 sets of index cards (2 different colors)  
 Markers                                      Chalk board  
 Chalk    Tape  
 Envelopes                                      2 paper bags
- Activity 8:** Food pyramid worksheets  
 Crayons                                      Pencils

**Standards:**

- a) NE State Science-Health-Nutrition Standard 1.21 (Describe a healthy diet using the food pyramid).
- b) NE State Language Expression—Writing Standard 1.17 (Complete a daily, dated journal entry.)
- c) NE State Math—Fractions Standard 1.10 (Identify the fractions  $\frac{1}{2}$  and  $\frac{1}{4}$  as part of the whole.)
- d) CREDE Standards: Teaching Through Conversation, Developing Language and Literacy Across the Curriculum, Parental Involvement, Student Directed Activity, Making Meaning, Teaching Complex Thinking, Teacher and Students Producing Together
- e) American Indian Content Standards
  - 1) Science in Personal and Social Perspectives: Indian Students should develop an understanding of elements of nutrition and how they were applied in the diets of American Indians prior to the arrival of the Europeans.
  - 2) Fractions and decimals: Indian students should apply fractions and decimals by applying them to real world situations using Native cultural experiences.

**Activities:**

1. Gather the students in a discussion circle and facilitate a discussion to introduce the students to nutrition. Ask the students what they know about healthy food, food categories, amounts of food one person should eat, and ask students to share any information they know about a healthy diet.

a) CREDE Standard: Teaching Through Conversation

Using the three following stories introduce students to fruits and vegetables. You may want to bring in examples of foods that the students may not have seen or tasted before, such as kiwi, avocados, beets, etc. The book *The Native American Book of Life* by White Deer of Autumn has three native legends dealing with fruits and vegetables. A good introductory story would be “Food of the Sachems,” Chapter 2. Then read Chapter 4, “The Strawberry Moon,” and Chapter 5, “Mother Corn and Sweet Potato.” These stories will aid in the introduction of fruits and vegetables. You may also want to ask students what fruits and vegetables they eat at home and which ones are related to their culture and family traditions. Utilize the native words for foods whenever possible.

b) CREDE Standard: Developing Language Across the Curriculum

Introduce the idea for keeping a Food Diary of everything they eat for a week. Students can enter in food items eaten both at home and at school. Throughout the week they can share with their parents what they are eating and give ideas of what to eat for breakfast or supper so their diets meet the serving guides of the food pyramid.

c) CREDE Standard: Parental Involvement

Allow students to pick out some of their favorite fruits and vegetables to use to create a stamp print design. Students will use cut fruits and vegetables as stamps, dipping them in paint and stamping the shape/print onto paper. If you have enough fruit and vegetable samples, you may want to allow students to do some taste-testing, especially if some food items are Unfamiliar to the students.

d) CREDE Standard: Student Directed Activity

2. Introduce Breads & Cereals and Meat. Invite community members and parents into the classroom to make Indian Tacos. See attached paper for recipe and necessary ingredients.

a) CREDE Standard: Teachers and Students Producing Together

Invite elders into the classroom to talk about the history of Indian Tacos, and how they became a part of the Native American culture. Elders and parents could also discuss the historical culture of cooking for their tribe. It would be a good idea to start this first thing in the morning so by the time activities are completed and the Indian Tacos have been made, everyone involved can enjoy eating them together for lunch.

b) CREDE Standard: Parental Involvement

While making Indian Tacos, students can be completing math fractions in measuring ingredients and producing enough (quantity) to feed everyone. (See attached pages for ideas).

c) CREDE Standard: Teaching Complex Thinking Across the Curriculum

While waiting for the bread to be completed, read and discuss the following books that relate to Breads & Cereals and Meats: *The Popcorn Book* by Tomie dePaola and *Real Wild Rice* by Oyate.

d) CREDE Standard: Developing Language and Literacy Across the Curriculum

**Evaluation:** Have students draw a picture and write one or two sentences about their favorite part of making fry bread. This can be done as part of Language Arts or Journaling.

3. Gather students together and discuss the events of the day before (Activity #2). Allow students to share their journals if they want to. As a class read, discuss and create questions for the story *The Sugar Bush* by Oyate. Introduce Dairy, Fats, Oils, and Sweets. Students can discuss, visualize and create questions about the story. Include any cultural information they know or traditions they have with these elements of the food pyramid.

a) CREDE Standard: Developing Language and Literacy Across the Curriculum

Discuss and have students make coffee can ice cream that can be enjoyed as a treat for snack or before they go home that afternoon (See attached sheet for recipe). Note: As in all recipes, results can vary depending on humidity, conditions, etc. Please try out any recipe before attempting it in a group setting.

b) CREDE Standard: Student Directed Activity

4. Students and teacher(s) will read, discuss, visualize, and create questions from the story *The Food Pyramid* by Joan Kalbacken and Sarah E. DeCapua.
  - a) CREDE Standard: Developing Language Across the Curriculum

After reviewing all food groups, the teacher will give each student a paper plate and magazines. Using pictures from the magazines, each student will create his/her own meal that meets the serving requirements. Remind students to include a drink.

- b) CREDE Standard: Making Meaning

5. Students and teacher will read, discuss, visualize, and create questions from *Showdown at the Food Pyramid* by Rex Barron.

- a) CREDE Standard: Developing Language and Literacy Across the Curriculum

Have students discuss items they ate that morning for breakfast, what they had for lunch, and what they may be eating for snack. Sort food items into appropriate food groups.

- b) CREDE Standard: Teaching Complex Thinking

6. Students will take menus from local restaurants and make good food choices for each of the areas of the Food Pyramid. Have students work together in a group. Students will use the menus to create at least two meals they could order at the restaurants that would represent a healthy diet according to the food pyramid. Meals will include dessert and drink.

- a) CREDE Standard: Making Meaning

**Evaluation:** Teacher can walk around the room, observing contributions from each student, looking at each group's menu for creativity, and checking how accurately items fall into the areas of the food pyramids.

7. Teacher will draw two food pyramids on the chalkboard, labeling each space with the proper food group name and number of servings needed each day. Teacher will tape an envelope inside each area of the pyramid. Then the teacher will write the names of different types of foods on index cards, making two identical sets. He/she will put the cards into two paper bags in the front of the room. Dividing the class into two teams, the teacher will have each team line up in single file behind a paper bag of index cards. When the teacher says, "Go!" the first person in each line will go to the paper bag and will draw an index card with the name of a food on it. The student will go to the chalkboard

and place the card into the corresponding envelope in one of the food groups. Once the first person is done, he/she returns to the end of the line, and the second person in line takes his/her turn. Students keep going until one team has removed all index cards out of their team's bag. Teacher will check to be sure all foods were placed into the correct food groups. Teacher can review and discuss the food items as he/she goes through the envelopes. Points can be kept, giving ten points to the team that finished first, then giving two points for each correctly placed food item, and taking away two points for each misplaced food item. This is a good way for the teacher to review to see which items students may still be confused about.

a) CREDE Standard: Making Meaning

**Final Evaluation:** Have students make a final food pyramid, choosing appropriate items to be placed on each section of the food pyramid and listing the correct serving amounts needed to meet the daily requirements. Teacher can conduct class in a manner he/she feels is appropriate. Students can draw and color items onto a food pyramid, or they can write food lists on a food pyramid worksheet. A rubric will be developed to include necessary evaluation criteria.

**Resources:**

1. *Creating a Sacred Place to Support Young American Indian and Other Learners in Grades K-3, Volume I* by Sandra J. Fox, D. Ed, National Indian School Board Association, 2<sup>nd</sup> Edition, Pages 137-140 (on fry bread specifically).
2. Educator's Reference Desk Lesson Plans

**Developed by:** Angie Mayberry, Winnebago Public School,  
[amayberry@esu1.org](mailto:amayberry@esu1.org)  
Shannon Honold, Winnebago Public School  
Radiance Klein, Winnebago Public School

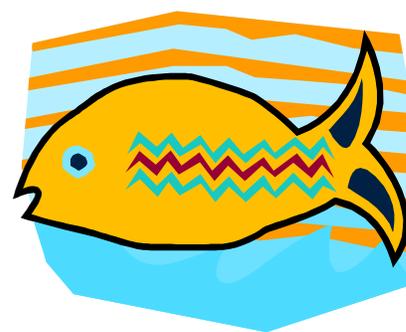
**Additional Books:** *The Grain Group (The Food Guide Pyramid)* by Helen Frost  
*The Meat Group (The Food Guide Pyramid)* by Helen Frost  
*The Food Pyramid* by Janine Scott  
*The Edible Pyramid* by Loren Leedy  
*Good Enough to Eat: A Kid's Guide to Food and Nutrition*  
by Lizzy Rockwell

All literature used in this unit can be purchased on [www.amazon.com](http://www.amazon.com)

## Meat and Nuts— Native Word List

Beef heart .....	cenącge
Beef tongue .....	cerezi
Egg .....	hicge
Chicken egg.....	wanięicge
Meat.....	wani
Dried meat.....	wanięawus
Ground meat.....	wanięuxiri
Roast meat.....	wani hotas a
Smoked meat.....	wanięotaxe
Oyster, clam .....	cugisa
Roast beef.....	cerok`i
Tripe .....	cenęxa
Bass .....	wira
Bluegill.....	caşucge
Buffalo fish .....	kani
Carp .....	hozi
Catfish .....	howix
Crab, Crayfish.....	waruwisişge
Fish.....	ho

Garfish..... ho gagi  
 Goldfish..... ho zi  
 Minnow ..... ho ģa  
 Muskellunge (muskie)..... nažija  
 Northern Pike ..... nažik  
 Red Horse Carp..... ho ap šuc  
 Sheep head ..... ho pako  
 Speckled Trout, Trout..... ho šušuc  
 Sucker..... ho šjak  
 Swordfish ..... ho pasacąk  
 Wall-eyed Pike..... zok  
 Whitefish ..... ho ska  
 Sunfish..... ho gis  
 Acorn..... huc  
 Walnut..... cazuke  
 Peanuts ..... paja xuwuxuwu  
 Dogfish..... wicę, ho ākicuke  
 Black Walnut..... raksep  
 Hazelnut ..... huksik  
 Nut meat..... wa'as



## Fruits—Native Word List

Apple.....	kše
Banana.....	wažahe
Berry.....	has
Blackberry.....	hassep
Blueberry.....	hastj, hastjnik
Boysenberry.....	hapok hišjasu
Cherry.....	napak
Chokecherry.....	tocgiġik
Crabapple.....	kše, kšeksuksik
Cranberry.....	hocąke
Dried Blueberry.....	hastjktawus
Gooseberry.....	hapunųpųnųxge
Grape.....	hapsjć
Ground Cherry.....	hapokhišjasu, paġi
Hawthorn, thorn apple.....	cosa
Huckleberry.....	hąwų
Jelly.....	haztitik
Lemon.....	ważazi
Mayapple.....	wicąwogożożoke

Orange ..... wažazi  
Peach ..... kšehišek  
Pear ..... kšesoroc  
Dried pear ..... wəkšiknačawa  
Pineapple ..... kšexete  
Plum ..... kač  
Raisin ..... hapsičtawus  
Raspberry ..... hazešucge  
Rhubarb ..... haŋwišku  
Serviceberry ..... wičcawux  
Strawberry ..... hascek  
Watermelon ..... wicaŋašake  
Wild current ..... waka recawa



## Vegetables—Native Word List

Arrowhead lily .....	siporo
Bean.....	hunĭk
Empty bean pods.....	horusu
Green beans.....	hunĭk co
Indian beans .....	hunĭkboija
Pinto beans .....	hunĭkkerekereš
Red beans .....	hunĭkšu
Bell pepper .....	skixete
Carrot.....	zizike zi
Cabbage.....	na' apxete
Cattail .....	kšohĭ
Cucumber .....	wicaŋaŋake xarek
Lotus, lotus root .....	cerap
Milkweed.....	maĥĭc
Mushroom .....	wakaŋaŋge hirawahazi
Parsnip.....	zizike zinik
Peas .....	hunĭkporoporo
Potato.....	to
Radish.....	zizike ski

Squash ..... wicąwą

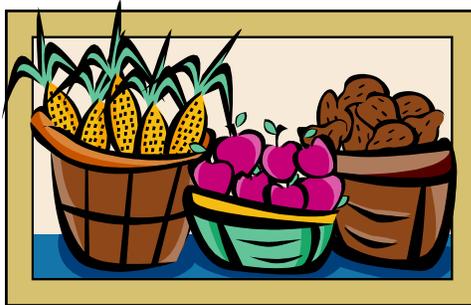
Acorn squash..... wicąwąsik

Dried squash..... wicąwątawus

Turnip, wild turnip ..... zizike

Vegetable..... mąwoja

Water lily roots..... kecoksik



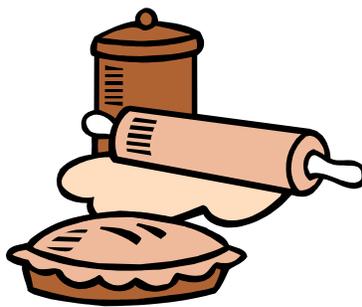
## Breads, Cereals, Grains—Native Word List

Bread .....	waiskap
Bun .....	waiskapš'ok
Cowboy bread .....	waskabataxgi
Cracker .....	waiskap xuwuxuwu
Fry bread .....	waiskap taxere
Johnnycake .....	wicawarucop waiskap
Loaf of bread .....	waiskapzete
Pancake .....	waiskap pereperec
Toast; Tortilla.....	waiskap taxuzu
Cornmeal .....	wicawazrucop
Popcorn .....	watajox
Oatmeal .....	wažarustak
Rice .....	sı
Seed .....	su



## Fats, Oils and Sweets—Native Word List

Fat, Lard, Oil.....	wikiŋi
Cookie, Cake.....	waiskapsku
Doughnut.....	waiskapsku gispox
Ice cream.....	nuxgisu
Honey.....	hezik tanižu
Maple sugar.....	wakšiktanižu
Pastry roll.....	waiskap giririx
Pie.....	rogužu
Sugar.....	tanižu
Syrup.....	tanižuzizip
Taffy.....	tanižuruzizik



**Dairy—Native Word List**

Milk..... cewazni

(More words and their Ho-Chunk translations can be found with further research.)



## Native Fry Bread



4 cups white flour  
1 Tablespoon baking powder  
1 teaspoon salt  
1 ½ cups warm water  
1 cup lard or shortening

### Procedure:

1. Mix the flour, baking powder, and salt together. Add 1 ½ cups of warm water to dry ingredients. Knead until dough is soft and elastic and does not stick to bowl (If necessary, add a little more warm water.).
2. Shape dough into balls the size of a small peach. Pat back and forth by hand until dough is about ½ or ¼ inch thick and is round. Make a hole in the center of round.
3. Melt 1 cup lard or shortening in heavy frying pan. Carefully put the rounds into the hot fat, one at a time. Brown on both sides. Drain on paper towels and serve hot.



## Coffee Can Ice Cream

What you need:

- 2 clean metal cans, both with lids (one can larger than the other)
- Ice Cream Recipe from “Ice Cream In A Bag” (attached)  
or use the following recipe:
  - 1 cup very cold milk
  - 1 cup sugar
  - 1 teaspoon vanilla
  - 1 Tablespoon chocolate syrup
- Ice
- Salt

Procedure:

1. Mix together ingredients to make ice cream. Place the ice cream mixture in the smaller coffee can (make sure it is a good, clean can). Seal the can with the lid on tightly (Suggestion: Use duct tape to tightly seal lids.).
2. Place the smaller can inside the larger coffee can. Place ice and salt around the smaller can, making sure the smaller can is centered in the larger can.
3. Seal the larger can lid tightly and roll the can around for about 30 minutes. *This process works great if you have kids! Let them sit on the floor and roll the can back and forth between them.*
4. When it's all done.....you have a nice container to store the ice cream in!

## Ice Cream in a Can or Kick the Can



From *Pocket Stew*, a Girl Scout Cookbook, pages 16-17. This project is rated EASY to do.

What you need:

- 1 pound coffee can
- 3 pound coffee can
- 2 quarts whole milk, very cold
- 2 cans sweetened condensed milk
- 1 package (4 oz.) instant pudding
- 1 cup sugar
- 3 cups rock salt
- 10 pounds ice

Procedure:

1. Mix pudding with milk. Add sugar and condensed milk. Makes 3 quarts.
2. Place ice cream mixture in the smaller can. (One recipe fills three one-pound cans). Seal lid tightly on can. You may want to seal the lids with duct tape.
3. Place smaller can in center of larger can. Put ice and rock salt around smaller can. Seal lid tightly on larger can.
4. Take turns kicking the can around (or roll it back and forth between students) for about 30 minutes.
5. Open large can and remove smaller can. Open the smaller can, and enjoy!



## Ice Cream in a Bag

Here is a fun idea for a hot summer day. My kids love it! This project is rated VERY EASY to do.

What you need:

- 1 Tablespoon sugar
- $\frac{1}{2}$  cup milk or Half & Half, very cold
- $\frac{1}{4}$  teaspoon vanilla
- 6 Tablespoons rock salt
- 1 pint-size zipper-seal plastic bag
- 1 gallon-size zipper-seal plastic bag
- Ice cubes

Procedure:

1. Fill the large bag half full of ice, and add the rock salt.
2. Put milk, vanilla, and sugar into the small bag. Seal bag carefully, and place the small bag inside the larger bag.
3. Seal larger bag carefully.
4. Shake large bag until mixture in smaller bag until mixture turns into ice cream. It will take about 5 minutes.
5. Remove small bag from larger bag. Wipe off the top of small bag, then open carefully, and enjoy!

Tips:

- I always have sprinkles and nuts to top it off, and sometimes fruit.
- To make a larger amount, I would try doubling the recipe. Anything larger than a double recipe might be too big for kids to pick up, because the ice itself is quite heavy. Also, use a quart bag instead of the pint bag.

Bob LaFara, [rlafara@indy.net](mailto:rlafara@indy.net) shares some tips to go with Janice Krieger's "Ice Cream in a Bag":

I just tried the project. I didn't have the exact ingredients, so I improvised.

- ¼ tsp. butternut flavored imitation vanilla
- 1 Tablespoon sugar
- ½ cup 1% milk
- Zipper-seal sandwich bag
- 12 water softener pellets
- 1 tray ice (*mine breaks it into small pieces and it's really only about half a tray*)
- large plastic bag (*I didn't have a large zipper-seal bag*)

Procedure:

I put the ice cream ingredients in the small bag and then put it, salt pellets, and ice into the big bag. I held the bag shut and sort of stirred it around on the floor for about five minutes. Although the salt pellets hardly dissolved, I got ice cream. It was not as smooth as ice cream, probably because of the low-fat milk—it was a little like sherbet. I think if I'd had more ice in the bag I could have shaken it better. I'd recommend wearing gloves. It is incredible that it's ready in 5 minutes (not counting assembling the ingredients).

Next I changed the recipe:

- 1 Tablespoon of cocoa (*I really wanted to use carob, but we didn't have any.*)
- 1 Tablespoon of sugar
- 1 cup of milk.

It was a tad too chocolaty, but good!

Terrific fruit sorbet, try fruit juice, such as straight pineapple juice.

# Sun, Moon, and Stars

**Grade Level:** 1

**Subject:** Science

**Introduction/Objective:** Through reading, writing, discussions and conversations, and student directed activities, the children will learn about the sun, moon, and stars. Students will understand the cycles of the day and night and will recognize specific stars. At the end of this unit, students will be able to identify characteristics of both the sun and moon. This unit will help students realize why it is important for Native Americans to understand their relationship with the world and the impact of nature on their daily lives.

**Approximate Length of Unit:** 10 days, 30 to 45 minute periods each day.

**Materials:**

**Activity 1:** Large chart paper for K-W-L chart  
Index cards  
Book: *The Day the Sun Was Stolen* by Jamie Oliviero

**Activity 2:** Sun pattern  
Scissors  
Crayons  
Tape  
Various colors of construction paper  
Book: *Energy From the Sun* by Allan Fowler

**Activity 3:** Thermometers  
Various colors of construction paper  
Stapler  
Graph paper  
Book: *Sun Up, Sun Down* by Gail Gibbons

**Activity 4:** 1 whole orange  
Enough peeled orange slices to provide one section for each student  
K-W-L Chart (Sun chart)  
Chart paper for K-W-L Chart (Moon chart)

- Activity 5:** White paper, 8 ½ x 11”, 2 sheets per student  
 Circle patterns, about 7” in diameter  
 Glue  
 Watercolors—green, blue, and purple  
 Brushes  
 Pencils  
 Scissors  
 Book: *The Nightgown of the Sullen Moon*
- Activity 6:** Moon Art Projects  
 K-W-L Chart (Moon chart)  
 Chart Paper, K-W-L Chart (Stars chart)  
 Book: *Good Night Moon*
- Activity 7:** Black Construction paper  
 Pencils  
 Glue  
 Yellow tissue Paper  
 Constellation pictures/Constellations Globe  
 Books: *Coyote Places the Stars* by Harriet Peck Taylor  
*Keepers of the Night* by Joseph Bruchac
- Activity 8:** Clay  
 Glitter  
 Paint  
 Glue  
 Cookies and Decorations  
 K-W-L Chart (Stars chart)  
 Books: *The Earth Under Sky Bear’s Feet, Native American Poems of the Land* by Joseph Bruchac and Thomas Locker

**Activity 9:** K-W-L charts  
Word wall  
Labeled papers, one set for each student  
Pencils  
All pictures, posters, and/or books used throughout the unit

**Collaboration/Activity 10:**

Construction Paper  
Magazines  
Crayons  
Scissors  
Glue  
Sun, Moon, and Stars Informational Sheets

**Standards:**

- a) NE State Earth Science (Solar System) Standard 1.1 (identify characteristics of the sun; 1.5.2).
- b) NE State Earth Science (Solar System) Standard 1.2 (recognize that the sun provides heat and light; 1.5.2).
- c) NE State Earth Science (Solar System) Standard 1.3 (identify characteristic of the moon; 1.5.2).
- d) NE State Earth Science (Solar System) Standard 1.4 (recognize specific stars; 1.5.2).
- e) NE State Earth Science (Meteorology) Standard 1.8 (read a thermometer; 1.5.3).
- f) CREDE Standards: Teaching Through Conversation, Teachers and Students Producing Together, Developing Language and Literacy Across the Curriculum, Vocabulary and Language Development
- g) American Indian Content Standards:
  - 1) Science as Inquiry (Indian students should develop an awareness that observations and understanding of ecological relationships traditionally formed an essential base of knowledge among American Indian Cultures.)
  - 2) Earth and Space Science (Indian students should develop an understanding of objects in the sky as exemplified by historical American Indian lunar calendars, traditional stories, and the knowledge of weather patterns and constellations.)

### Activities:

1. The teacher will have students form a circle and discuss what they already know about the sun. Any characteristics, information, or facts that the children are able to come up with on their own should be accepted.

- a) CREDE Standard: Teaching Through Conversation

As a class (the teacher may have to write since this is a first grade unit), complete the first two parts of a K-W-L chart. Using the circle of discussion, fill in the chart listing what the students already KNOW and what the students would like to LEARN about the sun.

- b) CREDE Standard: Teacher and Students Producing Together

The class will read, discuss, visualize, and develop questions from the story *The Day the Sun Was Stolen* by Jamie Oliviero.

- c) CREDE Standard: Developing Language and Literacy Across the Curriculum

Discuss words students felt were important when discussing the sun. Put words onto index cards to be put onto the unit word wall.

- d) Vocabulary and Language Development

2. The class will read, discuss, visualize, and develop questions from the story *Energy From the Sun* by Allan Fowler.

- a) CREDE Standard: Developing Language and Literacy Across the Curriculum

Each student will be given a sun pattern to cut out, color, and place on a colored piece of construction paper. The students will then place their suns on a window or shelf, somewhere that they will get direct sunlight so that fading will occur. The papers will need to stay in the sunlight for at least a week. Teacher will discuss the power of the sun in providing light and the effects of that light on colored objects with the students.

- b) Student Directed Activity

3. The class will read, discuss, visualize, and develop questions from the story *Sun Up, Sun Down* by Gail Gibbons.

Teacher and students will work together to discover how different colors absorb different amounts of heat. To see which colors absorb the most heat,

place a thermometer between two sheets of construction paper of the same color. Let each set of construction paper set in the sun for at least 15 minutes before reading the thermometer inside. While waiting, have students make predictions and discuss the following questions:

1. What color will absorb the most heat?
2. What color will absorb the least amount of heat?
3. How can you relate this activity to wearing different colors of clothing?
4. What color would be best to wear when it is hot? Why?
5. What color would be best to wear when it is cold? Why?

**Note:** The class could also complete the experiment first and read the story after the class has discussed and made predictions to aid students in understanding the sun's energy.

Once the 15 minutes has expired, measure the temperature from each set of colored paper and record the information. If there is time, you may want to return the paper to the sun and to check the thermometer again in another 15 minutes, record, and see if any additional changes have been made. Use information collected to create graphs during math time.

a) CREDE Standard: Teaching Complex Thinking

4. Using an orange to represent the sun, have the class recall and discuss the many gifts we receive from the sun. This activity will help students review the important things the sun provides, such as food, energy, heat, and light. Have the children stand in a circle with their eyes closed. Have each child hold one hand open, palm up in front of him/her. Take chilled orange sections and place one section in each waiting hand. Ask the children to guess what you have passed out. Once someone has guessed correctly, instruct the students to open their eyes but not to eat the oranges yet. Hold up a whole orange and tell the students that it represents the sun. Have each student name one thing that we receive from the sun; then they can eat the orange sections.

a) CREDE Standard: Making Meaning

Have students remain in the circle. Take out the K-W-L chart from the beginning of the week and review what the students knew and wanted to learn about the sun. Have students talk about what they've learned so far and fill in the chart.

b) CREDE Standard: Teaching Through Conversation

Now that students have discussed and learned facts about the sun, ask them what they know about the moon. Once the students have been given an opportunity to share their ideas, start a K-W-L chart on the moon, filling it in with what students KNOW and what they would like to LEARN about the moon.

c) CREDE Standard: Teachers and Students Producing Together

5. The class will read, discuss, visualize, and create questions from the story *The Nightgown of the Sullen Moon*. Explain to your class that there is a full moon every month and then share and discuss pictures of a full moon. Tell the class that occasionally a month will have two full moons, and the second full moon is called a blue moon.

a) CREDE Standard: Developing Language and Literacy Across the Curriculum

Students will create an art/writing project about the moon. Teacher will demonstrate the water coloring of the blue moon. Ask students to gather around your workspace table. Place the circle pattern in the center of a sheet of white paper. Trace around it with a pencil to make the outline of the moon. Draw five to seven crater outlines inside the moon outline. Apply a heavy bead of white glue on top of the crater outlines. Stop the demonstration and instruct students to trace their moon circles and to outline their craters with glue. When everyone has completed the glue outline and the glue is partially set, resume the demonstration. Using green, blue, and purple paint, paint the inside of the crater first with a darker shade of one of the colors. Use a watered down solution of the other two colors to wash across the face of the moon so it has a hazy appearance. Let students complete their own paintings in the same manner. When paintings are completely dry, students can cut them out by cutting along the outside line.

b) CREDE Standard: Making Meaning and Modeling

Ask students which words they would like to add to the unit word wall. Have students use the moon pattern to trace and cut out another moon shape the same size as the moon they painted. Instruct students to write facts about the moon on the paper. When project is complete, students can glue the painted and written fact moons back to back and hand them around the classroom.

c) CREDE Standard: Developing Language and Literacy Across the Curriculum

6. Students will read, discuss, visualize, and create questions from reading the story *Good Night Moon*. Finish writing and discussing the facts about the moon and complete the activity from the previous day.

- a) CREDE Standard: Developing Language and Literacy Across the Curriculum

Have students create a discussion circle. Take out the K-W-L chart from Activity 4 to review what students knew and wanted to learn about the moon. Complete the chart with what the students have learned. While in the discussion circle, review with the students what they have learned about the sun and moon. Have students brainstorm and share what they know about stars. Once the students have shared their ideas, create one final K-W-L chart for stars, filling in what students know and would like to learn about stars.

- b) CREDE Standard: Developing Language and Literacy Across the Curriculum

7. Students will read, discuss, visualize, and create questions on the story *Coyote Places the Stars* by Harriet Peck Taylor. Teacher will discuss with the students some of the major stars that help to make up the constellations, such as the Big and Little Dipper, also known as Big Bear and Little Bear. After reading the story, which is about the coyote arranging the stars in different formations to create pictures, tell the students that they are going to create their own constellations. If possible, share with the students pictures of constellations that can be seen in the night sky from where they live, depending on the season. (Our school has a globe with all the constellations that can be lit up and seen on the ceiling and walls.)

- a) CREDE Standard: Developing Language and Literacy Across the Curriculum

Give each student a black piece of construction paper. On one side have students draw basic pictures of what they would like their constellations to be. Remind them that they will actually see only major points, not every detail of their pictures. Once their pictures are complete, have the children place circle marks to show where they are going to poke holes through the construction paper to create the stars. The student is then ready to carefully poke his/her pencil through each of the circle marks on his/her picture. Once the student is finished punching the holes, he/she will need to glue a piece of yellow tissue paper onto the back side of his/her black construction paper (the side on which

he/she drew the picture). Once the tissue paper is glued on, the student will be able to see the constellation picture.

b) CREDE Standard: Student Directed Activity

At home at night before they go to bed, students will take their parents outside to see if they can see or pick out any constellations in the sky.

c) CREDE Standard: Parental Involvement

8. Students will read, discuss, visualize, and create questions from the story *The Earth Under Sky Bear's Feet, Native American Poems of the Land* by Joseph Bruchac and Thomas Locker to review elements about the stars. Ask students what words they would like to add to the unit word wall.

a) CREDE Standard: Developing Language and Literacy Across the Curriculum

Have students use clay to make circles, representing the sun, moon, and stars. The teacher may want students to work collaboratively in groups. Each group will need to have at least one star, sun, and moon, but students can make extras if there is time. Students will be able to decorate their clay with paint and glitter as they choose to aid in the representation of the items. Depending on the type of clay used, the clay may need to be baked or set aside to dry. Don't forget to poke holes in them if you plan to hang them up. \*You may then want to bring in some star, moon, and sun shaped cookies for students to decorate and eat.

b) CREDE Standard: Student Directed Activity

Bring the students into a circle for discussion and ask them what they have learned about stars. Take out the K-W-L chart on stars and review what the students knew and wanted to learn about stars. Complete the chart, listing what the students have learned.

c) CREDE Standard: Teaching Through Conversation

9. Bring students into a discussion circle and review all the concepts they have learned about the sun, moon, and stars. Take out each of the K-W-L charts that have been made, any posters, pictures, and books used throughout the unit to help students remember everything they have learned and talked about. Review words the students chose to put onto the word wall and review their meanings.

a) CREDE Standard: Teaching Through Discussion

**Evaluation (Activity 10):**

Provide each student with three pieces of paper: one labeled SUN, another labeled MOON, and the third labeled STARS. Ask students to use the knowledge they've gained over the study of the unit to draw a picture and write a sentence or two about each of the items listed on the papers. Develop a rubric to use as criteria for evaluation.

**Collaboration:**

Split students into three groups. Each group will be in charge of making one book cover. Each group will need to make a collage of items representing their topic: sun, moon, or stars. The group will need to decide how to incorporate the title and what elements they want to include in their collages. Once the groups have finished their book covers, take the students' informational writings about the sun, moon, and stars and create a classroom book. The finished books will be placed in the class library.

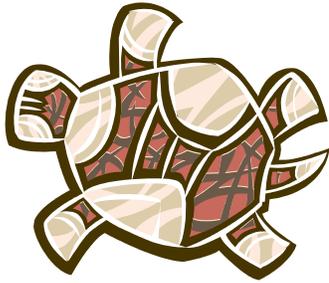
**Resources:**

1. *Creating a Sacred Place to Support Young American Indian and Other Learners in Grades K-3, Volume I* by Sandra J. Fox, D. Ed, National Indian School Board Association, 2<sup>nd</sup> Edition
2. Educator's Reference Desk Lesson Plans, <http://www.eduref.org>
3. *Keepers of the Night* by Joseph Bruchac

\* All literature used in this unit can be purchased on [www.amazon.com](http://www.amazon.com) .

**Developed by:** Angie Mayberry, [amayberry@esu1.org](mailto:amayberry@esu1.org)  
Shannon Honold  
Radiance Klein





*Lakota children, like all others, asked questions and were answered to the best ability of our elders. We wondered, as do all young, inquisitive minds, about the stars, moon, sky, rainbow, darkness, and all other phenomena of nature. I can recall lying on the earth and wondering what it was all about. The stars were a beautiful sight. Many of these questions were answered in story form by the older people.*

*Luther Standing Bear  
Lakota Sioux*

# Adapting Native American Children's Literature to Music

**Grade Level:** K-2

**Subject:** Music

**Introduction/Objective:** Students will improvise and perform on various rhythm instruments. Students will analyze the uses of elements of music in aural examples; and students will evaluate effectiveness and quality of performance.

**Approximate Length of Unit:** 2 class periods

**Materials:** A book that is fairly short, having repeated words or phrases  
Examples: *Baby Rattlesnake* by Lynn Moroney  
Rhythm instruments that can be used to represent sounds or characters in the chosen story, such as maracas or rattles (or fill plastic Easter eggs with some rice and seal with electrical tape. If you are really brave, you can have the kids help!)  
Keyword chart

## **Standards:**

CREDE Standards for Effective Pedagogy:

- a) Teachers and Students Producing Together: Students are helping teacher tell a story.
- b) Teaching Through Conversation: Teacher asks questions about story before and asks again after performance.
- c) Developing Language and Literacy: Students are reading Native American literature and dramatizing words.
- d) Making Meaning: Students are attaching meaning through sound, movement, and drama.
- e) Modeling: Teacher will show examples of each element.
- f) Student Directed Activity: Students will help come up with responses for keywords.
- g) Teaching Complex Thinking: Students must coordinate rhythm, movement, and language.

**Activities:**

1. Make a large chart that will contain key words that will require a response in the reading of the story.
2. Read story to the children. Discuss its meaning.
3. Go over chart to help students recognize keywords and what response they will do.
4. Pass out rattles (instruments). Read story, pausing for keyword responses.
5. Talk about their performance and try it again.
6. Videotape performance and show tape at Parent/Teacher Conference.

Extend the Lesson: Some tribes have a snake dance in which the students follow one another and dance to a drum, weaving in and out like a snake. Try performing a Snake Dance. Have the Cultural teacher help you adapt it for appropriateness.

**Developed by:** Dianna Spirk, Walthill and Winnebago Public Schools,  
[dspirk@esu1.org](mailto:dspirk@esu1.org)

# How Physical Education Will Create the “Whole” Person

**Grade Level:** K-6

**Subject:** Health Education

**Introduction:** The purpose of the year’s first unit will be to utilize the traditional tribal concept called the “Medicine Wheel.” The purpose is to inform children that every human being is made up of four parts: the spiritual, emotional, physical, and mental aspects. The tribes, schools, and communities need to have the “whole” person representing them in all of life’s activities, which also include athletic contests. The whole person is needed to achieve the school’s curriculum goals.

The CREDE (Center for Research on Educational and Diversity Excellence) information on learning styles will incorporate the global/big picture view; the visual style or demonstrations; a time for reflective information processing; and collaboration with all concerned groups.

**Approximate Length of Unit:** 6 class periods

## **Health Education Standards Met:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and to reduce health risks.
- Students will be able to analyze the influence of culture, media, and technology and other health factors.
- Students will demonstrate the ability to use interpersonal skills such as being a good friend or neighbor.
- Students will demonstrate the ability to set and try to achieve goals and decision making to enhance a healthy body and mind.
- Students will demonstrate the ability to be an advocate for good personal, family, and community health.

**Activities:**

1. Present a description of the “Medicine Wheel” with the four parts to the class along with the expected daily ritual of getting class started properly so that everyone will be able to learn as much as possible.
2. Physical activities will include basic calisthenics, such as stretching exercises, toe-touches, jumping jacks, sit-ups, windmill, and running.
3. Mental activities will include group counting of each exercise and following right/left or up-down motions while running in place.
4. During the short cool-down period (approximately 5 minutes), students will gather at the center circle of the gym floor and the instructor will read a section from a book or show a short film on the need for physical activity. Jim Thorpe or Billy Mills are great examples to follow. Short VCR tapes are also available. This should place a healthy body-healthy mind approach to feeling good and being strong.
5. An Omaha tribal elder, Rufus White, will be asked to explain the spiritual part of the wheel to help become a “whole” person. Drums and Indian dancing should also be incorporated into this for some tribal culture and tradition. It should also be a fun activity.
6. Grades 4-6 should receive a lesson from Rufus White’s wife on the Circle, showing the Omaha Tribe’s Circle representing the 10 clans necessary for the tribe to exist.
7. Emotions and pride will be developed through individual and group competitions and relays of running events, dancing, and drumming in future units.

**Evaluation:** Students’ knowledge of the physical activity will be evident when watching the performance of the class and observing the attitude of the participants. A rubric will be developed to evaluate these.

**Developed by:** Dan Loofe, Walthill Public School, [jdloofe@bloomnet.com](mailto:jdloofe@bloomnet.com)

**Next unit:** Running is a Tribal Tradition and Honor

**Jim Thorpe Official Web Site**



[www.cmgww.com/sports/thrope/thorpe.html](http://www.cmgww.com/sports/thrope/thorpe.html)

**Full name:** Jim Thorpe

**Born:** May 28, 1887

**Died:** March 28, 1953

- **Height:** 6'-1" **Weight:** 190 lbs.
- **Position:** Halfback
- He played for Carlisle Indian School, Canton Bulldogs, Cleveland Indians, Oorang Indians, Rock Island Independents, New York Giants, Canton Bulldogs, and Chicago Cardinals.
- He was the most famous American athlete of the age. He was excellent at every sport he tried.
- He won the decathlon and pentathlon events at the 1912 Olympics.
- He did play major-league baseball from 1913 to 1919.
- Football was his favorite sport. In 1912, Thorpe scored 25 touchdowns and 198 points in leading his Carlisle Indian School team to a national collegiate championship.
- Jim Thorpe was selected by the nation's press in 1950 as the most outstanding athlete of the 20th century.

- Jim Thorpe was also declared as “America’s Greatest football player of the half-century,” in 1950.

Books: *Jim Thorpe. The Legend Remembered* -- Rosemary Kissinger Updyke; Paperback  
*Jim Thorpe* -- Guernsey, Jr. Van Riper, Gray Morrow (Illustrator); Paperback  
*Jim Thorpe Legendary Athlete (Native American Biographies)* – Barbara Long; Library Binding  
*Jim Thorpe - All American (1951)* -- Burt Lancaster; VHS

Describing Jim Thorpe as a great athlete would be doing him a severe injustice. A better description would be calling him the greatest athlete of the 20th Century. This label will probably be debated by many, but Thorpe’s accomplishments speak louder than words. King Gustav V of Sweden told Thorpe: “Sir, you are the greatest athlete in the world.”

Jim Thorpe was born on May 28, 1887 in a one-room cabin in Oklahoma. Although there is much confusion on Thorpe’s date of birth, this is the date according to his estate. His very existence was an excellent representation of the melting pot that was America. He had some French and Irish blood but he was of mostly Sac and Fox Indian heritage. His Indian name, Wa-ThoHuk, translated to “Bright Path”, something that Thorpe definitely had ahead of him.

