

- Discuss with students what they learned about the environmental beliefs and practices of Native Americans in their treatment of "Turtle Island." Ask students to think of things they can do themselves to help the environment. Have the class formulate a set of new environmental regulations for the state in which they live based on these ideas.
- Help students to compile a list of foods used in different Native American cuisines. (A good source for Native American recipes can be found at [www.teachersfirst.com/summer/na-recipes.htm](http://www.teachersfirst.com/summer/na-recipes.htm).) How do these foods compare to the foods that students usually eat? Encourage students to imagine what any unfamiliar foods might taste like. Ask students to each bring in a recipe using one or more of these foods as ingredients. Each student writes the recipe on a page that he or she decorates, and the pages are assembled to make a class cookbook.
- In the 1830s, President Andrew Jackson ordered the Cherokee living east of the Mississippi River to move west to reservations, even though the Supreme Court had said they did not have to go. Why do students think he made that decision? Encourage students to imagine what might be different today if President Jackson had followed what the Court said. Ask students to take the position of either a member of the Supreme Court or a member of the Cherokee Nation and write a letter to President Jackson encouraging him to change his mind.

**Suggested Internet Resources**

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com).

- [ab.mec.edu/jamestown/powhatan.html](http://ab.mec.edu/jamestown/powhatan.html)  
This site, entitled "Powhatan Indian Village," contains information on village life, gender roles, culture, celebrations and survival.
- [www.mce.k12tn.net/indians/index.htm](http://www.mce.k12tn.net/indians/index.htm)  
Created by fifth- and sixth-grade students at Mountain City Elementary School, this site has a wealth of interesting information, including facts about dress, homes, tools, art and more, organized by tribe or group.
- [www.sbnature.org/research/anthro/chumash/index.htm](http://www.sbnature.org/research/anthro/chumash/index.htm)  
The Santa Barbara Museum of Natural History maintains this site on the Chumash Indians, including information about tribal games and songs, images of cave paintings and maps locating the tribes at the time of European settlement.

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**Suggested Print Resources**

- Fischer, Laura. *Life on the Trail of Tears*. Heinemann Library, Chicago, IL; 2003.
- Johnson, Michael. *Native Tribes of the Northeast*. World Almanac Library, Milwaukee, WI; 2004.
- Lourie, Peter. *Lost World of the Anasazi: Exploring the Mysteries of Chaco Canyon*. Boyds Mill Press, Honesdale, PA; 2004.
- Secakuku, Susan. *Meet Mindy*. Beyond Words Pub., Hillsboro, OR; 2003.

TEACHER'S GUIDE

Emily Cruse, M.Ed.  
Curriculum Specialist, Schlessinger Media

Rudolph Lea  
Historian

TITLES

- NATIVE AMERICAN LIFE
- EARLY SETTLERS
- AMERICAN INDEPENDENCE
- UNITED STATES CONSTITUTION
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**Native American Life**

Grades K-4

Studying history is an essential part of understanding the world we live in today. The history of the United States includes the experiences and accomplishments of diverse peoples, from Native Americans and immigrants to the descendants of European settlers and of Africans brought here by force. Key events such as the Revolutionary War, the writing of the Constitution and the Emancipation Proclamation influenced how the nation developed. The study of history also involves facing painful aspects of the country's past, such as slavery and the treatment of Native Americans. Over time, songs, holidays and other observances have shaped and reflected how Americans see themselves and their country. History provides a framework for interpreting and living in the ever-changing present.



## Program Overview

When Columbus came, he discovered that people had already been living in America for a very long time. The Native Americans believed the earth to be a gift from the Great Spirit, and they treated it with great respect and sensitivity. Depending on the area where they lived, Native Americans matched their lives to the land in many interesting ways. The Powhatan princess Pocahontas played a prominent role during the establishment of the colony of Jamestown, Virginia. As the country grew, however, the pressure of white Americans moving west resulted in continuous tragedy for Native Americans. Many of them were forced to live on reservations. Today, Native Americans are working hard to revive their native traditions.

