

# COMMON CORE Lessons & Activities

# NATIVE AMERICANS

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

# REPRODUCIBLE

*One teacher is allowed to make copies for use in her/his classroom!*



## About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

## How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21<sup>st</sup> century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

## Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled “GO” in the Table of Contents by going to: [www.gallopade.com/client/go](http://www.gallopade.com/client/go)
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

# Common Core Lessons & Activities:

# Native Americans

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Published by Gallopade International, Inc.

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Printed in the U.S.A. (Peachtree City, Georgia)

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**G:** Includes Graphic Organizer

**GO:** Graphic Organizer is also available 8½" x 11" online  
download at [www.gallopade.com/client/go](http://www.gallopade.com/client/go)

(numbers above correspond to the graphic organizer numbers online)

## READING INFORMATIONAL TEXT

# Regions of North America

Read the text and answer the questions.

Native American tribes occupied all regions of North America. Because different regions have different climates and resources, the tribes in each region developed different ways of obtaining food and built different types of dwellings.

In the forests of the Northeast, tribes such as the Iroquois and Algonquin fished the rivers and lakes using canoes. They hunted large wildlife for food and to make warm fur clothing. They sometimes raised crops for food. From tree branches and bark, they built “longhouses” and “wigwams” (made by pulling young trees together into a rounded structure) to protect themselves from the harsh winter weather.

In the warm Southeast, tribes such as the Cherokee, Chickasaw, and Seminole built “chickees” – small huts of mud, grass, and river cane. Their warm climate allowed Southeast tribes to stay in one place and farm – corn, squash, and beans were popular crops. They also hunted and fished.

Tribes of the Great Plains, such as the Arapahoe and Comanche, hunted the buffalo – an important source of food, clothing, and weapons. Most lived a nomadic lifestyle, meaning they constantly moved from place to place. Since Plains tribes followed the migrations of buffalo across the Great Plains, they lived in cone-shaped tents known as “tepees” which could be easily taken apart and carried long distances.

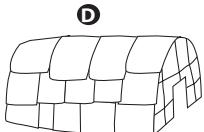
Plateau tribes, such as the Nez Perce, moved from place to place as seasons changed. They often built a permanent winter village and seasonal spring and summer villages. They often built “wigwams” and “longhouses” with the floor dug several feet into the ground and the roofs covered with mats they made from tule grass. Plateau tribes fished, hunted small animals, and gathered edible roots, berries, and vegetables.

In the dry Southwest, tribes such as the Pueblo, built “pueblos” – houses several stories high made of clay bricks dried in the hot desert sun. Southwestern tribes also grew crops like corn, squash, and beans.

California tribes included the Kashaya Pomo in southern California, who hunted the waterfowl in nearby marshlands using slingshots and nets, and the Yurok and Hupa in northern California, who fished salmon in the mountain streams and gathered acorns in the forest. Many California tribes cut wood from the cedar forests to build “plankhouses” that looked similar to simple European shacks.

Northwest tribes, such as the Kwakuitl and Haida, formed permanent salmon-fishing and hunting communities. In the northernmost areas, the Inuit hunted seals and built “igloos” from the ice.

1. Use the text to complete the chart by identifying each Native American dwelling pictured and the region(s) where it was found.



Picture:	What it's called:	Region(s) where it was common:
A		
B		
C		
D		
E		
F		
G		

- A. Use the text to define nomadic.
- Why were many Native American tribes nomadic?
  - List three tribes that were nomadic.
  - How did a nomadic lifestyle affect Native Americans' housing?
2. Writing Prompt: "How was a tribe's way of life affected by its region?"
- Write a short essay to answer this question. Include at least three ways a tribes' way of life was affected by its region. Include examples from the text to support the effects you describe in your essay.
  - Edit your essay. Your writing style should be somewhat formal. Be sure to include linking words and transitions between ideas. Proof your essay for accuracy.
  - Create a multimedia presentation based on your essay.

# Native American Culture

Choose one Native American tribe to research. Use at least two online resources to answer all the research questions and complete the graphic organizer. Draw a picture or paste an image to represent each topic. Then follow the instructions for writing and presentation.

## Southeast

Cherokee  
Seminole  
Chickasaw  
Choctaw  
Creek

## Northeast

Powhatan  
Algonquin  
Iroquois  
Pequot  
Wampanoag

## Great Lakes

Shawnee  
Huron  
Miami  
Oneida  
Ottawa

## Great Plains

Sioux  
Blackfeet  
Cheyenne  
Comanche  
Arapaho  
Dakota

## Northwest

Pomo  
Ute

## Pacific Northwest

Chinook  
Nez Perce

## Southwest

Navajo  
Apache  
Pueblo  
Hopi  
Mojave

## Research Questions

LOCATION: Where did they live? (region; type of housing)

FOOD: What did they eat? How did they get their food?

CULTURE: What cultural rituals were important to them?

ART: What artwork did this tribe make?

INTERACTION: How did the tribe interact with U.S. settlers? Did any tribe member(s) have significant impact on U.S. history? Describe.

## Writing & Presentation

- Organize your research into an informative visual such as a poster or digital slideshow. Write accompanying text to explain the culture of your Native American tribe.
- Give your presentation to your class.

After everyone gives their presentation, discuss Native American culture as a class and answer these questions:

- Identify common themes and similarities between tribes.
- Describe major differences between the tribes.
- How did Native Americans impact the history of the U.S.?
- How were Native Americans impacted by the history of the U.S.?

**LOCATION**

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**FOOD**

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**CULTURE**

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**ART**

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**INTERACTION**

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## PROBLEM-SOLUTION-RESULTS

# Assimilation

Read the text and answer the questions.

