



Introduction to Native Americans

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Explain that although there are many diverse tribes of Native Americans, they all needed food, clothing, and shelter to survive

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection among the cultures of various Native American tribes (RI.K.3)
- ✓ With prompting and support, describe an illustration of Native American dress and use pictures accompanying “Introduction to Native Americans” to check and support understanding of the read-aloud (RI.K.7)
- ✓ With prompting and support, compare and contrast the cultures of various Native American tribes (RI.K.9)
- ✓ With assistance, categorize information about Native American environment, clothing, food, and shelter (W.K.8)
- ✓ Prior to listening to “Introduction to Native Americans,” identify orally what they have learned about Native American tribes

- ✓ Distinguish “Introduction to Native Americans” as a read-aloud that describes events that happened long ago from those that describe contemporary or current events

Core Vocabulary

borrow, v. To take or use something for a while and then return it

Example: Ann wants to borrow a box of crayons from Bill.

Variation(s): borrows, borrowed, borrowing

coast, n. The land next to the sea or ocean; the shore

Example: As their boat got closer to land, they could see many trees along the coast.

Variation(s): coasts

deserts, n. Large, dry areas with little rain

Example: There are some very hot and sandy deserts in California.

Variation(s): desert

roamed, v. Wandered; moved around

Example: The herd roamed the countryside looking for food.

Variation(s): roam, roams, roaming

shelter, n. A place that gives protection from the weather and/or danger


Example: The boathouse was a wonderful shelter during the storm.

Variation(s): shelters

tribes, n. Groups of similar people who share common ancestors, customs, and laws

Example: There are many tribes of Native Americans living across the country.

Variation(s): tribe

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Introduction to Native Americans	twelve-inch ruler	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Shelter		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Native American Chart	chart paper; pictures of your students' environment, clothing, food, and shelter [This exercise requires advance preparation.]	15
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1 and 1B-2	*



Introduction to Native Americans

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that for the next several days they will be learning about Native Americans. Explain that Native Americans were the first-known people to live on the continents of North and South America.

Tell students that another term for *Native American* is *American Indian*. Explain to students that although we use the terms Native American or American Indian when we talk about them, there are many, many different groups of Native Americans. These groups are called tribes. Explain to students that each group, or tribe, has its own way of eating, dressing, and living, depending on where they live in North or South America. Tell students that today they are going to hear about many Native American tribes, but that over the next several days they will hear about three in particular: the Lakota Sioux (la-KO-tuh soo) the Wampanoag (WAHMP-ann-oh-ag), and the Lenape (lun-NAH-pay).

Purpose for Listening

Tell students to listen to find out what the different tribes of Native Americans wore, what they ate, and what kinds of houses they lived in.

Introduction to Native Americans

Long, long ago—long before you and I can remember—long before your grandparents and their grandparents and their grandparents can remember, there were no people living on the land where we live today.



◀ **Show image 1A-1: Woods and plains**

There were woods and plains, but no people.



◀ **Show image 1A-2: Rivers and lakes**

There were rivers and lakes, but no people.



◀ **Show image 1A-3: Deserts and mountains**

There were **deserts** and mountains, but no people.¹

1 A desert is a large, dry area of land that gets very little rain.



◀ **Show image 1A-4: Birds and fish**

There were plenty of birds and fish,



◀ **Show image 1A-5: Animals and insects**

and animals and insects . . . but there were no people.

But that was thousands of years ago, much earlier than any of us can remember.



◀ **Show image 1A-6: Desert and ocean**

The first-known people who lived in America, called **Native Americans** or American Indians, lived in all parts of the continent. Some lived in the desert. Others lived in the mountains. Some lived in the woods. And others lived on the **coast**, near the ocean.²

2 The coast is the land next to the ocean or sea.

People of the desert lived very differently from coastal people. Can you guess why that would be?³ You are going to learn about

3 [Pause for responses.]

some of the different ways America's first-known people, or Native Americans, lived.

The Native Americans of long ago all needed the same things we need today. They needed food and water to stay alive. They needed **shelter**— places to protect themselves from the weather and wild animals— and they needed clothing to keep themselves warm and dry.⁴

But the food the desert people ate was not the same kind of food the coastal people ate. And the houses that protected people in the woods did not look the same as the houses of those who lived in the desert.

