

Lesson 2

Early Nomads & Native Americans from the Woodland Region

Overview:

- There are many possible lessons to teach about the Woodland Tribes. Teachers should select from the lessons below those that fit their time schedule and their students' interests. This lesson concentrates on how the environment shapes peoples' way of life, and how a group of people express that connection through legends. The emphasized skills include: writing a reflection, scaffolding, and incorporating documents into an essay. A parallel task mirroring the NYS English Language Arts Book 2 Listening and Writing activity is included.

Suggested time allowance: 6 class periods

Standards:

- ELA: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1.
- SS: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2.

Essential Unit Question:

- In what ways did geography influence Native American life?

Resources/Materials for this lesson:

- Banks, James A. et al. New York: Adventures in Time and Place. New York: Macmillan /McGraw-Hill, 1998.
- Classroom maps and globe.
- Levine, Ellen. If You Lived With the Iroquois. New York: Scholastic, 1998. **(Q)**
- Maestro, Betsy and Guilio. Discovery of America. New York, Lothrop, Lee & Shepard Books, 1991.
- Oestreicher, David M. Algonquin of New York. New York: PowerKids Press. August 2003 ISBN 0823964272 **(med)**
- Gaines, Richard. Algonquin. Edina, MN: ABDO Publishing Company. September 2000. ISBN 1577653831 **(low)**
- Quiri, Patricia R. Algonquins. New York: Scholastic Library Publishing. May 1992. ISBN 0531200655 **(med)**
- D'Apice, Rita. Algonquian. Rourke Publishing, 1992. ISBN 0531200655 **(med)**
- What We Know About Native Americans chart (included)
- Comparison Chart Iroquois and Algonquin (included)
- Chart paper, markers, paper, pencils.

Unit 1: The Three Worlds: Native Americans, Europeans and Africans Meet in NYS

- Native American Region Map. (included)
- Native American Tribes of New York State Map. (included)
- Copies for each student of the [Grade 5 NYS Elementary Level Social Studies DBQ from 2001](#) Overhead transparencies of each document from Grade 5 Elementary Level Social Studies DBQ from 2001
- Document Based Question Scoring Rubric
- Native American Legends websites. (See Unit Overview.)
- “Chipmunk and Bear Legend” www.ilhawaii.net/~stony/lore56.html
- New York State Testing Program February 2000 Grade 4 English Language Arts Rubric (included)
- Robbins, Maril Lu. Native American: Tales and Activities. “Spirit of Corn Legend”. Huntington Beach, CA: Teacher Created Materials, 1996. (included)
- Library Resource Books (See bibliography in Unit Overview.)

Activities/Procedures:

Note to the teacher:

The books below provide an excellent description of the arrival of the first North American native people. The teacher may want to have students trace the path of the nomads across the Bering Strait on a world map (not included). This can be done before handing out the Regions map on Day 1 or as a separate lesson (not included).

Levine, Ellen. If You Lived With the Iroquois. New York: Scholastic, 1998.

Maestro, Betty. Discovery of the Americas: From Prehistory through the Age of Columbus. Lothrop, Lee & Shepard Books, 1991.

Day 1: The First North American Native Peoples

1. Have students work in groups to write down on the chart “What We Know About Native Americans” (included) what they already know about Native Americans and their natural resources. Compile a class list on chart paper. Point out to students that there were no stores available and that all the products to fulfill their needs/wants came from their environment.
2. Review the term natural resources (from Grade 3) with students. (See Glossary)
3. Distribute the Native American Regions map (included). Discuss the various regions as a class. Ask students to speculate what they think the term *region* means. Ask them to explain how this map is divided up by region and which natural resources are found within each region. Ask students to identify the region in which they live. (The teacher may choose to have students create a key and color the Native American Regions map as a homework assignment.)

Day 2: Background information on Woodland Indians (Iroquois and Algonquin)

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Background for the Teacher:

- There are two tribes, Iroquois and Algonquin, that lived within the Woodland Region. Their natural resources were similar. At times the different tribes used them in different ways.
- Natives who lived in the Woodland Region depended on the forest environments such as the deciduous and coniferous forests of the Northeast.
- In order to obtain food, clothing and shelter, the native people of the Northeast developed tools to help them survive within their area.
- The Woodland tribes hunted animals such as, moose, caribou and deer inland in northern areas. Along the coast, they fished for shellfish and used materials from the ocean to create decorative ornaments and trading goods. Native Americans also harvested many plants. Their three main crops were corn, beans, and squash (which were called The Three Sisters). Stone, clay and animal skins were used for household utensils, weapons and clothing.

