

- Help your students to gain a better understanding of the meaning and importance of the pow wow ceremony in Native American culture by arranging a fact-gathering visit to your school or public library. You may also wish to help your students explore this web site, library.thinkquest.org/3081/index.htm, which has information about a pow wow ceremony. Divide your students into four groups, and assign each group one of these topics: songs, crafts, dance or terminology of the pow wow ceremony. Compile the information from all four groups into a classroom book. Include pictures, words to any songs and dance steps. Use the terminology information as the index to your book.
- "Totem pole" is the name given by Europeans to the carved wooden pillars made by many Native American groups of the northwest coast. Have students research the history and meaning of the totem pole. The web site, library.thinkquest.org/5160, is a good on-line source of information. A visit with your students to your school or public library will also help in researching this topic. Using the information found, have your students do a written or oral presentation on the history and significance of the totem pole in Native American culture. Students may extend this activity by working together to create a classroom totem pole.
- Read the book *Children of the Indian Boarding Schools* by Holly Littlefield (Carolrhoda Books, 2001) to your class. This book relates the history and personal accounts of Native American children who were taken from their homes and sent to boarding schools to be taught "European" culture. As you read each chapter, create a chart answering these questions about Indian boarding schools: What were they? What was the purpose of the schools? What were the rules? Where were the schools located? Are they still open today? Did any famous Native Americans attend them? More information about Indian boarding schools can be found at home.epix.net/~landis/histry.html.
- Divide your class into teams and assign each team a Native American group from a different region of North America. Each team can use books and internet resources to find as much information about its Native American group as it can. Research should include information about the history, heritage, culture, food, religion and daily life of their groups. Also have your students research the present-day life of their Native American groups. Have each team compile its research into a classroom book. Make sure that each of their books has a title page, table of contents and chapter headings. Have each team share its work with the class.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- collections.ic.gc.ca/arctic/inuit/people.htm
This web site offers basic information on the Inuit, the native people of Alaska and the Arctic Circle.
- inkido.indiana.edu/w310work/romac/native.htm
This web site, supported by Indiana University, is a good introduction to the history and culture of Native American groups of the Southwest, Great Plains and Northwest.
- www.indians.org/Resource/natlit/natlit.html
The American Indian Heritage Foundation has compiled a collection of Native American folktales and legends from the indigenous peoples of North and South America.

Suggested Print Resources

- Bruchac, Joseph. *Between Earth & Sky: Legends of Native American Sacred Places*. Harcourt Brace & Co., San Diego, CA; 1996.
- Curry, Jane Louise. *Hold Up the Sky; and Other Native American Tales from Texas and the Southern Plains*. M.K. McEldery Books, New York, NY; 2003.
- Morris, Ann. *Grandma Maxine Remembers: A Native American Family Story*. Millbrook Press, Brookfield, CT; 2002.

TEACHER'S GUIDE

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Native American Heritage

Grades K-4

The United States has always been a country of immigrants, rich with the customs and traditions of the many countries they represent. *American Cultures for Children* introduces students to the heritage of some of the immigrant groups that make up this diverse land. Through songs, play food, holidays and history, students are provided with an understanding of and appreciation for the cultural differences they see every day in their classrooms and neighborhoods. Everyone has at least one culture to celebrate, and this series gives children a chance to explore their heritage and share it with others.



Program Summary

Native American Heritage introduces students to the diverse cultures of the first inhabitants of North America. Students learn the location and geography of many of the Native American groups of North America. Students gain an understanding of Native American life before the arrival of Europeans, and are given a brief history of the often uneasy relations with the United States government including the Indian Removal Act of 1830 and the establishment of Native American reservations. Students learn to count to ten in the Pima language and say a few words in the Navajo language. In a field trip to the Gila River Indian Community near Phoenix, Arizona, children visit the local school and get a glimpse of traditional Hopi crafts and ceremonies. The Inuit folktale “Fox Pools Eagle” is retold, and the “Chumash Welcome Song” is sung. In an arts & crafts segment, students are given a lesson in the art of sand painting.

