Lesson Title | Native American life  | Teacher | Steve Vaccaro  
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Grade Level | 8  | Duration of Lesson | One class period  

**Lesson Topic**  
The Eastern woodlands Native American use of their surrounding environment in everyday life.

**SC Standards and Indicators**  
Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.1 Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations. (H, G, P)

**Academic Vocabulary**  
Native American, Eastern Woodlands, Natural Resources, Pelt, Wigwam, Long house, Chickee, Agriculture.

**Lesson Materials**  
Images of Native Americans, SMART Board, handouts on Native American life and united streaming video segment: Eastern Woodlands.

**Lesson Set**

| Content Objective(s) | TSWBAT explain how the Native Americans of the Eastern Woodlands used their surrounding environment to provide food, shelter and clothing for their people.  
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| Literacy Objective(s) | K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships.  
L. Interpret calendars, time lines, maps, charts, tables, graphs, letters and other primary and secondary resources.  
P. Locate, gather and process information from a variety of primary and secondary resources.  
V. Use a variety of media to develop and organize integrated summaries of social studies information.  
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**Lesson Importance**  
Native American’s knowledge and use of their natural surroundings.
was essential to their survival. These techniques were taught to early European settlers which in turn helped them to establish colonies. Initially the relationship between the Native Americans and settlers was a friendly one but this changed as more European settlers came to the new world. More land was needed to accommodate the rise in population and a competition for land and resources developed into conflict. The Native American way of life was eventually destroyed except for what remained on reservations.

<table>
<thead>
<tr>
<th>Connections to prior and future learning</th>
<th>Students have learned about the different Native American communities in the United States in elementary school. The next indicator for 8th grade will cover conflict between the Cherokee, Catawba and Yemassee tribes and European settlers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set/ Hook (Engage)</td>
<td>How do we use natural resources and our environment in our everyday lives? This question will be on the SMART board as students enter the class and be written in Cornell note form in student journals. The students will be given 3-5 minutes to write down and answer the question. Ball Toss/Discussion: The teacher will ask students to share their answers in order to begin a discussion on how we use resources. The student that was thrown the ball by the teacher will share their answer with the class and the teacher will comment as needed. The process will be repeated until the teacher is satisfied that the students understand the concept. This will lead into a mini lecture on how the Native Americans of the Eastern woodlands used their surroundings in their daily lives.</td>
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</tbody>
</table>

**Skill Development**

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

| Introduce content components | The teacher will discuss how geography and available resources impacted Native American culture and daily life. Hunting and farming methods and the use of the surrounding resources for building shelter and making clothes will be discussed. Corn and pole beans were main crops of the Eastern woodland Indians. Their shelters were made of animal skins, trees, twigs and straw. Wigwam, long house and chickee were some of the types of shelters built by native Americans. Clothing was made from animal pelts and tools were made from stones, animal bones and sharp sticks. |
“I do”
Skill from literacy objective introduce/explain/model
The students will write down at least two questions they have about the lecture. These questions can be used to clarify key vocabulary or to inquire about more information on the subject.

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

“We do”
Activity Description Include student “explore” components and opportunities for them to explain their learning.
In groups of three the students will analyze images of native American shelters and daily life. They will choose items they see in the images and describe the material(s) they think were used in making the item. They will also predict what tools might be needed and who in the tribe might have made the item. The teacher will facilitate and check for student completion.

Checking for Understanding- “Informal” Assessment
The students will complete side 1 of handout and they will document items and details about the item. (See attached)

Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified
The teacher will answer student questions and ensure that students understand the following: Native Americans used trees, grass, animals, rocks and other materials found in nature to build structures and raise crops. They also used these materials to make weapons for hunting and to make clothes and other household items.

Independent Practice

“You Do”
The students will complete side 2 of handout (See attached) independently after watching the united streaming video segment, “Eastern woodlands” from the video Native Americans: The First People. Video can be accessed at http://streaming.discoveryeducation.com. The video is approximately 3
The students will create a minimum six frame comic strip that depicts Native Americans using a surrounding resource to make/build an everyday item. Students may also depict Native Americans planting and reaping a certain crop. (See attached Rubric)

## Differentiation

<table>
<thead>
<tr>
<th>During Lesson</th>
<th>Information is delivered in a variety of ways in order to address auditory, visual and kinesthetic learners.</th>
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</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>See above</td>
</tr>
</tbody>
</table>
Complete the chart below by analyzing the two images of Native American life. Choose items from the images and use the columns to describe the item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Materials the item is made from</th>
<th>How was the item made? What types of tools or weapons may have been needed?</th>
<th>Who might have made the item?</th>
</tr>
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<tbody>
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</table>
Eastern Woodlands Video Questions

1. What types of crops would you be growing if you were a member of an Eastern Woodland tribe?

2. Describe some of the shelters you would live in and how they were made.

3. How did Native Americans travel? What materials or techniques were used in making the things they traveled in/on?

4. Explain how life might be different for Native Americans living in the north (colder) and in the south (warmer). Think about what is around them and what they might need.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story</td>
<td>Dialogue is clear and creative</td>
<td>Dialogue is difficult to understand, but creative</td>
<td>Dialogue is difficult to understand and is not creative</td>
<td>There is barely any dialogue.</td>
</tr>
<tr>
<td>Organization</td>
<td>Good flow of ideas from conversation to conversation</td>
<td>Ideas stated clearly and sequential, from conversation to conversation</td>
<td>Some order of main idea and sequencing in conversation</td>
<td>Ideas not ordered</td>
</tr>
<tr>
<td>Graphic Novel terms</td>
<td>Used all the terms correctly</td>
<td>Used most of the terms correctly</td>
<td>Used many of the terms correctly</td>
<td>None of the terms used correctly</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>Capitalization, spelling punctuation are correct throughout the comic strip</td>
<td>Comic strip has 1-5 spelling/grammatical errors</td>
<td>Comic strip has 5-10 spelling/grammatical errors</td>
<td>There are more than 10 spelling/grammatical errors</td>
</tr>
<tr>
<td>Pictures/Illustrations</td>
<td>Pictures are easy to identify, colored neatly and go along with the story</td>
<td>Pictures may be easy to see but not colored neatly but still go along with the story</td>
<td>Pictures need work, they are rushed or careless, not colored. They go along with the story.</td>
<td>Pictures are not neat, not colored, difficult to tell if they go with the story</td>
</tr>
<tr>
<td>Use of Class time</td>
<td>Used class time well. Never distracted others</td>
<td>Used most of class time well</td>
<td>Used some of the class time well</td>
<td>Did not use class time well. Distracted others from working</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The comic strip is attractive and shows effort. Attractive to look at.</td>
<td>Comic strip is basically neat and shows effort</td>
<td>Comic strip is complete but messy and shows little effort</td>
<td>Comic strip is incomplete</td>
</tr>
</tbody>
</table>

References


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