

HISTORY



Name: _____ Date: _____

Native North Americans: The Arctic

The Region
The Arctic is in present-day Alaska, Canada, and Greenland. It was a cold, flat, desolate region. The Inuit and the Aleut people have lived there for centuries. The climate in the Arctic is rough. Therefore, the population of the indigenous people was small.




Tigloolik Inuit women and child in traditional parkas made from seal and caribou.

The Inuit and the Homes
The Inuit and Aleut similarities. Many people dome-shaped houses, made of sod or timber south or ice blocks in Resources.

The Inuit and Aleut offers to make cloth. Inuit used kayaks, an

Name: _____ Date: _____

Native North Americans: Northeast Woodlands

The Region
The Northeast Woodlands spanned from present-day Canada's Atlantic coast to North Carolina and inland to the Mississippi River valley. The indigenous people of the Northeast Woodlands were members of two main groups.



Way of Life
Iroquoian speakers lived inland along rivers and lakes. They lived in stable villages. Some Iroquoian speakers include the Cayuga, Oneida, Erie, Onondaga, Seneca, and Tuscarora.



Map Showing Iroquoian and Algonquian Peoples

- Iroquoian people
- Algonquian people

Algonquian speakers lived in small farming and fishing villages near the ocean. They grew crops such as corn, beans, and vegetables. Some Algonquian nations include the Pequot, Fox, Shawnee, Wampanoag, Delaware and Menominee.



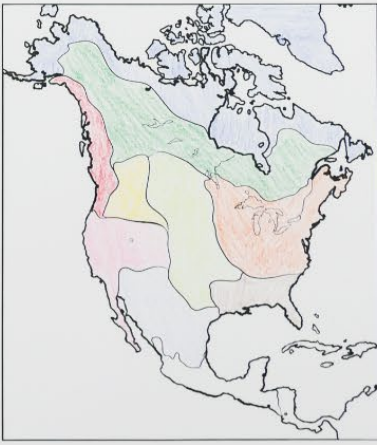
A 16th-century sketch of the Algonquian village of Pameleack.



Seneca Woman, 1908

Map: Native North American Regions

Label the ten North American regions that indigenous people inhabited. Make a color-coded map key.



Map Key

Arctic	NE Woodlands	Plains	Great Basin	California
Subarctic	Southeast	Southwest	Plateau	NW Coast

NATIVE AMERICAN REGIONS



Videos, Lessons & Worksheets

Americans: The Arctic

present-day Alaska. It was a cold, flat, and the Aleut for centuries. The rough. Therefore, the indigenous people was small.



Native North Americans: Northeast Woodlands

The Region

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Map Showing Iroquoian and Algonquian Peoples

Iroquoian people Algonquian people

Way of Life

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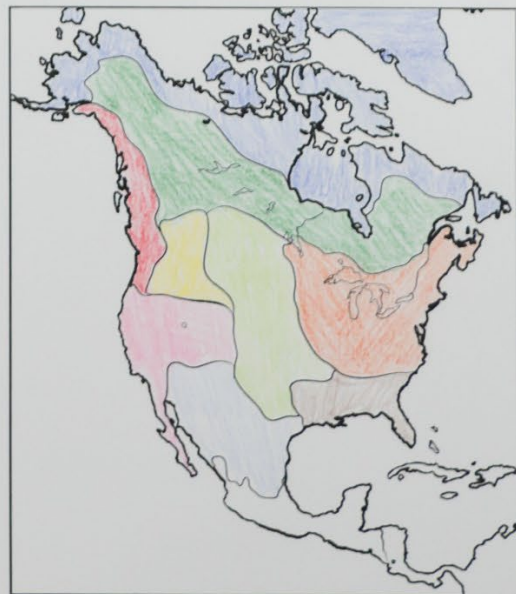
A 16th-century sketch of the Algonquian village of Pomelock.



Seneca Woman, 1908

Map: Native North American Regions

Label the ten North American regions that indigenous people inhabited. Make a color-coded map key.