1. Use a variety of Iroquois and Algonquin resources (whatever is available to you) to complete the comparison table. (included) A suggested list of books is below. This can be done as a class, a group or individually.

D'Apice, Rita. Algonquian. Rourke Publishing, 1992. ISBN 0531200655
(medium)

Levine, Ellen. If You Lived With the Iroquois. New York: Scholastic, 1998. (Q)

Oestreicher, David M. Algonquin of New York. New York: PowerKids Press. August 2003 ISBN 0823964272 (medium)

Gaines, Richard. Algonquin. Edina, MN: ABDO Publishing Company. September 2000. ISBN 1577653831 (low)

Quiri, Patricia R. Algonquins. New York: Scholastic Library Publishing. May 1992. ISBN 0531200655 (medium)

2. Review the information/chart as a class being sure to discuss how geography affected everything from diet, shelter and clothing to politics and religion.

Day 3: Use the Background information on Woodland Indians (Iroquois and Algonquin) to complete Document Based scaffolding questions.

1. Refer back to the map Native American Tribes of New York State to review where the Iroquois and Algonquin tribes lived.
2. Divide students into 7 small cooperative groups. Distribute the Document Based Question from the New York State November 2001 Social Studies Assessment..
3. Assign a different document from the DBQ to each group. Ask students to work in small groups to answer the question(s) from the document assigned to them. Using the Jigsaw Method of Cooperative Learning, students present their responses as the teacher

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records their information onto an overhead transparency. The rest of the students listen and take notes on their master copies.

Day 4: Model how to write an essay based on information from documents and students' knowledge from social studies.

1. Activate prior knowledge of how the Iroquois and Algonquin used nature and the natural resources around them to meet their needs and wants.
2. Engage students in a writing activity by facilitating a discussion while modeling (on chart paper or overhead or computer screen) how to write a well-organized essay using the 7 documents looked at on Day 2 to complete the following task:

Describe how the Iroquois and Algonquin have used nature and the natural resources around them to meet their needs and wants.

Remind students to:

- Include an introduction, body and a conclusion
- Use information from the documents in your answer
- Include details, examples, or reasons in developing your ideas.

Day 5: “The Chipmunk and the Bear”

Note to teacher: Students are required to complete a listening and writing task on the New York State English Language Arts Assessment. Using the Iroquois Legend, “The Chipmunk and the Bear,” the teacher can model the successful completion of this task.

1. Print out the booklet for each student. (included)
2. Access “The Bear and the Chipmunk” by clicking on www.ilhawaii.net/~stony/lore56.html
3. If students have not been exposed to this task before, follow the directions as you model each step of the booklet. If they have, let them complete the booklet on their own, and then grade it using the NYS rubric.

- [Booklet](#)
- [Rubric](#)

Day 6: “The Spirit of Corn” (optional)

1. The teacher may use “The Spirit of Corn” legend as a listening or reading comprehension assessment. Students write a journal reflection about the theme or lesson of the story.

