

NATIVE AMERICAN RESEARCH

Performance Standard 16EUS.G

Create a chart describing a particular Native American tribe accordingly:

- *Knowledge*: Describe religious life and traditions, history, basic economic structures, and geographic locations and environmental conditions in which they lived.
- *Reasoning*: Explain how these factors affected economic and social developments of the tribe.
- *Communication*: Create a chart that is well-focused, well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand Illinois, United States, and world environmental history (16E)***, students should experience sufficient learning opportunities to develop the following skills:
 - Describe religious life, traditions, history, basic economic structures, geographic locations, and environmental conditions of Native American tribes.
 - Explain how these factors affected economic and social developments of a specific cultural group after 1500.

Note: Have students complete an introductory unit of study on the Native American experience. Much of this information will be historical in nature because many tribes no longer exist.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have each student choose a Native American tribe from a list of tribes from the Internet, school, or local library, and locate relevant information.
4. Ask students to gather information on the following four topics while using at least two sources:
 - Geographic locations and environmental conditions in which they lived, both past and present,
 - History of the tribe,
 - Basic economic structures of the tribe (how they survived), and
 - Religious life and traditions of the tribe.
5. Ask students to complete a four-section chart (e.g., 8-1/2" x 11" paper folded in 4's) to display the information they gathered. This information must be presented in both written form and graphic form, including the use of drawings, charts, maps, etc. The written part should include labeling of drawings, phrases, or sentences as long as sufficient detail is used to describe and explain the four topics.
6. Ask students to cite the two sources in which they found the information.
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: The descriptions of the four factors were complete, correct, and documented.
 - *Reasoning*: The explanations of how the four factors affected social and economic development of the tribe were thorough and accurate.
 - *Communication*: The graphics and writing on the chart were well-focused, well-organized, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

Time Requirements

- Two to three class periods

Resources

- Copies of the "Native American Research" task sheets
- Books, articles, reference materials, web sites, etc. from which to draw information
- Colored pencils, markers, construction paper (or other selected items that the teacher wants to make available) to be used on the form for the presentation of findings
- Social Science Rubric

NAME _____ DATE _____

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Resources Used

Fill out the information below for the books that you used to complete this assignment:

Title:

Author:

Publisher:

Copyright Date:

Title:

Author:

Publisher:

Copyright Date:

List of Possible Tribes:

Creek
Dakota (or Sioux)
Aztec
Miami
Potowatomi
Pequot
Iroquois
Eskimo
Powhatan
Hopi

Cheyenne
Algonquin
Arawak
Apache
Mayan
Pueblo
Illinois
Seminole
Mandan
Chippewa (or Ojibway)

Shawnee
Crow
Blackfoot
Navajo
Zuni
Choctaw
Cree
Nez Perce
Inca

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The graphic organizer is a 2x2 grid of large rectangular boxes. A smaller rectangular box is centered between the four quadrants, with lines extending from its top and bottom edges to the inner corners of the top and bottom boxes, respectively. This central box is intended for a main topic or thesis, while the four surrounding boxes are for supporting details or evidence.

Religious Life / Traditions

- Men honored supernatural beings.
- Each man had a guardian spirit.
- Collected sacred bundles of furs and feathers, dressed up + danced as animals.
- held ceremonies when rain was needed, when a sick person needed to be cured, and when braves sought victory on the warpath.

FEATHERS



History

- Late 1800's, U.S government divided the reservation into small parcels of land.
- 1837, smallpox wiped out the Mandan.



Mandan

Economic Structure

- Hunted
- Cultivated fields of beans, corn, squash, sunflowers, and tobacco.
- Exchanged Crops w/ European traders and explorers



Geo. Location / Environmental

conditions

- For more than 500 years, Mandan lived in Western North Dakota along the Missouri River.
- Currently living there.



Religious life "Exceeds"



The Apache's religion was not separate from the rest of their lives. They believed that a great power was in the universe. Humans could acquire the part of this power.

The plains Apache held Gen mask summer ceremonies to seek power for successful buffalo hunt. The mountain Apaches held a ceremony in which the men wore spirit masks representing the Mountain Spirits or Can'i. These men were called "Masked Dancers or Crown Dancers". This ceremony was done to cure certain sicknesses.

History of the tribe

The Apaches call themselves Tinaha or Inde but both words mean "the people". The Apaches were a nomadic tribe. There were six Apache tribes: Chiricahua, Jicarilla, Mescalero, Kiowa Apache, Lipan and western Apache. Their languages were different. The first invaders were the Spanish. The Apache fiercely resisted reservation settling until they had to surrender. There are more than 50,000 Apaches in the USA. Most of them live on reservations in Arizona and New Mexico.



The Spanish

APACHES

Economic structure

An Apache man hunted to provide food for his family. Sometimes a hunter wore a mask made from the head of the deer or antelope to lure the game closer. Women of some tribes planted corn, melons, pumpkins, squash, beans, onions and potatoes. But most of the tribes relied on hunting or gathering. Some of them gathered seeds, berries, roots, and nuts to feed their families. These were either eaten fresh, mixed with meat or dried.



buffalo
noved
necklaces



Apache

1846-1886

Their traditional territory ranged from what is now New Mexico and Arizona through southeastern Colorado, western Oklahoma, much of Texas and northern Mexico. Today Apache Indians live in reservations in Arizona and New Mexico. Their land was not so good that's why they were hunters, but some of them were planters.