Map Key

Arctic NE Woodlands Plains Great Basin California Subarctic Southeast Southwest Plateau N.W. Coast

Nation



Native American



Five original videos about each region.

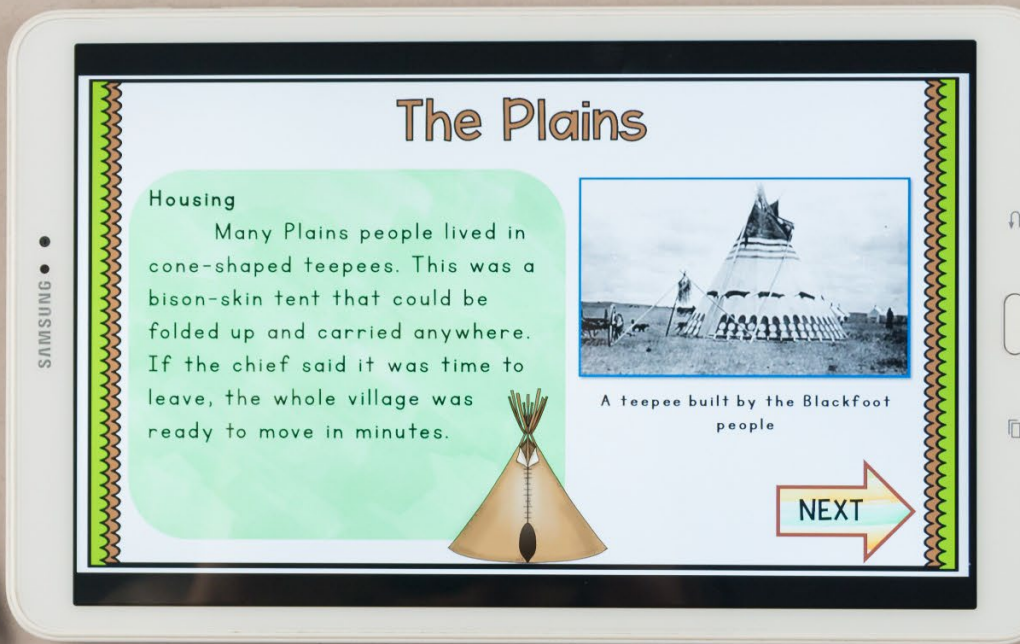
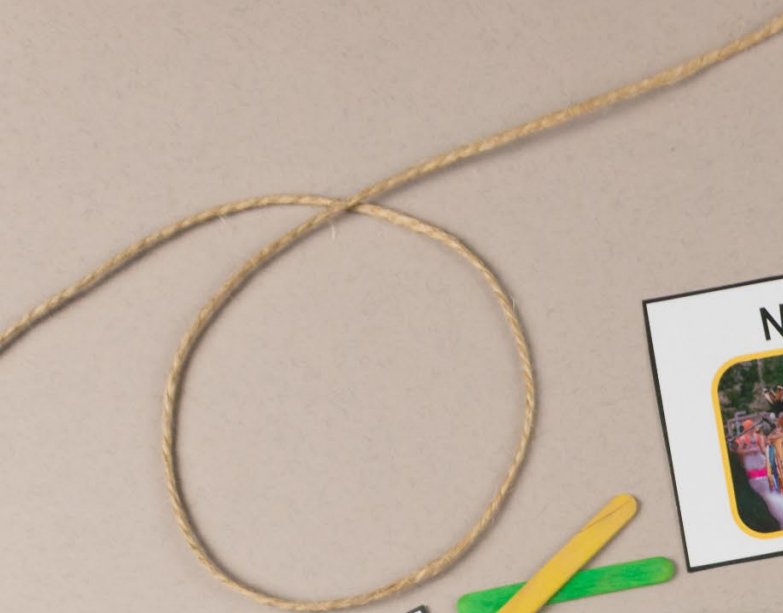