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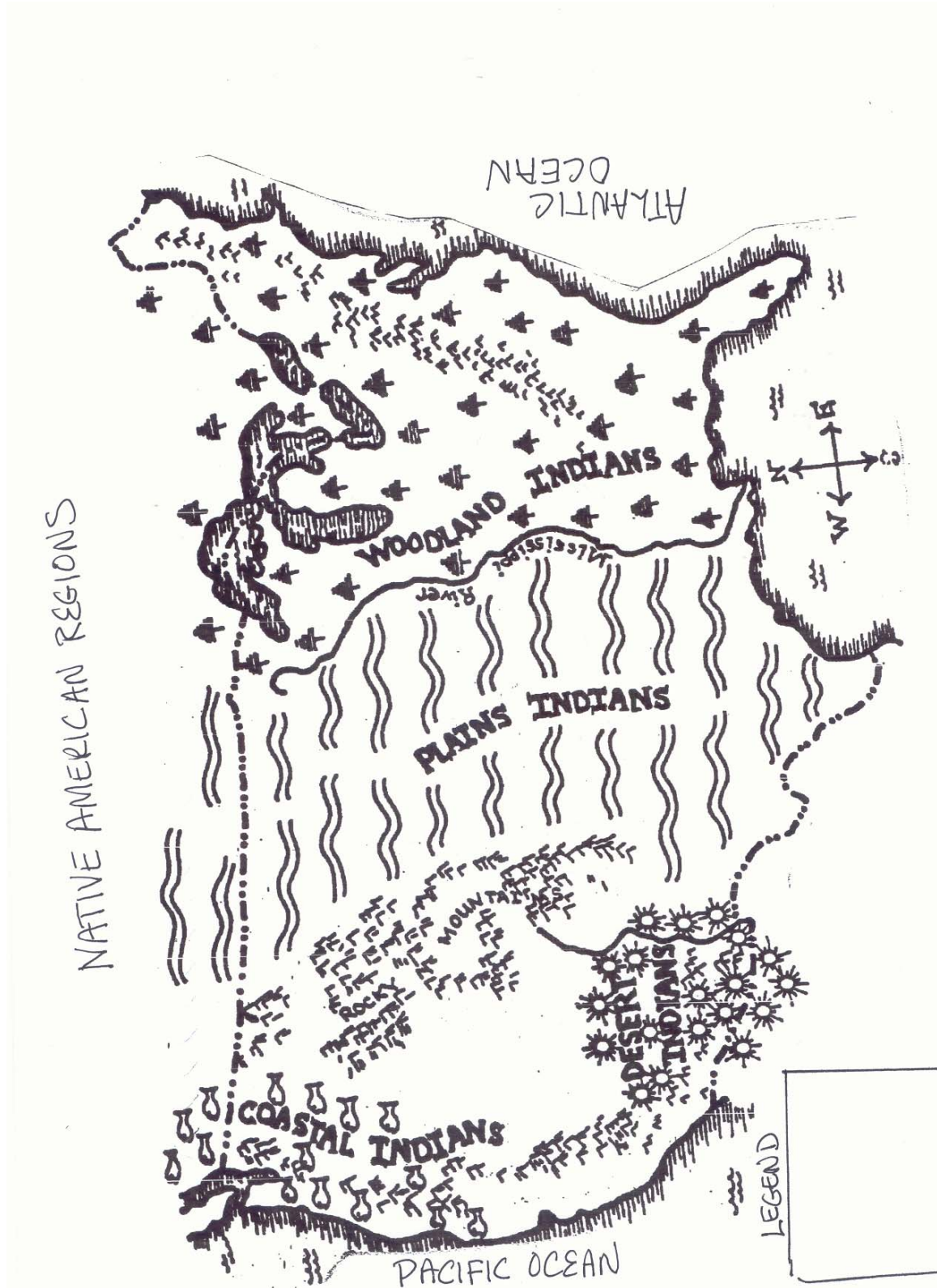
Evaluation/Assessment:

- Rubric for Spirit of the Corn Reflective Activity.
- Teacher Observation.
- Native American scaffolding response to the DBQ on Native American Indians.
- Writing Rubric for “The Chipmunk and the Bear” (included)

Vocabulary:

- region, natural resource, Ice Age, land bridge, nomad, artifact, hunter-gatherer, legend, long house, ancestor, heritage, Native American, Woodland Region, headdress, large & small game, Three Sisters, arrowhead, archaeologist, wigwam, Iroquois, geography, influence, tribe, clan, morals, values, quote.