The career biography of Jim Thorpe reads like an encyclopedia of sports, encompassing virtually every major athletic event available. In the 1912 Olympic Games, he won both the pentathlon and decathlon events. In the same year, he led his Carlisle Indian School team to the national collegiate championship, scoring 25 touchdowns and 198 points. Following the college football season, Thorpe went on to play 6 years of Major League Baseball. Meanwhile, he managed to lead the Canton Bulldogs football team to unofficial world championships in 1916, 1917, and 1919.

When he eventually finished his playing days in 1928 with the Chicago Cardinals, Jim Thorpe had become an athletic attraction that crowds flocked to see. Thorpe died on March 28, 1953.

In 1950, the nation’s press selected Jim Thorpe as the most outstanding athlete of the first half of the 20th Century and in 1996-2001, he was awarded ABC’s Wide World of Sports Athlete of the Century.

## Did you know Jim Thorpe?

1. Believe it or not, a player once hit 3 home runs into 3 different states in the *same game*...Olympic champion Jim Thorpe played in a semi-pro baseball game in a ballpark on the Texas-Oklahoma-Arkansas border.. He hit his first homer over the leftfield wall with the ball landing in Oklahoma... Then he hit a homer over the right field wall, into Arkansas.. His third homer of the game was an inside-the-park home run in centerfield, which was in Texas!
2. Thorpe is one of two men in history who played for both the New York football (running back) and the baseball (outfielder) Giants.
3. Thorpe played football professionally well past his prime, retiring in 1928 at age 41.
4. Jim Thorpe played major and minor league baseball for 20 years, starting with the New York Giants in 1913, later playing for the Boston Braves and the Cincinnati Reds, plus several others.
5. Thorpe was the first president of what is now the National Football League.
6. Thorpe was .252 in his six seasons (1913-15, 1917-19) as an outfielder with the Giants, Cincinnati Reds and Boston Braves.
7. Thorpe's best baseball season was his last, when he batted .327 in 60 games for Boston.

<http://www.cmgww.com/sports/thorpe/dyk.html>

# Running is a Tribal Tradition and Honor

**Grade Level:** K-6

**Subject:** Health Education

**Introduction:** The purpose of this unit will be to introduce the students to the physical and mental concept that running is truly a great tribal custom, and it is very important in maintaining the “whole” person concept of the “Medicine Wheel.”

Running is necessary to achieve the individual and team goals of the school curriculum; the value to the athletic teams a student may participate with; the pride/respect to be gained from friends, family, tribe and community; and to maintain a healthy and strong body free of alcohol, drugs, tobacco, and/or diabetic causes (high sugar use, etc.).

**Approximate Length of Unit:** 6 class periods

## **Materials:**

- Books:**        *American Indian Sports Heritage* by Joseph B. Oxendine.  
                      Bison Books, 1995  
                      *Games of North American Indians* by Stewart Culin. Dover  
                      Publications, 1975.  
                      “Return of the Tarahumara” by Kitty Williams. Article in  
                      *Native Peoples*, Spring, 1994, pp. 20-27.
- Videos:**        *Running Brave*, a film on the life of Billy Mills, distributed  
                      by Walt Disney.  
                      *Billy Mills—An American Legend*, download from  
                      [Gn.mines.Colorado.edu:7025/BillyMills.show.html](http://Gn.mines.Colorado.edu:7025/BillyMills.show.html)
- Organizations:** American Indian Athletic Hall of Fame  
                      Haskell Indian College, Lawrence, KS  
                      National Indian Athletic Association (NIAA)  
                      4084 Ibex, Salem, OR 97305  
                      Telephone: (503) 390-4245

**Standards:**

The CREDE information on learning styles will incorporate the global/big picture view, the visual style of demonstrations, a time for reflective information processing, and collaboration with all concerned groups.

The following health education standards should be met:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health- enhancing behaviors and to reduce health risks.
- Students will be able to analyze the influence of culture, media, technology, and other health factors.
- Students will demonstrate the ability to use interpersonal skills such as being a good friend or neighbor.
- The student will demonstrate the ability to set and try to achieve goals and decision making to enhance a healthy body and mind.
- The student will demonstrate the ability to be an advocate for good personal, family, and community health.

**Activities:**

Physical activities will include basic calisthenics such as stretching exercises, toe touches, jumping jacks, sit-ups, windmill exercises, and running. Mental alertness will be addressed by counting repetitions as a group and following directions on motions such as up/down, right/left, etc.

During the cool-down period, the students will gather in the circle and receive information on the value/history of running. Any of the above materials may be used. Suggested ideas may include the following:

- It should be stressed that running was important to the survival of the person and the tribe, and that sports activities have always aided that need.
- Runners exhibited physical strength and endurance and were highly recognized and respected by all the tribes.
- Runners delivered messages between clans and prepared young people to be good warriors. Also, foot races were common within tribes and in competitions with other tribes. In many cases, arguments were settled by who had the fastest runner.

- Native American people have competed nationally and worldwide as runners. Use the following examples:
  - 1) 1876—Big Hawk, Chief, Pauneo tribe, was the first person to break the 4-minute mile. The U.S. Army measured out the course and timed him twice under four minutes. However, the world would not recognize him and gave Roger Bannister official credit in 1954, 77 years later.
  - 2) 1912—Jim Thorpe, Sac & Potawatome tribes, won Olympic gold medals in the pentathlon and decathlon events. He is considered the greatest athlete of all time.
  - 3) 1912—Lewis Tewanima, Hopi tribe, won Olympic silver medals in the 5,000 meter and 10,000 meter races.
  - 4) 1912—Andrew Sockalexis, Penobscot tribe, was the Olympic Marathon Champion.
  - 5) 1936 and 1939—Ellison Brown, Narraganset tribe, was the winner of the Boston Marathon.
  - 6) 1964—Billy Mills, Lakota Tribe, won an Olympic gold medal and set a world record in the 10,000 meter race.

Running fundamentals such as running on the toes for sprinters; running on the heel/toe for long distance running; running on heels when going backwards while playing defense in basketball; proper arm movement; and breathing techniques for proper health development will be taught.

Implement a class challenge activity of running a sprint, relay, or long distance.

**Evaluation:** Students' knowledge of the physical activity will be evident when watching the performance of the class and the attitude of the participants. A rubric will be developed for evaluating these.

**Developed by:** Dan Loofe, Walthill Public School, [jdloofe@bloomnet.com](mailto:jdloofe@bloomnet.com)

**Next Unit:** Developing the Team Concept

*A Running Tradition and Geometry*

From *American Indian Sports Heritage* by Joseph B. Oxendine. See more information in other stories.

## **A Running Tradition**

With the possible exception of lacrosse, running, especially long-distance running, has been the sport most closely identified with the American Indian. Strong interest and a high level of skill were characteristic of Indian runners in pre-Columbian times. These traits persisted through more recent centuries and continue today. The popularity of distance running has been universal among all Indian groups, especially so among those in the southwestern United States and in Mexico.

Some evidence of the general practice of running is provided by Catlin (1841/1944). He described the excellent musculature of the legs of the Indian youth in the 1830's and stated that "he who would get a perfect study for a Hercules or an Atlas, should take a stone mason for the upper part of his figure and a Comanche or a Blackfeet Indian from the waist downwards to the feet" (p. 140).

Indians of the Southwest were perhaps the most famous of all runners. The Hopi and the Zuni were recognized by numerous writers as outstanding distance runners. Stevenson (1904) reported that she "has never known the Zunis to lose a footrace with other Indians or with the champion runners of the troops at Fort Wingate, who sometimes enter into races with them" (p. 328). She emphasized that young Zuni boys began training at an early age and developed into excellent runners. Some of the most astonishing reports of long-distance running for sport and for more utilitarian purposes came out of the Southwest and Mexico (p. 68).

## **Some Outstanding Running Feats**

Most Indians concentrated on and excelled in distance running rather than short races. For example, Adair (1775/1968) reported that he and other non-Indians could compete favorably with the Indians in short races. In long races, however, he stated that "without any seeming toil, they would stretch on, leave us out of sight, and out-wind any horse" (p. 318). He also recounted the story of a devious French peddler. After being caught cheating by the Choctaw Indians, the Frenchman was able to saddle "a fine strong sprightly horse, and long winded, like wolves"; nevertheless, Red Shoes, the Choctaw Chief, "ran him down in about the space of fifteen miles..." (p. 318).

The name Tarahumare may be translated as "footrunners." The most important of all games of this group was the kick-ball race, which often lasted for two days and a night. When night races were run, the course was lighted with torches. It was the dream of every Tarahumare boy to be a great runner. Although training began soon

after birth, it was said that practice in running was not necessary because they were always racing.

The times recorded for completing ball races were indeed astonishing in view of the fact that runners had to slow down somewhat to kick the ball periodically. Lumholtz (cited in Culin, 1907) stated that he observed a twenty-one mile race in 1892 and that the time required was 2 hours and 21 seconds. This speed was faster than that required to win prominent marathon races many years later. In the first Boston marathon (26 miles, 285 yards), which was run in 1897, the winner's time was 2 hours and 55 minutes, a pace considerably slower than that reported by Lumholtz (p. 72).

An even more impressive performance was recorded by Owens (1891) and Hodge (1890), reporting independently on a ball race among the Zuni. Owens wrote that "the distance traversed is nearly twenty-five miles and they pass over it in about two hours." Hodge observed the same ball race and also reported that the course was 25 miles long. He further stated that "curiosity prompted me to note the time occupied in performing this feat, which was found to be exactly two hours." If the distance and time were accurately reported by these two writers, this performance would remain a world record even today.

However, not all outstanding running accomplishments were in endurance events. Many Indians exhibited excellent sprinting speed. Hoffman (1896) described an incident that occurred at the White Earth Agency in Minnesota: "One of the champion Ojibwa runners walked 23 miles after dinner, and the next morning ran 100 yards in ten and one quarter seconds, easily beating his professional opponents." The time recorded for that race was comparable to the official world record of 20 years later.

During the 1860s, the world's best runner was Louis "Deerfoot" Bennett, a Seneca Indian from the Cattaraugus reservation in New York. As a professional runner in this country and in England during the 1850s and early 1860s, he won almost all of his races, from four miles to more than twelve miles. He established a distance standard in a one-hour run of 11 miles and 970 yards.

*Deerfoot*

Show your work for all problems.

1. Deerfoot ran as far as he could in one hour. This is a different kind of race than we see today. How far did he run?

Change this distance from yards to miles (to the nearest thousandth).

2. That distance gives Deerfoot's speed in miles per hour. At the same rate, how far would he run in 20 minutes?
3. Often, a runner's speed is given in the length of time it took him to run one mile. At the same rate, how long would it take Deerfoot to run one mile?
4. Deerfoot's time for a 4-mile race was 20 minutes 15.5 seconds. If he could run at the same rate, how long should it take for a five-mile race?

The time listed for five miles is 25 minutes 24 seconds. If he could have run at the rate of the four-mile race, how much more quickly could he have run the race?

By how many yards would he be ahead?

5. Of the six races listed, in which did Deerfoot run at the fastest speed? How did you find the answer?

*Outstanding Running Feats*

Show your work for all problems.

1. In the reading about running from the book *American Indian Sports Heritage* by Joseph Oxendine, the story of the French peddler and Red Shoes was told. Although this was not a race in the strict sense, we can find some interesting facts about it. How long was the “race”?
2. A good long distance runner can cover about 12 miles per hour. How long would it take Red Shoes to cover that distance?
3. It is obvious that the horse did not run as fast as Red Shoes. If the French peddler had a half-mile head start, how fast did the horse run (nearest hundredth)? Show your work.
4. If the French peddler had a fifteen-minute head start, how fast did the horse run (nearest hundredth)? Show your work.
5. The quote below is from the story. How do you compare the “pace” of the races mentioned? Show your work.

‘Lumholtz (cited in Culin, 1907) stated that he observed a twenty-one mile race in 1892 and that the time required was 2 hours and 21 seconds. This speed was faster than that required to win prominent marathon races many years later. In the first Boston marathon (26 miles, 285 yards), which was run in 1897, the winner’s time was 2 hours and 55 minutes, a pace considerably slower than that reported by Lumholtz.’ (1 mile = 1760 yards)



### ***Running Tracks***

Formal racetracks were apparently developed and used by Indians many centuries ago. Culin (1907) cited a report by Russell, an archaeologist, stating, “at various points in Arizona I have found what appear to have been ancient race tracks situated near the ruins of buildings.” He reported that one of these tracks was “five meters wide and 275 meters long.” It had been leveled by clearing away boulders of the mesa and by cutting down obstacles. In another location, he discovered what he assumed to be a running track that was 6 meters wide and 180 meters long.

Culin (1907) cited Hayden’s description of a three-mile racecourse that he observed in use by the Mandan Indians in 1892. He reported that it was on the level prairie and was cleared of every obstruction and kept in condition for racing purposes only. The design of the track was an arc, which formed an almost complete circle. Posts marked the starting and terminating points and were only a few hundred yards apart. Spectators were able to observe the beginning and the end of the race from a single point.

### ***The Ball Race***

One of the most unusual of all Indian sports in the minds of modern non-Indians was the ball race (also called the kick-ball race). This activity was more a racing event than a ball game and was extremely popular in the Southwest, particularly among the Zuni, Pima, and Papago tribes. In Mexico, the ball race was the foremost sporting event among the Tarahumare.

In this race a small wooden ball or stick was repeatedly kicked forward by the runner, who ran along a prescribed racing course. After kicking the ball, the runner ran after it and kicked it again. This was repeated continuously as he moved steadily along the course. The kick was actually a throw, or flip, of the object with the top of the foot. While running at a steady pace, the runner approached the ball and positioned the foot immediately behind it. Then he swung the leg vigorously forward, without breaking stride, and propelled the ball 50 yards or so into the distance. This sequence continued for the whole race, which typically covered a distance of 25 miles.

The racecourse was generally laid out on a circuit that went to some distant point and returned to the starting place. Ball races were sometimes held with two individuals competing against each other, but more often it was with a team of four to six who competed against another team of equal size. In such races, the team members alternated kicking the ball as they all ran along in a group. The ball race was run by both men and women. However, the game was modified for women; instead of kicking the ball, they used a stick to toss a hoop or ring ahead as they ran. In another variation, women used a two or three-pronged stick to propel a ball forward. In either case, they were not allowed to touch the ball or the ring with their hands.



### *Kick Ball Race*

Show your work on all problems.

1. If a runner kicked the ball every fifty yards as it states in the story, how many times would he kick it in a 25-mile race?
2. It takes an average of 2.2 seconds extra for each kick of the ball, how much longer would it take to run the 25-mile race with the ball than without?
3. What is the difference in the runner's speed (in miles per hour) running the 25-mile race with the ball than without?
4. A team was running the ball race on a "circuit." They ran 10 miles out at an average speed of 11.2 miles per hour. How fast would they have to run on the way back to average 11.5 miles per hour for the whole trip?
5. Explain a "relay" method for a team of four runners in the ball race. How could they participate equally in the race?

### *Some “Modern” Running Performances*

One of the most astonishing running performances took place in 1876 and was later reported in Ripley’s *Giant Book of Believe It or Not* (Ripley, 1976). According to this report, a Pawnee Indian, Koo-tah-we-Coots-oo-lel-r-hoo-La-Shar (Big Hawk Chief), ran the mile in 3 minutes and 58 seconds. This one-mile race was timed by U.S. Army officers using stopwatches. Although this was the first sub-four-minute mile reported, “official” records credit England’s Roger Bannister with first breaking that barrier more than three-quarters of a century later in 1954.

Extraordinary running feats by American Indians continued into the 20th century; however, precise measurements were often not available for performances taking place within the traditional setting. Among those occurring within a non-Indian setting, and having been verified by external observers, are the performances of Tom Longboat of the Onondaga tribe. He won the Boston Marathon in 1907, breaking the previous record by five minutes. No less outstanding were the accomplishments of Louis Tewanima, the Hopi Indian who attended the Carlisle School along with Jim Thorpe. In addition to numerous record-breaking performances in college meets, he finished second in the 5,000 and 10,000-meter runs in the 1912 Olympic Games in Stockholm and won the New York half-marathon in 1911. Nabokov (1981) reported that Tewanima once missed the train from Carlisle to Harrisburg and ran the eighteen-mile distance in time to enter and win the two-mile event.



### ***Some “Modern” Running Performances***

One of the most astonishing running performances took place in 1876 and was later reported in Ripley’s Giant Book of Believe It or Not (Ripley, 1976).

According to this report, a Pawnee Indian, Koo-tah-we-Coots-oo-lel-r-hoo-La-Shar (Big Hawk Chief), ran the mile in 3 minutes and 58 seconds. This one-mile race was timed by U.S. Army officers using stopwatches. Although this was the first sub-four-minute mile reported, “official” records credit England’s Roger Bannister with first breaking that barrier more than three-quarters of a century later in 1954.

1. Find out what Roger Bannister’s time for the mile was and compute the difference in time.
2. It is pretty easy to figure that a four minute mile is equivalent to 15 miles per hour. How much faster is the speed of Big Hawk Chief in his one-mile race?
3. In this race, let us guess that Big Hawk Chief was 22 seconds ahead of the second place runner. How far was this in yards?
4. Assume that in another race Big Hawk Chief ran the mile in exactly 4 minutes and was fifty yards ahead of the second place runner. If that runner finished the race at the same rate, what was his time for the mile?
5. Look up the record of Billy Mills and compare his record time with Big Hawk Chief’s.
6. If you have a track team, compare the times and rates of those “modern” runners.

# Weather and Seasons

**Grade Level:** 2

**Subject:** Science and Reading

**Introduction:** This unit is about the changes in weather and the seasons. In this unit, students will be able to associate the seasons with the calendar months and compare the weather and clothing of each season. The students will also learn how Native Americans determined the four seasons by watching nature and the animals.

**Approximate Length of Unit:** 1 month (2-3 days per week, 30 minute time blocks). The length of the unit will depend upon how in-depth you and your students will want to go.

## Word List:

sun	summer	fall	wind
winter	warm	weather	hot
rain	snow	raining	snowing
hotter	colder	time	cloud
month	spring	autumn	season
January	February	March	April
May	June	July	August
September	October	November	December

## Materials:

- Books:
- The Earth and the Universe: How the Sun, Moon, and Stars Cause Changes on Earth* by Miguel Perez
  - Changes on Earth* by Miguel Perez
  - Sky and Weather* by Alan Ward
  - Weather* by Seymour Simon
  - Keepers of the Earth: Spring Defeats Winter* by Michael Caduto and Joseph Bruchac
  - Did You Hear the Wind Sing Your Name? Oneida Song of Spring* by S. DeCoteau Orié
  - The Summer Maker* by M. Berenstain and J. Korbin
  - Last Leaf First Snowflake to Fall* by Lee Yerxa
  - Moonstick: Seasons of the Sioux* by Bunting and Sandford
  - Thirteen Moons on Turtle's Back* by Joseph Bruchac
  - Weather Words and What They Mean* by Gail Gibbons

Teacher Resources: Fill-In Mini Books Teacher Created Materials

Internet Web Site Resources: [www.thursdayclassroom.com](http://www.thursdayclassroom.com)  
[www.educationaworld.com](http://www.educationaworld.com)

**Standards:**

Science:

- a) NE State Science Standard 4.1 (Unifying concepts and processes.)
- b) NE State Science Standard 4.4.1 (Students will develop an understanding of the characteristics of living things.)
- c) NE State Science Standard 4.4.2 (Students will develop an understanding of the life cycles of living things.)
- d) NE State Science Standard 4.4.3 (Students will develop an understanding of living things and their environments.)
- e) NE State Science Standard 4.7.3 (Students will develop an understanding of environmental changes.)

Reading:

- a) NE State Reading Standard 4.1.1 (Students will draw on a variety of strategies to read and understand unfamiliar words and phrases.)
- b) NE State Reading Standard 4.1.2 (Students will acquire and use correctly an advanced reading vocabulary.)
- c) NE State Reading Standard 4.1.3 (Students will identify the basic facts and essential ideas in what they have read or viewed.)
- d) NE State Reading Standard 4.1.6 (Students will identify and apply knowledge of the structure, elements, and meaning of fiction and provide evidence from the text to support their answers.)
- e) NE State Reading Standard 4.1.7 (Students will identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.)
- f) NE State Reading Standard 4.1.8 (Students will identify similar ideas across a variety of narratives and stories.)

Listening:

- a) NE State Listening Standard 4.4.1 (Students will gain information or complete tasks by listening.)

Speaking:

- a) NE State Speaking Standard 4.3.1 (Students will pose questions and contribute their own information or ideas in a group discussion to acquire new knowledge.)

Writing:

- a) NE State Writing Standard 4.2.1 (Students will identify, describe, and apply knowledge of the structure of the English language and Standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.)
- b) NE State Writing Standard 4.2.2 (Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail.)

**Activities:**

1. Read *Weather* by Seymour Simon to the students to introduce the unit. Ask questions throughout the story when appropriate, and have a discussion of the weather terms in the book. Students will also predict the weather for tomorrow and as an assignment watch, listen to, or read about the weather with their parents.
2. Introduce vocabulary words from the list that are appropriate for your class. Discuss the new vocabulary and talk about the weather using these new words.
3. Students will make a weather wheel and label it with new vocabulary words in English as well as in their Native Language. Make symbols to represent the weather as well.
4. Students will make a season wheel and label it with appropriate vocabulary in English as well as their Native Language. Relate the seasons wheel to the Medicine Wheel.
5. Students will make a booklet 'Seasons Change': Fill-In Mini Books Teacher Created Materials. Have students take the books home and read them to their parents.
6. Students will match the months of the year to the seasons and the weather related to that month.
7. Have a discussion of how Native Americans watched the animals to predict the weather.
8. Have the students predict what season they are in and what changes they can expect as they enter the next season.

9. Seasonal Snack Days: Have snacks that relate to the seasons. Ex: Summer—snow cones, popsicles; Fall—apples; Spring—fresh fruits; Winter—hot chocolate. Have students write about why these foods are related to each particular season.
10. Students will write or draw about what animals do during each season. This activity may be done individually, in pairs, as a group, or with teacher as a scribe.
11. Read Native American Myth *How the Seasons Were Set*, [www.thursdayclassroom.com](http://www.thursdayclassroom.com). Ask questions throughout the reading of the myth. In pairs or as a group, have students write their own myths about the seasons using the printable page available on the web site.

**Evaluation/Assessment:** Evaluation for this unit at the 2<sup>nd</sup> grade level will be based upon completion of the activities listed. Points will be assigned to each activity.

**Developed by:** Lavennia Coover, 2<sup>nd</sup> grade,  
Umo N Ho N Nation Public Schools, [lhobro@esu1.org](mailto:lhobro@esu1.org)

# Buffalo

**Grade Level:** 2

**Subjects:** Science, Social Studies, Reading, Writing

**Introduction:** This unit is a study of the buffalo of Native America. In this unit, students will learn and talk about how the buffalo used to be plentiful and were a necessary product for the life of the Indian. Students will learn how the buffalo lived, was used by Native Americans, and how it is now endangered. Students will also read and have discussions about some Native American lore on and about the buffalo.

**Approximate Length of Unit:** 1 month (2-3 days per week, 30 minute time blocks). The length of the unit will depend upon how in-depth you and your students will want to go.

<b>Word List:</b>	buffalo	horn	sinew	four-legged
	beads	bones	herd	stampede
	family	eat	bison	habitat
	snort	run	food	hunt
	pouch	skull	robe	hump
	hide	par fleche	scraper	rawhide
	grass	hoof	plains	tail
	meat	kill	hooves	clothing
	tipi	moccasins	endangered	

## Materials:

Books: *Keeper of the Animals: The Passing of the Buffalo*  
by Michael J. Caduto and Joseph Bruchac  
*There Still Are Buffalo* by Ann Nolan Clark  
*Buffalo Hunt* by R. Freedman  
*History: Hands On: Buffalo Hunt* by Mary Tucker  
*Return of the Buffalo* by Paul Goble  
*People of the Buffalo* by Maria Campbell  
*The Legend of the White Buffalo Woman* by Paul Goble  
*The Sioux: Nomadic Buffalo Hunters*  
by Rachael A. Koestler-Grack

**Standards:** 2<sup>nd</sup> grade students will work towards these 4<sup>th</sup> grade standards.

Science:

- a) NE State Science Standard 4.1 (Unifying concepts and processes.)
- b) NE State Science Standard 4.4.1 (Students will develop an understanding of the characteristics of living things.)
- c) NE State Science Standard 4.4.2 (Students will develop an understanding of the life cycles of living things.)
- d) NE State Science Standard 4.4.3 (Students will develop an understanding of living things and their environments.)

Reading:

- a) NE State Reading Standard 4.1.1 (Students will draw on a variety of strategies to read and understand unfamiliar words and phrases.)
- b) NE State Reading Standard 4.1.2 (Students will acquire and use correctly an advanced reading vocabulary.)
- c) NE State Reading Standard 4.1.3 (Students will identify the basic facts and essential ideas in what they have read or viewed.)
- d) NE State Reading Standard 4.1.6 (Students will identify and apply knowledge of the structure, elements, and meaning of fiction and provide evidence from the text to support their answers.)
- e) NE State Reading Standard 4.1.7 (Students will identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.)

Listening:

- a) NE State Listening Standard 4.4.1 (Students will gain information or complete tasks by listening.)

Speaking:

- a) NE State Speaking Standard 4.3.1 (Students will pose questions and contribute their own information or ideas in a group discussion to acquire new knowledge.)

Writing:

- a) NE State Writing Standard 4.2.1 (Students will identify, describe, and apply knowledge of the structure of the English language and Standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.)
- b) NE State Writing Standard 4.2.2 (Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail.)

History

- a) NE State History Standard 4.2 (Students will identify and describe the past and present contributions of people, such as the Native Americans.)

**CREDE Standards:**

- a) Teachers and Students Producing Together. Activities 1, 3, 5
- b) Teaching Through Conversation. Activities 1, 2, 3, 4, 5
- c) Developing Language and Literacy Across the Curriculum. Activities 1, 2, 3, 4, 5
- d) Teaching Complex Thinking. Activities 1, 4,5
- e) Making Meaning. Activities 1, 2, 3, 4, 5
- f) Modeling. Activities 1, 2, 5
- g) Student Directed Activity. Activities 3, 5

**Activities:**

1. The class will read *Keeper of the Animals: The Passing of the Buffalo* by Caduto and Bruchac to get students' minds thinking and wondering about the buffalo. During and after reading the story, the teacher will ask students questions, not only about the story but predicting questions also.
2. Review the story *The Passing of the Buffalo*. Then introduce some buffalo vocabulary words. This is a perfect opportunity to use the Native Language. Have the vocabulary words in English and also in the Native Language.
3. Students will draw a picture of a buffalo and label the parts in English and in the Native Language. There is a great Internet activity on buffalo: [www.proteacher.com](http://www.proteacher.com), ("Tracking the Buffalo"). This activity can be done by students individually, in pairs, in groups, or done as a class on chart paper.
4. Contact Phil Wendzillo, who is the Director of Cultural Affairs of the Ponca Tribe. He has a wonderful "Buffalo Box." This box is made of buffalo hide. It also names the different parts of the buffalo and tells how they were originally used.
5. Students will write a story on the buffalo and use vocabulary words learned during class time. This can be done individually, in pairs, as a group, or on chart paper with the teacher writing down the students' verbal stories. Have each student take the story home to read it to his/her family.

**Evaluation:** Evaluation for this unit at the 2<sup>nd</sup> grade level will be based upon the completion of the activities listed. Points will be assigned to each activity.

**Resources:**

Teacher Resources: History Packets: Native Americans, Evan-Moor

Internet Web Site Resources:

[www.proteacher.com](http://www.proteacher.com), (Click on “Tracking the Buffalo.”)

[www.americanhistory.si.edu](http://www.americanhistory.si.edu)

[www.ilhawaii.net](http://www.ilhawaii.net)

Contact: Phil Wendzillo  
Director of Cultural Affairs Ponca Tribe of Nebraska  
P.O. Box 288  
Niobrara, NE 68760  
(402) 857-3519

**Developed by:** Lavennia Coover, 2<sup>nd</sup> grade,  
Umo N Ho N Nation Public Schools, [lhobro@esu1.org](mailto:lhobro@esu1.org)

# Bird Sizes

**Grade Level:** 2-3

**Subjects:** Math and Science

**Introduction:** Students will learn about bird sizes and how birds fit into the cycle of life. They will also learn to have reverence for birds.

**Approximate Length of Unit:** 5 days/1 week (Adjust to fit your schedule.)

**Word List:** greater than      less than      weight      egg  
inch      measurement      wing span  
\*Also choose words from page 23 in Volume I that are appropriate for the unit.

**Materials:**

- Books: *Creating a Sacred Place to Support Young American Indian and Other Learners in Grades K-3, Volume I* by Dr. Sandra Fox.  
PP 29-30.  
*All About Turkeys* by Jim Arnosky  
*Make Way for Ducklings* by Robert McCloskey  
*Love Flute* by Paul Goble  
*Keeper of the Animals* by Michael Caduto and Joseph Bruchac  
(pgs. 55, 57, 143; can find some measurements).

**Standards:**

- a) NE State Math Standards 4.1.4, 4.3.1, 4.3.2, 4.5.1, 4.6.1
- b) NE State Science Standards 4.1.1, 4.4.2
- c) CREDE Standards: Teaching Through Conversation, Making Meaning, Teachers and Students Producing Together, Modeling, Complex Thinking, Student Directed Activity

**Activities:**

1. K-W-L—Teacher will initiate a discussion about birds that the students know. The class will read one of the books from the list above. Have students ask their parents what they know about birds or bird stories that are related to the culture.
  - a) CREDE Standards: Teaching Through Conversation, Developing Language and Literacy Across the Curriculum.
2. Teacher will go over vocabulary words and their meanings with the students.
  - a) CREDE Standards: Making Meaning
3. Students will make a bird book. Teacher will model for the students. Cut out pictures from magazines. Label each picture and find the following information about each bird: wing span, weight, egg size). Ask parents to add to the bird book with the birds and information that they know.
  - a) CREDE Standards: Teachers and Students Producing Together, Modeling
4. The class will use the bird book to solve math problems (Add weights together, greater wing span, smallest egg size, etc.).
  - a) CREDE Standards: Teachers and Students Producing Together, Modeling, Complex Thinking
5. Use the bird book for Science class. Find items that weigh the same as the birds. This could be a group activity.
  - a) CREDE Standard: Student Directed Activity
6. Bring chicks into the classroom. Weigh and measure the chicks. Keep a graph of the information. Keep the chicks for a while, and continue to keep records of growth/change.
  - a) CREDE Standards: Complex Thinking, Modeling
  - b)
7. The class will discuss the life cycle of a chicken.
  - a) CREDE Standard: Teaching through Conversation

**Evaluation:** Bird books, problems solved each time, and K-W-L chart will be used for student evaluation. A rubric that includes all necessary criteria for evaluation will be developed.

**Developed by:** J. Allvin, [jallvin@esu1.org](mailto:jallvin@esu1.org)

# Cycle of Life

**Grade Level:** 2-4

**Subject:** Science

**Introduction:** Students will investigate and develop an understanding of the cycle of life. They will learn new terminology through teacher instruction, community involvement, hands-on activities, books, etc. Also, this unit will allow students to understand the life cycle through their Native Culture.

**Approximate Length of Unit:** 3-4 weeks

## **Vocabulary Word List:**

organism	cell	tissue	organ
adaptation	behavior	food chain	producer
consumer	pollution	renewable resources	
nonrenewable resources			

**Materials:** internet  
children's books  
community members  
text books  
resource books

Books that can be incorporated into the lessons:

*Blue Roses* by Boynton

Short Stories from the *Keepers of the Earth Native American Stories and Environmental Activities for Children* by Michael J. Caduto and Joseph Bruchac :

“The Coming of Corn”

“Manabozho and the Maple Trees”

“Awi Usdi, The Little Deer”

“How Turtle Flew South for the Winter”

*Ceremony in the Circle of Life* by White Deer of Autumn

*Buffalo Hunt* by R. Freedman

*Where the Buffaloes Begin* by Olaf Baker

*The Buffalo Jump* by Peter Roop

**Standards:**

- a) NE State Science Standard 4.4.1 (Students will develop an understanding of the characteristics of living things.)
- b) NE State Science Standard 4.4.2 (Students will develop an understanding of the life cycles of living things.)
- c) NE State Science Standard 4.4.3 (Students will develop an understanding of living things and their environments.)
- d) CREDE Standards: Teaching Through Conversation, Making Meaning, Student Directed Activity, Modeling, Developing Language Across the Curriculum, Teaching Complex Thinking
- e) American Indian Content Standards
  - 1) Standard C1 (Develop an understanding of plant and animal life cycles as exemplified in the traditional American Indian concepts, such as the Medicine Wheel.)
  - 2) Standard C2 (Develop an understanding of characteristics of various animals exemplified in traditional American Indian stories, legends, songs, and dances.)
- f) Standards for other subject areas are incorporated into the unit but not listed.

**Activities:**

1. Teacher will use a K-W-L chart and have a conversation with students concerning the characteristics of living things.
  - a) CREDE Standard: Teaching Through Conversation
2. Class will produce and provide information about the cycle of life from scientific information.

Activity: Where do butterflies come from?  
<http://www.hhmi.org/coolscience/butterfly/>

  - a) CREDE Standard: Teacher and Student Producing Together
3. The class will use a K-W-L chart to discuss and chart what students know about plants and the buffalo and/or deer.
  - a) CREDE Standard: Teaching Through Conversation
4. Students will construct a drawing of the characteristics of a buffalo/deer and of any plant.
  - a) CREDE Standard: Making Meaning, Student Directed Activity

5. Students will make a Venn Diagram, noting the differences between the buffalo/deer and the plant from the students' drawings and conversations.
  - a) CREDE Standard: Making Meaning, Modeling
6. Bring in a community member to explain the life cycle in his/her culture's perspective and the importance of the buffalo/deer to the Indian's cycle of life.
  - a) CREDE Standard: Teaching Through Conversation
7. Students will read books or articles (nonfiction and fiction) about plants and animals.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
8. Students will write a summary comparing and contrasting a book or article about plants to a book or article about animals.
  - a) CREDE Standard: Teaching Complex Thinking
9. Have students make a diagram of a food chain that Native Americans and the buffalo needed to survive.
  - a) CREDE Standard: Modeling, Making Meaning
10. Students will discuss with their parents/guardians the things that humans did that caused negative and/or positive changes in their environment. Students will share information in class.
  - a) CREDE Standard: Student Directed Activity
11. Students will research plant and/or animals that are sacred to the local tribe. Then, students will write a summary of the research. Bring in a tribal member that is knowledgeable about sacred plants and animals and the importance of the plants and animals in the cycle of life to speak to the class. Students will compare and contrast plants and animals (Teachers use an assessment that will benefit the students the most.).
12. The class will take a field trip to the Nebraska State Museum in Lincoln. See the program "People of the Buffalo."
13. Teacher and students will make a K-W-L chart concerning the Medicine Wheel, filling in the "K" and "W."

14. Invite a community member to come speak to the students about the Medicine Wheel and then finish the “L” in the K-W-L chart.
15. Have a conversation with the students about the contributions Native Americans have made to medicine. Also, discuss how medicine impacts the cycle of life. Students will draw a picture of a contribution to medicine and will write about the importance of it.

**Evaluation/Assessment:** Rubrics will be made and used for experiments, for writing, for listening, and for oral presentations. Formal assessment of material covered will be based on the rubrics.

**Developed by:** Joann Lewis, Umo N Ho N Nation Public Schools,  
[jlewis@esu1.org](mailto:jlewis@esu1.org)  
Michael Fehring, Umo N Ho N Nation Public Schools,  
[mfehring@esu1.org](mailto:mfehring@esu1.org)

## Circles of Life—Food Chains or Food Webs

**Grade Level:** 3

**Subject:** Science

**Introduction:** Students will learn the cycle of life. Students will understand how species depend on one another and on the environment for survival. The student will know that animals eat plants or other animals for food. Students will understand and apply the information from this unit.

**Approximate Length of Unit:** 1 week, 30 to 45 minutes per day.

**Vocabulary:** enemies                      prey                      predator                      parasite  
producer                      consumer                      omnivore                      herbivore  
carnivore                      salmon

**Materials:** string                      construction paper      scissors                      glue  
metal hangers                      wire cutters                      wire                      magazines  
crayons                      markers                      colored pencils                      newspapers  
A picture of a salmon outlined on drawing paper

**Books:** *Creating Sacred Places, Volume I* by Sandra J. Fox  
*Project Wild*  
*A Natural Education* by Stan Padilla (poems)  
*Keepers of the Animals* by M. Caduto and J. Bruchac  
*Birds of Prey (Zoo Series)* by John Bonnett Wexo  
*Raptor! A Kid's Guide to Birds of Prey* by C. Laubach  
*Hunters and Prey* by Beatrice McLoud  
*Everybody's Somebody's Lunch* (Teacher Guide)  
*The Role of Predator and Prey in Nature* by C. Mason

**Standards:**

- a) NE State Science Standard 4.4.2 (Students will develop an understanding of the life cycles of living things.)
- b) NE State Science Standard 4.4.3 (Students will develop an understanding of living things and their environments.)
- c) CREDE Standard: Teaching Through Conversation, Student Directed Activity, Teachers and Students Producing Together, Making Meaning, Modeling

**Activities:**

1. The class will read the story “Salmon Boy” from *Creating Sacred Places, Volume I* by Sandra J. Fox, pages 32-33 (food chains). Discuss the story through instructional conversation from *Creating Sacred Places* page 34.
  - a) CREDE Standard: Teaching Through Conversation
2. Do you know a story about a fish? Students can share a story about a fish or invite a family member into the classroom to share a story.
  - a) CREDE Standard: Student Directed Activity
3. Teacher will give students a homework assignment: *Creating Sacred Places*, p. 34, #1.d. Students and parents will developed one or more Indian designs to be put on a fish. In the classroom, students will then design a salmon using the plans from homework done the previous night.
  - a) CREDE Standard: Student Directed Activity
4. The class will watch a video from National Geographic, Nova, or the Discovery Channel, or use a film from your school library on predators, prey, or food chains.
  - a) CREDE Standard: Teachers and Students Producing Together
5. Teacher will introduce the vocabulary words, and the class will discuss word meanings.
  - a) CREDE Standard: Making Meaning
6. Students will sit in a circle and use K-W-L format and instructional conversation to do study. (*Creating Sacred Places*, p. 34.)
  - a) CREDE Standard: Teaching Through Conversation
7. Students will construct their own food chain mobiles. This activity may be done in small groups. Label the food chain using vocabulary words. From *Creating Sacred Places*, p. 35.
  - a) CREDE Standard: Student Directed Activity
8. Play the Survival Game, *Creating Sacred Places*, p. 34, or choose a game from Project Wild.
  - a) CREDE Standard: Teaching Complex Thinking

9. Students will explain/share their food chain mobiles in small groups after teacher modeling.
  - a) CREDE Standard: Modeling
  
10. Students will explain/share their food chain mobiles to/with the class. Invite parents to come hear students' presentations.
  - a) CREDE Standard: Student Modeling

**Evaluation:** Finish the K-W-L chart. Student presentations of food chain mobiles and explanations will be used for evaluation. A rubric will be developed with criteria for presentations.

**Developed by:** Janean Georgesen, Winnebago Public School,  
[jgeorge@esu1.org](mailto:jgeorge@esu1.org)  
Gwen Frideres, Umo N Ho N Nation Public Schools,  
[gfridere@esu1.org](mailto:gfridere@esu1.org)  
Lea Contreras, Umo N Ho N Nation Public Schools,  
[ltaylor@esu1.org](mailto:ltaylor@esu1.org)  
Joan Allvin, Santee Public School, [jallvin@esu1.org](mailto:jallvin@esu1.org)

# Moon Phases

**Grade Level:** 3

**Subject:** Science and Math

**Introduction:** Students will learn why it is important for Native Americans to understand their relationship with the world and the impact of nature on their lives today. Students will understand the cycles of day and night, using the moon. Students will be able to identify fractional parts of the moon.