R



Indig
Peo





Native American

Nation

North America



Region



Crops

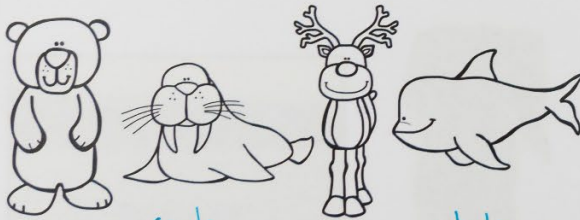


Indigenous Peoples



The Arctic

Label some of the animals the Inuit hunted.



polar bears

seals

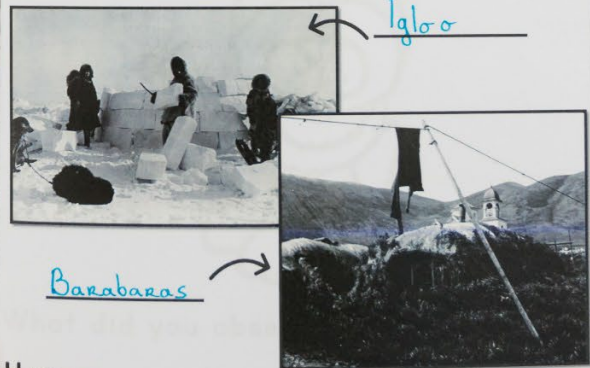
whale

Way of Life

The Inuit in the northern part of the region were nomads. They followed animals as they migrated across the tundra. In the southern part of the region, the Aleut were more settled. They lived in small fishing villages along the shore.

The Arctic

Label two of the types of homes the Inuit and Aleut people lived in.



Igloo

Barabaras

Homes

The Inuit and Aleut had many similarities. Many people lived in dome-shaped houses. They were made of sod or timber in the south or ice blocks in the north.

Name: _____ Date: _____

Myths and Legends of Indigenous Nations

A Great Spirit is a common belief among many Indigenous nations. Many nations believe in multiple deities, or gods. Spirituality and nature was important, and many nations based these beliefs to all aspects of their lives. Cultures and customs were passed down from generation to generation. But they all believed that the universe was created by animals, water, and earth.

Name: _____ Date: _____

How the World Was Made: Cherokee Legend

The earth is a great floating island in a sea of water. At each of the four corners there is a cord hanging down from the sky. The sky is of solid rock. When the world grows old and worn out, the cords will break, and then the earth will sink down into the ocean. Everything will be water again. All the people will be dead. The Cherokee are afraid of this.

A long time ago, when everything was all water, all the animals lived up above in Galun'lati, beyond the stone arch that made the sky. But it was crowded. All the animals wanted more room. The animals began to wonder what was below the water. Water Beetle, offered to go and find out. Water Beetle darted in every direction over the surface of the water, but it could find no place to rest. There was no land at all. Then, Water Beetle dived to the bottom of the water and brought up some soft mud. This began to grow and spread out on every side until it became the island which we call the earth. Afterwards, the earth was fastened to the sky with four cords, but no one knows who did this.

They sent out Buzzard to see if it was dry, but there was no place to land. So, the birds came back to Galun'lati. They sent out Buzzard. He flew all over the earth and it was still soft. When he reached the Cherokee country, he was very tired. His wings began to flap and he fell to the ground. Where they struck the earth there was a valley. Where his wings turned upwards again, there was a mountain. The animals above saw this and were afraid that the whole world would be mountains, so they called him back. The Cherokee country remained flat to this day.

When the earth was dry and the animals came down, it was still dark. Therefore, they got the sun and set it in a track to go every day across the island from east to west. It was too hot this way. Then, the medicine men raised the sun in the air so that it was just under the sky arch. Then it was right and they left it so. Every day the sun goes along under this arch on the under side; it returns at night on the upper side of the arch to its starting place.

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My Field Journal

Anthropologist's Name: John Doe

Description

Group Name: _____

Did this group live in the past or are they living today?

Location: Africa

Observations

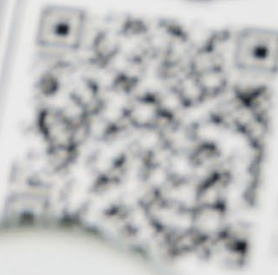
Notes: They lived in huts &

lived in small groups

Yes! A
inter

large number of
would have been
very people live

Anthropologist



Anthropologist

An anthropologist is a person who studies human cultures in the past and present. Anthropologists research many aspects of human life, from our evolution and how the culture has changed.