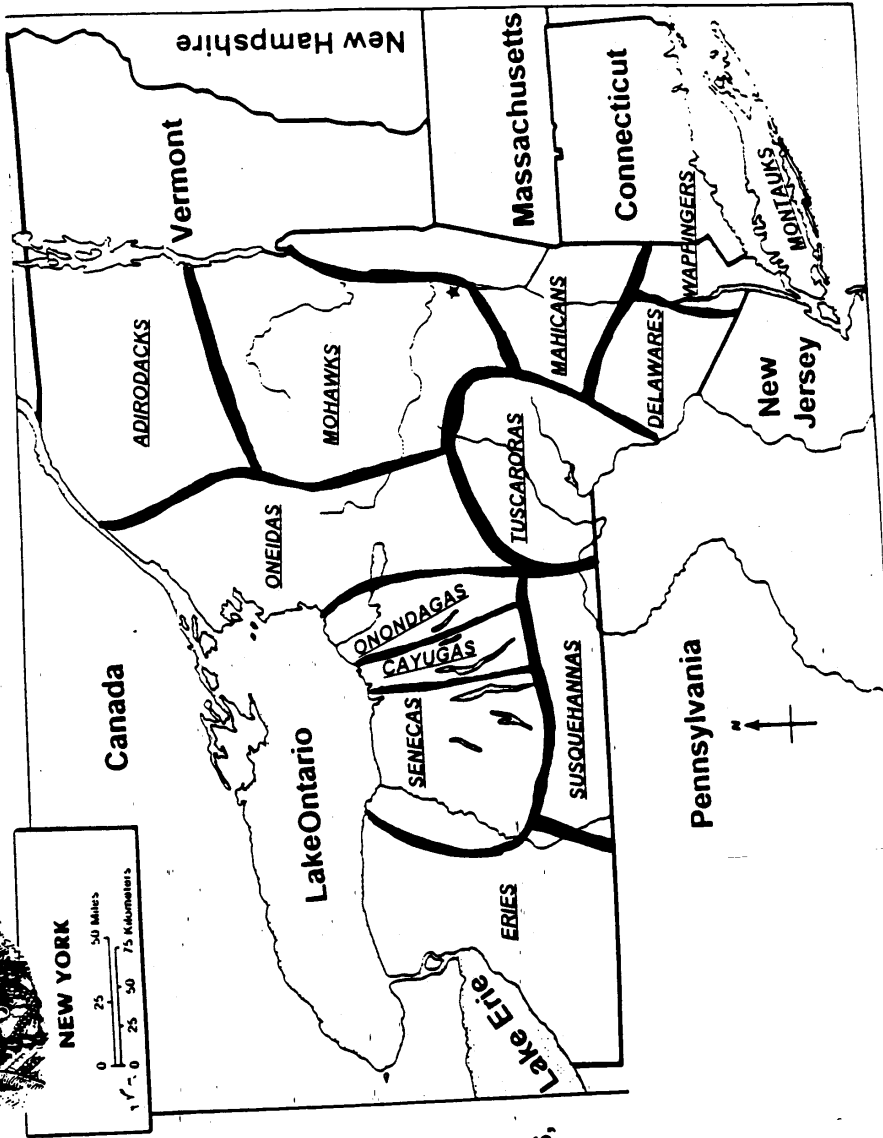
Unit 1: The Three Worlds: Native Americans, Europeans and Africans Meet in NYS



Name: _____
 Unit on Iroquois and Algonquians
 Week One, Day One



Native American Tribes of New York State



1) COLOR THE IROQUOIS TRIBES YELLOW.

THESE ARE THE SENECAS, CAYUGAS, ONONDAGAS, ONEIDAS, TUSCARORAS, & MOHAWKS.

2) COLOR THE ALGONQUIAN TRIBES PALE ORANGE.

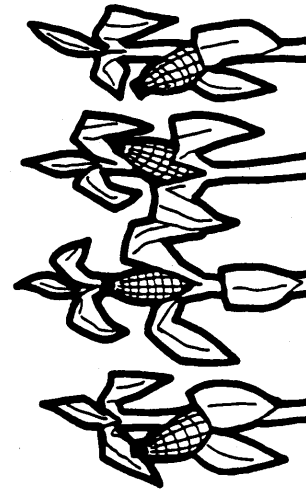
THESE ARE THE ERIES, SUSQUEHANNAS, DELAWARES, WAPPINGERS, MAHICANS, ADIRONDACKS, & MONTAUKS.

Spirit of the Corn

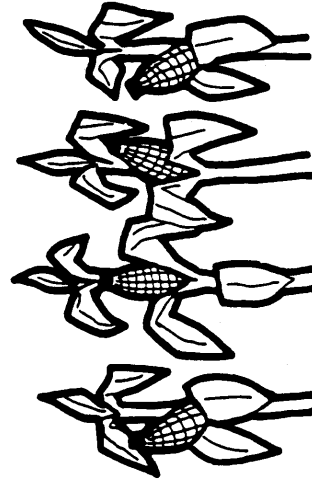
Corn, beans, and squash are so important in the lives of many Native Americans they are called the "Three Sisters." The people tell many stories about these plants, especially corn, because much of their livelihood depended on bountiful crops. Plants were believed to have their own spirits which needed to be considered at all times. The stories urged the people to wisely use the food that nature provided and told of terrible things that could happen if the people forgot to give thanks. Sometimes the spirit of the corn was thought to be a woman, but in this story, which comes from the Northern Woodlands, the spirit of the corn is a little man.