**Approximate Length of Unit:** 5-10 days, 30 to 45 minutes each day.

**Vocabulary Word List:**

phases	moonlight	evening	pattern
night	shining	new moon	gibbous
nighttime	month	moonbeam	crescent
quarter	half	moon	full moon
orbit			

**Materials:** Full moon assessment test—made by teacher  
notebook/paper for journal activity

Books:

*Keepers of the Earth* by Caduto and Bruchac

*Creating Sacred Places Volume I* by Sandra J. Fox

**Standards:**

- a) NE State Science Standard 4.5.2 (Students will develop an understanding of the changes in the earth and sky.)
- b) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teaching Through Conversation, Teachers and Students Produce Together, Modeling, Student Directed Activity
- c) American Indian Content Standard:
  - 1) Math: Fractions and Decimals. (Indian students should apply fractions and decimals by applying them to real world situations using Native cultural experiences.)
  - 2) Science: Understands the essential ideas about the composition and structure of the universe and the motion of objects in it. (Recognizes that the moon appears to move across the sky every day (or night); Knows that the face of the moon changes in a regular way, returning to the same shape month after month.)

**Activities:** (Before beginning, check with the culture staff at your school for any tribal taboos.)

1. Read the story “Look at the Moon” by May Garelick.
2. Read the story “And if the Moon Could Talk” by Kate Banks.
3. Read the story “I See the Moon: Good Night Poems and Lullabies” by Marcus Pfister.
4. Read and discuss the story “How the Raven Freed the Moon” by Anne Cameron and/or “Rabbit and the Moon” by Douglas Wood.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
5. Use instructional conversation to discuss the stories you choose to read.
  - a) CREDE Standard: Teaching Through Conversation
6. Teacher will introduce the vocabulary words. Discuss word meanings. Word lists may vary.
  - a) CREDE Standard: Making Meaning, Teaching Through Conversation
7. Have students ask their families about the moon and how it affects their tribal beliefs.
  - a) CREDE Standard: Teaching Through Conversation

8. Invite a tribal elder guest speaker into the classroom to talk to the class about the moon.
9. Have a class discussion about the moon. Ask the following questions:
  - What do we know about the moon?
  - When do we see it?
  - Is it always the same?
  - From where does the moon come?
 a) CREDE Standards: Teaching Through Conversation, Teacher and Students Producing Together
10. Students will identify the four major fractions ( $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , and whole) using the moon.
  - a) CREDE Standards: Making Meaning, Teaching Through Conversation
11. Each evening, have students journal about the phases of the moon.
  - a) CREDE Standards: Making Meaning, Student Directed Activity

**Evaluation:** Given four full moons, the student will show the different fractions that go along with the phases of the moon.

1. Student will show fractions  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , and 1 whole on the moons pictured on their paper.
2. Label the moons with the following definitions: quarter moon, full moon, new moon, half moon, gibbous. Points will be given for correct responses.

**Developed by:** Gwen Frideres, Umo N Ho N Nation Public Schools,  
[gfridere@esu1.org](mailto:gfridere@esu1.org)  
 Joan Allvin, Santee Public School, [jallvin@esu1.org](mailto:jallvin@esu1.org)  
 Janean Georgeson, Winnebago Public School,  
[jgeorge@esu1.org](mailto:jgeorge@esu1.org)  
 Lea Contreras, Umo N Ho N Nation Public Schools,  
[ltaylor@esu1.org](mailto:ltaylor@esu1.org)

# Plants

**Grade Level:** 3

**Subject:** Math and Science

**Introduction:** Students will analyze ways plants are used by people. The student will demonstrate knowledge of how plants were used in their native culture. Students will know the general structure and functions of a plant; and students will know that plants are composed of different parts that serve different purposes. (Teachers, please check with your culture staff in your school about any tribal taboos.)

**Approximate Length of Unit:** 2 to 3 weeks, 30 to 45 minutes each day.

**Materials:**

heavy paper	paper towels	glue
plastic bags	variety of seeds	soil
cups/milk cartons	graph paper	water
10 containers	white yarn	pan to boil water
overhead of plant parts	overhead of seed parts	

Books: *Creating Sacred Places K-3, Volume I*, pages 166, 121.  
*Creating Sacred Places K-3, Volume 2*, page 76.  
*Navajo Native Dyes* by Nonabah G. Bryan

## Standards:

- a) NE State Science Standard 4.4.1 (Students will develop an understanding of the characteristics of living things.)
- b) NE State Science Standard 4.4.2 (Students will develop an understanding of the life cycles of living things.)
- c) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together, Student Directed Activity, Making Meaning, Teaching Through Conversation, Teaching Complex Thinking, Modeling

**Activities:**

1. Read and discuss the poem on page 116 of *Creating Sacred Places K-3, Volume I*.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
2. Read and discuss the story *How a Plant Grows* by Bobbie Kalman.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
3. Read and discuss the story *Legend of the Indian Paintbrush* by Tomie dePaola.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
4. Read and discuss the story *The Goat in the Rug* by Blood and Link.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
5. Go to the Extension Office to get packages of seeds. Have your students count the number of seeds in each package and then chart the number of seeds.
  - a) CREDE Standard: Teachers and Students Producing Together
6. Provide a variety of seeds for students to take home to make a seed collage. Have students get family involvement to help arrange a seed design on their piece of heavy paper. Glue the seed design onto the heavy paper.
  - a) CREDE Standard: Student Directed Activity
7. Put a lima bean seed between two damp paper towels. Seal these seeds in a zipper-seal plastic bag. Place bag in a warm place overnight. Check seeds the next day and discuss ways the seeds look different than before. Students will record their findings.
  - a) CREDE Standard: Teaching Through Conversation, Making Meaning
8. Germinate a number of seeds of the same or of different kinds and graph the results. Record how many of each kind of seed germinated and which kind of seeds germinated best. Using only half of the plants grown, measure the growth of the roots, stems and leaves.
  - a) CREDE Standard: Teaching Complex Thinking

9. Teacher will use *Creating Sacred Places K-3, Volume I*, page 120, for this activity. Using the other half of the plants grown in Activity 8, the teacher will model and identify the parts of the plant by dissecting the stem, leaves, roots, root hairs, and flower. Then the students will participate with the teacher. Using the seeds of the flower, identify the parts of the seed: seed coat, leaves, embryo, and root. Teachers will do this in the same manner that plant parts were taught.

a) CREDE Standard: Modeling and Teachers and Students Producing Together

10. Using the following list of plants, students will predict what color(s) for dyes each plant will produce. (Students can think of other plants to use, or teacher can check with the school's culture staff for native plants that can be used if those on the list are unable to be found.)

Juniper..... leaves

Rabbit Brush..... flowers

Yucca..... root stems

Dock.....roots

Wild Onion.....bulbs

Cliff Rose.....leaves and stems

Sumac.....roots, twigs, leaves, and berries

a) CREDE Standard: Student Directed Activity, Teaching Complex Thinking

11. For this activity, the teacher will use the book *Navajo Native Dyes* by Nonabah G. Bryan as a reference. Boil water and add the plant or plant part to the boiling water. Let it boil until the water has turned a shade darker than the desired color. Each plant should be boiled in a separate container. Take the white yarn, and dye it in the colors produced by boiling the plant/plant parts.
  - a) CREDE Standard: Teacher and Students Producing Together

**Evaluation/Assessment:** Using an actual plant, the student will label the plant parts. Taking a seed from the plant, students will also label the parts of a seed. Points will be given for each correct response.

**Developed by:** Lea Contreras, Umo N Ho N Nation Public Schools,  
[ltaylor@esu1.org](mailto:ltaylor@esu1.org)  
Gwen Frideres, Umo N Ho N Nation Public Schools,  
[gfridere@esu1.org](mailto:gfridere@esu1.org)  
Joan Allvin, Santee Public School, [jallvin@esu1.org](mailto:jallvin@esu1.org)  
Janean Georges, Winnebago Public School,  
[jgeorge@esu1.org](mailto:jgeorge@esu1.org)

# Plant Explorations

**Grade Level:** 4

**Subject:** Science

**Introduction:** Students will describe the various plant structures necessary for survival and reproduction and their value to Native American culture.

**Approximate Length of Unit:** 3 weeks

## Vocabulary/Word List:

monocot	dicot	coniferous	deciduous
reproduce	fern	spores	moss
petals	sepals	stamen	pollination
pollen	pistil	photosynthesis	embryo
dormant seed	germinating seed	seedling	

## Materials:

Books: *Dream Birds* by David Ogen  
*First Woman and the Strawberry* by Gloria Dominic  
*Teachings of Nature* by Adolf Hungry Wolf  
*Medicinal Plants of the Prairie* by Kelly Kindscher  
*Edible Wild Plants of the Prairie* by Kelly Kindscher  
*Weeds of Nebraska and the Great Plains*  
from the Nebraska Dept. of Agriculture  
*If You're Not From the Prairie* by David Bouchard  
*Use of Plants by the Indians of the Missouri River Region*  
by Melvin R. Gilmore. Native American Ethnobotany  
Database.herb.umd.umich.edu/

*Corn is Maize* by Alik  
*When Jaguars Ate the Moon and Other Stories About Animals and Plants of the Americas* by Maria Cristina Brusca  
*Native Plant Stories* by Joseph Bruchac  
*Native American Gardening*  
 by Michael J. Caduto and Joseph Bruchac  
*Maple Moon* by Connie Crook  
*Ininatig's Gift of Sugar: Traditional Native Sugarmaking*  
 by Laura Waterman Wittstock  
*Keepers of the Earth* by Michael Caduto and Joseph Bruchac  
*The Maple Thanksgiving* by Joseph Bruchac  
*The Popcorn Book* by Tomie dePaola  
*White Corn Sister* by Peter Blue Cloud  
*Keepers of Life* by Michael Caduto and Joseph Bruchac  
*The Amazing Potato* by Milton Meltzer  
*Sunflower's Promise* by Gloria Dominic  
*Food the Indians Gave Us* by Wilma and Vernon Hays, David McKay  
*A Native America Feast* by Lucille Recht Penner

**Standards:**

Science:

- a) NE State Science Standard 4.4.1 (Students will develop an understanding of the characteristics of living things.)
- b) NE State Science Standard 4.4.2 (Students will develop an understanding of the life cycles of living things.)
- c) NE State Science Standard 4.4.3 (Students will develop an understanding of living things and their environments.)
- d) NE State Science Standard 4.2.1 (Students will develop the ability to do scientific inquiry.)

Social Studies:

- a) NE State Social Studies Standard 4.4.2 (Students will describe the contributions from cultural and ethnic groups that make up our national heritage.)
- b) NE State Social Studies Standard 4.4.4 ( Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.)
- c) NE State Social Studies Standard 4.4.7 (Students will use high level thinking processes to evaluate and analyze primary sources and other resources.)

Language Arts:

- a) NE State Language Arts Standard 4.1.4 (Students will identify the resource appropriate for a specific purpose and use the resource to locate information.)
- b) NE State Language Arts Standard 4.2.2 (Students will write paragraphs/reports with focus, related ideas, and supporting details.)
- c) NE State Language Arts Standard 4.2.3 (Students will revise and edit narrative compositions.)
- d) NE State Language Arts Standard 4.2.4 (Students will demonstrate the use of multiple forms to write for different audiences and purposes.)
- e) NE State Language Arts Standard 4.3.1 (Students will participate in group discussions by asking and contributing information and ideas.)
- f) NE State Language Arts Standard 4.3.2 (Students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.)

CREDE Standards: Teaching Through Conversation, Student Directed Activity, Modeling, Teachers and Students Producing Together, Making Meaning

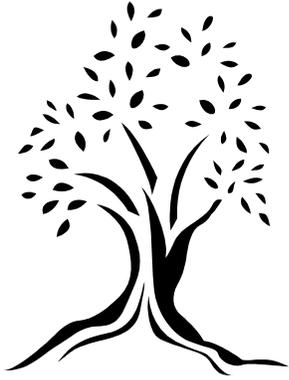
**Activities:**

- 1. Students will complete a K-W-L chart on plants.
  - a) CREDE Standard: Teaching Through Conversation
- 2. Teacher will use *Keepers of Life* (pages 104 and 123) as a resource for this activity. Students will collect and classify plants on a Detective Trail activity using a map.
  - a) CREDE Standard: Teaching Complex Thinking
- 3. Students will sketch pictures of plants, make paper rubbings, and aluminum fossils of plants.
  - a) CREDE Standard: Student Directed Activity, Modeling
- 4. Students will cooperatively construct a booklet of plants, giving the Native American name, description, habitat, location, and uses of each plant. Student will also include pictures and biographies of student authors in the booklet.
  - a) CREDE Standard: Teachers and Students Producing Together
- 5. Teacher will use *Keepers of Life*, page 40, as a resource for this activity. Students will cooperatively research plant life found in the five regions of the

- U.S. and create a model of the Earth on Turtle's Back displaying the plant biomes.
- a) CREDE Standard: Student Directed Activity
6. Students will read books and legends about Native American plants.
    - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
  7. Students will visualize the story, "Sunflower Fantasy" (*Keepers of Life*, p. 139) and then plant sunflower seeds with a paper towel in a glass jar.
    - a) CREDE Standard: Making Meaning
  8. Students will label the parts of a flower.
    - a) CREDE Standard: Student Directed Activity
  9. Students will solve perplexing plant riddles of the six groups of plants (*Keepers of Life*, p. 69-70).
    - a) CREDE Standard: Student Directed Activity
  10. Using a variety of materials, students will cooperatively create a mural of a tree with six branches, one for each major group of plants (*Keepers of Life*, p. 39).
    - a) CREDE Standard: Teachers and Students Producing Together
  11. Students will add native plants to a Medicine Wheel Garden.
    - a) CREDE Standard: Teachers and Students Producing Together
  12. Bring in a guest to the classroom from the community to speak on medicinal uses of plants.
    - a) CREDE Standard: Making Meaning
  13. Students will write a friendly letter to their parents inviting them to come to their classroom for a presentation of what was learned in this unit. A Flower/Plants Feast will be served to parents and guests with dishes/snacks from plants such as grains, fruits, popcorn, and dried fruits.
    - a) CREDE Standard: Developing Language and Literacy Across the Curriculum, Parent Involvement

**Evaluation:** Student plant booklets and murals will be evaluated. Students will write a summary of what they learned: the role of the structures of plants and how plants were useful to the Native American culture. Points will be given for booklet, mural, and summary.

**Developed by:** W. Henke, Santee Community School, [whenke@esu1.org](mailto:whenke@esu1.org)  
Debra Tingelhoff, Santee Community School,  
[dtingleh@esu1.org](mailto:dtingleh@esu1.org)



# Spiders

**Grade Level:** 4

**Subject:** Reading and Science

**Introduction:** Students will gain a basic understanding of spiders using a Native American perspective.

**Approximate Length of Unit:** 1 to 4 weeks, depending on teacher preference.

## Vocabulary Word List:

nocturnal	exoskeleton	spinnerets
abdomen	prey	web
cephalothorax	arachnid	silk

## Materials:

**Activity 1:** black construction paper, white chalk

Book: “Weaving Home” from *Keepers of the Animals* by Michael J. Caduto and Joseph Bruchac

**Activities 2 and 3:** K-W-L chart

### Activity 4:

Book: “How Grandmother Spider Named the Clans”  
in the *Keeper of the Animals* by Michael J. Caduto and Joseph Bruchac

**Activity 6:** a skein of yarn/a roll of crocheting thread/string

Book: “How the Spider Symbol Came to the People” in the *Keeper of the Animals* by Michael J. Caduto and Joseph Bruchac

**Activity 8:** clay, pipe cleaners, papier-mâché

**Activity 9:** notebooks or paper, pencils, colored pencils, crayons

**Activity 10:**

Book: *Charlotte's Web* by E.B. White

**Activity 15:**

Supplies to make Dream Catchers: yarn, string, wire, etc.

Note: Place all books you have used in the classroom reading center so students will have access to them for later selection for independent reading.

**Standards:**

- a) NE State Reading, Writing, Speaking, Listening Standards
- b) NE State Life Science Standards
- a) CREDE Standards: Making Meaning, Teaching Through Conversation, Modeling, Student Directed Activity, Teachers and Students Producing Together, Teaching Complex Thinking, Developing Language and Literacy Across the Curriculum

**Activities:**

1. Kickoff Activity: Read the poem “Weaving Home” from *Keepers of the Animals* by Michael J. Caduto and Joseph Bruchac. Have students close their eyes and visualize the spider’s home. Provide black paper and white chalk for students to draw a picture of what they imagined the spider’s home looked like.
  - a) CREDE Standard: Making Meaning
2. Begin the unit with the Instructional Conversation Activity to build a K-W-L chart focusing on the students’ prior knowledge of spiders.
  - a) CREDE Standard: Teaching Through Conversation
3. Continue the K-W-L chart by creating a list of the information that students still want to learn about spiders.
  - a) CREDE Standard: Teaching Through Conversation
4. Read aloud and discuss “How Grandmother Spider Named the Clans” in the *Keeper of the Animals* by Michael J. Caduto and Joseph Bruchac.
  - a) CREDE Standard: Modeling
5. Have the students ask their own families about their own clans. If students do not belong to a clan, have them find out information about what tribe they

belong to, what nationality they represent, and other special things about their families. Students may include special people in their families. The day after this assignment is given, students will present their findings to the class.

a) CREDE Standards: Teaching Through Conversation, Student Directed Activity

6. Read the creation story, “How the Spider Symbol Came to the People” in the *Keeper of the Animals* by Michael J. Caduto and Joseph Bruchac. The class will create a giant web to better understand how intricate and challenging web building is.

a) CREDE Standard: Teachers and Students Producing Together

7. Using the giant web and the students’ findings, students will place all of the above information inside the web. Have students notice and appreciate the beauty and symmetry of the web. Discuss how everything in the world is somehow connected.

Note: The spider is the Grandmother who is pulling everything together.

The web is the symbol of the earth and sky.

a) CREDE Standard: Teaching Complex Thinking

8. Using clay, pipe cleaners, papier-mâché, etc., students will create a model of a spider that is anatomically correct.

a) CREDE Standards: Teaching Complex Thinking

9. The class will journey outside the classroom to find spiders of all sizes and shapes. Study the spider. What does it look like? Are there any colors on it? What was the spider doing when you found it? Write down some important information about your spider.

Note: It is important to remember that spiders are an essential part of our habitat. Please respect the spiders by leaving them in their natural environments. Teachers, be aware that certain clans are not to touch insects.

Once the class has returned to the classroom, students will draw a picture of what their spider looked like. Students will then share their drawings and findings with the class.

a) CREDE Standards: Teachers and Students Producing Together

10. Read *Charlotte’s Web* by E.B. White with the students.

b) CREDE Standards: Developing Language and Literacy Across the Curriculum

11. Students will write an acrostic poem using the word SPIDERS. Model an example on the board.
  - a) CREDE Standard: Modeling
12. Students will rewrite the story of “Little Miss Muffet” from the viewpoint of the spider.
  - a) CREDE Standard: Making Meaning
13. Use vocabulary words as weekly spelling lists.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
14. Students will research the various kinds of spiders found in Nebraska. Each student will write a research paper on the spider of his/her choice. Students must include a drawing of their spider in their reports. After doing this activity, have students complete the K-W-L chart.
  - a) CREDE Standard: Teaching Complex Thinking
15. Students will create a Dream Catcher. Invite families and community members into the classroom to model how to create a Dream Catcher. Be sure to tell your students that a Dream Catcher is similar to a spider’s web.
  - a) CREDE Standards: Teaching Complex Thinking, Modeling
16. Culminating Activity: Invite families into the classroom for a presentation by the students. The presentation will focus on the giant spider web and the connections to the clans and all people. Centers could be set up to display the students’ products of the activities that were completed throughout the unit.
  - a) CREDE Standards are all represented in this activity.

**Evaluation:** Students will be evaluated on their activity participation during the process of this project, weekly spelling tests, and the completion of the K-W-L chart. Students will provide written reflections on what they have learned throughout the process. Student completion of projects and writing activities will also be part of their evaluation. The teacher may want to use a rubric to score several of the activities, as they are quite subjective. Points can easily be given to the more objective activities, such as the spelling tests, models, maps, and language arts.

**Developed by:** Janet Finzen, Winnebago Public School, [jfinzen@esu1.org](mailto:jfinzen@esu1.org)  
Deb Modlin, Walthill Public School, [dmodlin@esu1.org](mailto:dmodlin@esu1.org)  
Kristina Nelsen, Walthill Public School, [knelsen@esu1.org](mailto:knelsen@esu1.org)

# The Importance of the Buffalo to Native People

**Grade Level:** 4

**Subjects:** Reading, Math, Science, and Social Studies

**Introduction:** Students will develop an appreciation for the Native American way of life through the use of the buffalo.

**Approximate Length of Unit:** 1 to 4 weeks, depending on teacher preference.

## Vocabulary Word List:

hump	herd	par fleche	sinew
stampede	rawhide	tanned hide	pouch
pemmican	ornaments	sheath	switch
medicine switch	canteens	basin	bladder
cooking vessels	cinch	lariat	quiverawl
fleshing tool	bison	game	hooves
habitat			

**Materials:** Journals  
Pencils  
Art supplies for Activity 15 (Teachers will choose materials)  
Squares of white cotton fabric  
Fabric paints: browns, greens, yellows, etc. (See Activity 16)  
Thread  
Buffalo meat (See Activity 18)

**Books:** *Keepers of the Animals* by Michael J. Caduto and Joseph Bruchac  
*The Gifts of the Buffalo Nation* by Carla Rae Brings Plenty  
*Kids Multicultural Art Book* by Alexander M. Terzian

**Note:** Place all books you have used in the classroom reading center so students will have access to them for later selection for independent reading.

**Standards:**

- a) NE State Life Science Standards
- b) NE State Language Arts Standards
- c) NE State Social Studies Standards
- d) NE State Math Standard 4.5.1
- b) CREDE Standards: Teaching Through Conversation, Modeling, Student Directed Activity, Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking, Making Meaning, Teachers and Students Producing Together

**Activities:**

1. Kickoff Activity: Begin with an Instructional Conversation Activity to build a K-W-L chart focusing on the students' prior knowledge of the buffalo.
  - a) CREDE Standard: Teaching Through Conversation
2. Continue with the K-W-L chart, creating a list of the information that students still want to learn about the buffalo.
  - a) CREDE Standard: Teaching Through Conversation
3. Read "The Passing of the Buffalo" in *Keepers of the Animals* by Michael J. Caduto and Joseph Bruchac.
  - a) CREDE Standard: Modeling
4. As a take-home project, students will read "The Passing of the Buffalo" to their families.
  - a) CREDE Standard: Student Directed Activity
5. Students will ask their families to share information regarding the buffalo clan and will find out what clans their families belong to. If students do not belong to a clan, they will find out what tribe they belong to, what nationality their families represent, and other special things about their families, or special people in their families. They will come to school the next day, ready to report on their findings.
  - a) NE State Life Science Standard
  - b) CREDE Standard: Teaching Through Conversation
6. Discuss the traditional uses of the buffalo and how the entire buffalo was used effectively.
  - a) NE State Life Science Standard
  - b) CREDE Standard: Teaching Through Conversation

7. Create a list of vocabulary words to be a visual aid for teaching the uses of the buffalo.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
8. Read *The Gifts of the Buffalo Nation* by Carla Rae Brings Plenty.
  - a) CREDE Standard: Modeling
9. Students will journal their experiences as a buffalo hunter. They will describe how they made the kill, what weapons were used, how they used the buffalo once it was killed, and their feelings about their accomplishments.
  - a) CREDE Standard: Teaching Complex Thinking
10. Students will share their journal entries with the class.
  - a) CREDE Standard: Teaching Complex Thinking
11. Teacher will use the vocabulary words for weekly spelling lists.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
12. Incorporate language through the use of the vocabulary words. Place emphasis on syllabication, parts of speech, correct sentence structure, and grammar.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
13. Using a United States map, students will plot where the Plains Indian Tribes that utilized the buffalo lived.
  - a) NE State Social Studies Standard
  - b) CREDE Standard: Making Meaning, Modeling
14. The student will research the decline of the buffalo population in the United States from 1890 to the present. Plot findings on a graph (bar, line, pictograph, pie, etc.).
  - a) NE State Math Standard 4.5.1
  - b) CREDE Standard: Teachers and Students Producing Together
15. The class will create a life-sized buffalo. Research the buffalo to find the size and measurements of the main body parts (include the head, torso, legs, tail, and horns). Divide the body parts among groups of students. Each group is

responsible for researching that body part and putting their part(s) together into a complete life-sized buffalo.

a) NE State Math Standard 4.3.2

b) CREDE Standard: Teachers and students Producing Together

16. Each student will paint a picture of a buffalo living in the wild on a square of fabric. Once the paint is dry, sew the squares together to create a quilt. Display the quilt in the main office. The quilt will be raffled off, and the money collected will be used to purchase books for the school.

a) CREDE Standard: Student Directed Activity

17. Use *Kids Multicultural Art Book* by Alexander M. Terzian to find a number of Native American art activities that students can do in school.

a) CREDE Standard: Student Directed Activity

18. Bring in buffalo meat for students to eat. Together, the class will discuss how the meat tasted, what the texture was like, etc.

a) CREDE Standard: Teaching Through Conversation

19. Culminating Activity: The class will take a field trip to a buffalo ranch. The rancher will speak to the students, sharing more information about buffalo. Invite families to experience the trip with their children.

a) CREDE Standard: Teaching Through Conversation

**Assessments:** Students will be evaluated on their activity participation during the process of the project, weekly spelling tests and completion of the K-W-L chart. Students will turn in written reflections on what they've learned throughout the process. Completion of art projects, math graph activity, and map focusing on the Plains Tribes will also be included in the assessment.

Note: Teacher may want to use a rubric to score several activities that are quite subjective. Points can easily be given to the more objective activities: spelling test, graphs, maps, and language arts.

**Developed by:** Janet Finzen, Winnebago Public School, [jfinzen@esu1.org](mailto:jfinzen@esu1.org)  
Deb Modlin, Walthill Public School, [dmodlin@esu1.org](mailto:dmodlin@esu1.org)  
Kristina Nelsen, Walthill Public School, [knelsen@esu1.org](mailto:knelsen@esu1.org)

# Native American Homes

**Grade Level:** 4

**Subject:** Social Studies

**Introduction:** Students will learn about Native American homes in the five regions of the United States.

**Approximate Length of Unit:** 3 weeks

<b>Vocabulary Word List:</b>	Structure	longhouse	chickee
	atlas	pentagon	pueblo
	encyclopedia	environment	dwelling
	region	rectangular prism	hogan
	cylinder	tipi	adobe
	earthlodge	cube	wigwam
	geometrical	cone	wickiup

**Materials:** supplies/materials for constructing homes

**Books:** *Birchbark House* by Louise Erdrich  
*Children of the Longhouse* by Joseph Bruchac  
*If You Lived With the Iroquois* by Ellen Levine  
*If You Lived With the Cherokee* by Ellen Levine  
*Meet Mindy: A Native Girl From the Southwest*  
by Susan Secakuk  
*Meet Naiche: A Native Boy From the Chesapeake Bay Area*  
by Gabrielle Tayac  
*Where Indians Live* by Naxhone  
*The Wigwam and the Longhouse* by Charlotte and David Yue  
*The Pueblo* by Charlotte and David Yue  
*The Tipi, a Center of Native American Life*  
by Charlotte and David Yue  
*The Igloo* by Charlotte and David Yue  
*House of Hide and Earth: Plains Indians* by Bonnie Shemie  
*Houses of Wood* by Bonnie Shemie  
*Houses of Snow, Skin and Bones* by Bonnie Shemie  
*Houses of Adobe* by Bonnie Shemie  
*Houses of Bark* by Bonnie Shemie

*Mounds of Earth and Shell* by Bonnie Shemie  
*The Old Hogan* by Margaret Garaway  
*Storm Maker's Tipi* by Paul Gobel

**Standards:**

Social Studies:

- a) NE State Social Studies Standard 4.1.1 (Student will use maps and globes to acquire information about people, places, and environments.)
- b) NE State Social Studies Standard 4.2.3 (Student will classify regions with common characteristics.)
- c) NE State Social Studies Standard 4.4.2 (Student will compare and contrast daily life in the past and present.)

Science:

- a) NE State Science Standard 4.1.2 (Student will develop an understanding of evidence, models, and explanation.)
- b) NE State Social Studies Standard 4.2.1 (Student will develop abilities to do scientific inquiry.)

Language Arts:

- a) NE State Language Arts Standard 4.1.4 (Student will identify the resource appropriate for a specific purpose and use the resource to locate the information.)
- b) NE State Language Arts Standard 4.1.8 (Student will identify similarities and differences between two fourth grade level reading selections.)
- c) NE State Language Arts Standard 4.2.1 (Student will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.)
- d) NE State Language Arts Standard 4.2.2 (Student will write paragraphs/reports with focus, related ideas, and supporting details.)
- e) NE State Language Arts Standard 4.2.3 (Student will revise and edit narrative compositions.)
- f) NE State Language Arts Standard 4.2.4 (Student will demonstrate the use of multiple forms for different audience and purpose.)
- g) NE State Language Arts Standard 4.2.5 (Student will demonstrate the use of self-generated questions, note taking, and summarizing while learning.)
- h) NE State Language Arts Standard 4.3.1 (Students will participate in group discussions by asking questions and contributing information and ideas.)

- i) NE State Language Arts Standard 4.3.2 (Students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.)

Math:

- a) NE State Math Standard 4.4.3 (Students will identify, describe, and create two-and-three dimensional geometric shapes.)

CREDE Standards: Teachers and Students Working Together,  
Developing Language and Literacy Across the Curriculum,  
Student Directed Activity, Making Meaning

**Activities:**

1. Teacher and students will utilize a K-W-L chart.
  - a) CREDE Standard: Teaching Through Conversation
2. Students will read about Native American homes.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
3. Students will compare/contrast two different books on Native American homes.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
4. Working in pairs, students will use the encyclopedia, Internet, and atlas to gather information on various Native American homes. Students will generate questions, take notes, construct an outline, and summarize their findings in a report.
  - a) CREDE Standard: Teachers and Students Working Together
5. Students will construct a model of a Native American home of their choice.
  - a) CREDE Standard: Student Directed Activity
6. Students will invite their parents to school for presentations of their research findings on Native American homes and locations.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
  - b) Parent Involvement

7. Invite an elder from the community into the classroom to inform students about the cultural aspects of the tipi.
  - a) CREDE Standard: Making Meaning
8. Students will gather in groups to compare the various Native American homes using a Venn diagram.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
9. Conduct a field trip to a Native American home.
  - a) CREDE Standard: Making Meaning
10. Students will create a song about different homes and their locations.
  - a) CREDE Standard: Student Directed activity
11. Students will create a book of Native American homes.
  - a) CREDE Standard: Student Directed Activity
12. Students will collectively create a map/mural of Native American homes.
  - a) CREDE Standard: Teachers and Students Producing Together
13. Students will conduct a scientific inquiry on which Native American home is the best insulator.
  - a) CREDE Standard: Teaching Complex Thinking
14. Students will identify geometrical shapes in connection with Native American homes.
  - a) CREDE Standard: Student Directed Activity

**Evaluation:** Rubrics will be developed with criteria necessary for evaluating reports, mural, and map.

**Developed by:** Wanda Henke, Santee Community School, [whenke@esu1.org](mailto:whenke@esu1.org)  
Debra Tingelhoff, Santee Community School,  
[dtingelh@esu1.org](mailto:dtingelh@esu1.org)

# **Native American Author Study**

**Grade Level:** 4

**Subjects:** History, Art, and Language Arts (reading, spelling, English, creative writing, handwriting, sentence structure, research)

**Introduction:** This unit could be easily adapted to other grade levels. Students will be reading books and poetry written by various Native American authors. Students will learn about contributions that Native Americans have made to literature. The many different lessons will create a great deal of interest and will address different learning styles.

**Cultural Objective:** Students will learn about Native American peoples and appreciate the contributions they have made.

**Language Arts Objective:** Students will learn about Native American authors and will enhance the Language Arts curriculum by recognizing the 6-traits writing characterized in written work and will use the 6-traits in their own writing samples.

**Approximate Length of Unit:** 4 to 6 weeks, depending on teacher preferences.

**Materials:** Books by Native American authors (see attached list).  
Computer with Internet access  
Local author  
Paper, markers, pens, pencils, etc.  
Video recorder

**Standards:**

- a) NE State Language Arts Standards 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.7, 4.1.8, 4.2.2, 4.2.3, 4.2.4, 4.2.5, and 4.3.1
- b) CREDE Standards for Effective Pedagogy
  1. Teacher and Students Producing Together, Activities #3,8, 10,12,14
  2. Teaching Through Conversation, Activities # 8,9,10,11,12, 14,15,16
  3. Developing Language and Literacy Across the Curriculum, Activities # 4, 10, 18
  4. Teaching Complex Thinking, Activities # 2,3,4,5,8,12
  5. Making Meaning, Activities # 8,9,10,11,15,16
  6. Modeling, Activities # 2,3,5,6,8
  7. Student Directed Activities #2,4,10,11,12,15,16

**CREDE Learning Styles:**

- a) Global Cognitive Style—Students hear and see many Native American examples.
- b) Visual Cognitive Style—posters, artwork, bulletin board.
- c) Reflective Information Processing—literacy circle, comparing authors' styles, and artwork.
- d) Collaboration—working in cooperative groups, literacy circle, and Readers Theater.

**Activities:**

1. Teacher will choose one book from the book list to read to the class, talking about the author and his/her contribution(s) to literature. Look at all the art motifs in the book and discuss. Evaluate the book for equity and bias. Discuss the author's writing style using the 6-traits standards. Talk about the genre of the book. Write a class book review.
  - a) CREDE Standard: Modeling
2. Students will choose books to read that were written by Native American authors (See attached book list).
  - a) NE State Language Arts Standard 4.1.
3. Each student will identify 5 new/unknown words from their books. They will find the meanings of each word and will add the words to the Vocabulary

Wall. Do word sorting activities with the vocabulary (Ex: compound words, suffix, prefix, antonyms, etc.).

- a) NE State Language Arts Standard 4.1.2
4. Each student will choose an author and research the author's life.
  - a) NE State Language Arts Standards 4.1.3 and 4.1.4
5. Students will compare and contrast the writing styles of various authors.
  - a) NE State Language Arts Standard 4.1.8
6. Students will each write a friendly letter to his/her author.
  - a) NE State Language Arts Standard 4.2.4
7. Using the books the class read, have students sort books by genre.
  - a) NE State Language Arts Standards 4.1.5 and 4.1.8
8. Students will write a book review for their books. Have students share the reviews and then bind them together.
  - a) NE State Language Arts Standard 4.1.3
9. Students will write a new ending to their favorite story.
  - a) NE State Language Arts Standard 4.1.3
10. Students will make a commercial of their favorite book. Teacher will video tape the presentations.
  - a) NE State Language Arts Standard 4.2.2
11. Students will write an original short story, poem, etc. and will share it in Reader's Theater.
  - a) NE State Language Arts Standard 4.2.2
12. Use the Literature Circle structure to discuss and find examples of the 6 writing traits in the books.
  - a) NE State Language Arts Standards 4.1.7 and 4.3.1
13. Create a class ABC book using Native words for the alphabet and original illustrations.
  - a) NE State Language Arts Standard 4.2.2

14. Invite a local author into the classroom to discuss his/her book and writing techniques.
15. In cooperative groups, students will write a script depicting a legend or true story.
16. In cooperative groups, students will write a play script from one of the books. Students will then perform the play for parents or for another class.
  - a) NE State Language Arts Standards 4.1.6 and 4.1.7
17. Have students compare the information gained from fiction and non-fiction and investigate for discrepancies.
  - a) NE State Language Arts Standard 4.1.7
18. Look at the artwork in the books. Compare and contrast the pictures and objects of handwork done by Native Americans.
19. Research the lives of other famous Native Americans and their accomplishments. Have students answer debate questions:
  - Did this person help white settlers, Indians, himself/herself, or a combination of people?
  - Should today's Native Americans be proud of or grateful to this person? Why or why not?

Examples of Famous Native Americans: Maria Tallchief, Jim Thorpe, Sitting Bull, Geronimo, Sequoyah, Sacajawea, Crazy Horse, Chief Joseph, Squanto, Pocahontas.

  - a) NE State Language Arts Standards 4.1.4, 4.2.3, and 4.2.5
20. Students will invite their parents to an "Author Breakfast" at school. Students will provide muffins and juice for the parents to eat while they present their reports on the Native American authors they researched.
  - a) Parent Involvement

**Evaluation:** Teacher may choose one of the following performance assessments:

1. Role-play the author they have chosen ("Oprah Book Club" style).
  2. Role-play a favorite character from a book.
  3. Make a poster of their favorite book and give a book talk.
  4. Have an "author signing" for the book they have written.
- Rubrics will be developed with criteria for each of these.

**Resources:** All books can be ordered from these sources:

[www.oyate.org](http://www.oyate.org)

[www.amazon.com](http://www.amazon.com)

[www.barnesandnoble.com](http://www.barnesandnoble.com)

**Developed by:** Wanda Henke, Santee Community School, [whenke@esu1.org](mailto:whenke@esu1.org)

Debra Tingelhoff, Santee Community School,

[dtingelh@esu1.org](mailto:dtingelh@esu1.org)

Santee Community School

206 Frazier Ave. E.

Niobrara, NE 68760

(402) 857-2741

## Book List

Marilou Awiakta (Cherokee)

*Rising Fawn and the Fire Mystery*, 1983

Big Crow, Moses Nelson/Eyo Hiktepi (Lakota)

*A Legend From the Crazy Horse Clan*

Freda Ahenakew (Cree)

*Wisahkecahk Flies to the Moon*

Lois Beardslee (Ojibwe/Lacandon)

*Waboseg, An Ojibwe Story About Rabbits' Ears*, 1997

Joseph Bruchac (Abenaki)

*Crazy Horse's Vision*, 2000

*Eagle Song*, 1997

*The Faithful Hunter*, 1988

*Seeing the Circle*

*Fox Song*

*The Heart of a Chief*

*Skeleton Man*

Allan Crow (Ojibwe)

*The Crying Christmas Tree*, 1989

Lois Endrich (Ojibwe)

*Grandmother's Pigeon*, 1996

*The Range Eternal*, 2002

George Littlechild

*This Land is My Land*

Maria Tallchief and Rosemary Wells

*Maria Tallchief*

Also good resources:

Books by Virginia Driving Hawk Sneve

Books by Michael Davis

## One of the Four Ancestors—Earth

**Grade Level:** 4-6

**Subject:** Science

**Introduction:** Students will investigate and develop an understanding of our planet, “Earth.” They will be comparing and contrasting Native American stories from various tribes and scientific research.

**Approximate Length of Unit:** 20 days (30 minute class periods each day.)

### Vocabulary Word List:

inner core	outer core	mantle
crust	continents	hemisphere
plate tectonics	axis	igneous rocks
metamorphic rocks	sedimentary rocks	sphere
sediments	planet	

**Materials:** Internet resource books  
community members text books  
children’s books

Books that can be incorporated into the lessons or used as resources:

*The Magic School Bus Inside the Earth* (Videotape) by Joanna Cole and Bruce Degen.

*Keepers of the Earth: Native American Stories and Environment Activities for Children* by Michael J. Caduto and Joseph Bruchac (Use appropriate stories.)