Read an interview with anthropologist (and find out more about the field of anthropology) at <http://www.abc.net.au/news/stories/2014/01/29/anthropologist-interview/1211111>

What are you most interested in?

What are you most interested in?



My Field Journal

Anthropologist's Name: Julie Bochese

Description

Group Name: _____

Did this group live in the past or are they living today? _____

Location: Arctic

Observations

Homes: They lived in igloos.

lived in small groups.

Communities: _____

Work: _____

Anthropologist

Name: _____

Date: _____

Anthropologist

An anthropologist is a person who studies people and cultures in the past and present. Anthropologists live within a culture and study it from the inside. They do research and learn the culture first-hand.

Read an interview with anthropologist, Laurel Kendall.

<https://www.amnh.org/explore/ology/anthropology/being-an-anthropologist-laurel-kendall>

Is anthropology a career you would be interested in? Why or why not?

Yes! Anthropology sounds very interesting. I would love to research the way people live.

Margaret Mead was a known cultural anthropologist.



Pick a culture of people- past or present, that you are interested in. Research this culture. Fill in your field journal with what you learned.

©Julie Bochese

Unit 2 Instructions

Please Note: This resource is a wealth of information about all ten Native North American regions. I wanted to include all of the regions to give teachers the options to select regions that they live in. I recommend cutting back on the information you use with your students by selecting 3-4 to focus on.

Time Commitment

This unit includes 15 days of lessons and activities. It should take about three weeks of thirty-minute social studies lessons. If you do not have this much time to spend on this unit, you can cut back on the regions you introduce. You can also cut out some of the activities.

This resource includes a Google Slides presentation. The presentation can easily be converted to PowerPoint. This presentation is meant to be used as a whole class presentation, rather than a student activity. I have also provided the option for printable passages if you prefer students have a copy of the text.



Click here to access
the Google Slides
Presentation.

Please Note: This
presentation should
be used in "Present"
mode.

The information provided in this unit is research-based. It was carefully created to be historically accurate and represent the Indigenous groups the way they wish to be represented. Graphics and photos were carefully selected to be historically accurate. Please work with your students to teach them that while there are similarities between many nations, there are also unique differences. Stereotypes about Native Americans are harmful.

Unit 2: Regions of Native North Americans

Preparation:

- Print the vocabulary cards, student books, and worksheets before beginning. Each student will need their own copy of the book and worksheets.
- Prepare your technology to present the PowerPoint presentation.
- I recommend selecting 3-4 of the regions to focus on.

Day 1:

Tell students that this unit is on the different Indigenous People in regions of North America. We will be learning about the different regions, and some of the different nations in those regions. We will be learning the characteristics of these regions and the people. This will help us compare and contrast similarities and differences between regions and nations. Show students the vocabulary cards to introduce key vocabulary words. Distribute the K.W.L. chart. Have students share what they know about the North American regions. Discuss what students are wondering, or what to know, about the Nations in these regions. Tell students that at the end of this lesson, you will fill in what you learned.

Day 2:

*(Prior to day two, decide which regions you would like to focus on. Only print the student book for these 3-4 regions. If time allows, you may choose to go through the entire presentation, but only print the student book for the regions you are focusing on. *Please Note: I have also provided the regions as passages. Use the passages if you prefer students to have a copy of the information in front of them.)*

Distribute the "Native North American Regions" book. Tell students that you will be going through a presentation together, and along the way, students will find clues to fill in their books.

Begin the presentation. Watch the video on the Arctic and Subarctic people. Work through the slides about The Arctic and The Subarctic. While you go through the presentation, students should fill in their books. Give them time to color the

pictures as well.

Day 3: Review the vocabulary. Watch the video on the Northeast Woodlands and Southeast people. Complete the presentation slides for Northeast Woodlands and the Southeast. While you go through the presentation, students should fill in their books. Give them time to color the pictures as well.