The people of one village had been blessed with large crops of corn and other food plants, but they had become proud and careless with what they had. They ate more than they needed to live, and they carelessly allowed food to fall to the ground and be

wasted. They allowed their children to play in the gardens and to use the plants as playthings. Instead of preparing for the winter by storing food for themselves, the people fed their corn to the animals.



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Spirit of the Corn (cont.)

At this time, the people decided to go hunting for meat. They buried what was left of their plant foods, thinking soon there would be plenty of delicious meat. They went to the woods where they usually found many deer and elk. However, now they were unable to find any. They hunted throughout the dense mass of trees, but only an occasional animal was seen. Not even the most skillful hunters were able to touch these animals with their arrows.

"I will go home to get some of the corn I buried in the ground," several of the people said. Away they went to get the corn, for they were starving.

When the people arrived home, they saw that mice had found and eaten the buried corn. The people were unhappy, and their stomachs growled with hunger. "Why is this

happening?" they asked. Then, they tried to bring back the good crops and many animals by beating their drums and singing their harvest songs.

There was one good man in the village who had not acted selfishly. He grieved for his people. One day he walked across the land, looking at what had been wasted, and his heart was sad. He could hear the sounds of his people's drumming and singing. As he walked farther, he came to the woods.

In the center of a clearing in the woods, he saw a small lodge from which moans and cries could be heard. Wondering whether the person inside was mourning a lost loved one or in need of help, he entered the lodge. There before him was a small person lying on a bed with blankets that were tattered and torn.

Spirit of the Corn (cont.)

“Why do you cry so?” the good man asked. “Are you grieving the death of a loved one, or are you ill?”

“You are right when you ask if I am grieving,” the small person replied, “but it is not for a loved one. I cry because I am being treated so badly by your people. Children laugh at me. The dogs claw at my bed, threatening to eat me. I have no water to drink. My garden is filled with weeds which are soon going to choke me. I am in a terrible way. Go tell your people that they have caused this to happen with their selfishness and waste. I am the Spirit of the Corn.”



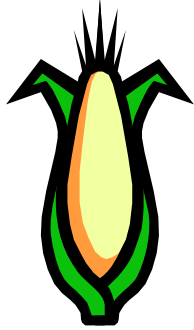
IR-AL

The good man was filled with sorrow for the way in which he had found the little man, and he returned to his people in the village.

“I have talked to the Spirit of the Corn,” he told them. “He is very unhappy at the way he has been treated by you. You have been selfish and wasteful, and it is making him miserable.”

The people listened to the good man, and they realized that, indeed, they had been behaving badly. They promised that never again would they forget to be thankful. With the few kernels of corn they had left, the people planted new crops. They sang their planting songs and cared for their gardens. From that day onward, they never again allowed themselves to be wasteful.

Name: _____ Date: _____



Listening Activity

Directions: Listen to the legend “Spirit of the Corn.” It will be read twice. During the reading you should take notes. After listening to the passage twice, answer the following questions in complete sentences.

1. Name two wasteful things the people did with their crops.

2. Instead of preparing for the winter, what did the people do with their corn?

3. What happened when the people went to hunt for meat?

4. When the people returned home to get their corn, what did they find?

5. What did the one good man of the village find in a clearing in the woods?

6. What did the small person represent?

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7. What lesson did the people learn from the Spirit of the Corn?

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Grade 4 English Language Arts Rubric Chart
Listening/Writing and Reading/Writing