*The Indian Way—Learning to Communicate With Mother Earth* by Gary McLain

*Remaking the Earth: A Creation Story From the Great Plains of North America* by Paul Goble

*The Earth is My Mother* by Bev Doolittle

**Standards:**

- a) NE State Science Standard 4.5.1 (Students will develop an understanding of the characteristics of earth materials.)
- b) NE State Science Standard 4.5.3 (Students will develop an understanding of the changes in the earth.)
- c) NE State Science Standard 8.2.1 (Students will develop the abilities needed to do scientific inquiry.)
- d) NE State Science Standard 8.5.1 (Students will develop an understanding of structure of the earth.)
- e) NE State Science Standard 4.5.2 (Students will develop an understanding of the earth's history.)
- f) CREDE Standards: Teaching Through Conversation, Modeling, Making Meaning, Developing Language and Literacy Across the Curriculum, Teacher and Student Producing Together

Note: Standards for other subjects are integrated into this unit but are not listed.

**Activities:**

1. Invite a community member into the classroom to share his Native creation story/stories.
  - a) CREDE Standard: Teaching Through Conversation
2. Students will ask their parents/guardians about their creation story.
  - a) CREDE Standard: Teaching Through Conversation
3. Students will share what they learned from home.
  - a) CREDE Standard: Teaching Through Conversation, Modeling
4. Students will research and read other Native American creation stories. Students will share their creation stories with their classmates.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
5. The student will design a Venn diagram comparing and contrasting his/her Native tribal creation story to the one he/she researched.
  - a) CREDE Standard: Making Meaning
6. Teacher will provide information involving scientific research about the creation of the earth, using textbooks or other materials that are available.

7. The student will make a paper globe. One possible resource:  
[http://www.vendian.org/mncharity/dir3/planet\\_globes/TemporaryURL/mercury0\\_globe1\\_part1.jpg](http://www.vendian.org/mncharity/dir3/planet_globes/TemporaryURL/mercury0_globe1_part1.jpg)
  - a) CREDE Standards: Modeling, Making Meaning
8. Provide information about the inside of the earth by using the Internet, textbooks, etc.
9. Do the experiment “The Earth Bowl.” Available from  
<http://sln.fi.edu/tfi/activity/earth/earth-1.html>.
  - a) CREDE Standards: Modeling, Making Meaning
10. Use an apple to introduce layers of the earth. Resource available from  
<http://youth.net?cec/cecsci/cecsci.56.txt>.
11. Provide scientific information of how the continents came to be.
12. Experiment: Make a model of how the continents broke apart.
13. Bring in an elder from the community to discuss the importance of rocks in the changing earth.
  - a) CREDE Standard: Teaching Through Conversation
14. Listen to Native American music about the earth (Example: CD “Eagle Cries” By Joanne Shenandoah). Also invite community members to share their music or thoughts about the earth.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
15. Students will write a paper telling how the music affected them.
16. Teacher and students will research various rock types; students will then write a summary.
  - a) CREDE Standard: Teacher and Student Producing Together
17. Students will make metamorphic rocks. Experiment: Edible Metamorphic Rocks. Available from <http://www.teacher.net/lessons/posts/824.html>.
  - a) CREDE Standards: Modeling, Making Meaning
18. Students will design a time line of the history of the earth.

19. Read and discuss books that deal with the earth.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
20. Watch the video *Magic School Bus Inside the Earth* by Joanna Cole and Bruce Degen. Note: Activities 19 and 20 can be incorporated where the teacher thinks they will fit best.

**Evaluations:** Rubrics will be used to evaluate students' work on

1. Experiments
2. Writing assignments
3. Listening
4. Oral Presentations

Teacher will do a formal assessment and an oral assessment of material covered. Each student will be given an apple and will need to explain the parts of the apple/earth (crust, mantle, outer core, inner core). Points will be given for each of the above.

**Developed by:** Joann Lewis, Umo N Ho N Nation Public Schools,  
[jlewis@esu1.org](mailto:jlewis@esu1.org)

Michael Fehringer, Umo N Ho N Nation Public Schools,  
[mfehring@esu1.org](mailto:mfehring@esu1.org)

# Contemporary Native Book Study

**Grade Level:** 4-9

**Subject:** Reading

**Introduction:** As students read culture books, both fiction and nonfiction, they need positive role models to identify with. Students also need to read about situations that are realistic to their lives today. Activities can be selected and adapted to fit your classroom. Activities can also be used to meet most of the 4<sup>th</sup> and 8<sup>th</sup> grade NE State Language Arts Standards.

**Cultural and Language Arts Objective:** Students will gather information about positive and realistic situations that Native American youth face in the 21<sup>st</sup> century and make connections with their own lives through reading, writing, and discussions.

**Approximate Length of Unit:** 4-9 weeks, depending on how many activities are chosen.

**Materials:** Books about contemporary Native American youth (See attached list.)

Paper

Poster boards, markers, etc.

Time capsule

Items for the time capsule

Map of the United States

Computer

**Standards:**

- a) NE State Language Arts Standards 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.2.5, 4.3.1, 4.3.2, and 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.7, 8.2.2, 8.2.3, 8.2.5, 8.2.6, 8.3.1
- b) CREDE Standards for Effective Pedagogy:
  1. Teacher and Students Producing Together, Activities # 2,4,11,12,13
  2. Teaching Through Conversation, Activities # 4,5,9,10,11,12
  3. Developing Language and Literacy Across the Curriculum, Activities # 2,6,8
  4. Teaching Complex Thinking, Activities # 5,6,8,11,12

5. Making Meaning, Activities # 5,6,8,9,10
6. Modeling, Activities # 2,4,5
7. Student Directed Activities #3,4,5,7,8,9,10,11,12,13

**CREDE Learning Styles:**

- a) Global Cognitive Style—discussion of feelings and situations in life today.
- b) Visual Cognitive Style—books, posters, heritage books, feelings artwork.
- c) Reflective Information Processing—interviews, literature circle, Reader’s Theater, conversational instruction.
- d) Collaboration—problem/solution tree, literature circle, role-playing situations, time capsule.

**Activities:**

1. Teacher will read a poem that is relevant to a life situation today, (A Native American poem is included, or you can choose one of your own.) or read the first few chapters of *Who Will Tell My Brother* by Marlene Carvell. Have a conversational dialogue and discuss the writing, the mood that was set, the author’s/narrator’s feelings, etc. Discuss situations when the students had the same feelings. Brainstorm and list all the different emotions that people feel. Begin a vocabulary chart of these feeling words to be used in the students’ writing assignments during the unit.
2. Students will choose books from the attached Book List for independent reading. Students will make journal entries as they read their books.
  - a) NE State Language Arts Standard 4.1.2
3. Teacher and students will brainstorm and list any additional “feeling” words. Discuss the meaning of the words, identifying antonyms, synonyms, etc. Sort the words into groups: compound, prefixes, suffix, add endings to make new words, etc.
  - a) NE State Language Arts Standards 4.1.1

4. Students will create Literature Circles to discuss their books. Students will discuss the following: fiction/nonfiction, genre, main character, setting, mood, tribe the main character is from, location of tribe, inaccuracies or bias in the book, how character's life is different/same from the student's own, problem/solution, lesson learned, did the student agree/disagree with the solution, other ways to solve the problem, and does the book present a realistic picture of youth today.
  - a) NE State Language Arts Standards 4.1.3, 4.1.5, 4.1.6, 4.3.1, and 8.1.1, 8.1.3, 8.1.4, 8.1.7, 8.3.1
5. Each student will interview an elder (parent/grandparent) in his/her life to find out what life was like for a youth many years ago. The class will brainstorm to come up with a list of questions to ask during the interview. Students will present interviews to the class during this unit. Interviews will also be written up and bound into a Heritage Book.
  - a) NE State Language Arts Standards 4.2.5, 4.3.2, and 8.2.2, 8.2.6
6. On a map, students will locate the tribes named in their books.
7. Students will create a problem/solution tree. Write the problems and solutions from the books and hang them up.
8. The class will create posters to promote positive youth issues.
9. Each student will interview a high school student or an adult whom he/she admires. Students will use the information from the interview to write up a hero report on that person.
  - a) NE State Language Arts Standards 4.2.5 and 8.2.5
10. The class will research famous Native Americans of today. Discuss their contributions.
  - a) NE State Language Arts Standards 8.1.2, 8.2.2, 8.2.3
11. Reader's Theater—Students will role-play situations youth are facing today. The class will write the dialogue and present the performance to a younger group of students.
  - a) NE State Language Arts Standard 4.3.2

12. Students will create and bury a time capsule of items from their lives to be opened in 25 years.
13. Students will create a book about themselves and tell of something that is happening in their lives today.
  - a) NE State Language Arts Standards 4.2.3 and 8.2.1
14. Students will locate an excerpt of Joy Harjo's poem "Secrets From the Center of the World" on the Internet. They will select a favorite line and write, explaining why they chose that line.
15. Students will choose a Native American poet or author and will complete a Biography Board for that person.
16. Students will write an original Native American-style poem with illustrations and post the poem on the Internet. Possible site:  
<http://www.kidpub.org/kidpub/schools/school-howto.html> .

**Evaluation:** Students will create a reflection project of their own choosing. They may write a poem, a diary journal of their life for a week, a video project, a story, etc. Rubrics will be developed to judge the quality of each project.

**Resources:** Books can be found and ordered from  
[www.oyate.org](http://www.oyate.org)  
[www.amazon.com](http://www.amazon.com)  
[www.barnesandnoble.com](http://www.barnesandnoble.com)

**Developed by:** Wanda Henke, Santee Community School, [whenke@esu1.org](mailto:whenke@esu1.org)  
Debra Tingelhoff, Santee Community School,  
[dtingelh@esu1.org](mailto:dtingelh@esu1.org)  
Santee Community School  
206 Frazier Ave. E.  
Niobrara, NE 68760  
(402) 857-2741

## Book List

Carol Ann Bales, 1972

*Kevin Cloud, Chippewa Boy in the City*

Joseph Bruchac, 1997

*Eagle Song*

*Fox Song*

*The Heart of a Chief*

Marlene Carvell

*Who Will Tell My Brother*

Louise Endrich, 1993

*Grandmother's Pigeon*

Sandra King, 1993

*Shannon: An Ojibway Dancer*

Evelyn Clarke Mott, 1996

*Dancing Rainbows: A Pueblo Boy's Story*

Virginia Driving Hawk Sneve

*The Chichi Hoohoo Bogeyman*

*High Elk's Treasure*

*Jimmy Yellow Hawk*

Cristel Kleitsch and Paul Stephens

*Dancing Feathers*

*A Time to Be Brave*

Richard Red Hawk

*A Trip to a Pow Wow*

Scott N. Momaday

*Circle of Wonder: A Native American Christmas Story*

Robert Crum

*Eagle Drum*

Marcia Keegan

*Pueblo Boy: Growing Up in Two Worlds*

Leititch Cynthia Smith

*Indian Shoes*

*Jingle Dancer*

Amy Jo Cooper

*Dream Quest*

Marcie Rendon

*Powwow Summer*

Peter Eyfindson

*Red Parka Mary*

Dr. Sandra J. Fox

*Creating Sacred Places for Children in Grades 4-6 (See Contemporary Indian Children's Unit).*

# RAINBOW

By Red Unicorn (Barbara Mann, 1997)

Shimmering color arched against grey sky,  
Painted by dancing light on air-borne mist.  
Wide flung by a sacred hand...  
The Hand that formed of dust nothingness  
The solid Earth below.  
Beauty and promise together blended,  
Beauty ethereal, promise divine.  
Given to grace the clouds and the rain,  
Given to bless the world-weary heart...  
Shimmers...fades...brightens...  
To vanish in brilliance...  
Shines through the dark in my soul.

## The Calling

By Gerald Fisher

The fire is dancing tonight and the winds are talking  
Dancers from past lives enter the circle  
Leading me back and forth through the history of myself  
The mind searches as the spirit dances

The drums...dancing to the heartbeat  
Memories of long ago insights to the future  
I hear the winds whispering my sweat lodge dreams  
I see Sungmanitu tanka (the wolf) my guide

He shows me the ancestors, not mine  
They are not Lakota, or Tsalagi, or Iroquois  
But they are all Nations, one Nation  
Speaking with wisdom to share with each other

Yesterdays create todays and promises of tomorrow  
The lies will die with the smoke  
And the whispers of the winds are clear and loud  
And we shall see the return of the buffalo

## Exploring Fresh Water—Ecosystems and Uses

**Grade Level:** 5

**Subject:** Science, Language Arts, Math

**Introduction:** Students will explore the importance of fresh water today and historically, for the global community, and for American Indians.

**Approximate Length of Unit:** The length of this unit is left to the teacher's Discretion; it depends upon the activities you choose to complete with your class and the depth you choose to pursue each of them.

### Vocabulary Word List:

irrigation	stream	river	pond
lake	microscopic	environmental	ecosystem
amphibian	reptile	mammal	insect
fish	aquatic		

**Materials:** Microscope  
Jars for collecting water  
Large pan (3-4 inches deep)  
Soil  
Modeling clay  
Internet access  
Various art supplies

**Standards:**

- a) NE State Language Arts Standards 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.5
- b) NE State Science Standards 8.1.1, 8.2.1, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.6.1, 8.6.3, 8.7.5, 8.8.1
- c) NE State Math Standard 8.6.3
- d) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together, Teaching Complex Thinking, Making Meaning, Modeling, Student Directed Activity
- e) American Indian Content Standards:
  - 1) Language and Literacy Standards 1, 4, 6, 8, 11, 12, 17
  - 2) Science Standards C3, E2, F1, F2

**Activities:**

1. Teacher and students will create a K-W-L chart based on the students' knowledge of fresh water ecosystems.
  - a) NE State Language Arts Standard 8.2.5 (Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.)
  - b) NE State Science Standard 8.4.4 (Students will develop an understanding of populations and ecosystems.)
  - c) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together
2. The class will read aloud and discuss *A River Ran Wild* by Lynne Cherry.
  - a) NE State Language Arts Standard 8.1.1 (Students will identify the basic facts and essential ideas in what they have read or viewed.)
  - b) CREDE Standards: Developing Language and Literacy Across the Curriculum
  - c) American Indian Content Standard
    - 1) Language and Literacy Standard 8 (Reading popular and classical literature from diverse cultures and times, especially American Indian literature, for a variety of purposes and in a variety of genres, and becoming aware of the ways readers and writers are influenced by personal, social, cultural, and historical contexts.)

3. The class will visit a local stream, pond, or river to gather water samples. Using a microscope, view the various life forms found in the water samples. Students will learn to differentiate between microscopic plants and animals by their cell walls.
  - a) NE State Science Standard 8.2.1 (Students will develop the abilities needed to do scientific inquiry.)
  - b) NE State Science Standard 8.4.1 (Students will develop an understanding of the structure and function in living systems.)
  - c) NE State Science Standard 8.4.4 (Students will develop an understanding of populations and ecosystems.)
  - d) NE State Science Standard 8.7.5 (Students will develop an understanding of science and technology in society.)
  - e) CREDE Standards: Teaching Complex Thinking, Making Meaning
  - f) American Indian Content Standards:
    - 1) Science Standard C3 (Develop an understanding of nature's diversity, codependency and the intricate balance between natural forces and how they are reflected in traditional Indian philosophies and symbols, such as the Medicine Wheel.)
    - 2) Science Standard F1 (Develop an understanding of how environmental degradation may be occurring in their communities and/or reservation lands.)
  
4. Students will research fresh-water, aquatic animals that live in the local region. Using at least 2 different sources of information, students will write a report including the following information:
  - Physical characteristics
  - Diet
  - Predators
  - Life Cycle
  - Any other interesting facts

The class will write one report together before beginning individual work. At home, along with their parents, students will create a life-sized 3-D model of the aquatic animal they researched.

Science Standards:

- a) NE State Science Standard 8.4.1 (Students will develop an understanding of the structure and function in living systems.)
- b) NE State Science Standard 8.4.2 (Students will develop an understanding of reproduction and heredity.)
- c) NE State Science Standard 8.4.3 (Students will develop an understanding of regulation and behavior)
- d) NE State Science Standard 8.4.4 (Students will develop an understanding of populations and ecosystems.)

Language Arts Standards:

- a) NE State Language Arts Standard 8.1.2 (Students will locate, access, and evaluate resources to identify appropriate information.)
- b) NE State Language Arts Standard 8.2.1 (Students will identify, describe, and apply knowledge of the English language and the standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.)
- c) NE State Language Arts Standard 8.2.2 (Students will write compositions with a clear focus, logically related ideas, and adequate supporting details.)
- d) NE State Language Arts Standard 8.2.5 (Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.)
- e) CREDE Standards: Developing Language and Literacy Across the Curriculum, Modeling, Teachers and Students Creating Together
- f) American Indian Content Standards:
  - 1) Science Standard E2 (Develop the ability to speculate about and describe the intended benefits and unintended consequences of early American Indian technologies.)
  - 2) Science Standard F2 (Develop an understanding of American Indian past and contemporary contributions to science and technology.)

5. Students will categorize fresh-water animals by their class: fish, amphibian, reptile, mammal, insect, etc. Students will then create a graph to display the information (possibly a histogram).
- a) NE State Science Standard 8.1.1 (Students will develop an understanding of systems, order, and organization.)
  - b) NE State Math Standard 8.6.3 (Students will describe and represent relations, using tables, graphs, and rules.)
  - c) CREDE Standard: Teaching Complex Thinking

6. The class will read the story “Koluscap and the Water Monster” from *Keepers of the Earth*, pages 81-84.

Discuss the purpose of irrigation. Discuss different irrigation practices across the world and investigate the effectiveness and ecological/environmental friendliness of each.

Invite students to share the story with their parents and inquire about any stories relating to water that their parents or grandparents may know. Students may bring these stories back to school to share with the class, or students may invite their parents to class to share the stories (Parental Involvement).

Science:

- a) NE State Science Standard 8.1.1 (Students will develop an understanding of systems, order, and organization.)
- b) NE State Science Standard 8.7.5 (Students will develop an understanding of science and technology in society.)
- c) NE State Science Standard 8.8.1 (Students will develop an understanding of science as a human endeavor.)

Language Arts:

- a) NE State Language Arts Standard 8.1.3 ( Students will identify characteristics of a different type of text.)
- b) CREDE Standard: Developing Language and Literacy Across the Curriculum
- c) American Indian Content Standards:
  - 1) Science Standard E2 (Develop the ability to speculate about and describe the intended benefits and unintended consequences of early American Indian technologies.)
  - 2) Science Standard F2 (Develop an understanding of American Indian past and contemporary contributions to science and technology.)
  - 3) Language and Literacy Standard 4 (Listening, speaking, writing, and responding respectfully but critically in large and small groups.)
  - 4) Language and Literacy Standard 6 (Developing oral communication skills to perpetuate the American Indian oral tradition.)

7. Students will create an irrigation system.
  - Fill a large, flat pan having four sides (3-4 inches high) with 2 inches of soil.
  - Create a riverbed using clay and fill the riverbed with water.
  - The teacher will designate 2 plots of land (in the pan) for the students to irrigate.
  - Students will work collaboratively to design an irrigation system.
  - a) NE State Science Standard 8.1.1 (Students will develop an understanding of systems, order, and organization.)
  - b) NE State Science Standard 8.6.1 (Students will develop an understanding of technological design.)
  - c) CREDE Standards: Teaching Complex Thinking, Student Directed Activity
  - d) American Indian Content Standards:
    - 1) Science Standard E2 (Develop the ability to speculate about and describe the intended benefits and unintended consequences of early American Indian technologies.)
    - 2) Science Standard F2 (Develop an understanding of American Indian past and contemporary contributions to science and technology.)
  
8. Students will create a food web using freshwater aquatic plants and animals.
  - a) NE State Science Standard 8.1.1 (Students will develop an understanding of systems, order, and organization.)
  - b) CREDE Standard: Student Directed Activity
  - c) American Indian Content Standard:
    1. Science Standard C3 (Develop an understanding of nature's diversity, codependency, and the intricate balance between natural forces and how they are reflected in traditional Indian philosophies and symbols, such as the Medicine Wheel.)
  
9. The class will play Fresh Water Aquatic Animal Bingo.
  - Students will create "Bingo cards" by drawing pictures of freshwater aquatic animals in the spaces or by cutting pictures from magazines and gluing them in the spaces.
  - Animal words for the Bingo game will be called in the Native Language.
  - a) NE State Science Standard 8.4.4 (Students will develop an understanding of populations and ecosystems.)



# The Relocation of American Indians, 1801-1861

**Grade Level:** 5+

**Subject:** Social Studies, Language Arts, Science, Math, Physical Education

**Introduction:** Students will gain knowledge about the early relocation of American Indians, from 1801 through 1861.

**Approximate Length of Unit:** The length of this unit is left to the teacher's discretion and depends upon the activities chosen to complete with the class.

## Vocabulary Word List:

relocation	removal	reservation	journey
government	sovereign	perilous	exile
nomadic	resistance	excruciating	spirituality
integrate	imprisonment	captivity	starvation
disease	genocide	displacement	struggle

**Materials:** maps  
calculators  
stop watch  
tape recorder (for books on tape)  
notebooks (journals)

**Standards:**

- a) NE State Language Arts Standards 8.1.1, 8.1.6, 8.2.4, 8.2.5, 8.3.2
- b) NE State Science Standards 8.2.1, 8.3.3
- c) NE State Social Studies Standards 8.1.6, 8.1.9, 8.3.9
- d) NE State Math Standards 8.1.2, 8.2.3
- e) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together, Teaching Complex Thinking, Making Meaning, Modeling, Student Directed Activity, Teaching Through Conversation
- f) American Indian Content Standards:
  - 1) Language and Literacy Standards 3, 4, 6, 7, 8, 9, 11, 15, 17
  - 2) Science Standards B1, E1, E3, G1
  - 3) History Standards 1B
  - 4) Physical Education Standard Section I
  - 5) Math Standard 5

**Activities:**

1. As a class, begin a K-W-L chart. List information the students already know about relocation, and list the things they want to know more about. This chart will be finished at the end of the unit when students complete it by adding what they have learned about relocation.
  - a) NE State Language Arts Standard 8.2.5 (Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.)
  - b) NE State Social Studies Standard 8.1.6 (Students will describe growth and change in America from 1801 to 1861.)
  - c) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together
  - d) American Indian Content Standards:
    - 1) History Standard 1B (Era 4: Expansion and Reform [1801-1861].)
2. Students will use a map of the United States to trace the paths of relocation (For example: Trail of Tears, The Long Walk).
  - a) NE State Social Studies Standard 8.1.9 ( Students will develop skills for historical analysis.)
  - b) CREDE Standard: Making Meaning
  - c) American Indian Content Standards:
    - 1) History Standard 1B (Era 4: Expansion and Reform [1801-1861].)

3. Allow students 15 minutes to make a list of personal belongings they would take along with them on a long journey to an unknown land. All articles must be able to fit in their backpacks. Students will fill their backpacks at home with only the items they have on the list (Parental Involvement). Students will bring filled backpacks to school for the next activity.
  - a) CREDE Standard: Complex Thinking
  
4. Take students along with their filled backpacks to the school track and time them as they walk one mile. This may be done using the timed 2 or 3 mile walks, too. Teacher should walk with the students.
  - Students will use the timed results of the walk to calculate the amount of time it would take them to complete a relocation journey.
  - Students will calculate the percent of the journey they would complete each day.
  - Students will determine what fraction of the journey has been completed on a specific day.
  - Other calculations can be determined at the teacher's discretion.
  - a) NE State Math Standard 8.1.2 (Students will apply relationships between fractions, decimals, and percents in a variety of situations.)
  - b) NE State Math Standard 8.2.3 (Students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) both with and without the use of technology. Problems will be of varying complexities can involve real-life data.)
  - c) CREDE Standard: Modeling
  - d) American Indian Content Standards:
    - 1) Physical Education Standard Section 1 (Traditional American Indian Physical Activities—Running).
    - 2) Mathematics Standard 5 (Number and Number Relationships: In grades 5-8, the mathematics curriculum should include the continued development of number and number relationships so that Indian students can: understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, exponential, and scientific notation) in real-world and mathematical problem situations; use articles from tribal and national Indian newspapers to generate practice problems.)

5. Students will choose one of the following books to read:

*On the Long Trail Home*

*Sing Down the Moon*

*The Journal of Jesse Smoke: A Cherokee Boy, Trail of Tears (1838)*

*(My Name is America)*

*The Long Walk: The Story of Navajo Captivity (Great Journeys)*

*Navajo Long Walk: Tragic Story of a Proud Peoples Forced March  
From Homeland*

- a) NE State Language Arts Standard 8.1.6 (Students will identify similar ideas across a variety of narratives and stories.)
- b) NE State Social Studies Standard 8.1.9 ( Students will develop skills for historical analysis.)
- c) CREDE Standards: Developing Language and Literacy Across the Curriculum, Student Directed Activity
- d) American Indian Content Standards:
  - 1) Language and Literacy Standard 8 (Reading popular and classical literature from diverse cultures and times, especially American Indian literature, for a variety of purposes and in a variety of genres, and becoming aware of the ways readers and writers are influenced by personal, social, cultural, and historical contexts.)
  - 2) History Standard 1B (Era 4: Expansion and Reform [1801-1861].)

6. Students will keep a daily journal of experiences the main character(s) in their selected books had.

- a) NE State Language Arts Standard 8.1.1 (Students will identify the basic facts and essential ideas in what they have read or viewed.)
- b) NE State Language Arts Standard 8.2.5 (Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.)
- c) NE State Social Studies Standard 8.1.9 (Students will develop skills for historical analysis.)
- d) CREDE Standard: Developing Language and Literacy Across the Curriculum
- e) American Indian Content Standards:
  - 1) Language and Literacy Standards 3 (Understanding the effects of cultural contexts, particularly of their tribe, on what the students read, write, hear, say, and view.)

- 2) Language and Literacy Standard 4 (Listening, speaking, writing, and responding respectfully but critically in large and small groups.)
  - 3) Language and Literacy Standard 8 (Reading popular and classical literature from diverse cultures and times, especially American Indian literature, for a variety of purposes and in a variety of genres, and becoming aware of the ways readers and writers are influenced by personal, social, cultural, and historical contexts.)
  - 4) Language and Literacy Standard 15 (Exploring ideas and feelings imaginatively through a variety of creative modes—Ex: journals, story-telling, drama, and media projects.)
  - 5) History Standard 1B (Era 4: Expansion and Reform [1801-1861].)
7. Using food coloring, the student will change the appearance of everyday foods and invite other students to eat them (blue food coloring in hamburger, green food coloring in biscuits, etc.). Discuss with students their reactions to the foods' appearance and taste. Discuss how they think the American Indians felt when they had to make their bread with wheat instead of corn.
- a) NE State Science Standard 8.2.1 (Students will develop the abilities needed to do scientific inquiry.)
  - b) American Indian Content Standards
    - 1) Science Standard B1 (Develop an understanding of the principles of changes of properties and materials applied in the daily activities of early Indians such as evidenced in the preparation of wood splints for basketry, the production of glue from the hooves of deer, and the preparation of natural dyes. [properties and changes of properties in matter].)
8. Discuss the ability to make homes with the resources available in different geographic regions (deserts, tundra, woodlands, etc.). Create a model of a home using the following resources: small sticks, dirt, water, and plants. The student will gather these supplies at home with their parents (Parental Involvement). The students will present their finished homes to the class and describe the process and supplies used in its creation.
- a) NE State Social Studies Standard 8.1.6 (Students will describe growth and change in America from 1801-1861.)
  - b) CREDE Standards: Student Direct Activity, Teaching Through Conversation
  - c) American Indian Content Standards

- 1) Science Standard E1 (Develop an understanding of the technological design process and how it was applied in the development of various tools and technologies employed by early American Indians, such as fish weirs, salmon spearing platforms, and road and building construction technologies [abilities of technological design, communicate the process of technological design].)
- 2) Science Standard E3 (Develop an understanding of the benefits and constraints of technological design through the examination of the building materials used in traditional American Indian housing (e.g. Pueblo adobe, Northwest Coast planks, hide tipi covering) [understanding about science and technology].)
- 3) Science Standard G1 (Develop understanding of ways in which reasoning, insight, energy, skill, and creativity were demonstrated in the scientific achievements of early American Indians— architecture, tools, health, and medicine [science as a human endeavor and history of science].)
- 4) Language Standard 6 (Developing oral communication skills to perpetuate the American Indian oral tradition.)
- 5) History Standard 1B (Era 4: Expansion and Reform [1801-1861].)

9. Students will work collaboratively to develop ways of hunting for food without using weapons.

- a) NE State Social Studies Standard 8.1.6 (Students will describe growth and change in America from 1801-1861.)
- b) NE State Science Standard 8.3.3 (Students will develop an understanding of the transfer of energy.)
- c) CREDE Standards: Student Directed Activity, Teaching Complex Thinking
- d) American Indian Content Standards:
  - 1) Science Standard E1 (Develop an understanding of the technological design process and how it was applied in the development of various tools and technologies employed by early American Indians, such as fish weirs, salmon spearing platforms, and road and building construction technologies [abilities of technological design, communicate the process of technological design].)
  - 2) Science Standard G1 (Develop understanding of ways in which reasoning, insight, energy, skill, and creativity were demonstrated

in the scientific achievements of early American Indians—architecture, tools, health, and medicine [science as a human endeavor and history of science].)

- 3) History Standard 1B (Era 4: Expansion and Reform [1801-1861].)

10. Students will compare the way of life for American Indians before relocation with their way of life following relocation using a T-chart.

- a) NE State Social Studies Standard 8.1.6 (Students will describe growth and change in America from 1801-1861.)
- b) NE State Social Studies Standard 8.3.9 (Students will explain the fundamental ideals and principles that form the foundation of our republican form of government, such as inalienable rights, “life, liberty, and the pursuit of happiness,” and the rule of law, justice, and equality under the law.)
- c) NE State Language Arts Standard 8.1.1 (Students will identify the basic facts and essential ideas in what they have read or viewed.)
- d) CREDE Standards: Teaching Through Conversation, Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking
- e) American Indian Content Standards:
  - 1) Language and Literacy Standard 7 (Analyzing, evaluating, and assessing what they read, write, hear, say, and view.)
  - 2) History Standard 1B (Era 4: Expansion and Reform [1801-1861].)

11. Students will create a reenactment based on information gained through their readings. Students will create sets, dialogue, and props for this activity.

- a) NE State Social Standard 8.1.9 (Students will develop skills for historical analysis.)
- b) NE State Language Arts Standard 8.2.4 (Students will use a variety of forms to write for different audiences and purposes.)
- c) NE State Language Arts Standard 8.3.2 (Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.)
- d) CREDE Standards: Student Directed Activity, Teaching Complex Thinking, Developing Language and Literacy Across the Curriculum
- e) American Indian Content Standards:
  - 1) Language and Literacy Standard 7 (Analyzing, evaluating, and assessing what they read, write, hear, say, and view.)

- 2) Language and Literacy Standard 9 (Developing multiple strategies to appreciate, interpret, and critique various types of literature of the print and non-print text, including student work—e.g. evaluating literature with Indian themes by non-Indian writers in contrast with literature by Indian writers.)
- 3) Language and Literacy Standard 11 (Writing for a variety of real-world purposes and audiences and in a variety of genres, including those which allow them to communicate well in their own communities.)
- 4) Language and Literacy Standard 15 (Exploring ideas and feelings imaginatively through a variety of creative modes—e.g. journals, story-telling, drama, and media projects.)
- 5) Language and Literacy Standard 17 (Building upon Native language and experience in school learning.)
- 6) History Standard 1B (Era 4: Expansion and Reform [1801-1861].)

**Assessment:** The following topics will be assessed on a scale of 1 to 5, using a rubric, with 1 being the lowest score and 5 being the highest score. Each of the following categories of the assessment will be weighted equally.

- Completed response journal for the book of student's choice.
- Participation in class discussions.
- Hunting methods project.
- Designing a home project.
- Reenactment.
- Using vocabulary in the correct context in a written essay pertaining to relocation of American Indians.
- In Math, finding equivalent fractions and converting fractions to percentages using a calculator.

**Resources:**

*The Long Walk: The Story of Navajo Captivity  
(Great Journeys)* by Raymond Bial  
*Navajo Long Walk: Tragic Story of a Proud Peoples Forced  
March From Homeland* by Joseph Bruchac  
*The Journal of Jesse Smoke: A Cherokee Boy, Trail of Tears,  
1938 (My Name is America)* by Joseph Bruchac  
*On the Long Trail Home* by Elisabeth J. Stewart  
*Sing Down the Moon* by Scott O'Dell

\*Books can be found on [www.amazon.com](http://www.amazon.com)

Nebraska State Standards

CREDE Standards

American Indian Content Standards

**Developed by:**

Kathleen Ferris, Walthill Public School, [kferris@esu1.org](mailto:kferris@esu1.org)

Lori Tremayne, Winnebago Public School,

[ltremayn@esu1.org](mailto:ltremayn@esu1.org)



## **We Are (Sovereignty and Tribal Membership)**

**Grade Level:** 5-6

**Subject:** Social Studies, Math, Reading

**Introduction:** Students will learn about tribal sovereignty and tribal enrollment requirements. This unit will reinforce pride in our students by allowing them to research their ethnic backgrounds and share them with others.

**Approximate Length of Unit:** 9 weeks

**Vocabulary Word List:**

sovereignty	sovereign	citizen	citizenship
impose	monetary system	alliances	treaty
entity	judicial system	constitution	

**Standards:**

- a) NE State Social Studies Standards: 8.1.8 and 8.1.9
- b) NE State Math Standards: 8.2.3 and 8.5.1
- c) NE State Language Arts Standards: 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.2.3, and 8.3.1
- a) CREDE Standards: Developing Language and Literacy Across the Curriculum, Making Meaning, Teaching Through Conversation, Teaching Complex Thinking, Teachers and Students Producing Together, Modeling, Student Directed Activity

**Activities:**

1. Teacher will find out what students know about sovereignty using a conversation circle. Talk about key words. Make synonym lists for each word and hang them up on a wall in the classroom.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum, Making Meaning
2. Use the “Sovereignty Story” (page 52) from *Creating Sacred Places for Students in Grades 9-12*. Divide students into small groups. Students will read “Sovereignty Story” and then come up with five questions about the reading. After all groups have finished reading, each group will step to the front of the

room to ask the rest of the class their questions. After all groups have finished, discuss any questions from page 55 that have not been addressed.

- a) CREDE Standard: Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking
3. Send pages 56 and 57 (*Creating Sacred Places for Students in Grades 9-12*) home with students. Have students talk about the sovereign powers listed on p. 56 with their parents. Have families write out questions that they want their students to ask tribal council members on p. 57.
    - a) CREDE Standard: Developing Language and Literacy Across the Curriculum, Making Meaning
  4. Students will sit in a Discussion Circle to discuss the powers of a sovereign nation with an Omaha and Winnebago Tribal Council member. Students can ask the questions that they and their families wrote down while doing Activity 3.
    - a) CREDE Standard: Teaching Through Conversation, Making Meaning
  5. Students will journal what they've learned about being a sovereign nation.
    - a) CREDE Standard: Teaching Complex Thinking, Making Meaning
  6. Students will read *Less Than Half, More Than Whole* by Michael LaCapa.
    - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
  7. Teacher will demonstrate how to make a family tree and will talk about how his/her family helped him/her. The teacher will piece his/her family tree together with the class.
    - b) CREDE Standard: Teachers and Students Producing Together, Modeling
  8. Students will have their families help them create a family tree. Family trees need to include the names of relatives as far back as the great grandparents (minimum). For each person named, students need to include the ethnic background and/or tribal affiliation, clan, and relationship (to the student). Each student will produce two family trees: one defining relationships the white way, the other defining relationships the Indian way.
    - a) CREDE Standard: Making Meaning, Student Directed Activity
  9. In groups of four, students will compare and contrast their two family trees. Have them record the major similarities and differences that they found

between the two. All students will then move into a Discussion circle to discuss their findings.

a) CREDE Standard: Teaching Through Conversation, Making Meaning

10. Students will share their different ethnic backgrounds and tribal affiliations with the class. Pair up each student with a high school Algebra student to figure out his/her blood quantum. Create pie charts/graphs to illustrate.

a) CREDE Standard: Student Directed Activity

11. Students will share their pie charts/graphs with the rest of the class. Have students talk to their families about the pie charts/graphs, and have students find out what tribe they are enrolled with (if they do not know). Have students journal about their conversations with their parents.

a) CREDE Standard: Teaching Through Conversation, Making Meaning

12. The teacher will read excerpts from *Funny, You Don't Look Like One: Observations From a Blue Eyed Ojibway* by Taylor Drew Hayden. Have students write their own humorous essay based on their own ethnic backgrounds. Begin by writing an essay in front of the group based on your ethnicity.

a) CREDE Standard: Modeling, Developing Language and Literacy Across the Curriculum

13. On chart paper, teacher and students will list all the tribes students have listed on their family trees. The teacher will assign pairs to research a tribe other than the Omaha and Winnebago. As a class, write a letter to the Winnebago tribe asking someone to come speak to the class on tribal enrollment policies. Also have the class help write a letter to the Omaha tribe requesting someone to come from that tribe. Students will then write their own letters to their assigned tribes asking for enrollment policy information. Teacher and class will create a bulletin board to display information as the tribes respond to their letters.

a) CREDE Standard: Teacher and Students Producing Together, Developing Language and Literacy Across the Curriculum, Making Meaning, Modeling

14. Guest speakers from the Omaha and Winnebago Tribal Enrollment Offices and some tribal elders will sit in a Discussion circle with the class to discuss enrollment policies of each tribe. Have students share their findings on enrollment policies, too. Students will come to the conclusion that the tribes have different policies. Why/How can they do that? Lead students' discussion

back to tribal sovereignty. Have a discussion with tribal members and elders about the importance of maintaining a sovereign nation and how that impacts who they are as people. Have students write a short essay on how sovereignty and tribal enrollment policies affect them.

- a) CREDE Standard: Teachers and Students Producing Together, Teaching Through Conversation, Making Meaning

**Evaluation:** Family History Day

The teacher will introduce the final activity by producing a display and presentation of his/her own family for the class. Ask the class for input of other things that could possibly be included in the display or presentation. Students will then create their own displays and presentations about their families. Students will invite the school and community to come view the displays and presentations.

Projects should include:

Family Tree

Clan and Tribe

Pictures

Family Stories

Family Art, Traditions, Members, etc.

Pie Charts/Graphs

Essay on how sovereignty and tribal membership affects them.

Points will be given for each part of the project.

**Developed by:** Michelle Richling, Walthill Elementary School  
Tiffany Stark, Walthill Elementary School

**Additional Resources:**

Books: *Where the Broken Heart Still Beats* by Carolyn Meyer  
*We Rode the Wind* by Jane Katz  
*The Legend of Blue Jacket* by Michael Spradlin  
*Halfbreed* by Maria Campbell  
*Solar Storms* by Linda Hogan  
*The Trickster and the Troll* by Virginia Driving Hawk Sneve  
*We Are Still Here* by Peter Iverson

# Native American Heroes

**Grade Level:** 5-6

**Subjects:** Reading, Social Studies, Advanced Studies

**Introduction:** Students will learn about present and past Native American heroes and their contributions to society. This unit will be part of the **Reading, Social Studies, and Advanced Studies** curriculum. The unit addresses many standards as well as several of the dimensions addressed in our school's improvement plan.