Location of Native American Cultures featured in this presentation:

Inuit — Alaska and the Arctic Circle

Iroquois and Algonquin — Northeastern North America

Cherokee and Seminole — Southeastern United States

Sioux and Cheyenne — Great Plains of North America

Kwakiutl and Chinook — Northwestern North America

Hopi, Zuni, Anasazi, Pima and Maricopa — Southwestern United States

Chumash — Central California

Vocabulary

lacrosse — A game played by many eastern and southeastern Native American groups well before the arrival of European explorers, which was later adapted by European settlers in Canada and the United States and is still played today. It is played by two teams who use long-handled rackets to catch, carry and throw the ball toward the opponents’ goal.

tepee — A portable dwelling used by some Native American cultures, especially on the Great Plains. This tent-like structure had a cone-shaped framework of poles covered with skins or bark.

piki bread — A Hopi traditional food, this paper-thin bread is made from corn and ash.

pueblos — Traditional homes of southwestern Native Americans, made of adobe (a clay mixture), and featuring flat tops and many rooms.

Indian Removal Act — A law passed in 1830 that forced Native American groups living east of the Mississippi River to relocate to areas west of the Mississippi River.

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reservations — Tracts of land set apart by the federal government for use by a Native American group.

turquoise — A blue, bluish green or greenish gray gemstone that is commonly used in jewelry from the southwest region of the United States.

sand painting — A drawing made with sand and colored powders.

medicine man — A person in a Native American group believed to have magic powers. It was believed that by using potions and charms, the medicine man could cure illnesses and keep away evil spirits.

pow wow — The Algonquin Indian word for ceremony. It often includes ceremonial dancing and sacred rituals.

Kachina dolls — Carved wooden dolls that represent one of the supernatural beings or sprites in traditional Hopi religion. Hopi men carve Kachina dolls and give them to children to teach them about these spirits.

Words in Navajo:

Hello = Yá’át ‘ééh

Good-bye = Hágoónee’

my friend = shik’ is

Thank you = Ahé Heé

Numbers in Pima:

One = Hemako

Two = GoꞤk

Three = Vaik

Four = Gi’ik

Five = Hethasp

Six = Chudthp

Seven = Vevam

Eight = Gigik

Nine = Hemachkam

Ten = Vesthmam

Focus Questions

1. Name one Native American group that lived in the Northeast.
2. What is the name of the group of Native American people in Alaska and the Arctic region?
3. What is the name for the thin bread made by Hopi women?
4. What animal was most important to the Native Americans of the Great Plains?
5. What modern sport was first played by Native Americans?
6. What is the name of the artwork made by Native Americans of the Southwest?

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7. Name a food that Native Americans introduced to European settlers.
8. How did Native Americans first treat the European settlers?
9. What was The Indian Removal Act?
10. What is a pueblo?

Follow-up Discussion

- Corn and buffalo were very important in the daily lives of many Native American groups. Ask your students to discuss how they were used and what might have happened if there had been a shortage of either or both of these resources.
- Native Americans believed that the land could not be owned. In contrast, the European settlers wanted to own the land and its resources. Discuss with your students these two views. Do they believe that land can or should be owned? How would life be different today if no one owned land?
- The Indian Removal Act forced Native American people to choose between leaving their homes and moving to a reservation or giving up their cultures in order to stay on their land. How would you feel given that choice? What would you choose to do? Why?
- Today, a Native American is a citizen of both the United States and his or her Native American nation. Can you think of any problems with being a citizen of two nations? What would happen if the laws were not the same in both nations? Which law would you follow? Why?

Follow-up Activities

- Use this web site, www.mnsu.edu/emuseum/prehistory/settlements/index.shtml, to have your students play the “who lived here” game about Native American homes. Divide your students into seven groups (one for each type of home) and assign each group to one area on the web site map. Each group will create a poster with a picture of a Native American home from its area, and list five facts about its home. Also have each group put its five facts on five index cards (one fact for each card). Place the posters around the room and have each group share its information with the class. Now you’re ready to play the “who lived here” game. Shuffle all of the cards together. Read the first question to the class. The first student to answer correctly keeps the card. Keep asking questions until all of the cards are gone. The student with the most cards wins.
- Many Native American groups used legends to pass along their heritage and traditions to their children. Animals were a large part of everyday life, and they are often the main focus of Native American legends. Read other Native American legends to your students. After hearing several, ask your students to write their own and to draw a picture to go along with each legend.

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