Quality	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
<i>Meaning: The extent to which the response exhibits understanding and interpretation of the task and the text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill all or most requirements of the tasks address the theme or key elements of the text show an insightful interpretation of the text make connections beyond the text 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill some requirements of the tasks address many key elements of the text show a predominantly literal interpretation of the text make some connections 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill some requirements of the tasks address basic elements of the text, but the connections may be weak show some misunderstanding of the text or reflect gaps in the student's understanding of the text as a whole 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill few requirements of the tasks miss basic elements of the text show evidence that the student understood only parts of the text make few, if any, relevant connections
<i>Development: The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> develop ideas fully with thorough elaboration make effective use of relevant and accurate examples from the text 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> may be brief, with little elaboration, but are sufficiently developed to answer the questions provide some relevant examples and details from the text may include some minor inaccuracies 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> may begin to answer the questions but are not sufficiently developed may provide some relevant text-based examples and details may include some inaccurate information 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> may include a few accurate details
<i>Organization: The extent to which the response exhibits direction, shape, and coherence</i>	<i>The extended response:</i> <ul style="list-style-type: none"> establishes and maintains a clear focus shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices 	<i>The extended response:</i> <ul style="list-style-type: none"> is generally focused, though may include some irrelevant details shows a clear attempt at organization 	<i>The extended response:</i> <ul style="list-style-type: none"> may attempt to establish a focus show some attempt at organization may include some irrelevant details 	<i>The extended response:</i> <ul style="list-style-type: none"> may focus on minor details or lack a focus shows little or no organization
<i>Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</i>	<i>The extended response:</i> <ul style="list-style-type: none"> is fluent and easy to read, with vivid language and a sense of engagement or voice is stylistically sophisticated, using varied sentence structure and challenging vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice uses some sentence variety and basic vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is mostly readable, but with little sense of engagement or voice uses only simple sentences and basic vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is often repetitive, with little or no sense of engagement or voice uses minimal vocabulary

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Name _____

What We Know About Native Americans

What did the Native Americans use in their environment?	
What did they use for shelter?	
What did they eat? Where did they get their food?	
What materials did they use for clothing?	
What did they use from nature to create their tools and weapons?	

Unit 1: The Three Worlds: Native Americans, Europeans and Africans Meet in NYS

Name _____

Topic	Iroquois	Algonquian
Food		
Clothing		
Shelter		
Tools/ Weapons		
Recreation		
Beliefs/ Customs		
Tribal Organization		

Practice for the English Language Arts Book 2
Listening and Writing
Based on the Sample Test 2005
“The Chipmunk and the Bear”

Directions

In this part of the test you are going to listen to a story called “The Chipmunk and the Bear.” Then you will answer some questions about the story.

You will listen to the story twice. The first time you hear the story, listen carefully, but do not take notes. As you listen to the story the second time, you may want to take notes. Use the space below and on the next page for your notes. You may use these notes to answer the questions that follow. Your notes on these pages will NOT count toward your final score.

Notes

Go On

Notes

STOP

A Bear was walking along and met a Chipmunk who asked him a question. Complete the chart below with the missing steps.

THE CHIPMUNK AND THE BEAR

Chipmunk asks Bear, "Can you stop the sun from rising in the morning"

All Chipmunks have three pale scars on their backs.

Go On

What happened the next morning? How did Bear and Chipmunk feel? What did Bear do? Use details from the story to support your answer.

Go On

Planning Page

You may PLAN your writing for the question on the next page here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on the last two pages.