Day 4: Review the vocabulary. Watch the video on the Plains and the Southwest people. Complete the presentation slides for the Plains and the Southwest.

Day 5: Review the vocabulary. Watch the video on the Great basin and the Plateau people. Complete the presentation slides for the Great basin and the Plateau.

Day 6: Review the vocabulary. Watch the video on the California and the Northwest Coast people. Complete the presentation slides for California and the Northwest Coast.

Day 7: Allow students an extra day to complete their books on the regions your class focused on.

Day 8: Complete Native North Americans Regions Map and the chart comparing the elements of each region. Please note: Not all boxes will be filled for every region on the comparing chart.

Day 9: Finish comparing chart and complete the vocabulary activity.

Day 10-12: Stories and Legends of Native American Nations- Read the Native American creation stories. Discuss the similar elements you find in the three legends provided. Complete the chart.

Day 13-14: Career Spotlight: Anthropologist

Day 15: Quiz

Name: _____ Date: _____

KWL: Native North American Regions

Before beginning this unit, discuss what you already know about this topic. What do you hope to learn? At the end of the unit, fill in what you learned. Was your prior knowledge correct?

K. What do you know about Indigenous regions and nations?	W. What do you want to learn about Indigenous regions and nations?	L. What did you learn about the Indigenous regions and nations?

Name: _____ Date: _____

Native North Americans: The Arctic

The Region

The Arctic is in present-day Alaska, Canada, and Greenland. It was a cold, flat, desolate region. The Inuit and the Aleut people have lived there for centuries. The climate in the Arctic is rough. Therefore, the population of the Indigenous People was small.



Way of Life

The Inuit in the northern part of the region were nomads. They followed seals, polar bears, and other animals as they migrated across the tundra. In the southern part of the region, the Aleut were more settled. They lived in small fishing villages along the shore.



Igloolik Inuit women and child in traditional parkas made from seal and caribou.

The Inuit and the Aleut

Homes

The Inuit and Aleut had many similarities. Many people lived in dome-shaped houses. They were made of sod or timber in the south or ice blocks in the north.



Inuit people building an igloo

Aleut peoples lived in barabaras.



Resources

The Inuit and Aleut used animal skins from seals and otters to make clothing, dogsleds, and fishing boats. The Inuit used kayaks, and the Aleut used baidarkas.

Name: _____ Date: _____

Compare Native North American Regions

Select four Native North American regions to focus on. Fill in the following chart to record information about each region. Please note: Not all sections have one correct answer. Many regions have diverse and different ways of life.

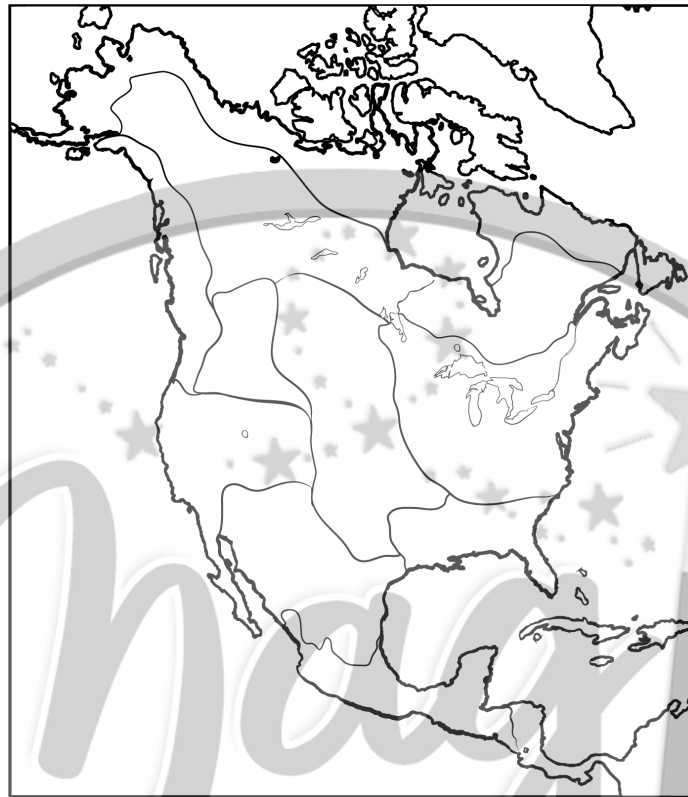
Region	Climate and Environment	Way of Life	Housing	Clothing