**Approximate Length of Unit:** 9 weeks.

**Materials:** Books (book list at the end of the unit)  
Internet access

## **Standards:**

- a) NE State Social Studies Standards: 8.1.8 and 8.1.9
- b) NE State Reading/Writing Standards: 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1, 8.3.2, and 8.4.1
- c) CREDE Standards: Teachers and Students Producing Together, Teaching Through Conversation, Modeling, Student Directed Activity, Teaching Complex Thinking, Developing Language and Literacy Across the Curriculum, Making Meaning

## **Activities:**

1. The teacher will have students journal about what they think the characteristics of a hero are. Students will get into a Discussion circle to share what they have written. The class will write their characteristics of a hero on a large sheet of chart paper after they've read their journal entries. Look at all the different words used to describe heroes. Are they the same? Not everyone has the same definition of what a hero should be.
  - a) CREDE Standard: Teachers and Students Producing Together, Teaching Through Conversation, Modeling, Student Directed Activity

2. Watch the movie “Running Brave.” Students will get into a circle to discuss the movie. What made Billy Mills a hero? What are some problems that Billy had? How did Billy overcome his problems?
  - a) CREDE Standard: Teaching Through Conversation, Teaching Complex Thinking
  
3. The class will be introduced to famous Native American heroes (men and women) throughout history, using the Internet, articles, books, and pictures. Include a brief summary about each person introduced as well as their tribal affiliation. The teacher will model how to go about finding information on Billy Mills, using the movie, magazine articles, a book, and/or internet articles. Students will share parts of the articles that they found important with the class. With the help of the entire class, students will write a report on Billy Mills.
  - a) CREDE Standard: Teacher and Students Producing Together, Developing Language and Literacy Across the Curriculum, Modeling
  
4. Have students choose a Native American hero. Students will research their heroes using the Internet, library, and books provided by the teacher. Students can even write to their heroes if they are still living. Students will then write a report using the information they’ve gathered. Finally, students will create a display containing pictures and their report. Invite families and the rest of the school into the classroom to view the projects.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking, Making Meaning, Student Directed Activity
  
5. Bring in local heroes for the class to meet. Bring in a war hero, an activist (Frank Lamere), businessmen and women, a doctor, nurse, teacher, tribal chairman, and a member of the North Americans fast pitch softball team. After meeting each hero, have the class journal. Then bring students together in a circle to discuss what made the guests heroes.
  - a) CREDE Standard: Modeling, Making Meaning, Developing Language and Literacy Across the Curriculum

6. Read excerpts from *Honor the Grandmothers* by Sarah Penman. The teacher will tell the class about one of his/her elders that he/she considers a hero. On a piece of paper have students list reasons why they think the person they chose is a hero. Then bring students together in a circle to share their lists.
- a) CREDE Standard: Modeling, Making Meaning, Learning Through Conversation

**Evaluation:** Hero Day

Teacher will create a display telling about his/her hero. If possible, teachers, bring your hero into the classroom. Have students conduct interviews to find out more about their heroes. Interviews can be of their heroes and also of people that the heroes are/were close to. Students will create a display showing information about their heroes. Once displays are completed, invite the school and community to view the projects.

- a) CREDE Standard: Modeling, Making Meaning, Teaching Through Conversation, Student Directed Activity

Projects should include:

- The name of the hero.
- Pictures.
- The attributes each student thinks a hero should have.
- Information about their heroes (from the interviews).
- Articles that represent their heroes and/or the actual person.

Points will be given for each part of the project.

**Developed by:** Michelle Richling, Walthill Elementary School  
Tiffany Stark, Walthill Elementary School

**Book Lists:**

**Video:** *Running Brave*

**Books to Choose from:**

*Indian Chiefs* by Russell Freedman

*Native American Doctor* by Jeri Ferris

*Great Native Americans* by Peter Copeland

*Ishi* by Theodora Kroeber

*Double Life of Pocahontas* by Jan Fritz

*Who is Maria Tallchief* by Catherine Courley

*Bowman's Store: Journey to Myself* by Joseph Bruchac

*Childhood of Famous Americans Series:*

*Jim Thorpe, Sitting Bull, Geronimo, Sacagawea*

*Indian Heroes and Great Chieftains* by Charles Eastman

*A Boy Called Slow* by Joseph Bruchac

*Hiawatha: Messenger of Place* by M. McCloud

*King Phillip and the War with the Colonists* by W. Corkler

*Sacagawea: Guide to Lewis and Clark* by Della Rowland

*Sequoyah and the Cherokee Alphabet* by R. Cevicklick

*Standing Bear and the Ponca Chiefs*

*Black Elk Speaks* by John Neihardt

**Biographies:**

*Ben Nighthorse Campbell*

*R.C. Gorman*

*Jim Thorpe*

*Maria Tallchief*

*Peter Macdonald*

*Will Rogers*

*Wilma Mankiller*

*Native American Doctor*

*James Joe*

*Billy Mills*

# Kunu: A Winnebago Boy's Story

**Grade Level:** 6-8

**Subject:** Language Arts, History

**Introduction:** Through the reading of an historical novel and guided activities, students will explore Ho'Chunk (Winnebago) history and will gain a greater appreciation for their tribal culture and its resiliency.

**Approximate Length of Unit:**

## Vocabulary Word List:

Hochungra/Hochunk	Kunu	Chokay
Henu	epidemic	Wakee
migration	Siouan tribes	Woodland Culture
Mississippi River	alliances	Missouri River
Olmec Culture	effigy mounds	Adena Culture

**Materials:** Art supplies (glue, scissors, construction paper, clay, toothpicks, small branches, etc.)

Large pieces of white paper for time lines

Markers

Resource Books:

*Keepers of the Night* by Michael J. Caduto and Joseph Bruchac

*Kunu, Winnebago Boy Escapes* by Kenneth Thomasma

*Ho-Chunk Tribal History: The History of the Ho-Chunk People*

*From the Mound* by David Lee Smith

*Building Era to the Present Day* by David Lee Smith

## Standards:

- NE State Writing Standards: 8.2.1, 8.2.2, 8.2.3, 8.2.4
- NE State Speaking Standards: 8.3 and 8.3.2
- NE State Listening Standards: 8.4.1 and 8.4.2
- NE State Reading Standards: 8.1, 8.1.1, 8.1.2, 8.1.4, 8.1.5, 8.1.7
- CREDE Standards: Student Directed Activity, Developing Language and Literacy Across the Curriculum, Modeling, Learning Through

Conversation, Teacher and Students Producing Together, Teaching Complex Thinking Skills

- f) American Indian Content Standards for Level 5-12: 1, 2, 3, 4, 5, 6, 7, 8, 12, 15, F3

**Activities:**

1. Class will construct a timeline as a collaborative effort showing the history of the Winnebago tribe from 1000 BC to the present.
  - a) CREDE Standard: Teacher and Students Producing Together
2. Trace and label on a map the migration of the Winnebago people in North America.
  - a) CREDE Standard: Making Meaning
3. Read the story *Kunu* by Kenneth Thomasma, using various strategies (oral, guided, shared, taped, literature circle, etc.). Discuss and process information after each reading session.
  - a) CREDE Standard: Student Directed Activity, Developing Language and Literacy Across the Curriculum, Modeling, Learning Through Conversation
4. As the class reads the story, trace and label Kunu's journey from Minnesota to Nebraska on a map.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
5. Students will create a diorama of a traditional Winnebago dwelling.
  - a) CREDE Standard: Making Meaning
6. Divide the students into groups, and assign each group one of the following topics. Students will prepare an oral and visual presentation to be given to the class.
  - Olmec Civilization
  - Adena Culture
  - Effigy Mound Building Culture
  - Cahokian Culture
  - a) CREDE Standard: Student Directed Activity, Learning Through Conversation

7. Invite tribal elders into the classroom to share historical knowledge and traditional oral stories of the tribe.
  - a) CREDE Standard: Modeling
8. Students will research and write a report on Winnebago creation stories. Students will compare and contrast Winnebago creation stories with stories from other tribes and with scientific versions of creation.
  - a) CREDE Standard: Teaching Complex Thinking Skills, Developing Language and Literacy Across the Curriculum
9. Students will interview their parents and family members on their oral stories about tribal history and events.
  - a) CREDE Standard: Learning Through Conversation
10. The student will interview parents and family members to research overcoming hardships in the past and present. Students will write reflection papers on what being a Winnebago means to them.
  - a) CREDE Standard: Teaching Complex Thinking, Developing Language and Literacy Across the Curriculum, Learning Through Conversation

**Evaluation:** Students will be evaluated on

- Oral participation
- Completion of written work
- Timeline participation
- Completion of reading assignments

Points will be given for each of the above and will be based on rubrics.

**Developed by:** Julie Cadwallader, Winnebago Public School,  
[jcadwall@esu1.org](mailto:jcadwall@esu1.org)  
Jeff Coble, Winnebago Public School, [jecoble@esu1.org](mailto:jecoble@esu1.org)

# Powwows

**Grade Level:** 6-8

**Subject:** Geography, Language Arts, and Math

**Introduction:** Macy celebrated its 200<sup>th</sup> powwow in August, 2004. Students researched the location of some of the Nation's powwows during the 2003-2004 school year. By studying powwow locations, students will fulfill geography, language arts, and math curriculum standards. Students will learn interviewing and presentation skills. This fulfills speaking and listening skills that sometimes are difficult to meet.

**Approximate Length of Unit:** One quarter

## Standards:

- a) NE State Reading/Writing Standards: 8.1.1, 8.1.2, 8.1.5, 8.1.7, 8.2.1, 8.2.2, 8.2.3, 8.2.5, 8.3.1, 8.3.2, 8.4.2
- b) NE State Math Standards: 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.4.6, 8.6.1
- c) NE State Social Studies/History Standard: 8.2.7
- d) CREDE Standard: Teaching through Conversation, Developing Language and Literature Across the Curriculum, Teachers and Students Working Together, Teachers and Students Working Together, Modeling

## Activities:

1. Kick-off Activity: The teacher will read *Powwow Summer* by Marcie Rendon or *Drumbeat Heartbeat* by Susan Braine to the students.
  - a) CREDE Standard: Teaching through Conversation, Developing Language and Literature Across the Curriculum
2. Students will create a list of powwows and locate each powwow on an unmarked map of the United States. The students will volunteer the names of powwows they have attended to add to the list. The teacher will then help expand the list.
  - a) CREDE Standard: Teachers and Students Working Together

3. Each student (or group of students) will plan a trip to the powwow of their choice. They will use the computer/Internet to find driving directions and also to create a budget for the trip. After the students figure the distance to the powwow, they will convert the miles into inches and figure how many steps it would take to walk to the powwow.
  - a) CREDE Standard: Student Directed Activity
4. Students will conduct an interview of their parents/guardians at home. Before the interview, the teacher and students will work together planning it. The teacher will model a few questions with the students, then students will create a self-generated list of interview questions. Possible topics would be changes in powwows over the years, descriptions/listings of all powwows parents/guardians have attended, or favorite memories of powwows.
  - a) CREDE Standards: Teachers and Students Working Together, Modeling
5. Students will create a book of words from the unit that are unfamiliar to them. Students will add eight words to the book each week. They will write the definition of the word and create their own meaningful sentences.
  - a) CREDE Standard: Student Directed Activity
6. Students will need a journal and will write a reflection in it each day of the Macy Powwow (or a powwow that they are attending).
  - a) CREDE Standard: Making Meaning
7. Students will cooperate to create a book. This will include their poems, pencil drawings, essays, short stories, and reflections. Each student will contribute at least three items, no more than six. Each student will create an introduction page (introducing their own work) and an author/artist's biography page. Students can use parental involvement for the biography page; students will need to know what tribes they are registered in, other bloodlines they may have, their clans, and their Indian names and meanings. In addition to their Native American heritage, students' biography must include their hobbies and interests and the students' reflections of the project. This activity will create meaning for and involvement among the students. When the book is completed, the class will hold a book-signing celebration when each student will read selected entries.
  - a) CREDE Standards: Developing Language and Literacy Across the Curriculum, Making Meaning, Modeling

8. Students will use the Internet to go to these web sites:

<http://surfnetkids.com/games/indians-ws.htm>

<http://powwowcountry.com> (this is an informational website).

[Asinglestandingtepee@groups.msn.com](mailto:Asinglestandingtepee@groups.msn.com) (Caution: includes a chat).

**Evaluation:** Teachers and students will create rubrics for the creative writing book entries, map of the powwows, interview questions, and their word books.

**Developed by:** Gretchen Long, Umo N Ho N Nation Public Schools  
Crystal Klein, Umo N Ho N Nation Public Schools  
Mary Wilson, Umo N Ho N Nation Public Schools  
Dawn Woeppel, Walthill Public School  
Rebecca Irwin, Winnebago Nation Public School  
Paula Low, Walthill Public School

MSN Search: Pow Wow calendar

Results 1-15 of about 20133 containing "Pow Wow calendar"

WEB PAGES -

1. Pow Wow Calendar

Four Winds Trading Company offers a wide selection of traditional and contemporary Native American books and music.... Pow Wow Calendar. Powwow information generously provided by Liz Campbell, author of the 1999 Powwow Calendar ... Contact Us•. Guestbook•. Pow Wow Calendar. To order by phone call: 800....

[www.fourwinds-trading.com/powwow/index.cfm](http://www.fourwinds-trading.com/powwow/index.cfm)

2. Welcome to PowWows.com

Native American online community focused on Pow Wow singing, dancing, crafts, music and more. ... Snag Me @ PowWows.com. FAQ. Pow Wow Resources. Latest Topics ... great games to learn more about Pow Wow Dancing ....dance styles, listen to Pow Wow songs or upload your...

[www.powwows.com](http://www.powwows.com)

3. PowWows.com - Calendar

Newsletter. Pow Wow Points. PowWows.com Quizzes ... Add a Pow Wow to the Calendar. Drum Group Database

[www.powwows.com/gathering/pw\\_calendar](http://www.powwows.com/gathering/pw_calendar)

4. POWWOW CALENDAR

Pow Wow FRIENDSHIP POWWOW WHO WE ARE POWWOW  
CALENDAR WINTER GATHERING

20041 Contact Us. Rainbow Dancers. POW WOW CALENDAR ... Gina Wood Memorial Pow Wow- May **10-12**, 2004

[waniwacipi.tripod.com/rainbowdancers/id3.html](http://waniwacipi.tripod.com/rainbowdancers/id3.html)

5. OCB Tracker - Home Page

Sent in may or may not be posted on this calendar depending upon my time, my mood, the odd quirks in Standing Bear Pow Wow 2004. OCB Will Be There

[www.ocbtp.com/powwow/powwowcl.html](http://www.ocbtp.com/powwow/powwowcl.html)

6. Welcome to Allpowwows.com - Powwow Calendar  
Native American Indian dancing - Powwow calendar. From AllPowwows.com. ... AllPowwows.com Powwow Calendar. These listings have been collected from various places on the web and from internet ... 530) 532-1611;  
Oroville Salmon Pow Wow, P0 Box 214, Oroville CA  
[www.allpowwows.com/calendar.html](http://www.allpowwows.com/calendar.html)
  
7. Powwow Schedule - New England New England Powwow Schedule  
[www.wanderingbull.com/powwow.html](http://www.wanderingbull.com/powwow.html)
  
8. Pennsylvania Pow-Wows  
Opening September 21, 2004. Pow-Wow Home The List  
[www.pa-powwows.com](http://www.pa-powwows.com)
  
9. Pow Wow Calendar  
Pow Wow Calendar. This is of a listing of all of the upcoming pow wows that we are aware of. The information contained in this calendar may change without notice, so please try to contact the listed people for detailed information.  
[library.thinkquest.org/3081/calendar.htm](http://library.thinkquest.org/3081/calendar.htm)
  
10. Lakota Dancers Calendar  
Dance Performances I Pow Wow Calendar I Special Events I Practices & Meetings] Pow Wow Calendar. The Team and Drum is planning on  
[Units.nwsc.org/users/crew476/calendar.htm](http://Units.nwsc.org/users/crew476/calendar.htm)
  
11. Utah Division of Indian Affairs - Upcoming Events  
Native American Indian. Pow Wow & Events Calendar. Date. Pow Wow. Locationfflme. April 3- May 3. Ft. Duchesne Bear Dance. Feast Monday. Ft. Duchesne ... 3/plate. 5pm- 9pm  
Pow Wow. \$ 2 General. Jordan High School  
[www.dced.state.ut.us/indian/events/events.html](http://www.dced.state.ut.us/indian/events/events.html)
  
12. Char-Koosta News Pow Wow Calendar  
Welcome to the online edition of the Char-koosta News, the official newspaper of the Flathead Indian Reservation  
[www.charkoosta.com/pow.html](http://www.charkoosta.com/pow.html)

13. Pow Wow Calendar

Pow Wow Calendar. And its never too soon to start teaching your little ones about how the world keeps track of time. Through Pow Wow Calendar and clocks and calendars. A calendar online Pow Wow Calendar for the kids is a great options.

[www.thecellphoneguys.com/pow\\_wow\\_calendar.htm](http://www.thecellphoneguys.com/pow_wow_calendar.htm)

14. Pow Wow Calendar

Pick from Pow Wow Calendar and jazz based themes ... all the way to band based calendar themes with Pow Wow Calendar. How about a Britney Spears calendar.

[www.njmetal.com/pow\\_wow\\_calendar.htm](http://www.njmetal.com/pow_wow_calendar.htm)

15. Pow Wow Calendar

Pow Wow Calendar. Don't forget about cool themes for calendars from Pow Wow Calendar. Like the Terminator 3 for example. These look great on the wall next to the desk. Or even the spiritual "the road not taken" style poster is popular too.

[www.realestatebynicky.com/pow\\_wow\\_calendar.htm](http://www.realestatebynicky.com/pow_wow_calendar.htm)

MSN Search: American Indian Pow Wow

Results 1-15 of about 22363 containing "American Indian Pow Wow"

WEB PAGES - ABOUT

1. Native American Indian Powwow - Gathering of Nations

A Native American, American Indian, indigenous, web site from the Gathering of Nations featuring Free Native American Screensavers, Free Native American Music, Free Native American wallpaper, ... is a Native American Indian 501 (c)3 non ... to promote Native American, American Indian, and indigenous culture ... stereotypes created about Native American Indian and indigenous people

[www.gatheringofnations.com](http://www.gatheringofnations.com)

2. National Museum of the American Indian

National Museum of the American Indian. Grand Opening—September 21, 2004

[www.nmai.si.edu](http://www.nmai.si.edu)

3. The American Indian Center of Chicago was organized in 1953 by the Chicago Indian community. with an important assist from  
The American Indian Center of Chicago. Discover Native America in Chicago! These are a few of the founding members that where at the 50th Annual Powwow. They were honored by the community with embroidered Jackets.... The Chicago American Indian Community is very proud and honored to be ... Exhibits including the American Indian Center of Chicago in the Our  
[www.aic-chicago.org](http://www.aic-chicago.org)
4. American Indian World's Fair and Pow-Wow  
Traditional Feast & Fundraiser I Native American Month Social Pow-Wow & Craft Market. New Year's Competition Pow-Wow I American Indian Exposition I Catalog. Thunder In The Desert  
[www.usaindianinfo.org](http://www.usaindianinfo.org)
5. Native American. American Indian, indigenous. Gathering of Nations, Powwow.  
Front Page. Native American, American Indian, powwows and much more from the Gathering of Nations Powwow.... More Free Native American style online e-Cards. Free Native American Powwow MP3's.  
[www.gatheringofnations.com/front.htm](http://www.gatheringofnations.com/front.htm)
6. 1st Annual American Indian POW WOW - PowWows.com Calendar  
Newsletter. Pow Wow Points. PowWows.com Quizzes ... 1st Annual American Indian POW WOW. Event Details  
[www.powwows.com/gathering/pw\\_calendar/pw\\_event\\_display.php?eventid=155](http://www.powwows.com/gathering/pw_calendar/pw_event_display.php?eventid=155)
7. Pow Wows of Native Americans  
Photography of Native American Pow Wow Dances ... POW Wows. Traveling the Pow Wow trail of Native Americans ... you information on the Pow Wow's or the various dances ... I have traveled to Pow Wow's since 1980, sometimes flying  
[www.radlhammer.com/pictures/powwow.htm](http://www.radlhammer.com/pictures/powwow.htm)
8. Ossahatchee Pow Wow and Indian Festival, Hamilton, Georgia  
American Indians from the United States and Canada gather in Hamilton, GA for an American Indian Pow Wow with Drum and Dance

Competitions, Primitive Skills Demonstrations, Tipis, American Indian ...  
Ossahatchee Indian Festival & Pow Wow. Held on the Harris Co Soccer  
Field ... Click here for a preview of the sights & sounds of the Ossahatchee  
Indian Festival & Pow Wow....

[www.ossahatchee.org](http://www.ossahatchee.org)

9. [www.AustinPowwow.org](http://www.AustinPowwow.org)

Powwow and American IncPan Heritage Festival is an educational event,  
organized by the Native **American** Parents' Committee.

[www.austinpowwow.org](http://www.austinpowwow.org)

10. [Welcome to PowWows.com](http://www.PowWows.com)

Native American online community focused on Pow Wow singing,  
dancing, crafts, music and more. ... Snag Me @~ PowWows.com. FAQ.  
Pow Wow Resources. Latest Topics ... Blackwater Creek American Indian  
Festival and Pow- Rogue Valley Powwow

[www.powwows.com](http://www.powwows.com)

11. "MSU American Indian Heritage Pow Wow Portraits: Photographs by  
Douglas ~jbinger"

Photographic traveling exhibition about pow wow dancers ... American  
Institute; MSU American Heritage Pow Wow Host Committee; Nokomis  
American Indian Cultural museum.cl.msu.edu/museum/tse/Elbinger.htm

12. Indian Country Today [Front Page] The Nation's Leading Native American  
Indian News Source

The world's largest Native American Indian news source, shipped  
internationally. ... The 2004 Pow Wow magazine. Indian Country's Most  
Popular Feature Magazine.... Suzan Shown Harjo, columnist for Indian  
Country Today, the leading Native American newspaper. is a writer

[www.indiancountry.com](http://www.indiancountry.com)

13. The Taino Native American Indian Guakete & Pow-Wow information  
Resource

Welcome To The Taino Native American Indian Guakete And Pow Wow  
Information Resource! Music By Mr. Al BoldEagle And The Arawak  
Mountain Singers A Southern Jersey Taino Drumming Group ... enjoy the  
other The Native American Indian Gaukete & Pow Wow List page on this  
site if Members.dandy.net/~orocobix/guakete.html

14. North American Indian Alliance Pow Wow

To A Friend. North American Indian Alliance Pow Wow. September 2004  
... North American Indian Alliance Pow Wow will be held at the Butte  
Civic Center, 1340 Harrison....

[Travel.state.mt.us/categories/moreinfo.asp?!DRRecordID=9278&SiteID=1](http://Travel.state.mt.us/categories/moreinfo.asp?!DRRecordID=9278&SiteID=1)

15. WEBQUEST INDIAN LORE

a website for learning Native American traditions for grades 4-6.

INTRODUCTION: No other event captures the Native American spirit like  
a powwow! Tradition is passed from one generation to the next. ...

Scholastica; Encyclopedia of the North American Indian. 1996. Benton  
Press

[www.manteno.k12.il.us/russert/WebQuests/LizMartin/indian%20lore.HTML](http://www.manteno.k12.il.us/russert/WebQuests/LizMartin/indian%20lore.HTML)

American Indian Pow Wow

Did you find what you were looking for?

<http://search.msn.com/pass/results.aspx?q=American+Indian+Pow+Wow&FORM=SMCRT>

# What Did You Have For Supper? Owls and Food Chains

**Grade Level:** Middle school

**Subject:** Science/Life Science

**Introduction:** This unit is intended for use at the Winnebago Public School on the Winnebago Reservation. With some modifications (areas concerning: references to Hocak language, culture, or traditions; some local speakers or other references/reference materials; and the geography and environment of the Winnebago reservation;), this unit can be used in any school. Some of the resources and materials that are not required, but are helpful in the implementation of this unit, were locally created and can be obtained by contacting the author of this unit.

Students will study food chains, owls, and other additional areas:

- Food web
- Food chain
- Predator/prey relationship
- Correct dissecting procedures
- Skeletal structure of a mammal
- Characteristics and kinds of owls
- Levels of legal protection for plant and animals
- Native American knowledge, attitudes and stories about these topics.

**Approximate Length of Unit:** 20 lessons (each one hour in length).

## **Materials and Resources:**

Ms. Dawn Chapman, naturalist, Dorothy Pecaut Nature Center, Sioux City, IA (guest speaker)

Falconer, SOAR-Iowa Chapter (speaker)

Mr. David L. Smith or Mr. Andy Thundercloud, Winnebago story tellers.

*Ecology and the Barn Owl*, (Videotape) available from Genesis Inc.

“Why The Owl Hunts at Night” from *Folklore of the Winnebago Tribe* by David Lee Smith, p. 94.

*Keepers of the Earth—Native American Stories and Environmental Activities for Children* by Michael J. Caduto and Joseph Bruchac

*Keepers of the Night—Native American Stories and Nocturnal*

*Activities for Children* by Michael J. Caduto and Joseph Bruchac

*Keepers of the Animals—Native American Stories and Wildlife Activities for Children* by Michael J. Caduto and Joseph Bruchac

*Native Science—Natural Laws of Interdependence* by Gregory Cajete

*Introduction and Speaking Guide to the Hocak Language*, 2003 HoCak Wazija Hacı Language Division

Owl pellet (available from various biological supply houses—especially Genesis, Mountain Home and Pellets, Inc.)

Lab supplies: tweezers, probe, Magnifier, sheet of black construction paper (one per student)

Owl Pellet Student Guide and Worksheet Packet, Genesis Inc.

Mountain Home Biological Supply House Teacher's Guide

*The Barn Owl and the Pellet* by Bret Gaussoin and Janice Lapansky

Bird/owl identification books (published by Audubon, Paragon, Peterson, National Geographic, and others).

*Owls Zoobooks*, March 1997

*Owls Great and Small* by Bev McKay, 1992

*The Flying Paper Bird Book*

Owl Trade books of various titles from the local library.

Various Internet web sites: Two specific web sites with virtual owl pellet dissection activities: [quacps.k12.us/cmj/sci/human/HBLAB1.html](http://quacps.k12.us/cmj/sci/human/HBLAB1.html)

### **Standards:**

- a) NE State Science Standard 8.1.4 (Students will develop an understanding of form and function.)
- b) NE State Science Standard 8.2.1 (Students will develop the abilities needed to do scientific inquiry.)
- c) NE State Science Standard 8.4.3 (Students will develop an understanding of regulation and behavior.)
- d) NE State Science Standard 8.4.4 (Students will develop an understanding of populations and ecosystems.)
- e) NE State Science Standard 8.4.5 (Students will develop an understanding of diversity and adaptations of organisms.)
- f) NE State Science Standard 8.7.2 (Students will develop an understanding of populations, resources, and environments.)
- g) Winnebago Public School Seventh Grade Competencies covered in this unit: 7.33, 7.34, 7.38, 7.40, 7.42, 7.43, 7.44, 7.45, 7.46, 7.47, 7.449, 7.67, 7.68, 7.69, 7.70, 7.71, 7.74, 7.75, 7.76, 7.77, 7.81, 7.82, 7.83
- h) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together, Teaching

Through Conversation, Modeling, Making Meaning, Teaching Complex Thinking

- i) American Indian Content Standards for Grade Level 5-8
  - 1) Life Science Standard C3 (Develop an understanding of concepts of nature's diversity, codependency and the intricate balance between natural forces and how they are reflected in traditional Indian philosophies and symbols, such as the Medicine Wheel [Populations and ecosystems, diversity and adaptations of organisms].)

**Activities:**

The teacher must check with the culture teacher regarding any tribal taboos for owls/birds.

1. Teacher will send home introductory note on this unit to inform parents. Invite the parents to be present when the guest speakers give their presentations. Also, invite parents to visit the class anytime during the study of this unit.
2. Send a note home to inform parents that students will be dissecting an owl pellet that will contain fur. Get parental permission for this, or at least be sure that no student is allergic to fur. If any student is allergic to fur, use an alternate activity.\*
3. Teacher and students will review the characteristics of living things: animals, vertebrates, and birds.
4. The class will listen to Native American (Winnebago) beliefs and stories about owls from local (Winnebago) speakers, if possible.
5. Class will use a word study list. Locate the Hocak (Native language) translations, at least for key words. Add words to this list based on the students' discovery throughout the unit. Use these words as a spelling test or as a vocabulary portion of the final test.
  - a) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together
6. Discuss and take notes on a teacher-facilitated discussion/overview of owls and their characteristics. Begin with a K-W-L chart and a class conversation.
  - a) CREDE Standard: Teaching Through Conversation, Modeling

7. Teacher will discuss the terms extinct, endangered, threatened, and protected with the class. Discuss these terms as they relate to plants and animals in Nebraska and in the United States as well. Discuss the Native American approach to conservation.
  - a) CREDE Standards: Making Meaning, Teaching Through Conversation
8. Class will view and take notes on the video *Ecology and the Barn Owl*.
  - a) CREDE Standard: Making Meaning
9. For this activity, students will draw topics from a box. Topic will be an owl species (one of nine native to Nebraska or one that migrates through the state). Using trade books and the Internet as resources, students will prepare a written report about their owl species. Students need to be reminded that they will give an oral report to the class, and will do Activities # 10 and 11 with their reports.
  - a) CREDE Standard: Making Meaning
10. Students will each draw a picture of their owl species.
  - a) CREDE Standard: Making Meaning
11. Invite parents to come to the classroom when students give their presentations. The teacher will work with students to build their confidence and will get their consent for this before presentations are given.
12. Students will ask parents or relatives to relate any experiences they've had with or about owls. The students will write them down and bring them to class to share.
13. Read and write a one-page response paper to the article "The Owling" from the November/December 1997 issue of *Audubon* (another article could be substituted).
  - a) CREDE Standard: Teaching Complex Thinking
14. Invite a guest speaker to come share with the class his knowledge of birds of prey (Cost may be involved.). Ask speaker to bring and to discuss various live birds of prey, including owls.
  - a) CREDE Standard: Making Meaning
15. Students will listen and take notes as the speaker discusses owls in detail. (I used two different speakers for Activities 14 and 15).
  - a) CREDE Standard: Making Meaning

16. Students will construct two variations of owl food chains as mobiles to be hung in the classroom.

a) CREDE Standard: Modeling

17. Students will dissect an owl pellet and complete an observation/analysis worksheet (See Activity/Note #1 about informing parents).

a) CREDE Standard: Modeling, Making Meaning

18. Class will perform a virtual dissection of an owl pellet and complete the accompanying worksheet.

a) CREDE Standard: Making Meaning

19. Class will assemble a skeleton from the contents of the owl pellet and label the parts of the structure.

a) CREDE Standard: Modeling, Making Meaning

20. Students will each make a paper owl that flies/glides through the air.

**Evaluation:** Evaluations will be conducted and a numerical score will be given using the following tools:

- Observation will be used to evaluate each student's dissection procedures.
- Rubrics will be used to evaluate the discussion notes, written
- Report, oral report, speaker presentation notes, and food chain mobile.
- Participation in all activities will be evaluated.
- A final written test will be given.

**Developed by:** Gary W. Ham, Winnebago Public School, [gham@esu1.org](mailto:gham@esu1.org)  
Middle School Science Teacher

# **Amphibians and the Environment:**

## **Amphibians as Bio-Indicators**

**Grade Level:** Middle School

**Subject:** Science/Life Science

**Introduction:** This unit is intended for use at the Winnebago Public School on the Winnebago Reservation. With some modifications (areas concerning: references to Hocak language, culture, or traditions; some local speakers or other references/reference materials; and the geography and environment of the Winnebago reservation;), this unit can be used in any school.

Some of the resources and materials that are not required, but are helpful in the implementation of this unit, were locally created and can be obtained by contacting the author of this unit. Most states have amphibian-reporting procedures in place. Many counties in Nebraska take part in the NE survey, and schools or classes can contact the NE Game and Parks Department to become part of the state survey team for their county.

In this unit, students will study amphibians and will learn

- The correct operation and use of a GPS receiver.
- Analysis of LandSat imagery.
- Characteristics of a wetland.
- Characteristics of amphibians.
- Amphibians native to the Winnebago Reservation and their calls.
- Correct field observation and recording procedures.
- Anurian survey protocol.
- Positive and negative factors that affect the environment.
- Why amphibians are bio-indicators.
- Native American knowledge, attitudes, and stories about these topics.

**Approximate Length of Unit:** 20 lessons (each one hour in length).

**Materials:** GPS Receiver

ArcView software, if school is licensed.

Mr. David L. Smith or Mr. Andy Thundercloud,  
Winnebago story tellers.

Books: *Keepers of the Earth—Native American Stories and Environmental Activities for Children* by Michael J. Caduto and Joseph Bruchac

*Keepers of the Night—Native American Stories and Nocturnal Activities for Children* by Michael J. Caduto and Joseph Bruchac

*Keepers of the Animals—Native American Stories and Wildlife Activities for Children* by Michael J. Caduto and Joseph Bruchac

*Native Science—Natural Laws of Interdependence* by Gregory Cajete  
*Introduction and Speaking Guide to the Hocak Language,*

2003 HoCak Wazija Hacı Language Division

An audiocassette of frog and toad calls. It can be obtained from Acorn Naturalist Company, Wisconsin Department of Conservation, or other sources.

*Amphibians*, (Videotape), available from Teacher Video Catalog or other sources

Dr. Jane Hey, biology professor at Morningside College and a recognized authority on amphibians as bio-indicators (speaker).

Denise Rich, wetlands specialist with the Winnebago Reservation Environmental Protection Agency.

Internet web sites, especially:

*The Winnebago Public School's Amphibians as Bio-Indicators*

Amphibian identification books—Audubon, Peterson, and other publishers.

Various trade books covering amphibians and ecosystems/wetlands.

### **Standards:**

- a) NE State Science Standard 8.1.4 (Students will develop an understanding of form and function.)
- b) NE State Science Standard 8.2.1 (Students will develop the abilities needed to do scientific inquiry.)
- c) NE State Science Standard 8.4.3 (Students will develop an understanding of regulation and behavior.)
- d) NE State Science Standard 8.4.4 (Students will develop an understanding of populations and ecosystems.)
- e) NE State Science Standard 8.4.5 (Students will develop an understanding of diversity and adaptations of organisms.)
- f) NE State Science Standard 8.7.2 (Students will develop an understanding of populations, resources, and environments.)

- g) Winnebago Public School Seventh Grade Competencies covered in this unit: 7.33, 7.34, 7.38, 7.39, 7.4, 7.42, 7.43, 7.44, 7.45, 7.46, 7.47, 7.49, 7.67, 7.68, 7.69, 7.70, 7.71, 7.74, 7.75, 7.76, 7.77, 7.81, 7.82, 7.83
- h) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together, Teaching Through Conversation, Modeling, Making Meaning, Teaching Complex Thinking
- i) American Indian Content Standards for Grade Level 5-8
  - 1) Life Science Standard C3 (Develop an understanding of concepts of nature's diversity, codependency and the intricate balance between natural forces and how they are reflected in traditional Indian philosophies and symbols, such as the Medicine Wheel [Populations and ecosystems, diversity and adaptations of organisms].)

**Activities:**

1. Teachers must send home introductory note on this unit to inform parents. Invite the parents to be present when the guest speakers give their presentations. Also invite parents to visit the class anytime during the study of this unit.
2. Class will review the meaning and used of latitude and longitude.
  - a) CREDE Standard: Making Meaning, Teaching Through Conversation
3. For information, students will listen to Native American (Winnebago and other tribes) beliefs and stories about topics from this unit: amphibians and conservation. Use Winnebago speakers (or speakers from local tribe) if possible.
  - a) CREDE Standard: Making Meaning
4. Teacher and students will review the characteristics of living things, animals, and vertebrates.
5. Class will use a word study list for this unit. Locate the Hocak (Native language) translations for at least key words. Add words to the list based on the students' discovery throughout the unit. Use the words as a spelling test or as a vocabulary portion of the final test.
  - a) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together

6. Using a K-W-L chart, discovery, and conversation, teacher and students will learn the uses and correct operation of a GPS.
  - a) CREDE Standards: Teaching Complex Thinking, Making Meaning, Modeling
7. Using conversational instruction, the teacher and students will discuss amphibians and their characteristics. Amphibians native to Nebraska will be emphasized.
  - a) CREDE Standards: Teaching Through Conversation
8. Teacher and students will discuss wetlands' characteristics, their significance, and the part they play in the Winnebago Reservation (local Native American) environment.
9. Students will draw topics, which will be a species of frog or toad that is native to Nebraska. Using trade books and the Internet, students will research and then prepare a written report on their particular species of frog or toad. Students will each draw a picture of their amphibian species, and will give an oral presentation of their completed report to the class.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
10. Students will read the article "Counting Frogs and Toads" in *Audubon* August/September 2003 (or another article or story). Students will then write a one-page response paper to the article.
  - a) CREDE Standard: Modeling, Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking
11. Teacher and students together will learn to identify the calls of the frogs and toads native to the Winnebago Reservation (Native American region).
12. Students will view and take notes on the Eyewitness video *Amphibians*.
13. Students will listen and take notes as a local biology professor from Morningside College (or a local college) discusses amphibians as bio-indicators.

14. Students will listen and take notes as the local Environmental Protection Agency Wetlands Specialist discusses the wetlands on the Winnebago Reservation (or in the local area).
15. Teacher and Students will discuss the Nebraska Anurian Survey and learn how to correctly complete the form.
  - a) CREDE Standard: Modeling
16. Teacher and students will discuss correct field observation and recording techniques.
  - a) CREDE Standard: Modeling
17. Teacher and students will locate and review the Winnebago Public School's Amphibians as Bio-Indicators web site. Using the web site, students will locate and analyze the field trip survey sites on the LandSat maps.
  - a) CREDE Standard: Teaching Complex Thinking
18. Students will take a field trip with the high school Environmental class or Biology class acting as teammates and mentors to 6 selected Winnebago Reservation (or local) wetland sites. On this field trip, students will collect data, make notes and sketches, and take photographs. **Students are to determine the health of the environment and the population of frogs and toads (in relative terms) at the wetland sites.**
  - a) CREDE Standard: Teachers and Students Producing Together, Teaching Complex Thinking
19. All information will be submitted to the Nebraska Game and Parks Commission by mail or email. Records of each field trip and all survey results will be maintained at the school.
  - a) CREDE Standard: Making Meaning
20. Parents and/or adults can work with students on this survey and can also submit their own surveys.
21. In the spring, students will need to find a live specimen for a frog and toad jumping contest that will be held toward the end of the school year. Prizes can be offered for best of species, longest jump, heaviest frog/toad, rarest species, etc.

**Evaluation:** Evaluations will be conducted and a numerical score will be given using the following tools:

- The GPS activities will be evaluated separately with a performance test and a written test.
- Observation will be used to evaluate each student's field trip procedures.
- Rubrics will be used to evaluate discussion notes, written report, oral report, speaker presentation notes, and field trip records.
- Before the field trip, students will take a test over frog and toad calls native to the Winnebago Reservation (local area).
- Participation in all activities will be evaluated.
- A final written test will be given.

**Developed by:** Gary W. Ham, Winnebago Public School, [gham@esu1.org](mailto:gham@esu1.org)  
Middle School Science Teacher

# Trees: Their Importance Then and Now

**Grade Level:** 6-8

**Subject:** Science/Life Science, Speaking, Writing

**Introduction:** This unit is to help students become familiar with various trees common to their particular area. Students will learn how those trees were used by their ancestors in both practical and spiritual ways, and how important trees are today in the balance of nature. Students will also become aware of their responsibilities in conservation.