4 So, what did the Native Americans need to live?



← **Show image 1A-7: Tipi**

Some lived in tipis.



← **Show image 1A-8: Wetu**

Some lived in wetus (*WEE-toos*).



← **Show image 1A-9: Hogan**

Some lived in hogans.



← **Show image 1A-10: Pueblo**

Some lived in pueblos.



← **Show image 1A-11: Longhouses**

And others lived in longhouses.

Native Americans of long ago had to rely on their knowledge of nature—of the earth, the plants, and the animals that surrounded them. And everywhere they **roamed**,⁵ these Native Americans found ways to **borrow**, or use, from the earth all that they needed to live.⁶

5 or wandered

6 To borrow means to take or use something for a while and then return it.



← **Show image 1A-12: Vegetables and fruits**

Some Native Americans grew their own vegetables and fruit.



← **Show image 1A-13: Buffalo**

Others hunted buffalo.



← **Show image 1A-14: Woodland animals**

Some Native Americans hunted woodland animals.



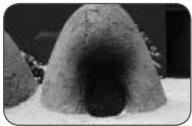
← **Show image 1A-15: Fish**

Others caught fish from rivers, lakes, and oceans.



← **Show image 1A-16: Native American fire**

Some Native Americans cooked their food over an open fire.



← **Show image 1A-17: Hopi oven**

Others baked food in specially made ovens.⁷

7 So, what were the different ways the Native Americans of long ago got their food?

8 [Pause for responses.]

The Native Americans also needed water. But there were no sinks with running water inside their homes. So, where do you think the Native Americans found water long ago?⁸ Native Americans collected rainwater. They also got their water from lakes, rivers, and streams.

9 [Pause for responses.]

Native Americans of long ago did not have cars and trucks. There were no buses, or trains, or planes. So do you remember how they got around?⁹



← **Show image 1A-18: Iroquois Trail**

Long ago, Native Americans traveled by foot.¹⁰ There were no paved roads. Native American paths were made by the pounding of their own footsteps and the hooves of animal herds.

10 Here the word *foot* is being used to describe the part of your body that is at the end of your leg. Another type of foot is a measurement. Twelve inches is also called a foot. [You might want to demonstrate this with a twelve-inch ruler.]



← **Show image 1A-19: Sioux on horseback with travois**

After Native Americans were here for many years, they started riding horses. After that, some traveled on horseback.



← **Show image 1A-20: Native American canoe**

And others traveled in canoes.

Those who lived in the woods used their feet to make their way through thick forests of trees. After many years, those who lived on open plains welcomed the speed of horses to carry them long distances. And those who lived near lakes and rivers relied upon canoes to carry them across the waters.



11 What do you see in this picture?

← **Show image 1A-21: Native Americans in regional traditional dress**¹¹

No matter where they lived, Native Americans made all of their own clothes. Some Native American women and girls wore skirts and dresses. Men and boys often wore breechcloths and leggings. They used materials from their surroundings to make their clothes.



12 What do you see in this picture?

← **Show image 1A-22: Native American clothing made of animal skins**¹²

Some Native Americans wore clothing made of animal skins—elk, deer, buffalo, and rabbit. They often decorated their clothing with beads, porcupine quills, and fringe.

During the cold winter months, they wore coats of animal fur to stay warm. Others wore clothes made from the soft, inner bark of the cedar tree, sometimes decorated with seashells.



13 What do you see in this picture?

← **Show image 1A-23: Native American clothing made from plants**¹³

Still others wore clothing made of fibers from different plants—cotton and yucca—and trimmed them with animal bones. In winter, they covered themselves with cloaks made from sheep's wool to stay warm.



← **Show image 1A-24: Moccasins**

14 Tribes are groups of similar people who speak the same language, have the same laws, and have the same customs or traditions. They also have the same ancestors, such as great-great-grandparents.

Many men, women, boys, and girls in each of the Native American **tribes** across the land—from the oceans to the plains to the woods—wore moccasins on their feet.¹⁴ Some, however, preferred bare feet.