Native North American Regions



By:

Northeast Woodlands



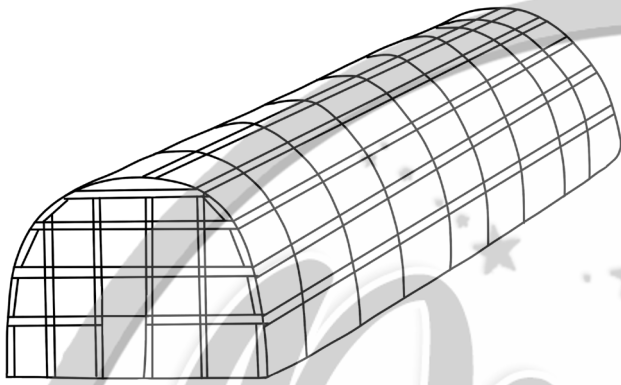
Label and circle the Northeast Woodlands

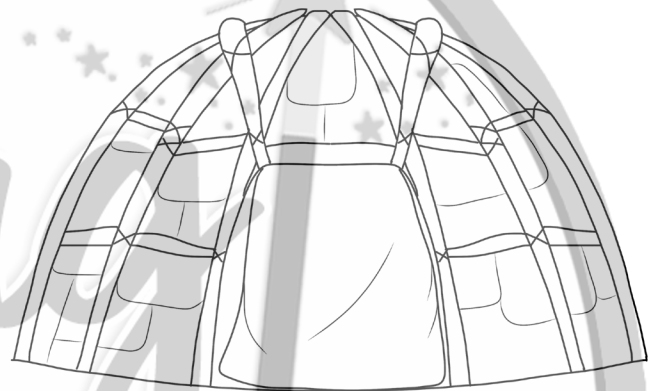
The Region

The Northeast Woodlands spanned from present-day ----- Atlantic coast to ----- and inland to the ----- valley. The Indigenous People of the Northeast Woodlands were members of two main groups.

Northeast Woodlands

Many Eastern Woodlands people lived in longhouses or wigwams.
Label the houses with the correct name.

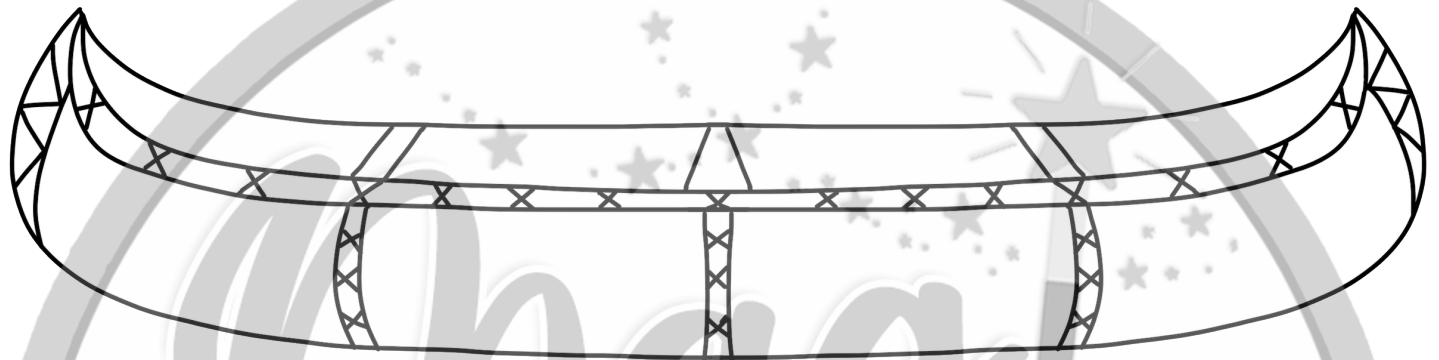




Way of Life

_____ speakers lived inland along rivers and lakes. They lived in stable villages. Algonquian speakers lived in small _____ and _____ villages near the ocean. They grew _____ such as corn, beans, and vegetables.