**Approximate Length of Unit:** 15 class periods, each 50 minutes in length.

## Vocabulary Word List:

trunk	outer bark	inner bark	phloem
cambium	xylem	sapwood	hardwood
annual rings	roots	leaves	deciduous
conifers	photosynthesis	transpiration	conservation

**Materials:** Various tree identification books/materials

Field guides

Leaf press

Cross sections of trees

Diagrams of tree parts

Tree seedlings

Local maps of the reservation and river areas

Art supplies (colored pencils, crayons, markers, poster board, art paper, glue, scissors, etc.)

**Books:** *Keepers of the Earth* by Michael Caduto and Joseph Bruchac  
*Created Sacred Places for Children Series* (Grades 4-6 and 7-8) by  
Dr. Sandra Fox  
*Keepers of the Animals* by Michael Caduto and Joseph Bruchac  
*History of the Winnebago Tribe*  
(or your school's own tribal history records)

**Standards:**

- a) NE State Life Science Standards 8.2, 8.2.1, 8.4.1, 8.4.4, 8.4.5, 8.7.2
- b) NE State Speaking and Writing Standards 8.1.1, 8.1.2, 8.1.6, 8.2.1, 8.2.2, 8.2.4, 8.3.2
- c) CREDE Standards: Teaching Through Conversation, Making Meaning, Developing Language and Literacy Across the Curriculum, Teachers and Students Producing Together, Teaching Complex Thinking, Making Meaning, Modeling, Student Directed Activity, Teaching Through Conversation
- d) American Indian Content Standards: C2, C3, E1, E2, F3, F4

**Activities:**

1. Using a K-W-L chart to determine prior knowledge, the class will hold a circle discussion on trees, their uses in the past and present, and trees in the area.
  - a) CREDE Standards: Teaching Through Conversation, Making Meaning, Developing Language and Literacy Across the Curriculum
2. Take students on a fieldtrip to various locations along the river within the reservation to observe and record different trees in the area and in their environments. The students will do fieldwork that will include collecting leaves/samples, photographing trees, etc. Students will observe other habitats in and around the trees.
  - a) CREDE Standards: Teachers and Students Producing Together, Teaching Complex Thinking, Making Meaning
3. Invite different speakers into the classroom to discuss various aspects of trees. Students will brainstorm prior to each guest speaker's visit to come up with questions to ask. Some suggestions for speakers would be an elder from the local tribe to discuss tribal beliefs and rituals involving trees; uses of trees in past and present Native American culture; conservation and ecology practiced by tribal ancestors and present day tribal members; our individual responsibility within the ecosystem; a representative from the Natural Resource District or Nebraska Game and Park Commissions to discuss tree preservation and our personal ecological responsibilities.
  - a) CREDE Standards: Modeling, Student Directed Activity
4. Class will read and discuss the story "Manabozho and the Maple Trees," from the *Keepers of the Earth* series. Discuss parts of trees and their functions. Students can research tribal history and the uses of maple sap in the past.

Students will research how to make maple syrup and then will make maple syrup.

a) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking, Making Meaning, Teachers and Students Producing Together

5. Students will observe diagrams of or actual cross sections of trees. Students will research the names of the parts and study each part and function. Students will then make a model or diagram of a tree.

a) CREDE Standards: Teaching Complex Thinking, Developing Language and Literacy Across the Curriculum, Making Meaning

6. Utilize various media avenues to identify trees in your area and compile a class or individual booklet including leaf samples, pictures, and important information about each tree species. Students could also include how each particular tree was used by ancestors and explain the reason(s) why.

a) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking, Making Meaning

7. Students will choose one tree to research. Students will write a report telling how Native Americans used that particular species of tree: in spiritual ceremonies, for healing purposes, for food, etc. In their paper, students could also include a comparison of how the tree is used today, the importance of the tree to the tribe today and to the area as a whole.

a) CREDE Standards: Teaching Complex Thinking, Developing Language and Literacy Across the Curriculum

8. Each student will write a paper or poem reflecting his/her feelings on what he/she has learned about trees and their significance to Native American people and the world. Included could be the student's feelings of personal responsibility to the conservation and protection of trees.

a) CREDE Standards: Teaching Complex Thinking, Developing Language and Literacy Across the Curriculum

9. Class will read the story "Four Worlds: the Dine Story of Creation" from the *Keepers of the Earth* series. Discuss the values of trees and how we as individuals can take care of them. In this discussion, include the balance of nature and trees as habitats for other life. Adopt a tree and care for it, or plant tree seedlings.

a) CREDE Standards: Teaching Through Conversation, Making Meaning

10. The class will read “Tree People” from the *Keepers of the Earth* series, page 36. Discuss how students can get involved with local and/or tribal habitat or conservation management. As a class, devise a plan to aid in city or reservation beautification/maintenance projects.
  - a) CREDE Standards: Teaching Through Conversation, Developing Language and Literacy Across the Curriculum, Making Meaning
  
11. Students will develop a play/drama/program on trees to present to younger students in other classrooms.
  - a) CREDE Standards: Student Directed Activity, Developing Language and Literacy Across the Curriculum, Making Meaning, Teaching Through Conversation, Modeling
  
12. Invite parents into the classroom to watch the students’ presentation on what they have learned about trees. Refreshments served could be things from trees and/or made using tribal recipes with fruits and products from trees as ingredients. This could be used as a culminating activity at the end of the unit.
  - a) CREDE Standards: Student Directed Activity, Developing Language and Literacy Across the Curriculum, Making Meaning, Teaching Through Conversation, Teaching Complex Thinking, Teachers and Students Producing Together
  
13. Assign students to take their parents on a backyard or neighborhood walk to find out what types of trees are around their homes. Students can find out if family members planted any of the trees, or as a family project, they can plant a family tree in their yard.
  - a) CREDE Standards: Student Directed Activity, Making Meaning

**Evaluation/Assessment:**

- Completion of model/diagram of tree parts and functions
- One reflective paper or poem.
- One research paper.
- Participation in classroom discussions.
- Oral presentations.
- Rubrics will be developed and points given for each of the areas listed above.

**Developed by:** Jeff Coble, Winnebago Public School, [jecoble@esu1.org](mailto:jecoble@esu1.org)  
Julie Cadwallader, Winnebago Public School,  
[jcadwall@esu1.org](mailto:jcadwall@esu1.org)

# Twinkle, Twinkle Little Star

## Sun, Moon, and Stars

**Grade Level:** 6-8

**Subject:** Science, Language Arts

**Introduction:** By the end of this unit, students will understand the relationship between the various bodies in the universe and various cosmologies, both scientific and cultural. Students will be working in several different mediums to accomplish this goal.

**Approximate Length of Unit:** 6 weeks

### Vocabulary Word List:

sun	moon	planets	comets
asteroids	meteors	reflecting	refracting
radio telescope	spectroscope	quasars	pulsars
black holes	constellations	galaxies	exploration
humankind			

### Materials:

Book: *The Earth Under Sky Bear's Feet*  
by Joseph Bruchac and Thomas Locker

### Standards:

- a) NE State Science Standards: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.3.1, 8.3.2, 8.3.3, 8.5.3, 8.6.1, 8.6.2, 8.7.5, 8.8.1, 8.8.3
- b) NE State Language Arts Standards: 8.1.1, 8.1.2, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.4.1, 8.4.2
- c) CREDE Standards: Teaching Through Conversation, Developing Language and Literacy Across the Curriculum, Modeling, Teachers and Students Producing Together, Student Directed Activity, Teaching Complex Thinking

**Activities:**

1. Kick-off Activity: The class will read *The Earth Under Sky Bear's Feet* by Joseph Bruchac and Thomas Locker. The poems read will also be discussed as a class.
  - a) CREDE Standards: Teaching Through Conversation, Developing Language and Literacy Across the Curriculum
2. Using the activity called "Lunar Lollipop," students will demonstrate the phases of the moon.
  - a) CREDE Standards: Modeling
3. Guests will be invited into the classroom to share creation stories from different cultures: Omaha, Christian, etc. A discussion will be held on the Big Bang Theory.
  - a) CREDE Standards: Teaching Complex Thinking
4. Students will write reports on constellations. The teacher will have a created list of the constellations students can choose to write about. The teacher will help students with research and writing the report.
  - a) CREDE Standards: Teachers and Students Producing Together, Student Directed Activity
5. Students will add vocabulary words to their wordbooks.
  - a) CREDE Standards: Teaching Language and Literacy Across the Curriculum
6. Students will choose an astrological body (comet, asteroid, etc.), research it, and create a PowerPoint presentation using the information they found.
  - a) CREDE Standards: Student Directed Activity
7. Each student or group of students will create a pseudo solar system. Students can not use the same names as bodies found in our solar system, but their solar systems must contain terrestrial planets, gas giants, asteroid belts, comets, a star, planetoids, and moons.
  - a) CREDE Standards: Student Directed Activity
8. Students will write diamante poems about the sun.
  - a) CREDE Standards: Student Directed Activity

9. Students will complete a K-W-L chart on the life cycle of a star. Students will share what they know and what they want to know about the life cycle of the star. After studying and researching this topic, students will fill in what they've learned.

a) CREDE Standards: Teaching Through Conversation

10. Students will discuss making a telescope with their parents/guardians. In school, students will then create their own telescopes using materials brought from home.

a) CREDE Standards: Parental Involvement, Student Directed Activity

11. Students will have a trivia contest at the end of the unit. Questions will consist of facts they have learned throughout the study of this unit.

a) CREDE Standards: Teacher and Student Producing Together, Student Directed Activity

**Evaluation:** The teacher and students will create rubrics for the poems, PowerPoint presentations, pseudo solar systems, constellation reports, and their wordbooks.

**Developed by:** Crystal Klein, Umo N Ho N Nation Public Schools  
Gretchen Long, Umo N Ho N Nation Public Schools

## All Are Related—Building Blocks of Matter

**Grade Level:** 6-8

**Subject:** Science

**Introduction:** Students will be learn the 50 most common elements and their symbols. Students will know the meaning of chemical formulas and symbols, chemical physical changes, and acids and bases. Using creation literature, students will explore, compare, and contrast the stories from different tribes across the United States region.

**Approximate Length of Unit:** 4 weeks

### Vocabulary Word List:

neutron	proton	electron	atom
molecules	compound	ions	bases
physical changes	coefficient	superscript	subscript
chemical changes	period table	acids	hydrogen
covalent bonds	ionic bonds	bonds	

### Standards:

- a) NE State Science Standards: 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.3.3, 8.8.1, 8.8.2, 8.8.3
- b) NE State Reading, Writing, Speaking, and Listening Standards: 8.1.6, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.4.1, 8.4.2

### Activities:

1. Students will be introduced to the concept of matter (elements) with the creation story, *American Indian Myths and Legends* selected and edited by Richard Erdoes and Alfonso Ortiz. Using conversational instruction, teacher and students will discuss the American Indian concept that all things are related.
2. Students will record the vocabulary words in their wordbooks. As they work with the words in lesson one, they will write out the definitions and use the words in meaningful sentences.
3. Class will make a flowchart, showing how the words are related.

4. Each student will pick an element for a written report.
5. Students will create a dimensional model of their elements.
6. As a class, make a periodic table.
7. Students will learn about chemical formulas and symbols through several activities:
  - a) Using balloons, students will build a chemical sentence.
  - b) Using electron dot diagrams, students will build various molecules and compounds.
8. Students will choose a story from *American Indian Myths and Legends* and will research the tribe of origin of their selected story. Students will then make comparisons of the different versions. Each group of students will lead a discussion on the unique aspects of their chosen stories. Written reports will also be generated with this information.
9. Parental Involvement Activity: Students will work with their parents to find various household chemicals and will test them to find each chemical's pH. Students will then develop a pH continuum for household chemicals.

**Assessment:** Rubrics will be created by the students and the teacher for each activity. Students will write a reflection after each activity. All activities and reflections will be collected in a portfolio.

**Developed by:** Crystal Klein, Umonhon Nation Public School  
Mary Wilson, Umonhon Nation Public School

# Student Writing

**Grade Level:** 6-8

**Subject:** Language Arts

**Introduction:** Students will learn how to write effectively. Through writing, students will learn the importance of writing and writing well, and how it relates to real life jobs through hands-on experience.

**Approximate Length of Unit:** 2 weeks, 50 minutes per class period.

**Vocabulary Word List:** Teacher may use some words that relate to the culture, traditions, beliefs, heritage, and food. Write the words on the board for students to see, and go through the meanings of the words as a group activity.

**Materials:**

Books: (can be ordered from [www.amazon.com](http://www.amazon.com) )

*Rising Voices: Writings of Young Native Americans*

*It's Like My Heart Pounding: Imaginative Writing for American Indian Students*

**Standards:**

- a) NE State Writing Standards: 8.2.1, 8.2.2, 8.2.3, 8.2.4, and 8.2.5
- b) CREDE Standards: Teaching Through Conversation, Making Meaning, Teacher and Students Producing Together, Teaching Complex Thinking, Student Directed Activity, Modeling
- c) American Indian Content Standards 3,4,5,7,11,12,13, and 14

**Activities:**

1. The teacher will give each student the books *Rising Voices: Writings of Young Native Americans* and *It's Like My Heart Pounding: Imaginative Writing for American Indian Students*. Before students begin to read the books, teacher will go over a K-W-L chart with them.
  - a) CREDE Standards: Teaching Through Conversation, Making Meaning

2. Teacher will go over parts of the writing process on the board with the students, covering organization, capital letters, periods, subject, verb, etc.
  - a) CREDE Standards: Teacher and Students Producing Together
3. After reading the books, students will pick out a selection from the books to write about. Have students write a first draft about a selection that interests them. Tell students to include why they chose that selection in the introduction. Also have students tell how the selection made them feel, how it connects to their own life or maybe another book, movie and/or friend's life. Did the student see any pictures? If so, describe one.
  - a) CREDE Standards: Student Directed Activity
4. Have students correct each other's writing.
  - a) CREDE Standards: Student Directed Activity
5. Have students revise their own work.
  - a) CREDE Standards: Making Meaning, Teaching Complex Thinking
6. Have students edit each other's writing.
  - a) CREDE Standards: Making Meaning, Student Directed Activity
7. Have students read their writing to the class (or students can read each other's writing).
  - a) CREDE Standards: Teaching Through Conversation, Student Directed Activity
8. Ask other teachers to be judges of a writing contest: ask English teachers, Reading teachers, and Art teachers. Have a prize/award for the winners, perhaps the first three places. Invite parents and family members to come to school when awards are given out.
  - a) CREDE Standards: Teaching Complex Thinking
9. Students will choose a person from within the school to interview. It can be a teacher, parent, janitor, aide, secretary, bus driver, etc. Students will use an outline from the teacher to write an informational outline. Before students do their interviews, the teacher will model an interview for them.
  - a) CREDE Standards: Modeling, Student Directed Activity

10. Students will include the work from this unit in their writing portfolios.

**Evaluation:** Peer Evaluation: Students will use the GWP checklist that can be found in the book *Content Area Literacy* by John E. Readence, Thomas W. Bean, and R. Scott Baldwin. Students should offer some solutions to the problems they've identified in each other's work. For example, a reader can suggest alternative organizational structures, revised sentences, format changes, and correct spellings.

**Developed by:** Kathy Holding Eagle, Mandan, Hidatas, and Arikara Tribes,  
[stonhishoo@yahoo.com](mailto:stonhishoo@yahoo.com)

# Oral Tradition and Indian Stories

**Grade Level:** 6-8

**Subject:** Language Arts

**Introduction:** Students will learn about the oral tradition of storytelling and handing down information generation to generation from Native elders and from books with Native authors. Students will learn stories of their own tribes and stories that have morals.

**Approximate Length of Unit:** 2 to 3 weeks (approximately 50 minutes per class period; Field trips will take more than 50 minutes).

**Vocabulary Word List:** Teacher may use words from the books and words that come up in class discussions. Write the words on the board for students to see, and go over the meanings of each word as a class.

**Materials:**

Books(all books can be found at [www.amazon.com](http://www.amazon.com) and are by Native authors) :

*Tell Me a Tale: A Book About Storytelling* by Joseph Bruchac  
*Crazy Horse's Vision* by Joseph Bruchac and S.D. Nelson  
*The Journal of Jesse Smoke: A Cherokee Boy, Trail of Tears, 1838*  
*(My Name is America)* by Joseph Bruchac

**Standards:**

- a) NE State Reading Standards: 8.1., 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, and 8.1.7
- b) CREDE Standards: Teaching Through Conversation, Making Meaning, Reflective Reading, Teacher and Students Producing Together, Teaching Complex Thinking, Student Directed Activity, Modeling
- c) American Indian Content Standards
  - 1) Standard 3 (Understanding the effects of cultural contexts, particularly of their tribe, on what students read, write, hear, say, and view.)

- 2) Standard 4 (Listening, speaking, writing, and responding respectfully but critically in large and small groups.)
- 3) Standard 5 (Becoming aware of, monitoring, reflecting on, and articulating their own processes and strategies in reading, writing, listening, and speaking.)
- 4) Standard 6 (Developing oral communication skills to perpetuate the American Indian oral tradition.)
- 5) Standard 7 (Analyzing, evaluating, and assessing what they read, write, hear, say, and view—e.g. comparing American Indian and non-Indian perspectives in historical records.)
- 6) Standard 10 (Recognizing, reflecting on, and articulating their participation in the aesthetic dimensions of literature.)
- 7) Standard 15 (Exploring ideas and feelings imaginatively through a variety of creative modes, e.g. journals, story telling, drama, and media projects.)
- 8) Standard 17 (Building upon Native language and experience in school learning.)

**Activities:**

1. The class will read the story *Tell Me a Tale: A Book About Storytelling*. Discuss the four sections in each chapter: Listening, Observing, Remembering, and Sharing. Discuss knowledge and thoughts to keep the culture alive. Have students learn who told the stories and the time of year they were told. Discuss the meaning of storytelling with the students.
  - a) CREDE Standards: Teaching Through Conversation, Making Meaning
2. Have each student read a section again (one of the four sections) and have him/her paraphrase it.
  - a) CREDE Standard: Reflective Reading
3. Invite an elder from the community into the classroom. Some suggestions for speakers from the Omaha tribe are Rufus White or Alice Saunsoci. Ask the elder to tell stories like the Deer Woman story and the Blackbird Hill story. Have the elder tell the story first in the Omaha language (Native language), and then tell it in English. Also, have the elder tell students the importance of oral stories.
  - a) CREDE Standards: Teaching Through Conversation, Teaching Complex Thinking, Making Meaning, Modeling

4. Read the story *Crazy Horse's Vision*. Give students a choice of two areas of interest: The student can research on the Internet to find the meaning of a vision quest and to write about it; or using the color blue (symbolic of Crazy Horse), the student can draw and/or paint a style of facial expressions and flat, two dimensional characters illustrating part of the story about Crazy Horse.
  - a) CREDE Standards: Visual Cognitive, Teaching Through Conversation, Student Directed Activity
5. Have students read the book *The Journal of Jesse Smoke: A Cherokee Boy, Trail of Tears, 1938 (My Name is America)*. Have students write a three day journal as they imagine themselves living Jesse Smoke's life; students will pick a part of the story, describe how they would feel, and describe how that event would affect other tribal members.
  - a) CREDE Standards: Making Meaning
6. Using the same book, students will act out part of the journey (Reader's Theater). Invite parents and /or family members to school to watch student performances.
  - a) CREDE Standards: Teachers and Students Producing Together, Teaching Through Conversation, Making Meaning, Student Directed Activity
7. Take students on a field trip to Blackbird Hill in Macy, Nebraska, at night to hear the scream. Invite family members to come with their students. Have students draw a map showing how to get to Blackbird Hill from the school.
  - a) CREDE Standards: Student Directed Activity, Making Meaning
8. Have students include their work in a writing portfolio.
9. Teacher and students will discuss the stories they've read, picking out important events, scenes, etc. Using very large paper, students will make a mural of all the stories they have read. They can draw, write, paint, etc. about any chosen part of any story studied.
  - a) CREDE Standards: Teaching Through Conversation, Student Directed Activity

**Evaluation:** Self-evaluation: Students will use a checklist from *The Guided Writing Procedure* for self-evaluation. Some questions to ask that will help the reader stay focused:

- What makes you happy about this writing?
- Do you excite your reader with a good beginning?
- Is there a clear topic sentence?
- Do you use a variety of words to express your ideas?
- Are your sentences of different lengths?
- Do you use complete sentences?
- Did you check your writing for correct capitalization, punctuation, and spelling?

**Developed by:** Kathy Holding Eagle, Mandan, Hidatas, and Arikara Tribes,  
[stonhishoo@yahoo.com](mailto:stonhishoo@yahoo.com)

# Native American Rap

**Grade Level:** 6-8

**Subject:** Music

**Objective:** Students will use Native American literature to create Native American Rap (Rhythmic American Poetry) within small groups to present to the class. Students will create original rhythmic compositions, incorporating theatre and movement with their music. Students also will analyze the uses of elements of music in aural examples and will evaluate the effectiveness and quality of class compositions.

**Materials:** *Native American Myths and Legends*

Rap format worksheets: "Write a Rap Song," attached.

Evaluation worksheets (attached)

Optional: microphone, video camera, rap background music

**Standards:**

- a) CREDE Standards for Effective Pedagogy:
  - 1) Teachers and Students Producing Together (Teacher oversees each group steering them towards an end product which is performance.)
  - 2) Teaching Through Conversation (Teacher migrates to each group asking questions.)
  - 3) Developing Language and Literacy Across the Curriculum (Students are using Native American literature as a basis for an original poem.)
  - 4) Making Meaning (Students are attaching meaning through retelling the story in a relevant art form.)
  - 5) Modeling (Teacher will show examples of each element.)
  - 6) Student Directed Activity (Students will work in groups.)
  - 7) Teaching Complex Thinking (Students must internalize message and retell it in a rhythmic form.)

**Activities:**

1. Teacher will go over “Write a Rap Song” aloud in class. Students must follow the rap format worksheet to compose a rhyming poem that conveys all or part of their selected story.
2. Students, in groups of 5 or 6, will be given a Native American story to read and understand.
3. Students will work together to compose a rhythmic poem of at least 3 complete stanzas or two stanzas and a chorus.
4. Students will decide how Rap will be performed, such as a group, solo, duet, chorus, etc.
5. Students will practice and then present their compositions to the class.

**Evaluation:** Peer evaluations: Using the Evaluation worksheets, students will analyze the uses of elements of music in aural examples and will evaluate the effectiveness and quality of class compositions.

**Developed by:** Dianna Spirk, Walthill and Winnebago Public Schools,  
[dspirk@esu1.org](mailto:dspirk@esu1.org)



# Write a Rap Song

**Subject:** Music

**Grade Level:** 6-8

1. Raps are talk songs. They are not sung; they are spoken. They have a very heavy beat and a lot of rhyme. Behind the speaker of rap, there might be original music, “scratching” sounds, and parts of other peoples’ songs.
2. Two write your own rap, begin with your topic. You have to know enough about your topic to rap about it. The rap always **MUST** be in a positive sense. Once you learn all about your topic, you’re ready to rap.
3. Tell the whole story of your topic in rhyme. Most raps rhyme in “**COUPLETS.**” That means lines rhyme two at a time. Lines one and two rhyme with each other but not with the other lines. Lines three and four rhyme with each other but not with the other lines, and so on. The two lines that rhyme with each other are the “**COUPLET.**”
4. Begin your “**LYRICS**” with a line that has a strong beat or rhythm. Rhyme the next line with the first. Try to repeat the same rhythm in the second line, too. Then begin a new rhyme with the third line. The fourth line should rhyme with the third line. Keep repeating this rhyming pattern.
5. The beat can be different in different lines. Some lines can be short; others, long. You might want to have a **STROPHIC** poem, which is a **VERSE** followed by a “**CHORUS**” or “**REFRAIN**” in your lyrics. A **REFRAIN** is a group of lines that remains the same and is repeated throughout the song.
6. The other type of poem is **THROUGH COMPOSED**, meaning just verses, no chorus or refrain.
7. Decide if everyone in the group will perform all of it, or if it will be performed as a **SOLO, DUET, TRIO, etc.**
8. Your composition must be 3 verses long if **THROUGH COMPOSED** or 2 verses and a chorus if **STROPHIC FORM**. A **VERSE** might be made up of 3 or

4 COUPLETS. It may be longer if you're really on a roll! Be sure to practice, practice, practice!

A Rhyming Alphabet:

Use this special phonetic alphabet to help you find more rhymes. Begin your words with each of the following letters and consonant blends; make a list of all the "words" that make sense.

B, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, Z

BL, BR, CH, DR, FL, FR, GL, GR, KL, KR, PR, SH, SHR, SL, ST, STR, TH, THR, TR

Good luck!

**EVALUATION SHEET**

**NAME** \_\_\_\_\_

**GROUP #** \_\_\_\_\_

1) Did the group have a good sense of beat?

Circle one:            good            average            poor

2) Could you hear them?

Circle one:            good            average            poor

3) What was their rap about? \_\_\_\_\_

4) Which form did they use?    Strophic            Through Composed

5) How many verses did you hear? \_\_\_\_\_

6) Did their couplets rhyme?

Circle one:            all            some            none

7) Did they stay together?

Yes            No

8) Which of the following did they use?

Solo(1)    Duet(2)    Trio(3)    Quartet(4)    Quintet(5)    Sextet(6)

# Sound-Scape Story

**Grade Level:** 6-8

**Subject:** Music

**Objective:** Students will use Native American literature to create sound-scape stories within small groups to present to the class. Students will improvise and perform on various rhythm instruments, incorporating theatre and movement with the music. Students also will analyze the uses of elements of music in aural examples and will evaluate the effectiveness and quality of class compositions.

**Materials:** *Native American Myths and Legends*  
Sound-Scape Story Group Project worksheets (attached)  
Evaluation worksheets (attached)  
Optional: microphone, video camera

**Standards:**

- a) CREDE Standards for Effective Pedagogy:
  - 1) Teachers and Students Producing Together (Teacher oversees each group steering them towards an end product which is performance.)
  - 2) Teaching Through Conversation (Teacher migrates to each group asking questions.)
  - 3) Developing Language and Literacy Across the Curriculum (Students are reading Native American literature and dramatizing words from their own language.)
  - 4) Making Meaning (Students are attaching meaning through sound, movement, and drama.)
  - 5) Modeling (Teacher will show examples of each element.)
  - 6) Student Directed Activity (Students will work in groups.)
  - 7) Teaching Complex Thinking (Students must coordinate rhythm, movement, and language.)

**Activities:**

1. Students, in groups of 5 or 6, will be given a Native American story to read and understand. A variety of sources may be used. Give a different story to each group.
2. Students must find elements in the story that can be portrayed with sound and/or movement.
3. Students will fill out a format sheet as directed, describing sounds, instruments used, group movements, and Native language.
4. Students will assign parts to group members.
5. Students will create a living portrait that conveys an important part of the story.
6. Students will practice and present compositions to the class.

**Evaluation:** Peer evaluations: Using the Evaluation worksheets, students will analyze the elements of music in aural examples and will evaluate the effectiveness and quality of class compositions. Points will be given for following directions. Parents will be invited to attend performance day.

**Developed by:** Dianna Spirk, Walthill and Winnebago Public Schools,  
[dspirk@esu1.org](mailto:dspirk@esu1.org)

**Sound-Scape Story Group Project**

**Group #** \_\_\_\_\_

Group size: 5-6 students

Your mission: Using a Native American story, create a group composition to be performed in front of the class.

You will be graded by earning points for participation, performance, and following each of the directions on this sheet.

Each composition must contain ALL of the following elements:

- 1) Narrator or narrators who can read with clarity and expression.
- 2) Five to eight different instruments that represent something in the story.
- 3) One of the instruments used must be one that can have a short melody played on it, such as a xylophone or recorder (a Native American flute).
- 4) One or more group movements that use Native American language.
- 5) One 16 beat group movement pattern like “Stomp” body percussion. You could do a 4-beat pattern and repeat it 4 times or an 8-beat pattern and repeat it 2 times.
- 6) At the end of the story, all members of the group will join in a living portrait that shows some scene or idea from your story.

You will need a pencil and each person must fill out this 2-page worksheet. This is your idea page. Feel free to change things, cross out, or add as you go.

List the members of your group:

_____	_____
_____	_____
_____	_____



## Streams to the River: River to the Sea

**Grade Level:** 7

**Subject:** Language Arts, Math, and Social Studies

**Introduction:** Students will read a novel about the journey Sacagawea took with Lewis and Clark.

As a whole class, students will read the story *Streams to the River; River to the Sea* by Scott O'Dell. All students will be encouraged to take their turn reading out loud in class, but no one will be forced to read aloud. Some students are not reading at grade level, and it may embarrass them if they are not able to read the selection. This activity will be done one or two times a week. The rest of the time students will work in leveled reading groups and on other aspects of the novel that do not require students to read aloud in class.

**Approximate Length of Unit:** 2 months, 1 to 2 times each week.

### Vocabulary Word List:

Chapter 1-3:	blackcaps roached (hair)	plunder	skittered	firesticks
Chapter 4-6:	daubed bullboats carcass	vermilion league	clamored weir	resin talisman
Chapter 7-9:	marauding omen	clamor	mystical	antics
Chapter 10-12:	tipis sullen	wigwams lank	wickiups hostile	hogans span
Chapter 13-15:	swivel pemmican	pact shambling	strode chisel	pirogues balky

Chapter 16-18:	leeches forelock curlews	bower precipice	lured lairs	treepies carrion
Chapter 19-21:	portage groped	clenched tippet	wield	lance
Chapter 22-24:	perish haunch	rebellious strewn	barring gigs	rivulets cormorants
Chapter 25-27:	sullen	endured	poultice	blissful

**Materials:** *Streams to the River; River to the Sea* by Scott O’Dell  
Read through each activity to find out what materials are needed.

**Standards:**

Language Arts:

- a) NE State Language Arts Standard 8.1.1 (Students will identify the main idea and supporting details in what they have read.)
- b) NE State Language Arts Standard 8.1.3 (Students will identify and classify different types of text.)
- c) NE State Language Arts Standard 8.1.4 (Students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.)
- d) NE State Language Arts Standard 8.1.6 (Students will identify similarities and differences across a variety of reading selections.)
- e) NE State Language Arts Standard 8.1.7 (Students will demonstrate the ability to analyze literary works, nonfiction, films, or media.)
- f) NE State Language Arts Standard 8.2.1 (Students will identify, describe, and apply knowledge of the English language and the standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.)
- g) NE State Language Arts Standard 8.2.5 (Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.)
- h) NE State Language Arts Standard 8.3.1 (Students will participate in group discussions by asking questions and contributing information and ideas.)

Math:

- a) NE State Math Standard 8.2.3 (Students will solve problems involving whole numbers, integers, and rational numbers [fractions, decimals, ratios, proportions, and percents] with and without the use of technology.)
- b) NE State Math Standard 8.3.1 (Students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weights and mass in standard and metric units at the designated level of precision.)

Social Studies:

- a) NE State Social Studies Standard 8.1.2 (Students will trace the routes and evaluate early explorations of the Americas [motivations, obstacles, and accomplishments; political, economic, and social impact between Europeans and Native Americans].)
- b) NE State Social Studies Standard 8.2.7 (Students will develop skills for historical analysis, such as the ability to identify, analyze, and interpret primary sources; recognize and explain how nationalism, race, religion, and ethnicity have influenced different point of view.) CREDE Standards

**Activities to be done daily/weekly:**

1. Teacher will introduce vocabulary words to students as they appear in the story (as each group of chapters is read).
  - a) Chapters 1-3: Have students develop word maps, coloring them to distinguish antonyms, synonyms, etc. This can be done alone or with partners.
  - b) Chapter 4-6: Place words in categories of things, descriptions, actions, feelings, people, places, and other.
  - c) Chapter 7-9: Words in context: Ask students to guess the meaning of the words from the context, giving reasons for each guess. Make a list of “why” answers to teach context clues.
  - d) Chapter 10-12: Students will draw pictures to illustrate each of the vocabulary words.
  - e) Chapter 13-15: Assign a word or words to groups. Each group will make a poster, banner or sign to advertise their word(s). The ad must show what the word means and how to pronounce it. The ads will be signed by the artists and displayed.
  - f) Chapter 16-18: Find the base or root word for each vocabulary word. What prefix or suffixes were added? What is the meaning of the root word? How

did the prefix or suffix change the root word? What is the origin of the word?

- g) Chapter 19-21: Students will write fill-in the blank sentences for the class. For each of the words, students will write a sentence that makes sense. Then, omit the vocabulary word. Make an answer key on the back of the paper. Share sentences with the class.
  - h) Chapter 22-24: Students will match the vocabulary words with the definitions given to them.
  - i) Chapter 25-27: Using the words from several chapters, play a “20 questions” type game. One student or the teacher selects a word. The rest of the class will begin asking questions to try to figure out what the word is. Each question asked is to be about one particular word and is to be answered with “yes,” “no,” or “sometimes” (ex: Is it a thing?).
2. Students will be completing a reading journal as the class reads the story. Journal entries will be made each day. Journals can be done at the end of class, or students can jot down ideas, thoughts, or questions as they are reading. Students will turn in journals to the teacher once a week. Teacher will comment on student journals in short one-on-one conferences. This will help the teacher understand the student’s thinking or can clarify any questions the student may have about the reading.
  3. Discussion questions are included (attached at the end). Most questions are higher level thinking skills. Class will discuss questions as they go through the story.
  4. On a large map of the United States, the class will plot the geographical locations as they are introduced in the book. (Social Studies discussion questions are attached at the end). Students will:
    - Label the states of 1800.
    - Using different colored crayons, mark the Louisiana Purchase, the Spanish possessions, and the British possessions in 1800.
    - Draw the Missouri and Columbia Rivers.
    - Label the Pacific Ocean.
    - Write on the map the modern-day names of the states that Lewis and Clark crossed.
    - Locate and mark the places mentioned in the novel (i.e.: campsites, mountains, etc.).

5. For each activity/discussion question for the novel, students will compare their own Tribal customs and traditions with the customs and traditions of the tribes Lewis and Clark met on their journey(Social Studies discussion questions are attached at the end).
6. Students will plot the distance between Paris and New Orleans on a map. Students will also calculate the distance Lewis and Clark traveled in the entire book. What were the different means of travel? Students will calculate the miles traveled using animals, walking, going down river, etc. Using the information given in the story, students will calculate how fast they were traveling.

**Activities:**

1. Make a list of all the Indian tribes mentioned in the novel. Research at least one tribe. What kind of homes did they build? What foods did they eat? Did they have any interesting customs? The names may be spelled in different ways or there may even be different names for the same tribe. Some of the tribes listed:

Arikara	Blackfoot	Chinook	Clatsop
Flathead	Hidatsas	Minnetaree	Mandan
Nez Percé	Oto	Shoshone	Teton Sioux
Walla Walla	Yakima	Yankton Sioux	

2. Draw a picture of Sacagawea.
3. Book Talk: Assume the persona of one of the characters in the novel. Tell just enough about yourself and your problems to make people want to read the novel. Create an audio or video tape.
4. As a group project, create a mural that summarizes the story. Use a long sheet of butcher paper and watercolor markers. As the viewer walks along the paper from left to right, he/she should see the story unfold in pictures. These pictures should depict six or seven key events in the story in the order in which they occur.
5. As you read, list some of the cruel customs of the Indians in the novel. How do you define cruel?
6. Research the different types of peace pipes. What tribes used them? How and of what were they made? What did the tribes smoke?

7. Research cradleboards. If the mother did not carry her baby in a cradleboard, where might she place it?
8. What kind of diapers did Indian mothers use?
9. What kinds of pens and ink were used at the time of Lewis and Clark? Why did Clark sprinkle sand on the words he had written?
10. Research camas roots. Draw a picture of them and where they were located.
11. Research the use of leeches and “bleeding.”
12. Make a list of the type of boats and transportation that the explorers used. Draw pictures of each and label them.
13. Research burial customs of the Blackfoot Indians (wrapping the body and placing it high in a tree).
14. How is pemmican made?
15. Lewis and Clark kept extensive notes on the trip. Read a section of their notes.
16. Students will rewrite a scene as it might have happened if a different decision had been made or if something else had happened. For example:
  - a) What if Sacagawea had chosen to stay with Man Who Smiles?
  - b) What if Clark had shot and killed Charbonneau?
  - c) What if baby Meeko had died?
17. Students will respond to the novel by writing a poem. They might choose a favorite passage from the story and recast it as a poem. They might write a memory poem from Clark’s point of view; a diamente poem that describes the changes in Sacagawea; an acrostic poem that summarizes the plot; or a cinquain about any of the characters (a cinquain is a poem consisting of five unrhymed lines with respectively two, four, six, eight, and two syllables per line.)
18. Research the effect of the tides on the Columbia River (page 131).

19. Research dolphins. Why didn't the Indians kill them? Why do you think the explorers didn't try to kill them for food when they had so little to eat for Christmas?
20. Students will write a dialogue between Sacagawea and Clark.
21. Research marriage customs for the Shoshone Indians.
22. After researching marriage practices in Indian tribes, write and present a short informational skit. Enlist the help of classmates, and use simple props to enhance your presentation.
23. Make up rules and play the Indian Hand Game.
24. We know what Sacagawea was thinking. What do you think Captain Clark was thinking about her? Write some of these thoughts. Was Clark simply using her?
25. What did Sacagawea do when she returned to her people? How did she train and teach Meeko? What did she tell Meeko about Clark? Write the next chapter in Sacagawea's life.
26. Write an acrostic poem that describes Sacagawea using the letters of her name: Bird Woman.
27. Retell an episode from the viewpoint of Charbonneau.
28. Pretend you are a reporter who meets with Lewis and Clark when they return to Washington. Prepare a list of questions you would like to ask. Ask these questions of a group of your classmates. Write the interview for your group.
29. Students will present a scene from the novel in dramatic form.
30. Work with a partner to write an imaginary dialogue between yourself and one of the characters in the novel.

**Evaluation:** Students will be evaluated on their completion of various activities throughout the study of this unit. An assessment page from the teacher's guide is also included to give additional ideas for evaluating student's knowledge of the story.

**Resources:** *Streams to the River; River to the Sea* by Scott O'Dell  
Literary Unit of *Streams to the River; River to the Sea* by Novel Units from Palatine, Illinois, by Anne Troy. Copyright 1996.

**Developed by:** Rebecca Irwin, Winnebago Public School, [rirwin@esu1.org](mailto:rirwin@esu1.org)

**Additional Lists:**

Novel Units by Anne Troy and Phyllis Green give other activities to include with this unit:

- Timeline for events.
- An attribute web.
- A characterization form.
- Venn diagram forms.
- A prediction chart.
- A map.
- Assessment forms for *Streams to the River; River to the Sea*.

## Social Studies Discussion Questions

Teachers, feel free to add to this list.

1. Why was the Louisiana Purchase important?
2. What countries had territories surrounding the United States in 1803? (France, Spain, and England). Locate these countries in Europe. Mark them on a map. Draw a line from Paris, France, to New Orleans. How far is it from Paris to New Orleans? How did the distance between the two cities present a problem? How long did it take to travel from Paris to New Orleans? (Teacher can tie this into math competency.)
3. Why did President Jefferson consider it important to explore the new territory? What were they looking for? Do you think they were looking for gold?

### Summary of *Streams to the River, River to the Sea*

Scott O'Dell tells the story of Sacagawea, who, while caring for her infant son, serves as interpreter and guide of the Lewis and Clark expedition. Scott O'Dell combines the historical record with his talent as a novelist to create a fascinating picture of an Indian heroine.

The novel begins with thirteen-year-old Sacagawea's capture along with her Shoshone cousin by Minnetaree warriors. Her life is troubled by the adjustment to life with another tribe and marriage to a French trader after her owner's gambling loss. The novel is told in a simple first person narration of Sacagawea who is caught between two cultures and torn between conflicting loyalties.