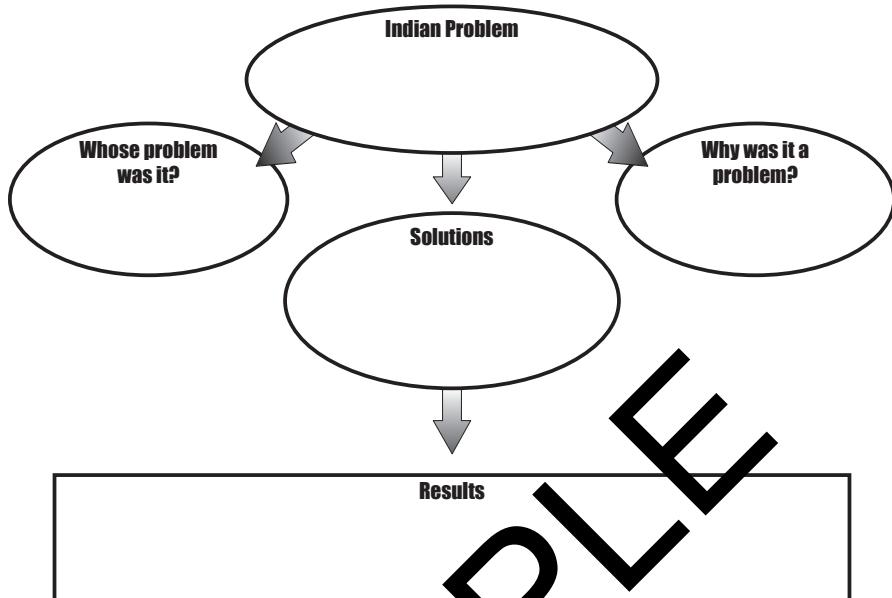
After the Indian Wars, the United States developed a new solution to the so-called “Indian problem.” Instead of continuing to battle Indian tribes across the West, the United States supported assimilation, a plan to force Native Americans to give up their culture and become part of white American culture.

The process of “Americanizing” the Native Americans started with the Dawes Act. This act divided the vast Native American lands into smaller reservations. It also gave small plots of land to Native Americans to own as property. Native Americans who owned land were “given” U.S. citizenship. By making Native Americans U.S. citizens, the government took away tribes’ rights to self-government. Additionally, as U.S. citizens, Native Americans were subject to U.S. laws.

Under U.S. law, Native American children were forced to attend “federal boarding schools for Indians.” U.S. soldiers gathered Native American children from the Indian reservations and took them to boarding schools far away from their family and tribal leaders. At boarding schools, Native American children were taught American history and American culture from the U.S. point of view. Native American children were forced to speak English, learn American values, wear American clothing, and practice American industrial skills such as carpentry for boys and housecleaning for girls. Separate from their parents, children did not learn much Native American culture. They were not taught their tribe’s oral history, dances, and other ways of life. One Native American child recalls: “I remember coming home and my grandma asked me to talk to her in our native language and I said, ‘Grandma, I don’t know how.’”

1. A. Define assimilation as it is used in the text.  
B. Who wanted to assimilate the Native Americans? Why?
2. List five direct effects of the Dawes Act.
3. List five ways federal boarding schools attempted to assimilate Native Americans.

4. Use the text and make inferences to complete the graphic organizer from the perspective of the U.S. government.



5. Read the quotation and answer the questions below.

"A great general has said that the only good Indian is a dead one... In a sense, I agree with the sentiment. But only in this: that all the Indian there is in this race should be dead. Kill the Indian in him, and save the man." — Colonel Richard Pratt — Superintendent of a federal boarding school

- A. Summarize Colonel Pratt's point of view about Native Americans.  
B. Which sentence from the quotation best summarizes the purpose of the federal boarding schools?
6. Look at the two photographs – both are of the same person, a Native American before and after attending a federal boarding school.
- A. Compare and contrast the physical appearance of the Native American in the two photographs.  
B. Label the photographs "before assimilation" and "after assimilation".
7. Write a short essay about the "transformation, inside and out" of Native Americans at federal boarding schools. Cite evidence from the text, quotation, and photographs. Proofread and edit your work.



# Common Core Lessons & Activities Books

## Social Studies Titles:

- Declaration of Independence
- U.S. Constitution
- Bill of Rights
- Road to the Civil War
- The Civil War: Key Battles & Events
- Jamestown
- Key Events of World War II
- Civil Rights Movement
- Branches of Government
- Basic Economic Concepts
- Women's Suffrage and the 19th Amendment
- The American Revolution
- Explorers
- The Olympics
- Underground Railroad
- Forms of Government: Democracy, Monarchy, & Oligarchy & More
- Ancient Greece
- Ancient Egypt
- Native Americans
- Indian Removal & the Trail of Tears
- Inventors & Inventions
- Map Skills
- Westward Expansion
- Communities

## Science Titles:

- Habitats
- States of Matter
- Cell Structure
- Weather
- Water Cycle
- Energy
- Solar System
- Sound
- Mammals
- Light
- Rocks and Minerals
- Oceans
- Heredity & Genetics
- Magnetism
- Natural Resources
- Ecosystems
- Force & Motion
- History of the Earth
- Life Cycles
- Wave Properties
- Landforms
- Classification of Organisms
- Electricity
- The Scientific Method

# COMMON CORE Lessons & Activities

Are you expected to change how you teach because of new CCSS for English Language Arts & new CCSS for Literacy and Writing in History/Social Studies and Science?

Are you expected to continue to meet existing science and social studies standards, AND integrate new, more rigorous expectations for reading, writing, analysis, inference, and more into your daily instruction?

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