Video: The Northeast Woodlands



What did you learn?

Name: _____ Date: _____

Vocabulary Sort

Match the vocabulary words to the definition.

Nation



North America



Indigenous People



Crops



a plant that is
grown as food

group of people
who lived in North
America before
Europeans

a group of
Indigenous People
who live in the same
area and share a
culture

continent in the
Northern
Hemisphere

Write a paragraph summarizing this unit. Use each of the vocabulary words.

Name: _____ Date: _____

Stories & Legends of Indigenous Nations

A Great Spirit is a common belief among many Indigenous nations. Many nations believe in multiple deities, or gods. Spirituality and nature was important, and many nations applied these beliefs to all aspects of their lives. Cultures and customs varied among the nations. But they all believed that the universe was connected by spirits of natural life, including animals, water, plants, the sky, and the Earth.

Read each story. Chart the elements of each story as you read. You will later use this chart to compare and contrast the stories.

Similar Story Elements or Themes	Different Story Elements or Themes

Name: _____ Date: _____

How the World Was Made: Cherokee Legend

The earth is a great floating island in a sea of water. At each of the four corners there is a cord hanging down from the sky. The sky is of solid rock. When the world grows old and worn out, the cords will break, and then the earth will sink down into the ocean. Everything will be water again. All the people will be dead. The Cherokee are afraid of this.



A long time ago, when everything was all water, all the animals lived up above in Galun'lati, beyond the stone arch that made the sky. But it was crowded. All the animals wanted more room. The animals began to wonder what was below the water. Water Beetle, offered to go and find out. Water Beetle darted in every direction over the surface of the water, but it could find no place to rest. There was no land at all. Then, Water Beetle dived to the bottom of the water and brought up some soft mud. This began to grow and to spread out on every side until it became the island which we call the earth. Afterwards, this earth was fastened to the sky with four cords, but no one knows who did this.

At first the earth was flat and soft and wet. The animals were anxious to get down. They sent out different birds to see if it was dry, but there was no place to land. So, the birds came back to Galun'lati. They sent out Buzzard. He flew all over the earth and it was still soft. When he reached the Cherokee country, he was very tired. His wings began to flap and strike the ground. Where they struck the earth there was a valley. Where the wings turned upwards again, there was a mountain. The animals above saw this and were afraid that the whole world would be mountains, so they called him back. The Cherokee country remains full of mountains to this day.

When the earth was dry and the animals came down, it was still dark. Therefore, they got the sun and set it in a track to go every day across the island from east to west. It was too hot this way. Then, the medicine men raised the sun in the air so that it was just under the sky arch. Then it was right, and they left it so. Every day the sun goes along under this arch on the under side; it returns at night on the upper side of the arch to its starting place.

Career Spotlight

Name: _____

Date: _____

Anthropologist

An anthropologist is a person who studies people and cultures in the past and present. Anthropologists study societies. Many anthropologists live within a culture to research and learn the culture first-hand.



Read an interview with anthropologist, Laurel Kendall.

<https://www.amnh.org/explore/ology/anthropology/being-an-anthropologist-laurel-kendall>

Is anthropology a career you would be interested in? Why or why not?

Margaret Mead was a well-known cultural anthropologist.



Pick a culture of people, past or present, that you are interested in. Research this culture. Fill in your field journal with what you learned.

Name: _____ Date: _____

Quiz

Fill in the blanks with the words from the word bank. Some words may be used more than once.