Sacagawea and her French trader husband, Charbonneau, are hired by Lewis and Clark to guide them on their journey to explore the Louisiana Purchase and the Northwest Territories. Sacagawea's courage and strength are tested as she struggles to survive the hardships of the Lewis and Clark expedition of the Pacific—which she makes with a baby strapped to her back. The four thousand mile journey on foot, horseback, and by canoe is a narration of courage and danger.

The author develops the relationship between the Indian girl and William Clark more fully than the journal entries by the explorers. At the conclusion of the novel, Sacagawea puts aside her romantic feelings for Clark, parts from the explorers at

the Mandan Village on the Missouri River where the journey began, and returns to her people.

### About The Author

Scott O'Dell grew up in a stilt house on Rattlesnake Island near San Pedro, California. He and his friends paddled around in dugout canoes, searching for abalone the way the Indians did. This early feeling of kinship with Indians eventually led O'Dell to write many children's novels in which Indians played starring roles. O'Dell tells a story using simple language that evokes strong images and feelings. There is much to be read "between the lines" of his novels. While students choose to read O'Dell's books for sheer enjoyment, they learn about history as well—even more if the book is studied in conjunction with applicable history. Putting "real" characters into a historical framework can go a long way toward making history come alive for students.

O'Dell won the 1961 Newbery Medal for *Island of the Blue Dolphins*, his novel about a young Chumash girl who survives alone on an island in the Pacific for eighteen years. He received the Newbery Honor award for *King's Fifth* (1967), *Black Pearl* (1968), and *Sing Down the Moon* (1971). He was also the first American recipient of the Hans Christian Andersen Author's Medal, the most prestigious of all international literary awards for an author of children's books. His other books include: *Child of Fire*, *The Hawk that Dare Not Hunt by Day*; *The Cruise of the Arctic Star*; *The Dark Canoe*; *Journey to Jericho*; *The Treasure of Topo-El-Bampo*; *The 290*; *Alexandra*; *Black Star, Bright Dawn*; *The Captive*; *Carlota*; *The Feathered Serpent*; *Kathleen, Please Come Home*; *The Amethyst Ring*; and *Zia*.

## Language Arts Discussion Questions

Who is telling the story? (*page vii, Sacagawea*) What are the advantages of a first person narrative? (*The reader feels he/she is with the narrator in the action.*) What are the disadvantages of a first person narrative? (*We have only one person's version of the story.*)

What did Sacagawea know about the Minnetarees? (*Pages 2-3, They rode spotted horses, stole from their neighbors, and captured women and children. They raided at suppertime.*)

Why didn't Sacagawea try to escape? (*Page 5, It was almost impossible because she was fastened to the back of a horse with her hands tied together.*) Begin an attribute web for Sacagawea.

Why do you think the Minnetaree Indians wanted to capture women and children of neighboring tribes?

How did the Shoshone way of life differ from the Minnetarees? (*Page 9, The Shoshones lived in deerskin huts and moved about in the varied seasons. The Minnetarees lived in villages and did not move about.*)

Why do you think Sacagawea did not trust any of the Minnetarees except Black Moccasin? What do you know about Black Moccasin? Begin an attribute web for him.

Why did the Minnetaree women decide to make clothes for Sacagawea? (*Pages 12-13, They believed that Sacagawea would be the bride of Black Moccasin's son, Red Hawk.*) Was Sacagawea asked if she wanted to marry Red Hawk? Was this important?

How did the Minnetaree women try to make Sacagawea more attractive? (*Pages 14-15, They threw away her old clothes and made new ones, rubbed her with bear grease, washed her, and then covered her with scented oil.*) Why were the women trying to improve Sacagawea's looks? (*Pages 15-16, Perhaps Red Hawk would take her as a bride.*)

What did the Minnetaree women mean when they said, "Two of her would scarce cast one shadow"? (*page 14*) How would you say this? On page 16, one of the Minnetaree women says, "Rewards unasked for fade like morning mist." What does this mean? Can you give an example?

Why didn't Sacagawea want to run away with Running Deer? (*Page 18, She believed many of her people were dead and they would die on the trail trying to find them. Also, Sacagawea was comfortable in the chieftain's long house.*) How did Sacagawea help Running Deer? (*Page 18, She saved food for her and helped her to steal a horse.*) What attributes can we add to her web?

What kind of person was Red Hawk? Do you think he would be a good husband for Sacagawea? Make an attribute web for Red Hawk.

Why did Tall Rock think he should have a right to Sacagawea? (*page 23, Because he captured her.*) Where did Tall Rock take Sacagawea? Why? (*pag22, To the lodge of the Hidatsa chieftain, Le Borgne, where he would find safety.*) Do you think that Le Borgne respected Tall Rock?

Do you think that Sacagawea would be safe with Le Borgne? What did Sacagawea know about Le Borgne? (*Page 23, Le Borgne had been married to a Shoshone girl whom he had killed in a rage and then scalped.*) Sacagawea was only thirteen but she has been kidnapped twice. What decisions could she make to help her situation?

Was the decision to run away from Le Borgne and Tall Rock a good one? (*page 24*) What skills did Sacagawea lack? (*Pages 25-26, She did not know how to row a bullboat but she knew how to make a fire and to hunt for food.*) What traits can you add to Sacagawea's attribute web? Why didn't she take the roots in the prairie dog burrows? (*page 27*) Do you think this was a wise decision? Begin the Problem-Solving Alternatives Chart on the next page of this guide.

What is a talisman? (*It is something which is supposed to produce extraordinary effects; a charm.*) What sign had the Great Spirit given Sacagawea? (*page 27, the Evening Star*) What good fortune came to Sacagawea? (*page 28, The carcass of a deer which she smoked and arrow tips which she used to catch fish*)

What is a survival story? Have you read any other survival stories?

Why do you think Sacagawea befriended the buffalo cow? (*Page 31, "She was good company She kept me from thinking about myself."*)

How had the Shoshones survived when they ran out of food? (*Page 31, They ate tree bark and even their moccasins.*)

Was the man who rescued Sacagawea an Indian? (*Page 32, Probably not, because he had a beard. When hair appeared on the face of Indians they plucked it. Page 36: He is half white and half Sioux.*)

Charbonneau was a trader. Why did Black Moccasin want to keep his friendship with him? *(Page 37, The trader brought things that the tribe wanted.)*

Why do Red Hawk, Charbonneau and Le Borgne all claim that they have the right to marry Sacagawea? *(Page 38)* How did they plan to settle this dispute? *(Page 38, They would play the Hand Game.)* Did Sacagawea have anything to say about whom she would like to marry?

How do you think Sacagawea felt as the men played the Hand Game to win her as a bride? Do you think Sacagawea wanted to marry any of the men? Who do you think would be the best husband?

How did Blue Sky try to protect Sacagawea from Charbonneau? *(Page 46, She tried to put off the time when Charbonneau would marry Sacagawea.)* How much power did Blue Sky have as an Indian woman? *(Page 47, She made the decisions for the family and Black Moccasin was happy not to be bothered.)*

How could Charbonneau punish Sacagawea if she ran away and he caught her? *(Page 49, Blue Sky told about another slave woman who had her ears cropped and the tip of her nose cut off. That was the law of the Minnetarees.)*

How did Sacagawea's wedding differ from her brother's wedding? *(Page 51, There were no friendly talks nor no nice presents from one family to another. It was not a happy time. Charbonneau's first wife fixed the wedding dinner even though she was not happy about Charbonneau taking another wife. Two days later Charbonneau and the first wife left to trade and Sacagawea stayed behind.)*

How did Sacagawea spend her time after Charbonneau left? *(pages 52-53, Getting ready for the baby she was going to have.)* How did Charbonneau respond to the news he was going to be a father? *(Page 54, "How can Charbonneau go trading up and down the river with a baby in a cradleboard hanging by his wife's neck?")*

Who brought the news of the white men? *(page 55, Charbonneau and René Jessaume)*

What were some of the "correct things" that Lewis and Clark did as they introduced themselves to the Indians? *(Pages 56-57, The white men gave the Indians presents, and then knowing Indian customs, they took off their moccasins in the lodge to show they had come as friends.)* How do you think Lewis and Clark knew about the right way to behave as they met the Indians?

How did Black Moccasin welcome the white men? (*Pages 56-57, He brought them bags of corn and dried deer meat. He put a bearskin around them and they smoked a pipe.*) What did the smoking of the peace pipe mean? (*Page 57*)

How did the white men entertain the Indians? (*Page 57, They played a fiddle and danced in front of the fire.*)

Who was Ben York? Why were the Indians fascinated by him? (*Page 57, Ben York was a black slave who was Captain Clark's servant. The Indians had never seen blacks, so they believed he had painted himself. They tried to rub off some of the black which, of course, they could not do.*)

Why did the explorers build Fort Mandan? (*Page 59, They needed shelter against the cold and protection if the Sioux attacked. It was not wise to start the long journey in winter so a camp was necessary.*)

How did Captain Clark change Sacagawea's life? (*Pages 59-60, He hired her, as well as Charbonneau, for the exploring trip because she was a Shoshone and her father was a chieftain who could help get horses for a hard part of the trip.*)

Why did Captain Clark call Sacagawea "Jane"? (*Page 60, She reminded him of somebody with that name.*) Would you like someone to change your name? Why do you suppose Sacagawea did not seem to mind?

How did Captain Clark help with the birth of Sacagawea's baby? (*Page 62, He gave her some medicine and may have saved her life.*)

What were the three names of Sacagawea's baby and why were they given? (*Page 62, Sacagawea called the baby Meeko or Little Brown Squirrel. Charbonneau, the father of the baby, called him Jean Baptiste Charbonneau and Captain Clark thought he should be called Pompey Charbonneau.*) Which name do you think is best for a baby?

How do you think Sacagawea felt about starting off on this long journey? (*Page 65, She was excited at the thought that she would see her family again.*)

Why do you think Charbonneau and Otter Woman wanted to break the agreement with Lewis and Clark? (*Pages 64-65, The Canadian traders had tried to convince Charbonneau that the Americans would ruin their trade as well as Charbonneau's trade with the Indians. Charbonneau began saying that he was not getting enough money for the danger that they would endure.*) Do you think Charbonneau was going to be paid enough money? How do you think the Americans' exploration would affect the Indian fur traders?

Captain Clark kept a journal. He began to teach Sacagawea English words and how to write. *(Page 66)* What does this tell us about Sacagawea? What can you add to her attribute web?

What does the phrase “feed off the land” mean? Why did Captain Clark not use the food stored on the boats? Why did Sacagawea dig up roots of the camas bush? *(Page 67, They planned to use the stored food in places where they could not find animals and roots to eat.)*

Why do you think Charbonneau tried to steer the boat to Le Borgne’s camp and later gave up control of the rudder of the pirogue? Do you think he made some sort of plan with the Canadians or Le Borgne to stop the explorers? Do you think he hoped that they would lose all their provisions and be forced to quit before they barely got started? What stores did they lose from the boats? What important things did Sacagawea save? *(Pages 69, 71)* If you were Lewis and Clark what would you have done to Charbonneau? Would you have punished him or sent him back where he came from?

How did Clark reward Sacagawea for trying to save the floating boxes? *(Page 70, He gave her a beautiful belt and a kiss.)*

- What did Sacagawea feel for Clark? *(Page 73)*

What useful purpose did the dog Scannon serve? *(Pages 74-75, He was a good guard against wild animals, as well as a good companion.)*

How did Sacagawea and baby Meeko act as protectors for the explorers? *(Pages 76-77, Other Indians looked favorably at Clark and the men because if they were warlike they would not have a woman and child along.)*

How did the Blackfoot Indians differ from the Minnetarees or the Shoshones? *(Page 81, They did not walk with their toes pointed in like the Minnetarees and the Shoshones.)* What other clues did Sacagawea find that showed that the Indians were Blackfeet? *(pages 82-83, A red headband and Indians riding black horses with white spots on their backs.)* How did the Blackfeet hunt buffalo? *(Pages 83-84)*

Why did Lewis and Clark gather flowers and many other things such as skins and feathers of the many animals? *(Page 84)* Why would these things be important to the President of the United States?

Charbonneau made up more stories to get Lewis and Clark to stop the journey and to encourage them to go back to Mandans. How did Sacagawea stop Charbonneau's plan to go back? *(Page 86, As they left the camp, she stepped hard on the hand of a sleeping Sergeant Ordway who shouted and went after them firing the rifle.)*

Lewis and Clark worried about the possible attack of the Blackfeet and which river to take, the Missouri or the River That Scolds at All the Others. Why was it so important to take the right river? What were the explorers trying to find? *(Pages 90-91, They wanted the river that would lead them to the mountains before the fierce winter storms.)*

Why was it necessary to travel by carts and on foot? *(Page 95, The Missouri River had great waterfalls so the explorers had to hide part of their belongings and carry the rest around the falls.)*

Many times on the long journey the explorers were almost killed. How did Charbonneau act on each of these occasions? What attributes can you add to his web? Who were the brave ones? *(Pages 97-99)*

Scannon was injured twice on the trip: first by the beaver and then by rattlesnakes. How did Clark and Sacagawea save his life? *(Page 98)* Do snakes bite dogs very often? Why or why not?

Why did the Shoshone Indians live in such a wild country? *(Page 102, They were driven there by the Flatheads, the Nez Percé and by the Gros Ventres and other tribes.)*

Lewis said to Clark that Sacagawea showed no emotion about being in the country of her people. *(Page 103)* Why do you think she didn't show how happy she was to be back?

How did Sacagawea prepare to meet the Shoshones? *(Pages 104-105, She bathed herself and the baby, put on clean clothes and painted her face, and she prayed to the Great Spirit.)*

How did Captain Clark show his displeasure with the way Charbonneau slapped and beat Sacagawea? *(Pages 105-106, He shot his rifle at him.)*

How did the Shoshone greet each other? *(Page 106, "I sucked my fingers, saying with this sign, 'You are from my tribe, the people who suckled me.'")*

What kind of welcome did Sacagawea receive from her cousin and her brother? *(Pages 107-108)*

How did Cameahwait, He Who Never Walks, Sacagawea's brother, help the explorers? *(Page 109, He had many horses and he knew the way to the Great Waters That Were Too Salty to Drink.)*

Who was Man Who Smiles? *(Page 110, Sacagawea had been promised in marriage to him by her father when she was very young. He had several wives but he claimed Sacagawea and her baby.)* How was the dispute settled? *(Page 112, Captain Clark made Sacagawea choose between Man Who Smiles and Charbonneau. Sacagawea chose Charbonneau, not because she loved or liked him, but because she wanted to continue the journey with Captain Clark.)*

- What warnings did Chief Cameahwait give Sacagawea? *(Page 115, "The river you follow I have never seen... No Shoshone has seen it.. .A bad spirit rules it....Do not go...")*

Why did Sacagawea go to the cave of the Great Spirit? *(Pages 115-118)* What did she ask of the Great Spirit? *(Page 118, That Captain Clark smile on her and that he and Meeko be safe on the long journey.)*

How did Sacagawea's chieftain brother honor Captain Clark? *(Page 120, He gave Captain Clark two names, Chief Red Hair and his name, Chief Cameahwait. He kept his war name, Black Gun.)*

Sacagawea could have stayed with her family. Why didn't she?

Why do you think Captain Clark tried to scare Sacagawea with stories that Spotted Horse told? *(Page 122)*

- Why did she begin to think that Captain Clark no longer wanted her along on the trip? *(Page 122)*
- How did Clark convince Sacagawea he really did want her on the trip? *(Page 123, He kissed her.)*

Many times did Lewis and Clark and their men buried parts of their equipment and stores. How do you think they marked the burial spots? How would they be able to find them? How would you mark such spots?

What did Sacagawea and the explorers learn about the Nez Percé Indians? *(Pages 124-125. They were friendly, good-looking people who decorated their nostrils with shells.)*

How did York compare himself to Sacagawea? What warning did he try to give her? *(Page 126. When they returned to St. Louis, people would be very interested in them and especially in her because she was a pretty Indian girl. People would look at York and see him as a black man and a slave. If a white girl married him, people would look down on her. If a white man married Sacagawea, the white man would be called a Squaw-Man and he would be looked down on. York was telling her that if Clark would marry her, there would be problems.)*

How did Clark hurt Sacagawea's feelings? *(Page 129, He took back the pretty belt he had given her so he could trade it for an otter robe.)*

What did the explorers learn about the Clatsop Indians? *(Pages 133-134. They had unusual, homely, flattened heads because their mothers kept the babies' heads between two boards. They wore strange clothes for which they had traded from the white men on large boats. Because of the trading, they had become greedy, dishonest, and thieving.)*

Was Sacagawea excited to see the ocean? How did she feel? *(Pages 136-137)*

- Do you think she understood the importance of Lewis and Clark's exploration for the President of the United States? What did she understand about the world?

How would you explain Drewyer's strange stories about his adventures? *(Pages 138 139)*

- Why do you think Sacagawea compared Drewyer's stories to her ideas about where the Great Spirit dwelled and Clark's stories about the oceans around the world?
- *Sacagawea was disappointed that after she and the explorers had suffered and struggled so long to get to the ocean they were just going to turn around and go back. How would you explain this so she could understand? Why did Lewis and Clark have to go back?*

How did Clark try to make up to Sacagawea for the belt he had taken from her? *(Page 142. He gave her a ring, which she could not wear in front of Charbonneau because Charbonneau would not understand.)*

How did Sacagawea and the explorers get ready for the return trip? Why would this trip be just as hard? *(Page 14. They prepared a supply of clothes, moccasins, and food for the trip. The trip back would be even more difficult because the explorers had nothing to trade to obtain additional food, horses, and supplies.)*

What particular talent did Clark have that helped make friends with the Indians? *(Pages 145-146. He helped the sick people in villages with his small supplies of medicine.)*

Do you think Charbonneau enjoyed his child? How did Clark look out for Meeko? *(Page 146. Charbonneau was proud of the baby but he did not play with him or show the affection that Clark seemed to demonstrate.)*

Why did Lewis and Clark decide to split the group on the way back? *(Page 149. They wanted to find a river that flowed into the River That Scolds at All Others from the north country as a quick way to carry Canadian furs down to the Missouri and to market.)*

Once more Charbonneau made the attempt to break away from the Lewis and Clark party—this time to go back to the Flathead bride. Why do you think he insisted that Sacagawea and Meeko come with him? *(Page 150. In a way he was proud of his son because he called himself a great man for producing a son.)*

- Charbonneau returned with his Flathead wife, who was very beautiful. Why do you think she rode off?
- Why didn't Charbonneau try to get her back or even kill her? *(Page 153)*

Why was the trip downstream so much easier? *(Page 154. On the trip upstream the men had to pull the boats along by ropes and poles but now, traveling with the current, they were able to go almost 100 miles in a day.)*

What did Captain Lewis learn about the River That Scolds at All the Others? *(Page 156. It did not flow into the Saskatchewan, the river that flowed from the far north rich fur country.)*

How much money did Lewis and Clark give Charbonneau for the exploring trip? *(Page 158. \$500)*

- How much money would that equal today? What did Charbonneau do with the money? *(Page 161, He played the Hand Game and lost all the money to Le Borgne.)*
- What did Lewis give Sacagawea for all her effort? *(Page 162. The dog Scannon.)* Does this seem just? Was Sacagawea insulted?

What did Clark offer to do for Sacagawea and Meeko? *(Pages 160-161. He offered to take them to St. Louis and Washington so they could go to school.)*

- Why didn't Sacagawea choose to go with him? *(Pages 160-163. She remembered York's warning and quietly left to return to her people.)*

# Patterns and Transformations

**Grade Level:** 7-8

**Subject:** Math

**Introduction:** Students will learn to describe quilt patterns in geometric terms. Students will learn how to reflect, rotate, and translate various patterns unique to their Native American culture. Students will also investigate the Native American star quilt history.

**Approximate Length of Unit:** 4 class periods (50 minutes in length).

**Materials Needed:**

- Internet access
- Ruler or meter stick
- Graph paper
- Unlined poster paper
- Geometric Shapes (pattern blocks)
- Pencils
- Markers and Crayons
- Resource Materials
  - (pictures of Native American art and patterns)
  - Star Quilt (or pictures of star quilts)

## Standards:

- a) NE State Math Standards 8.4.1 (Students will identify, describe, compare, and classify two-dimensional geometric figures.)
- b) NE State Math Standards 8.4.2 (Students will use geometric properties and the relationships of congruence, similarity, and symmetry.)
- c) NE State Math Standards 8.4.5 (Students will apply transformations to two-dimensional geometric figures.)
- d) NE State Math Standards 8.4.6 (Students will use geometric terms and representations to describe the physical world.)
- e) CREDE Standards for Effective Pedagogy
  - 1) Teachers and Students Producing Together
  - 2) Teaching Through Conversation
  - 3) Developing Language and Literacy Across the Curriculum
  - 4) Teaching Complex Thinking

- 5) Making Meaning
- 6) Modeling
- 7) Student Directed Activity
- f) American Indian Content Standards
  - 1) Grades 5-8 Geometry Standard 12 (Identify, describe, compare, and classify geometric figures from various American Indian art forms to learn concepts related to plane and solid geometry.)

**Activities:**

1. Teacher will display a star quilt in the classroom and discuss various geometric shapes with the students. Also discuss the concepts of similarity, congruence, and symmetry.
  - a) CREDE Standards 2,5
2. Students will investigate Native American patterns using books and the internet. Students will take notes and discuss their findings with the rest of the class.
  - a) CREDE Standards 3,7
3. Parent Involvement Activity: Students will each bring a pattern from home that his/her family is familiar with and share that information with the class.
  - a) CREDE Standards 5,7
4. Teacher will model and the student will practice the following using geometric shapes: reflections, rotations, translations.
  - a) CREDE Standards 1,6
5. Using a large piece of graph paper (3 ft. x 3 ft., with 1-inch squares), students will construct an Indian pattern using different colors and geometric shapes. Students will then reflect, rotate, and translate those patterns.
  - a) CREDE Standards 4,7

**Evaluation:**

- Activity 1: 50 point maximum based upon participation.
- Activity 2: 50 point maximum based upon amount of research and report to class.
- Activity 3: 50 point maximum based upon completion of activity.
- Activity 4: 100 point maximum based upon accurate completion of transformations.
- Activity 5: 150 point maximum based upon accurate completion of Indian pattern transformation.
- 
- Total: 400 point maximum

**Resources:**

<http://www.starquilts.com/tradition.htm> (Relates the star quilt to the stars.)

<http://womenfolk.com/historyofquilts/nativeam.htm>  
(Information about the star quilt and other Native American art patterns.)

*Morning Star Quilts* by Florence Pulford

*North American Indian Motifs*, CD-ROM and book, Dover Publication Electronic Clip Art (ISBN 0-486-99945-9).  
Contains almost 400 copyright-free designs.

*American Indian Design and Decoration* by Leroy H. Appleton, Dover Publication (ISBN 0-486-22704-9). Contains stories and myths of American Indians and over 700 designs typical of each tribe.

*Shota and the Star Quilt* by Margaret Bateson-Hill, 1998, Chicago: Zero to Ten, Ltd.

*To Honor and Comfort: Native Quilting Traditions* by Marsha L. MacDowell and C. Kurt Dewhurst, 1997. Santa Fe, NM: Museum of New Mexico, 1998. Press.

**Developed by:**

Carol Frost, Walthill Public School, [cfrost@esu1.org](mailto:cfrost@esu1.org)  
Tami Heiser, Santee Community School, [theiser@esu1.org](mailto:theiser@esu1.org)

## Video Project—Native American Story

**Grade Level:** 7-8

**Subject:** Language Arts, Art

**Introduction:** Students will research Native American stories that they will later reenact and videotape. The finished product will be burned to DVD. What happens next is up to the students. This unit includes other content areas besides Language Arts and Art: industrial arts, culture, social studies, business, and F.A.C.S. are just a few examples. (The content areas this could be used in depend only upon how many different faculty members are willing to get enthusiastic about this sort of project.)

When studying Native American stories, students will see that Omaha stories are found in a number of books. They will internalize these stories in personally meaningful ways and learn to write for visual storytelling (screenplays/storyboards/etc.). Further, students will learn to use digital camcorders, 2-d animation software, and video editing techniques. They will learn to use oratory skills and body language in video communication.

**Approximate Length of Unit:** 3-4 weeks.

**Materials:** computer and video hardware: Digital 8 or Hi-8 Camcorder,  
Pentium IV processor PC, DVD burner, laptops, webcam, video capture device, tripod.  
hand and power tools  
costumes

software: Video editing software, 2-D editing freeware, Word processing software, spreadsheet.

**Books:** *Old Indian Legends* by Zitkala-Sa (Gertrude Bonnin)  
*American Indian Trickster Tales* by Richard Erdoes and Simon Ortiz  
*Omaha Tribal Myths and Trickster Tales* by Roger L. Welsh  
*Ke-Ma-Ha: The Omaha Stories of Francis LA Flesche*  
by Francis LA Flesche  
(all books available from Amazon Books)

Online Resources:

Project Gutenberg	<a href="http://sailor.gutenberg.org">http://sailor.gutenberg.org</a>
<i>Videomaker</i> Magazine	<a href="http://www.videomaker.com">http://www.videomaker.com</a>
Four Directions Charter School	<a href="http://www.in-progress.com">http://www.in-progress.com</a>
Amazon Books	<a href="http://www.amazon.com">http://www.amazon.com</a>
Oyate Bookstore	<a href="http://www.oyate.org">http://www.oyate.org</a>
Native Lore Index	<a href="http://www.ilhawaii.net/~stony/loreindx.html">http://www.ilhawaii.net/~stony/loreindx.html</a>

Professional Contacts:

Stacey Fox, filmmaker	<a href="mailto:info@staceyfox.com">info@staceyfox.com</a>
-----------------------	--

**Activities:**

1. Students will spend time reading books (from the book list above) in literature circles. They will share their thoughts and will discuss which stories they would like to turn into video projects. The class will choose 3 to 5 different stories, and then split up into teams. Each team will work on a different story.
  - a) NE State Language Arts Standard (Reads and responds to literature.)
  - b) NE State Social Studies. (Gathers information effectively through reading, listening, and viewing.)
  - c) CREDE Standard: Dialogue over lectures.
2. Students will contact community members and go on web quests to find Native American stories (preferably Omaha stories).
  - a) NE State Language Arts Standard (Understands and applies basic principles of language use.)
  - b) NE State Social Studies Standard (Gathers information effectively through reading, listening, and viewing.)
  - c) CREDE Standards: Connecting lessons to students' lives; Challenging lessons
3. Students should get in touch with some of the internet contacts listed above (Four Directions Charter School, Stacey Fox). These contacts can serve as consultants.
  - a) NE State Language Arts and Social Studies Standards (Communicates ideas and information in writing.)
  - b) CREDE Standard: Challenging lessons
  - c) DIM: High expectations

4. Student will prepare for interviews with community elders and on-location filming. Students will go out into the community for on-location shooting and interviews.
  - a) CREDE Standard: Challenging lessons
  - b) DIM: Community and Parental Involvement
5. Students will familiarize themselves with camcorders and video capture devices and software.
  - a) CREDE Standard: Challenging lessons
  - b) DIM: Maximum use of technology
6. Students will read and then write video scripts. Then students will storyboard their ideas.
  - a) NE State Language Arts Standards (Reads and responds to Literature; Communicates ideas and information in writing,)  
Understands and applies basic principles of language use.)
  - b) CREDE Standard: Language skills across the curriculum.
7. Students will plan, budget, and schedule their video projects.
  - a) NE State Language Arts Standard (Communicates ideas in writing.)
  - b) CREDE Standard: Language skills across the curriculum.
8. Students will shoot video, direct actors, and act.
  - a) NE State Language Arts Standard (Reads and responds to Literature.)
  - b) CREDE Standard: Challenging lessons.
  - c) DIM: Maximum use of technology.
9. Students will make or acquire all necessary props and costumes.
  - a) NE State Language Arts Standard (Reads and responds to Literature.)
  - b) CREDE Standards: Language skills across the curriculum;  
Connecting lessons to students' lives.

10. Students will familiarize themselves with 2-D animation software, such as Image Forge.
- a) CREDE Standards: Language skills across the curriculum; Challenging lessons
  - b) DIM: Maximum use of technology.
11. Students will create artifacts that can be used to create a production portfolio.

**Evaluation:**

- Activities 1 and 2: Students will be evaluated on their oral presentation and knowledge of the stories they proposed for the project.
- Activity 3: Students will be evaluated on the information they are able to gather from the online contacts; and the networking with other students and professionals that they are able to accomplish.
- Activities 4, 5, 8, 10: These activities will be evaluated on the quality of the video and interview content. Props, costumes, video scripts, and storyboards will provide information about the students' understanding of the chosen literature selections.
- Activities 6, 10: Evaluations for these activities will be done on artifacts the students made.

**Developed by:** Jeva Singh-Anand, M.A. [jsingh@esu1.org](mailto:jsingh@esu1.org)

# Abuse of Alcohol/Drugs

**Grade Level:** 7-8

**Subject:** Health, Guidance

**Introduction:** Students will learn the effect of alcohol and other drugs on the human body and on mental health. Students will use stories, factual science based information, films, and information found on web sites as the basis for this unit.

**Approximate Length of Unit:** 9 weeks.

**Vocabulary Word List:** Teachers may add to or take from this list:

support group	addiction	abuse	tolerance
withdrawal	physical addiction	stress	alcoholic
depressant	stimulant	denial	

**Materials:** *Creating Sacred Places for Students in Grades 7-8* by Sandra J. Fox, D. Ed, National Indian School Board Association, 2<sup>nd</sup> Edition.  
*The Tiny Warrior*  
by D.J. Eagle Bear Vanas. Andrews McMeel Publish,  
Kansas City.

[www.kidshealth.org](http://www.kidshealth.org)

[www.schooldiscovery.com](http://www.schooldiscovery.com)

[www.coaf.org](http://www.coaf.org)

*Chiefs*, (Videotape).

*Working It Out at Madison; the Circle*, (Videotape).

The Bureau for At-Risk Youth

645 New York Ave.

Huntington, NE 11743

Al-Anon

**Standards:**

- a) CREDE Standards: : Developing Language and Literacy Across the Curriculum, Making Meaning, Teaching Through Conversation, Teaching Complex Thinking, Student Directed Activity
- b) SC PK 12.3.1 Personal Social
  - 1) Standard A (Develop a positive attitude toward self as a unique person. Distinguish between appropriate and inappropriate behaviors. Understand the need for self-control and how to practice it.)
  - 2) Standard B (Understanding consequences of decisions and choices.)

**Activities:**

1. Read and discuss *The Tiny Warrior* by D.J. Eagle Bear Vanas.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum
2. Visit the Winnebago Hospital Drug and Alcohol Rehabilitation Unit (or one in your area). Interview a health care worker in the unit.
  - a) CREDE Standards: Making Meaning, Teaching Through Conversation
3. View and discuss the film *Chiefs*.
  - a) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teaching Through Conversation
4. Read and discuss substance abuse material from web sites. (E.g.: “Is Someone’s Drinking or Drug Use Getting to You?” from [www.coaf.org](http://www.coaf.org); or “Physical and Psychological Symptoms of Addiction from [www.kidshealth.org](http://www.kidshealth.org) .)
  - a) CREDE Standard: Teaching Complex Thinking
5. Students will have conversations with family members about the role and effect of drug/alcohol use in their communities.
  - a) CREDE Standard: Student Directed Activity
6. Students will discover and discuss the effect of drug (cigarette) or alcohol use on the family budget.
  - a) CREDE Standard: Student Directed Activity

7. The class will research tribal mortality resulting from alcohol/drug use and abuse.
  - a) CREDE Standard: Student Directed Activity
  
7. Students will write personal reflection papers about experiences resulting from their own or family member's drug/alcohol use.
  - a) CREDE Standard: Student Direct Activity
  
8. Students will study the vocabulary of drug/alcohol use and abuse and the definitions of those terms.
  - a) CREDE Standard: Developing Language and Literacy Across the Curriculum

**Evaluation:** Evaluation will be accomplished using a pre and post test on materials presented in this unit. Student response will also be used as an evaluation tool.

**Developed by:** Pat Browning, Walthill Public School, [pbrownin@esu1.org](mailto:pbrownin@esu1.org)

***When The Legends Die***  
**Exploration of Literature:**  
**The Themes of Triumph of the Spirit and Values**

**Grade Level:** High School (Some portions could be used with younger students.)

**Subject:** Literature, Life Skills

**Introduction:** By using the loss and reclamation of self-identity through triumph of the spirit as a theme, students will explore novels, movies, legends, and poetry to meet standards for reading, writing, and communicating.

**Approximate Length of Unit:** 5 weeks minimum (to complete all activities)

**Vocabulary Word List:**

tradition	theme	legend	values
personality	spirituality	culture	heritage
aboriginal	native	anthology	prose
poem	folklore	transformation	

**Materials:** *When the Legends Die* by Hal Borlund  
*Hal Borland's (a.k.a. Harold Glen Borland's) "When the Legends Die"* A Study Guide From Gale's "Novels For Students"  
*When the Legends Die: A Unit Plan* by Mary B. Collins (CD-ROM)  
*How the Stars Fell Into the Sky: A Navajo Legend* by Jerrie Oughton  
*Rabbit Proof Fence*. (Videotape).  
*Native American Literature: An Anthology* by Lawana Trout (contains the poem "Raisin Eyes")  
*The Tiny Warrior: A Path to Personal Discovery & Achievement* by D.J. Eagle Bear.  
*Native Wisdom for White Minds: Daily Reflections Inspired by the Native Peoples of the World* by Anne Wilson, Ph.D. Schaef

**Standards:**

Language Arts:

- a) NE State Language Arts Standard 12.1.1 (Students will identify the main idea and supporting details in what they have read.)

- b) NE State Language Arts Standard 12.1.3 (Students will identify and use characteristics to classify different types of text.)
- c) NE State Language Arts Standard 12.1.4 (Students will analyze literature to identify the stated or implied theme.)
- d) NE State Language Arts Standard 12.1.8 (Students will demonstrate the ability to analyze literary works, nonfiction, film, and media.)
- e) NE State Language Arts Standard 12.2.1 (Students will write using standard English [conventions] for sentence structure, usage, punctuation, capitalization, and spelling.)
- f) NE State Language Arts Standard 12.2.2 (Students will write compositions with focus, related ideas, and supporting details.)
- g) NE State Language Arts Standard 12.2.3 (Students will revise and edit persuasive compositions.)
- h) NE State Language Arts Standard 12.2.4 (Students will use multiple forms to write for different audiences and purposes.)
- i) NE State Language Arts Standard 12.3.1 (Students will participate in student directed discussions by eliciting questions and responses.)
- j) NE State Language Arts Standard 12.3.2 (Students will make oral presentations that demonstrate consideration of audience, purpose, and information.)

**CREDE Standards:**

- a) Teachers and Students Working Together (Use instructional group activities in which teacher and students work together to create a product or idea.)
- b) Connecting Lessons to Students' Lives (Contextualize teaching and curriculum in students' existing experiences in home, community, and school.)
- c) Engaging Students with Challenging Lessons (Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.)
- d) Emphasizing Dialogue over Lectures (Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations [known as instructional conversations], rather than lecture.)

**Activities:**

1. The class will read *How the Stars Fell Into the Sky: A Navajo Legend* by Jerrie Oughton.
  - a) Discuss the laws that First Woman wanted to write in the sky.
  - b) Discuss what characteristics (missing values) the coyote had that disrupted her plan and what the result was.

2. Students will list and explore values of the Native (Ho-Cak) people, family, and/or heritage.
3. Class will read/listen to the novel *When the Legends Die* by Hal Borland in reading circle or individually. Students will write a daily response journal.
  - a) Analyze and discuss the role of value violation in the character's life.
  - b) Who was the coyote in this story? (Prerequisite: *How the Stars Fell Into the Sky: A Navajo Legend*)

Use critical thinking lessons from the study guides to explore the character's varying values and results of the abandonment or embracing of values.

Read the poem "Raisin Eyes" by Luci Tapahonso (from the book *Native American Literature: An Anthology*). Analyze and discuss how one person not living according to traditional values impacts those around him/her. Students will journal how they have been impacted by others.

4. **NOTE:** IT IS STRONGLY RECOMMENDED THAT THE TEACHER CONSULT PARENTS, THE SCHOOL COUNSELOR, AND COMMUNITY MEMBERS BEFORE DOING THIS ACTIVITY. STUDENTS SHOULD ALSO BE ABLE TO OPT OUT OF THIS ACTIVITY.

- Watch the videotape, *Rabbit Proof Fence*.
  - Compare and contrast the importance of traditional values found in the movie and the book *When the Legends Die* (or other stories listed).
  - Who was the coyote in this story? (Prerequisite: *How the Stars Fell Into the Sky: A Navajo Legend*).
- Watch the documentary of the making of *Rabbit Proof Fence*, specifically watching the scene of the forced removal of the children, and the actors' and the consultants' reactions to the incident.
  - Discuss the emotional impact of the scene.
  - Students journal their own reactions.

5. Class will read and analyze "Magnificat" by Cathy Arviso (attached poem). What values is the character displaying? How are the character's values benefiting her?
6. Read and analyze "Loser" by David Reeves (attached poem). For the character, what is the result of living in two worlds? What is the effect of the loss of pain? Is this a good or bad effect?

7. Students will interview a tribal elder to collect a story about someone (living or deceased) whose life was interrupted or disturbed by a violation of native (tribal) rules (i.e. Billy Mills or Gertrude Bonnin). Students will present their interviews to the class, then write a story to effectively retell the story.
8. Cumulative hands-on activity: Cubing: Students will construct a paper cube. On each face of the cube, students will summarize the values challenged or empowered in their own lives. Students will share their cubes in family presentations.

**Evaluation:** Evaluate each activity on the basis of points:

Beginning	1 point
Progressing	2 points
Proficient	3 points
Advanced	4 points

- Formulate composite score for each activity.
- Daily response journals: Scored according to corresponding standards. Use ideas and organization portions of the six-traits rubric.
- Group participation: Use organization and ideas portions of the six-traits rubric.
- Cube exercise at the end of the unit: Defining the values discussed.
- Pre and post ability to identify personal tribal values: Evaluate on the basis of Beginning, Progressing, Proficient, and Advanced scoring. Use ideas and organization portions of the six-traits rubric.
- Evaluate written presentations using the entire six-traits rubric.
- Evaluate oral presentations using all of the six-traits rubric except for “conventions.”

**Developed by:** Mary Ellen Olsson, Winnebago Public Schools, [molsson@esu1.org](mailto:molsson@esu1.org)  
Sarah Olasz, Winnebago Public Schools, [solasz@esu1.org](mailto:solasz@esu1.org)



The following poems were found in *Arrows Four: Prose and Poetry by Young American Indians*, edited by T.D. Allen (is out of print).

“Loser”

David Reeves, Navajo/Senior at Wingate High School

In my own country I'm in a far-off land  
I'm strong but have no force or power  
I win, yet remain a loser.

At break of day I say goodnight  
When I lie down I have a great fear of falling.

He who makes a beast of himself  
Gets rid of the pain of being a man.

“Magnificat”

Cathy Arviso, Navajo/Senior at Wingate High School

I start my daily weaving on my fine summer day.  
Under the shade of a big tree I weave. I sit humming my grandfather's  
great songs and happy with joy, for in a few months  
I will mother. I'm thrilled and afraid; my first child. I can see myself holding  
the baby and giving all loving.

# Wak'djunk'aga—Trickster Legends

**Grade Level:** High School

**Subject:** Literature, Life Skills, Economics (Activity #10)

**Introduction:** While reading legends about tricksters, students will identify the moral lessons taught by each. David Smith, Winnebago historian, describes the trickster stores as “Created by the Creator to help humans master life.” Most of the legends references in this unit are Winnebago.