← **Show image 1A-25: Collage of Native Americans in different dress**

And so, you see, the people who first came to live on this rich and varied land that we now call the United States of America were just as rich and varied as the land itself. They were alike in some ways and different in other ways, just as the people of America are today.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who did you hear about in this read-aloud? (Native Americans of long ago)
2. *Literal* What three things do all people, including the Native Americans, need to live? (food, clothing, and shelter)
3. *Inferential* Did all Native Americans of long ago live in the same place? (no) Where did the Native Americans live? (coast, plains, desert)
4. *Inferential* Did all of the Native Americans of long ago find food in the same way? (no) Did they live in the same kinds of houses? (no)

5. *Inferential* How did Native Americans of long ago get their food? (farmed, hunted, and fished)
6. *Inferential* How did Native Americans of long ago get water? (streams, lakes, rivers, and rainwater)
7. *Inferential* What kinds of things did the Native Americans of long ago use to make clothes? (animal skins, trees, and plants)
8. *Evaluative* Describe one type of Native American clothing that you would want to wear if you were living among the Native Americans long ago. (Answers may vary.)



◀ **Show images 1A-7 through 1A-11**

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Which of the different types of Native American houses would you want to live in if you lived among the Native Americans long ago? Why? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Shelter

5 minutes

1. In the read-aloud you heard, "[Native Americans] needed *shelter*—places to protect them from the weather and wild animals—and they needed clothing to keep themselves warm and dry."
2. Say the word *shelter* with me.
3. A shelter is something that protects you from the weather or from danger.

4. The two friends used the tree as a shelter when it began to rain.
5. What other kinds of things could you use as a shelter? Try to use the word *shelter* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A _____ could be used as a shelter."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to show you some pictures from the read-aloud. You should decide if what is pictured could be a shelter or not. If you think it could be a shelter, say, "That's a shelter." If you don't think it could be a shelter, say, "That's not a shelter."



← **Show image 1A-13: Buffalo**

1. (That's not a shelter.)



← **Show image 1A-7: Tipi**

2. (That's a shelter.)



← **Show image 1A-8: Wetu**

3. (That's a shelter.)



← **Show image 1A-24: Moccasins**

4. (That's not a shelter.)



← **Show image 1A-10: Pueblo**

5. (That's a shelter.)



Complete Remainder of the Lesson Later in the Day



Introduction to Native Americans

1B

Extensions

15 minutes

Native American Chart

	Environment	Clothing	Food	Shelter
Students Today				
Lakota Sioux				
Wampanoag				
Lenape				

Tell students that today you will begin a chart that will be used throughout the rest of the domain. On a piece of chart paper, recreate the chart shown above. Its visual representation should provide students with an easy way to compare and contrast some characteristics of their lives with those of some Native American tribes of long ago (specifically, the Lakota Sioux, the Wampanoag, and the Lenape).

Note: You will be modeling the completion of the first row of the chart today with information about your students. Tell students that they will be more involved in completing the remaining rows in later lessons, as they learn more about the three Native American tribes listed.

The headers across the top of the chart should have four labels: *Environment*, *Clothing*, *Food*, and *Shelter*. The four rows should be labeled *Students Today*, *Lakota Sioux*, *Wampanoag*, and *Lenape*. Remind students that, at the beginning of this lesson, they learned that all people need food, clothing, and a place to live, but that the types of food, clothes, and shelters look different, depending on where people live. Tell students that this chart will help them

organize the information they learn about the three tribes, to help them better remember what food, clothing, and shelter each tribe had.

Tell students that the first column, *Environment*, refers to the way the area in which they live looks. For example, someone's environment could be in the mountains, or it could be on the coast near the ocean, or it can be in a city. The environment could also refer to how warm or cold an area is, whether it is usually hot and sunny, or whether it gets lots of snow and rain. Ask students to describe the environment in which they live. Draw a picture or paste a photograph of your area landscape (mountains, beach, skyscrapers, etc.) in the *Students Today* row under the *Environment* header. Discuss with students the types of clothing, food, and shelters used today. Remind them that a shelter is any type of structure in which someone lives. Explain that shelters today generally look very different from the types of shelters in which Native American people lived long ago. Discuss with students the types of clothing, food, and shelters with which they are familiar today. Draw a simple representation or paste a photograph of the clothing, food, and shelter familiar to your students in each box across the top row.

Explain to students that over the next several days, they will be learning about three very different Native American groups, or tribes. As a class, they will add information to the chart to remind them that all people need clothing, food, and shelter to live, but that the clothes, food, and shelters of the various tribes were often different from one another. Display the chart in the classroom for completion during the following lessons.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.