Indigenous Peoples

Nation

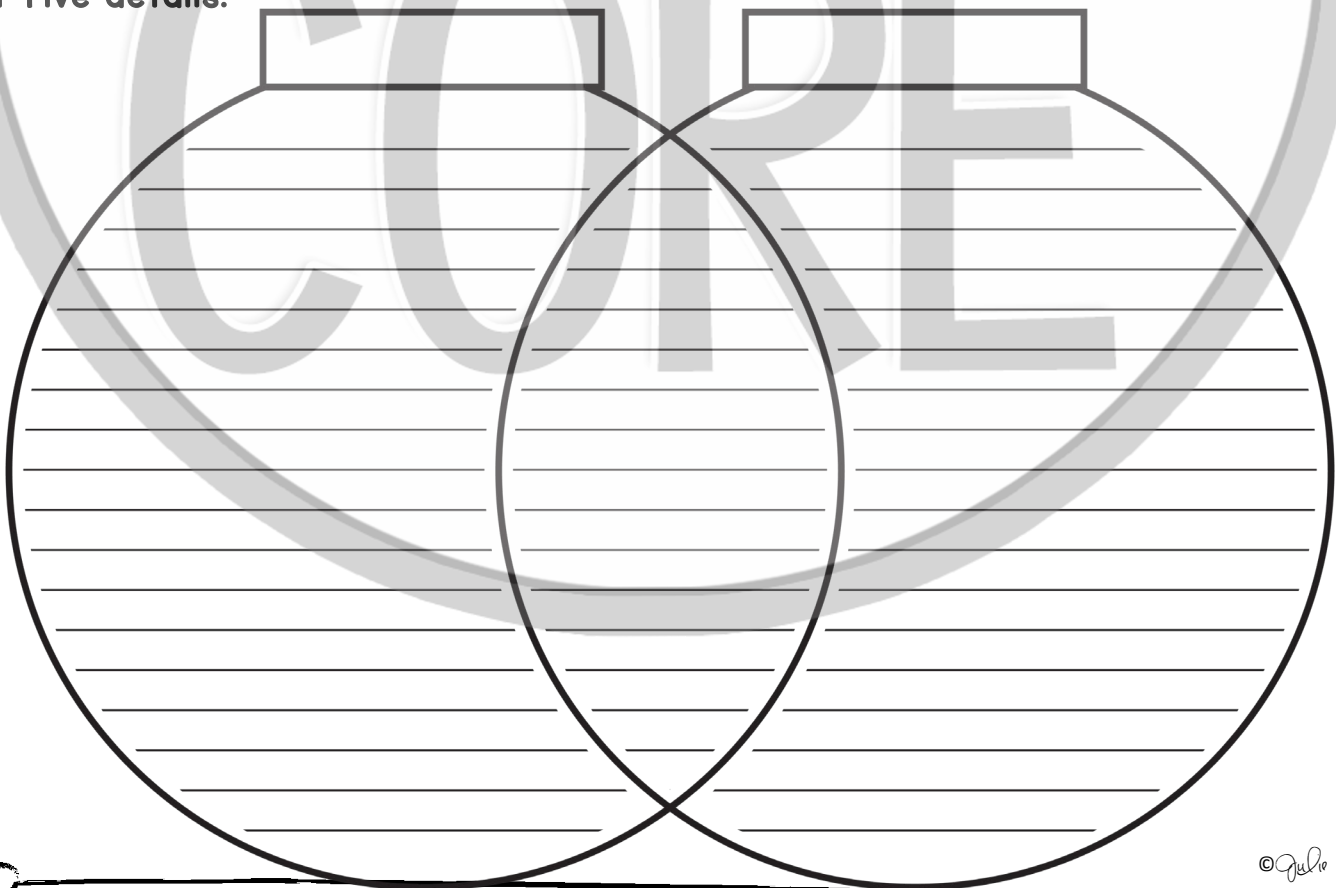
North America

region

_____ is broken up into ten _____ that

Indigenous Peoples have inhabited for centuries. Each region has many different nations. The _____ have unique ways of life and cultures. But there are also similarities in some nations.

Select two regions that you studied during this unit. Fill in the Venn diagram to compare and contrast their way of life. You can include things about the climate they lived in, their way of life, clothing, food, or housing. Be sure to include at least five details.



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Not O.K.

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