## Vocabulary Word List:

intruder	tales	illustrations	enclosure
tradition	eternal	prey	historian
comeuppance	comical	mangy	loan
constellations	humorous	credit	parched
mortgage	dialect		

**Materials:** *Keepers of the Earth: Native American Stories and Environmental Activities for Children* by Michael J. Caduto, Joseph Bruchac, Ka-Hon-Hes, Carol Wood (Used in activities 1,2,4.)  
*Folklore of the Winnebago Tribe* by David Lee Smith  
(Used in activities 5, 8, 9, 10, 11.)  
*The Adventures of Tom Sawyer* by Mark Twain (Used in activity 9.)

## Standards:

- a) NE State Language Arts Standard 12.1.1 (Students will identify the main idea and supporting details in what they have read.)
- b) NE State Language Arts Standard 12.1.2 (Students will locate, evaluate, and use primary and secondary resources for research.)
- c) NE State Language Arts Standard 12.1.4 (Students will analyze literature to identify the stated or implied theme.)
- d) NE State Language Arts Standard 12.1.8 (Students will demonstrate the ability to analyze literary works, nonfiction, film, and media.)
- e) NE State Language Arts Standard 12.2.1 (Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.)

- f) NE State Language Arts Standard 12.2.2 (Students will write compositions with focus, related ideas, and supporting details.)
- g) NE State Language Arts Standard 12.2.3 (Students will revise and edit persuasive compositions.)
- h) NE State Language Arts Standard 12.3.1 (Students will participate in student directed discussions by eliciting questions and responses.)
- i) NE State Language Arts Standard 12.3.2 (Students will make oral presentations that demonstrate consideration of audience, purpose, and information.)

CREDE Standards:

- a) Teachers and Students Working Together (Use instructional group activities in which teacher and students work together to create a product or idea.)
- b) Connecting Lessons to Students' Lives (Contextualize teaching and curriculum in students' existing experiences in home, community, and school.)
- c) Engaging Students with Challenging Lessons (Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.)
- d) Emphasizing Dialogue over Lectures (Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations [known as instructional conversations], rather than lecture.)

American Indian Content Standards: Language Arts:

- a) Standard 1 (Understanding and using forms and features of language that vary within and across individual speakers, diverse cultural communities, and different situations.)
- b) Standard 2 (Developing and applying Native language literacies while developing/applying English literacies.)
- c) Standard 3 (Understanding the effects of cultural contexts, particularly of their tribe, on what students read, write, hear, say, and view.)
- d) Standard 6 (Developing oral communication skills to perpetuate the American Indian oral tradition.)
- e) Standard 7 (Analyzing, evaluating, and assessing what they read, write, hear, say, and view—e.g. comparing American Indian and non-Indian perspectives in historical records.)
- f) Standard 8 (Reading popular and classical literature from diverse cultures and times, especially American Indian literature, for a variety of purposes and in a variety of genres, and becoming aware of the ways readers and writers are influenced by personal, social, cultural, and historical contexts.)

- g) Standard 10 (Recognizing, reflecting on, and articulating their participation in the aesthetic dimensions of literature.)
- h) Standard 11 (Writing for a variety of real world purposes and audiences and in a variety of genres, including those which allow them to communicate well in their own communities.)
- i) Standard 12 (Learning, understanding, and using formal conventions of English.)
- j) Standard 14 (Using a range of technological forms of communication, and in understanding and evaluating critically the conventions, demands, opportunities, and responsibilities of technologically based discourse.)
- k) Standard 15 (Exploring ideas and feelings imaginatively through a variety of creative modes, e.g. journals, story telling, drama, and media projects.)
- l) Standard 16 (Defining, synthesizing, hypothesizing, drawing conclusions, and evaluating with the use of multiple resources.)
- m) Standard 17 (Building upon Native language and experience in school learning.)

**Activities:**

1. Students will research coyote behavior and will identify the characteristics of the coyote that may have caused Native Americans to identify it as a “trickster.” Use a thesaurus to list synonyms and antonyms of each characteristic. Using the list, students will name animals that are similar to and very different from coyotes.
2. The class will read “Prey, Tell Me Riddles.” Identify prey animals of the coyote’s and develop riddles with the goal of describing the prey animal without naming it. As a group, take turns presenting and solving the riddles.
3. Find a person in the community to tell a trickster legend to the class.
4. The class will read “How Coyote Was the Moon.” Discuss which behavior is explained in this legend. Research standard modern science explanations regarding coyotes’ howling. Have students present the information as a group in one of a variety of ways: diorama, poster, model, etc.
5. The students will read “The Quest For Food,” and then will write a story about the consequences of lying.

6. Students will research or ask community/family members about local tribal Coyote (or trickster) stories and present them to the class or to a younger age group in the oral tradition.
7. Students will create a class book of Trickster stories retold in pictures and words. Variation: rewrite the stories in comic book style, using pictures and word balloons.
8. Read “Wak'djunk'aga the Eagle.” Students will make a list of what makes them special or proud. Then students will create a quilt, poster, or mural depicting these positive characteristics. Display the finished product in the commons area of your school.
9. The class will read “The Trickster and the Red Ant.” Compare this story to the portion of *The Adventures of Tom Sawyer* wherein Tom convinces others to paint the fence for Aunt Polly. Discuss the similarities and differences.
10. Students will read “Wak'djunk'aga Learns a Lesson In Niceness.” Then students will write two paragraphs; The first will describe a situation when the student was excluded from a group. The second will describe a situation when the student was included. Each paragraph needs to explore the student’s feelings. Paragraphs should be evaluated and revised using the six-traits model.
11. The class will read “Turtle Trying to Get Credit.” Students will research what factors affect a person’s credit. Students will then rewrite the story using a modern realistic story line, human characters, and the factors discovered through their research. For some students, the teacher may want to develop the legend into a fill-in-the-blank story to aid in the retelling.
12. Culminating Activity: Students will use the knowledge gained about the characteristics of the Trickster to develop an original Trickster story. Then students will present the story in the oral tradition or as a play during a community event.

**Evaluation/Assessment:** Evaluate each activity on the basis of points:

Beginning	1 point
Progressing	2 points
Proficient	3 points
Advanced	4 points

- Formulate composite score for each activity.
- Group participation: Use organization and ideas portions of the six-traits rubric.
- Evaluate written presentations using the entire six-traits rubric.
- Evaluate oral presentations using all of the six-traits rubric except for “conventions.”

**Developed by:** Mary Ellen Olsson, Winnebago Public Schools,

[molsson@esu1.org](mailto:molsson@esu1.org)

Sarah Olasz, Winnebago Public Schools, [solasz@esu1.org](mailto:solasz@esu1.org)

# Tipi Geometry

**Grade Level:** High School

**Subject:** Geometry

**Introduction:** Students will investigate the structure of the Indian Tipi. The investigation will include finding the circumference of the base, the slant height, the true height, the volume, and the surface area of the structure. In addition, students will learn the cultural significance of the tipi: this will include materials needed for construction, the aspect of ventilation, and methods of construction and travel.

**Approximate Length of Unit:** 10 class periods (each 50 minutes in length).

**Materials:** Internet access  
Compass  
Protractor  
Ruler  
Graph paper  
Unlined paper  
Dowel rods or straight saplings  
Cloth material or bolt paper  
Research for dimensions and construction of a tipi  
Paint  
Brushes  
Pencils and pens  
Markers

**Standards:**

Mathematics

- a) NE State Mathematics Standard 12.4.1 (Students will calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensional shapes.)
- b) NE State Mathematics Standard 12.4.2 (Students will create geometric models to describe the physical world.)

- c) NE State Mathematics Standard 12.4.3 (Students will evaluate characteristics and properties of two- and three-dimensional geometric shapes.)
- d) NE State Mathematics Standard 12.4.6 (Students will apply geometric properties to solve problems.)
- e) NE State Mathematics Standard 12.3.1 (Students will select and use measuring units, tools, and/or technology and explain the degree of accuracy and precision of measurements.)

CREDE Standards for Effective Pedagogy:

- 1) Teachers and Students Producing Together
- 2) Teaching Through Conversation
- 3) Developing Language and Literacy Across the Curriculum
- 4) Teaching Complex Thinking
- 5) Making Meaning
- 6) Modeling
- 7) Student Directed Activity

American Indian Content Standards Grades 9-12

- a) Geometry Standard 8 (Interpret and draw three-dimensional objects of an American Indian cultural nature, using appropriate tools including computers.)

**Activities:**

1. Kick-Off Activity: Students will read the book *Houses of Hide and Earth*. Then students will discuss their knowledge of and experience with tipis. Together, teacher and students will read the information available at [www.btigerlily.net/BTTipi.html](http://www.btigerlily.net/BTTipi.html).
  - a) CREDE Standards 2, 3, 5
  
2. Using the Internet and other books and with the teacher's assistance, students will investigate the Plains Indians and their use of the tipi. Students will discuss their findings with the rest of the class in a group setting.
  - a) CREDE Standards 1,2
  
3. Students will describe the dimensions of a typical lodge tipi. This will include:
 

diameter	radius	circumference
slant height	true height	volume
area of base	central angles	surface area

  - a) CREDE Standards 3, 4

4. Teachers will model how to draw a two-dimensional scale model of a tipi. The students will then draw a two-dimensional scale model of a tipi and its internal and external components.
  - a) CREDE Standards 1, 4, 6
  
5. Students will measure the length and width of their own homes to determine the area and perimeter of their dwellings.
  - a) CREDE Standards 5, 7
  
6. Students will compare circumference and area of various sized tipis and will compare a tipi to the students' home areas and perimeters.
  - a) CREDE Standard 4
  
7. Students will build a three-dimensional scale model of a tipi and decorate it. This will be done in groups of 3 or 4 students.
  - a) CREDE Standards 5, 7

**Evaluation:**

Activity 2	100 point maximum based upon participation.
Activity 3	100 point maximum based upon accuracy of problems solved.
Activity 4	100 point maximum based upon accuracy and detail in two-dimensional scale drawings.
Activity 5	25 point maximum based upon completion of activity.
Activity 6	75 point maximum based upon accurate completion of comparisons.
Activity 7	100 point maximum based upon participation within group and accuracy of scale model.
<hr/>	
Total	500 point maximum

**Resources:** <http://www.btigerlily.net/BTTipi.html> "Tipi: History and Pole Values." A short history of the tipi and tipi pole values.

<http://www.successlink.org/great3/g2086.html> "Tipi Math." Lessons involving tipis.

<http://www.nps.gov/knri/teach/house/htm> "Knife River Indian Villages National Historic Site." A teacher's guide to housing and the tipi.

[http://www.geocities.com/yb\\_ms/](http://www.geocities.com/yb_ms/) "Young Blood's and Morning Star's Home and Information." Click on "Blackfoot Crafts" and then click "NEXT" at the bottom until you come to "How to Make a Tipi (Lodge)."

[http://collections.ic.gc.ca/notukeu/tipi\\_e.htm](http://collections.ic.gc.ca/notukeu/tipi_e.htm) “Tipi Construction”—  
shows step by step instructions of how to make a tipi.

*Houses of Hide and Earth: Tipi and Earth Lodges* by Bonnie Shemie  
(ISBN 0-887-76269-7). Describes the materials, construction,  
and uses of the tipis and earthlodges used by the Plains Indians.

*North American Indian Motifs* CD-ROM and Book, Dover  
Publication Electronic Clip Art (ISBN 0-486-99945-9).  
Contains stories and myths of American Indians and over 400  
copyright-free designs.

*The Indian How Book* by Arthur C. Parker

*The Indian Tipi: Its History, Construction, and Use* by Reginald and  
Gladys Laubin

*Storm Maker's Tipi* by Paul Goble

**Developed by:** Carol Frost, Walthill Public School, [cfrost@esu1.org](mailto:cfrost@esu1.org)  
Tami Heiser, Santee Community School, [theiser@esu1.org](mailto:theiser@esu1.org)

# Explorers

**Grade Level:** 10-11

**Subject:** United States History

**Introduction:** Students will study early explorers, with a focus on the Native Americans' perspectives. Students will also study many of the reasons why explorers came to this land and how their arrival affected Native Americans. Students will study various herbs that the Native Americans shared with early explorers.

**Approximate Length of Unit:** 2 weeks

**Vocabulary:** Will be discussed throughout the unit as needed.

**Materials:** Map

Interview sheet

Prior knowledge sheet

Herb chart

Study guide on textbook pages regarding Explorers (Includes questions on why explorers came and which countries sent them.)

Rubric for projects

Literature List from *Creating Sacred Places* by Dr. Sandra Fox

Books (available from [www.amazon.com](http://www.amazon.com)):

*New Worlds For All: Indians, Europeans, and the Making of Early America* by Colin G. Calloway.

*The Sun Horse—Native Visions of the New World* by Gerald Hausman and Charles Dailey

*The Handbook of Native American Herbs* by Alma Hutchens

**Standards:**

- a) NE State U.S. History Standards 12.1.11, 12.1.5, 12.2.3, 12.2.4, 12.2.6, and 12.3.1
- b) CREDE Standards: Visual Cognitive Style, Reflective Information Processing, Auditory, Collaboration, Teachers and Students Producing Together, Teaching Through Conversation, Modeling, Student Directed Activity, Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking, Making it Meaningful

**Activities:**

1. Prior Knowledge: Teacher will discuss with the students: What do you know? What do you want to know?
  - a) CREDE Standards: Visual Cognitive, Reflective Information Processing, Teachers and Students Producing Together, Collaboration
2. Students will create a map, recording the journey as it is studied throughout the unit.
  - a) CREDE Standards: Visual Cognitive Style, Reflective Information Processing, Teachers and Students Producing Together, Collaboration
3. Students will create a sequential timeline of events.
  - a) CREDE Standards: Visual Cognitive Style, Teachers and Students Producing Together, Collaboration
4. Teacher will lead a discussion and will guide students in scientific research of Native American herbs that were introduced to explorers. Students will create an Herb chart of the herbs studied.
  - a) CREDE Standards: Visual Cognitive Style, Reflective Information Processing, Teachers and Students Producing Together, Collaboration
5. Students will teach an elementary class about the Native American herbs that were introduced to early explorers. Parents will be invited to come to the elementary classrooms to see their student's presentations.
  - a) CREDE Standards: Student Directed Activity, Making it Meaningful, Students Teaching Through Conversation, Visual Cognitive Style, Parental Involvement
6. Students will develop an interview sheet, listing questions they will use to gather input from parents/community on Tribal usage of herbs. After gathering

the information, students will give a 2-minute minimum presentation to the rest of the class. Parents will be invited to attend.

a) CREDE Standards: Student Directed Activity, Making it Meaningful, Visual Cognitive Style, Parental Involvement

7. Students will choose two books from the Literature List. For each book selected, students will make a poster, write a one-paragraph summary of the book, and write one paragraph giving their opinion of the book.

a) CREDE Standards: Visual Cognitive Style, Making it Meaningful

**Evaluation:** Points will be assigned to each item:

- Herb Chart
- Teaching the Elementary Class
- Herb Interview Presentation (2 minutes)
- Study Guide
- Book Summary
- Map
- Timeline
- Poster

**Developed by:** Joni Hegge, Winnebago Public School  
MJ Stanek, Winnebago Public School, [mjstanek@huntel.com](mailto:mjstanek@huntel.com)

# The American Revolution

**Grade Level:** 10-11

**Subject:** United States History

**Introduction:** Students will study many battles of the American Revolution. Students will be exposed to cultural perspectives of the various groups of people: Native Americans, women, government leaders, American traders, and loyalists.

**Approximate Length of Unit:** 3 weeks.

**Vocabulary:** Teacher will select words and go over them as the words are studied throughout the unit.

**Materials:** Video sheet  
Prior Knowledge Sheet  
Video—*French and Indian War*, #76  
Internet research sheets on each of the battles  
Speech textbook  
Map  
CD  
Internet research on different perspectives of the war  
Literature list from this time period from the text *Creating Sacred Places*, H.S. Volume including social studies, by Dr. Sandra Fox  
Student created questions and answers for “Jeopardy” game  
Supplies for diorama: clay, construction paper, glue, markers, boxes,  
Rubrics for grading projects

**Standards:**

- a) NE State U.S. History Standards 12.1.11, 12.2.3, 12.2.4, 12.2.6, and 12.3.3
- b) CREDE Standards: Visual Cognitive Style, Reflective Information Processing, Auditory, Collaboration, Teachers and Students Producing Together, Teaching Through Conversation, Modeling, Student Directed Activity, Developing Language and Literacy Across the Curriculum, Teaching Complex Thinking, Making it Meaningful

**Activities:**

1. Prior Knowledge: Teacher will discuss with the students: What do you know? What do you want to know?
  - a) CREDE Standards: Reflective Information Processing, Teachers and Students Producing Together, Collaboration
2. Teacher and students will discuss the tax issues that preceded the Revolutionary War.
  - a) CREDE Standards: Making it Meaningful, Teaching Through Conversation
3. The class will watch the video *French and Indian War, #76*, and fill out the video worksheet.
  - a) CREDE Standards: Visual Cognitive Style, Teaching Through Conversation, Reflective Information Processing
4. Teacher can decide whether students will work individually, in pairs, or groups. Students will create a map of the battles of the American Revolution.
  - a) CREDE Standards: Teaching Through Conversation, Modeling, Student Directed Activity, Teachers and Students Producing Together, Reflective Information Processing
5. After the teacher and students discuss/study various Revolutionary War battles, students will research and prepare a diorama and a speech to present to the class. The teacher can decide whether students will work individually, in pairs, or groups. Students will choose one of the following battles: Battle of Lexington/Concord, Battle of Ticonderoga, Battle of Princeton, Battle of Bunker Hill, Battle of Saratoga, or the Battle of Yorktown. Diorama must contain a minimum of 5 components for each battle. Students will present their projects to the class.
  - a) CREDE Standards: Visual Cognitive Style, Teaching Through Conversation, Modeling, Student Directed Activity, Teachers and Students Producing Together, Reflective Information Processing
6. The teacher can decide whether students will work individually, in pairs, or groups. Students will select one of the various peoples affected/involved in the war to research that group's cultural perspectives: Native Americans, women, government leaders, American traders, and loyalists. Students will give oral summaries to the class and will turn in written summaries.

- a) CREDE Standards: Teaching Through Conversation, Modeling, Student Directed Activity, Teachers and Students Producing Together, Reflective Information Processing
7. Throughout the unit, students will do role playing, depicting the cultural perspectives of those peoples involved/affected by the war.
  - a) CREDE Standards: Teaching Through Conversation, Modeling, Student Directed Activity, Teachers and Students Producing Together, Reflective Information Processing
8. Students will search the Internet to find a musical selection from the time period of the American Revolution (i.e.: “Yankee Doodle Dandy”). Download it to share.
  - a) CREDE Standards: Visual Cognitive Style, Auditory
9. Students will choose two pieces from the literature selection list to read. After reading, students will give a 2 minute oral interpretation of their selections.
  - a) CREDE Standards: Developing Language and Literacy Across the Curriculum, Teaching Through Conversation, Modeling, Student Directed Activity, Teachers and Students Producing Together, Reflective Information Processing

**Evaluation:** Points will be given for each:

- Role playing: must demonstrate a good understanding of the various perspectives.
- 80% on video sheet.
- Diorama contains minimum of 5 components for each of the battles.
- Successfully completed all questions to “The Road to Revolution” Internet game.
- “Jeopardy” game questions.
- Musical selection is downloaded.
- Oral presentation.
- Map of battles is correctly completed.
- Timeline is accurate.

**Developed by:** Joni Hegge, Winnebago Public School  
MJ Stanek, Winnebago Public School, [mjstanek@huntel.com](mailto:mjstanek@huntel.com)

# Everybody Has a Story

**Grade Level:** 9-12

**Subject:** Tribal Government

**Introduction:** Students will learn cultural information, family clan history, and tribal government structure. Students will also model tribal government and will recognize and discuss current issues of tribal governments. Students will learn what their roles are as enrolled members of a tribe. Students will be responsible for researching family history and for recording findings. They will participate in fieldtrips, watch videos, do assigned readings, create a tribal timeline, document findings, and record findings for future reference. To complete the class, students will attend a tribal meeting, visit with a Tribal Council member, job shadow a council person, and plan and conduct a classroom celebration for family members.

**Approximate Length of Unit:** 9 weeks.

**Materials:** markers  
video camera  
digital camera  
books  
internet access  
tribal constitutions  
tribal council members  
family members' input

## **Standards:**

State Government Standards:

- a) NE State Government Standard 12.1.10 (Students will analyze 20<sup>th</sup> century historical events.)
- b) NE State Government Standard 12.1.11 (Students will demonstrate historical research and geographical skills.)
- c) NE State Government Standard 12.1.13 (Students will develop skills for historical analysis.)

CREDE Standards:

- a) Parental Involvement (interviews, fieldtrips, planning the celebration)
- b) Global Cognitive (fieldtrips, council visits, family/tribal history)

- c) Visual Cognitive (mock tribal government, tribal constitution, job shadowing)
- d) Reflective Information Processing (creation of timeline, book, video, and sharing orally)

**Activities:**

1. Students will interview parents, grandparents, and elders to gain cultural information and family clan history.
2. Students will go on a fieldtrip to the Tribal Building. Parents will be invited to attend.
3. Invite the Tribal Council into the classroom for students to interview and to discuss their role(s) in tribal government. Students will take pictures and video tape the interviews.
4. Students will spend a day job shadowing a Council Member to learn the duties of that office.
5. Students will read and discuss their Tribal Constitution with the teacher.
6. Students will compare and contrast their own tribal constitution with another tribal constitution.
7. Using various methods, students will research family history. Parents, grandparents, and family members will be interviewed and can contribute their knowledge to the student's family history record.
8. Using pictures and videos as well as written notes, students will keep records of their research and interviews.
9. Students will record and document the results of their research of Tribal Documents.
10. Students will create a timeline that illustrates tribal history.
11. The students will use the Internet to research various topics.
12. In the classroom, the students will create a mock tribal government.

13. Students will be given vocabulary words and will learn the definitions of terms that are used in or are part of tribal government.

14. Students will create a class book/video recording and documenting their findings throughout the study of this unit.

15. Parents will be asked to help plan and contribute to a classroom celebration of tribe and family. Family members will be invited to join the celebration, and students will share their stories and experiences throughout the study of this unit.

**Evaluation:** Points will be assigned to each:

1. Oral presentations on findings of family history.
2. Involvement in mock tribal government.
3. Timeline
4. Materials, sources, and creation of material for book or video.
5. Job shadow discussion.
6. Involvement in fieldtrips and job shadowing.

**Resources:** American Indian Tribal Governments by Sharon O'Brien  
Internet Sources:

National Indian Law Library  
National Tribal Justice Resource Center  
Tribal Court Clearinghouse  
<http://thorpe.ou.edu/IRA>

**Developed by:** Joe Schmidt, Umo N Ho N Nation Public Schools  
Shari Jean Plumbtree, Santee Public School  
Sarah Storm, Walthill Public School

# Veterans' Day

**Grade Level:** 9-12

**Subject:** Tribal Government

**Introduction:** Students will each be responsible for the planning and conducting of a Veterans' Day celebration. Prior to Veterans' Day, each student will interview a veteran from the Omaha tribe. Students will then write a biography of that veteran. The students' biographies will be assembled and presented to the veterans during the Veterans' Day celebration.

**Approximate Length of Unit:** 9 weeks

Time allotted to each activity:

- Reading the book and having discussions—2 weeks
- Watching the video and having discussions—1 week
- Interviews of veterans—1 week
- Writing the biography—3 weeks
- Planning and conducting the celebration—2 weeks

## Standards:

NE State Government Standards:

- a) Standard 12.1.1 (Read sections to develop and answer questions.)
- b) Standard 12.1.6 (Identify and apply knowledge of text.)
- c) Standard 12.2.2 (Students will write compositions.)

CREDE Standards:

- a) Teachers and students will work together on the celebration.
- b) Students will gain meaning through community service.
- c) The conversation method will be used to discuss in class.

## Activities:

1. Each student will read the book *Red Earth* by Philip Red Eagle. While reading the book, students will create an “unfamiliar vocabulary list” by identifying unfamiliar words, defining them, and writing a meaningful sentence for each. Students will discuss their readings using the conversation method.
2. The class will watch the video *Windtalkers*.

3. The class will use the conversation method to create a list of veterans in the area. Students will each ask their parents to contribute to the list.
4. Each student will select a veteran to interview and will come up with a list of 30 questions for the interview.
5. After the interviews, students will write a five-page biography for each subject.
6. Students will create a list of what is required/needed for their Veterans' Day celebration.
7. Students will each take a task to help prepare for the Veterans' Day celebration. Parents will be asked to contribute to the celebration and will be invited to attend.

**Evaluation:** Points will be given for each:

- Students will be evaluated using a “student generated rubric” on their compositions.
- Students will be evaluated on their contributions during conversation methods.
- Students will be evaluated on assigned tasks being completed for/during the celebration.

**Developed by:** Joe Schmidt, Umonhon Nation Public School  
Sheri Jean Plumbtree, Santee Public School  
Sarah Storm—Walthill Public School

# Prairie Ecology/Statistics

**Grade Level:** 10-12

**Subject:** Math and Science

**Introduction:** Students will get an introduction to statistics that few high school students receive. More importantly, students will perform the statistical analysis on scientific data they will collect themselves. Students will do further studies on key topics in ecology. At the end of this unit, students will know:

- How to identify plants common to the Omaha Indian Reservation.
- How to collect, prepare, and label plant samples.
- What plants are traditionally used by the Omaha Indians, how they are prepared, where they are located, and what they look like.
- Some of the factors that affect prairie ecology.
- A general history of the prairie and its inhabitants.
- Various population sampling techniques and the benefits of each.
- How to collect and analyze meaningful data.
- How to distinguish the difference between discrete and continuous data.
- How to organize data using frequency charts, stem-leaf plots, and other tables.
- How to display data by using line graphs, bar graphs, circle graphs, and spreadsheets.
- How to calculate measures of central tendency and variation.
- How to use chi-square to interpret data.
- How to calculate probabilities of independent events.
- What a normal distribution is.
- How to find probability from normal distribution information.
- How to write a paper following a rubric.
- A greater understanding of their dependence on the environment around them.
- An appreciation for the nature immediately around them.

**Approximate Length of Unit:** First semester (fall), 450 minutes per week.

## Materials:

Supplies: Economy Plant Press  
Blotting Paper  
Ventilators  
Mounting Sheets  
Quad Sect Kit  
Super Sunprint Kit Graph Paper  
Computer  
Printer  
Binding Combs  
Binder  
Photocopier  
Calculators (regular, scientific, and graphing)  
Population Density and Biomass Study Kit  
Computer Programs:  
    Microsoft Word    Microsoft Excel

Videos: *Nature's Pharmacy Set*  
*Natural Health with Medicinal Herbs and Healing Foods,*  
*and Little Medicine*  
*Tallgrass Prairie*  
*Grassland Biome*  
*Learning About Ecology*  
*Small Animals of the Plains*  
*Large Animal That Once Roamed*  
*Buffalo: The Majestic Symbol of the Plains*

Books: *My Side of the Mountain* by Jean George Craighead (one book per student)  
*Hatchet* by Gary Paulsen (one book per student)  
*Elementary Statistics* by Janet T. Spence, et al  
*Statistics by Example* edited by Frederick Mosteller, et al  
*Exploring Regression* by G. Burrill, et al  
*All About Weeds* by Edwin Rollin Spencer, 1974.  
*An Illustrated Flora of the Northern United States and Canada, Volumes I, II, and III* by Nathaniel Lord Britton and Hon. Addison Brown, 1970.  
*Common Weeds of the United States*. United States Department of Agriculture, 1971.\*  
*Grasses* by Lauren Brown, 1979.\*  
*Grasslands* by Lauren Brown, 1977.

*Manual of Grasses in the United States, Volumes I and II* by A.S. Hitchcock, 1971.

*Nebraska Range and Pasture Forbes and Shrubs*, Nebraska Depart. of Agriculture, 1995.\*

*Nebraska Range and Pasture Grass*, Nebraska Cooperative Extension, 1986.

*Nebraska Weeds*, Nebraska Department of Agriculture, 1968.\*

*Pasture and Range Plants*, Fort Hays State University, 1995.

*Plants and Flowers* by Frances Perry, 1974.

*Weeds of Nebraska and the Great Plains*, Nebraska Dept. of Agriculture, 1968.\*

*Edible Wild Plants* by Thomas S. Eliass and Peter A. Dykeman, 1990.

*Edible Wild Plants of the Prairie* by Kelly Kindscher, 1987.\*

*The Encyclopedia of Edible Plants of North America* by Dr. Francois Couplan, 1998.

*Guide to Wild Foods and Useful Plants* by Christopher Nyerges, 1999.

*Identifying and Harvesting Edible and Medicinal Plants in Wild (and Not So Wild) Places* by “Wildman” Steve Brill with Evelyn Dean, 1994.\*

*Magic and Medicine of Plants*, Readers’ Digest, 1986.

*Medicinal Wild Plants of the Prairie* by Kelly Kindscher, 1992.\*

*Medicinal Plants* by Pamela Forey and Ruth Lindsey, 1991.

*Native American Ethnobotany Database*, [herb.umd.umich.edu/](http://herb.umd.umich.edu/), University of Michigan-Dearborn, 2003.\*

*Native American Healing Secrets* by Porter Shimer, 1999.

*Nature’s Weeds, Native Medicine* by Dr. Marie Meuninck, 1997.

*Use of Plants by Indians of the Missouri River Region* by Melvin Gilmore, 1977.\*

*Wild Edible Plants*, Boy Scouts of the United States.\*

\* Indicates sources we preferred.

## Standards:

### Math Standards:

- a) NE State Math Standard 12.2.1 (Solve theoretical and applied problems using numbers in equivalent forms; fractions, decimals, and percents.)
- b) NE State Math Standard 12.2.2 (Perform estimations and computations mentally, with paper and pencil, and with technology.)
- c) NE State Math Standard 12.4.1 (Calculate area of two-dimensional shapes.)

- d) NE State Math Standard 12.5.1 (Select a sampling of techniques to gather data, analyze the resulting data, and make inferences.)
- e) NE State Math Standard 12.5.2 (Write equations and make predications from sets of data.)
- f) NE State Math Standard 12.5.3 (Apply theoretical probability to represent problems, and make decisions.)
- g) NE State Math Standard 12.5.5 (Interpret data represented by the normal distribution and formulate conclusions.)
- h) NE State Math Standard 12.5.6 (Calculate probabilities of independent events.)
- i) NE State Math Standard 12.5.7 (Express the equivalent forms of numbers using fractions, decimals, and percents.)

Science Standards:

- a) NE State Science Standard 12.1.1 (Develop an understanding of systems, order, and organization.)
- b) NE State Science Standard 12.1.2 (Develop an understanding of evidence, models, and explanations.)
- c) NE State Science Standard 12.1.3 (Develop an understanding of change, constancy, and measurement.)
- d) NE State Science Standard 12.1.4 (Develop an understanding of form and function.)
- e) NE State Science Standard 12.1.5 (Develop an understanding of change over time.)
- f) NE State Science Standard 12.2.1 (Develop the abilities needed to do a scientific inquiry.)
- g) NE State Science Standard 12.3.5 (Develop an understanding of the conservation of energy and increase in disorder.)
- h) NE State Science Standard 12.4.3 (Develop an understanding of the theory of biological evolution.)
- i) NE State Science Standard 12.4.4 (Develop an understanding of the interdependence of organisms.)
- j) NE State Science Standard 12.4.5 (Develop an understanding of matter, energy, and organization of living systems.)
- k) NE State Science Standard 12.6.1 (Develop an understanding of technological design.)
- l) NE State Science Standard 12.7.2 (Develop an understanding of the effects of population change.)
- m) NE State Science Standard 12.7.3 (Develop an understanding of natural resources.)

- n) NE State Science Standard 12.7.4 (Develop an understanding of environmental quality.)
- o) NE State Science Standard 12.8.1 (Develop an understanding of science as a human endeavor.)
- p) NE State Science Standard 12.8.1 (Develop an understanding of the nature of science knowledge.)

CREDE Standards for Effective Pedagogy:

- a) The teacher will teach the student the names of the plants as well as help students find plants for their collections. The teachers will work with students during data collection. The teachers will also research the plant reports with the students and help with the writing of reports.
- b) Students will be encouraged to ask questions and contribute to the classroom in meaningful ways. Specifically, students will be encouraged to work with classmates identifying plants and looking up the plants' scientific names.
- c) Students will be reading two books. Students will also be introduced into the world of prairie ecology and statistics and the vocabularies associated with those subjects.
- d) Complex thinking will be encouraged through both the analysis of the data they have collected and the comparison of the two stories they have read. Students also will be encouraged, and sometimes required, to reflect on the activities.
- e) Through the Ethnobotany books, students will gain an understanding of the importance of plants in their daily lives and in their ancestors' daily lives.
- f) The teachers will model plant identification, collecting meaningful plant data, using Excel, writing botany reports, etc.
- g) Students will be allowed to work at their own pace through most projects. All deadlines will be posted at the beginning of the quarter. Some deadlines are imposed by nature—frost.

## Activities:

1. Kick-off Activity: Take students on a three-day trip to do field work around the traditional buffalo hunting grounds of the Omaha people.
2. Each student will create a Plant Collection, made up of 30 plant samples. Each student will collect, press, and appropriately label each sample. Student reflection on what makes a good plant sample will be included in the book, along with a title page and a table of contents.
3. Students will complete an ethnobotanical report on at least four plants traditionally used by the Omaha Indians that will be used to compile a class book.
4. Students will collect meaningful plant population data from a minimum of four different sites.
5. Students will analyze plant population data using Microsoft Excel, showing how statistics is useful to math and science.
6. Students will each produce a 3 to 5 page paper on the topic “Student Statistical Analysis of Plant Samples.”
7. Students will read, summarize and reflect on the book *My Side of the Mountain* by Jean George Craighead.
8. Students will read, summarize and reflect on the book *Hatchet* by Gary Paulsen.
9. Students will write an analytical comparison of *My Side of the Mountain* and *Hatchet*.
10. Students will maintain a class portfolio throughout the course of this unit.
11. Parent Involvement:
  - a) Invite the parents to visit the classroom throughout the year.
  - b) Invite parents to attend the book presentation ceremony.
  - c) Students will teach their parents the names of five plants found in their yards.

d) Students will fill out information for their own biographies for the class book with the help of their parents.

**Assessment:** Points will be assigned to each:

- Completion of Ethnobotany Reports for book.
- Book reports and analytical comparison on *Hatchet* and *My Side of the Mountain*.
- Production of statistical research papers.
- Completion of data analysis projects.
- Plant collection and presentation.
- Portfolio and presentation.
- Written reflections.
- Weekly attendance and participation.

**Resources:** Experts: Dr. Charles Bicak and Dr. Rothenberger  
Carolina Biological  
[www.amazon.com](http://www.amazon.com)  
Nebraska Department of Agriculture  
Educational Service Units

**Developed by:** Crystal Klein, Umo N Ho N Nation Public Schools,  
[cklein@esu1.org](mailto:cklein@esu1.org) (Please make reference to  
ethnobotany in the subject box.)  
Allen Widrowicz, Umo N Ho N Nation Public Schools,

# Generations--Mural

**Grade Level:** 9-12

**Subject:** Art

**Introduction:** Students will explore positive ways in which the generations in their community interact with each other. For example: Students will explore how parents and elders are valuable sources of strength and support for youngsters. Students will also investigate how they benefit their elders and even younger siblings. This will be accomplished through interviews, fieldtrips, and research. Students will visually express their findings in a collaboratively created mural. The unit's aim is to incorporate the Omaha language and culture into the school art program by involving community and tribal members. This will strengthen the bonds between the school and community. This unit uses a variety of learning strategies, addresses a multitude of learning channels, and applies appropriate means of instruction and assessment.

**Approximate Length of Unit:** 3-4 weeks.

**Vocabulary Word List:**

video editing	latex	mural	grid
Diego Rivera	PC	DVD	icebreaker

**Materials:**

- video editing software
- PC, DVD, or CD burner
- digital camera
- latex based primer
- latex based paints
- brushes
- pencils
- drawing materials

**Standards:**

- a) This unit address all five CREDE Standards.
- b) American Indian Context Standards
  - 1) Art Education 1, 4, 5, 6.
- c) This unit addresses all National Board Teaching Standards.

**Activities:**

1. The teacher will use two multimedia presentations outlining and explaining the project: one presentation on murals and their social functions, the other presentation on process and technique.
  - a) Native Visual Arts:
    - 1) Understanding and applying media, techniques, and processes in relation to Indian/tribal art.
    - 2) Understanding visual arts of non-Indian cultures and historical periods.
2. Community members and artists will be invited into the classroom to speak to students about family trees, respect, tribal values, and tribal culture. This will provide opportunities for community involvement in the unit.
  - a) Native Visual Arts:
    - 1) Choosing and evaluating a range of subjects, symbols, and ideas found in Indian art.
3. The class will take fieldtrips to the homes of community members, daycare facilities, and nursing homes to provide added opportunity for community involvement.
  - a) DIM: Community Involvement
4. Students' brainstorming to come up with ideas for the mural emphasizes instructional conversation over lecturing.
  - a) CREDE Standards: Student Centered Approach, Cooperation Over Competition
5. Team building activities will encourage the students to work together.
  - a) CREDE Standards: Student Centered Approach, Teachers and Students Working Together
6. Collaborative sketching and painting will emphasize collaboration over competition.
  - a) CREDE Standard: Cooperation Over Competition

b) Native Visual Arts:

- 1) Understanding and Applying Media
- 2) Reflecting upon and assessing the characteristics and merits of an American Indian student's own work and the work of other American Indian artists.

**Evaluation:** The effectiveness of the multimedia presentations will be assessed on the students' incorporating the concepts and techniques into their own projects. Effectiveness of visits by and to community members will be evaluated on the reflections of those interactions in the mural. Success of the team building activities will be measured by student interactions while they are sketching and working on the mural. Rubrics will be developed for each evaluation criteria.

**Resources:**

Cooperative Learning:

<http://www.ed.gov/pubs/OR/ConsumerGuides/cooplear.html>  
<http://www.co-operation.org/>  
<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>  
<http://www.edletter.org/past/issues/2000-mj/models.shtml>

Icebreakers:

<http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html>  
<http://canadaonline.about.com/od/icebreakers/>  
<http://www.wilderdom.com/games/Icebreakers.html>  
<http://www.teambonding.com/programs.html>

Murals:

Diego Rivera <http://www.diegorivera.com/murals/>  
Downtown LA/South Central Murals  
[http://www.usc.edu/isd/archives/la/pubart/LA\\_murals/USC/](http://www.usc.edu/isd/archives/la/pubart/LA_murals/USC/)  
LA Murals  
<http://rpmurals.home.att.net/>  
Fallbrook, CA  
<http://sd.znet.com/~schester/fallbrook/attractions/art/murals.html>

Google images

<http://images.google.com/images?q=native%20american%20murals&hl=en&lr=ie=UTF-8&sa=N&tab=wi>

**Developed by:** Jeva Singh-Anand, M.A., [jsingh@esu1.org](mailto:jsingh@esu1.org)



Nebraska Department of Education  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, Nebraska 68509-4987

Phone: 402-471-2960  
FAX: 402-471-8127

Web site: <http://www.nde.state.ne.us/NATIVEAMER>

***Equal Opportunity Statement***

The Department of Education in compliance with all applicable Federal and State laws and regulations does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admission, employment, financial aid, and educational services.