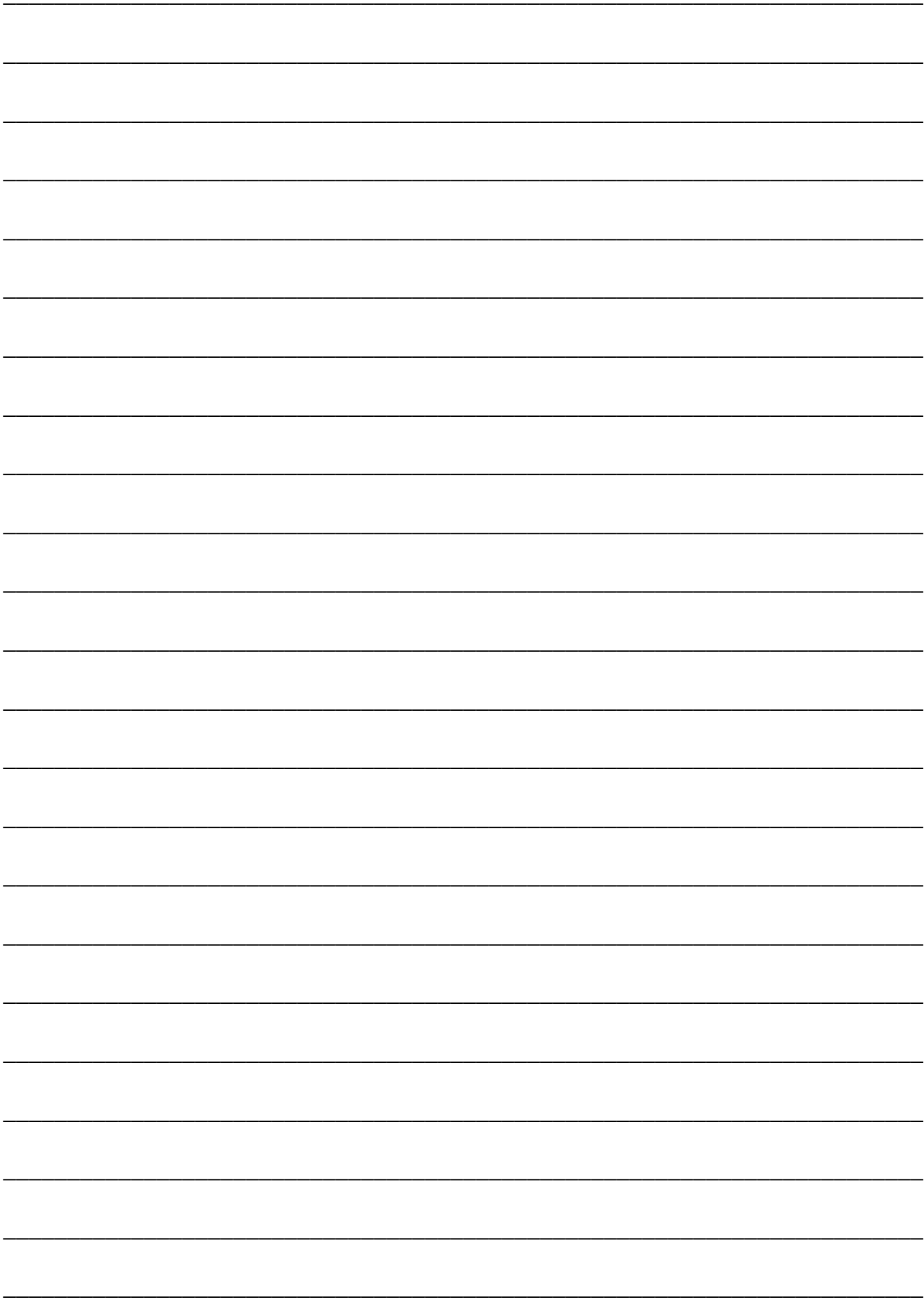
How does Bear act at the beginning of the story? How does he act at the end? What happened that made Bear change? Use details from the story to support your answer.

In your answer, be sure to include

- how Bear acts at the beginning of the story
- how Bear acts at the end of the story
- what happened that makes Bear change
- details from the story to support your answer

Check your writing for correct grammar, capitalization, and punctuation.

Go On



Grade 4 English Language Arts Rubric Chart
Listening/Writing (Questions 29, 30, 31) and Reading/Writing (Questions 32, 33, 34, 35)

Quality	4	3	2	1
Meaning: The extent to which the response exhibits understanding and interpretation of the task and text(s)	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill all or most requirements of the tasks address the theme or key elements of the text show an insightful interpretation of the text make connections beyond the text 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill some requirements of the tasks address many key elements of the text show a predominantly literal interpretation of the text make some connections 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill some requirements of the tasks address basic elements of the text, but the connections may be weak show some misunderstanding of the text or reflect gaps in the student's understanding of the text as a whole 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill few requirements of the tasks miss basic elements of the text show evidence that the student understood only parts of the text make few, if any, relevant connections
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Organization: The extent to which the response exhibits direction, shape, and coherence	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> establishes and maintains a clear focus shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices <p><i>The extended response:</i></p> <ul style="list-style-type: none"> is generally focused, though may include some irrelevant details shows a clear attempt at organization 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> may attempt to establish a focus shows some attempt at organization may include some irrelevant details 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> may focus on minor details or lack a focus shows little or no organization 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is often repetitive, with little or no sense of engagement or voice uses minimal vocabulary
Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is fluent and easy to read, with vivid language and a sense of engagement or voice is stylistically sophisticated, using varied sentence structure and challenging vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice uses some sentence variety and basic vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is mostly readable, but with little sense of engagement or voice uses only simple sentences and basic vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is often repetitive, with little or no sense of engagement or voice uses minimal vocabulary

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.