## Vocabulary

**stewards** — Persons who have the responsibility to protect something.

**Great Spirit** — The name Native Americans gave to their God.

**Turtle Island** — The name Native Americans gave to all of the land on which they lived.

**spiritual people** — People who live very much according to their beliefs.

**missionaries** — Persons sent on a mission to convert Native Americans to Christianity.

**traditions** — The set of customs and ways of life handed down from the past.

**environment** — All of the conditions, both natural and man-made, in which people live.

**Powhatan** — Belonging to the Native American people who lived in the area that became Virginia. Also, the name of their leader.

**Pocahontas** — The daughter of Chief Powhatan who befriended the Virginia settlers.

**John Rolfe** — The settler Pocahontas married.

**Woodland people** — Native Americans who lived in the forests of the eastern United States.

**Sioux** — A powerful Native American nation of the northern Great Plains.

**tepee** — A tent made of animal skins used as shelter by some Native American nations, especially on the Great Plains.

**buffalo** — A large ox, once found in great numbers on the Great Plains. Also named bison.

**Mandan** — A Native American nation of the Great Plains.

**Anasazi** — Native Americans of the Southwest.

**pueblo** — A village of the Native Americans of the Southwest.

**potlatch** — A gift-giving ceremony of Native Americans who lived in the coastal area of the Pacific Ocean.

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**Tecumseh** — The Shawnee Chief who tried to unify Indian tribes in the early 1800s to resist further white expansion.

**Tenskwatawa** — Tecumseh's brother, thought by many to be a holy man.

**Shawnee** — A Native American nation of the Woodland people.

**Tippecanoe** — The place in Indiana where Tenskwatawa was defeated by American soldiers.

**Indian Removal Act** — The United States law passed in 1830 to remove all Indians to land west of the Mississippi River.

**reservation** — Public land set aside for the use of Native Americans.

**Cherokee** — A Native American nation of Woodland people of the Southeast, mainly of Georgia.

**Sequoyah** — A Native American leader and inventor of the Cherokee alphabet.

**Trail of Tears** — The forced removal and tragic journey of the Cherokees from Georgia to Oklahoma.

**Indian Civil Rights Act** — The law passed in 1968 to give full rights of citizenship to Native Americans.

**Indian Self-Determination Act** — The law passed in 1976 to give Native Americans the right to make decisions for themselves.

## Pre-viewing Discussion

- Ask students to describe what images come to their minds when they hear the words “Indians” or “Native Americans.” Who are these people? How do they live? Ask students where these images come from: news, movies, television, books, experience, etc.
- Ask students to imagine that they live in a Native American village a long time ago. What foods do they eat? What do they do each day? How else might their lives be different?
- Ask students to discuss the Native American tribes or nations who inhabited their area long ago and who may or may not still live in the area. What do they know about these people?
- Many geographic places in the United States (states, rivers, cities, etc.) have names that come from Indian words. Why do students think this might be the case? Challenge students to think of as many of these places as they can.
- Discuss with students what they know about reservations. What are reservations? Who lives there and why? Ask students if any of them have ever visited a Native American village or reservation, and if so, ask them to describe their experiences.

## Focus Questions

1. Where do scientists believe the first Native Americans came from?
2. What common beliefs about the earth do Native Americans share?
3. Who was Pocahontas? What did she do?

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4. Describe how different tribes lived differently based on where they lived.

5. Why was the buffalo so important to the Sioux?

6. Who was Tecumseh? Why did he try to bring the Indian tribes together?

7. Why were Native Americans moved to reservations?

8. What happened on the Trail of Tears?

9. How are Native Americans today working to save their traditional ways of life?

## Follow-up Discussion

- Review the meaning of the word “steward” and ask students to explore what the title “Stewards of the Earth” means. How is this an appropriate way of describing Native Americans?
- Have students consider the facts of the life of Pocahontas and ask them to speculate about the difficulties she faced in trying to live in two worlds, and about how she must have felt.
- Once white Americans penetrated the Great Plains, buffalos were slaughtered nearly to extinction, either for meat or for sport. Before that happened, how had the Plains Indians treated the buffalo differently? Why? How did the slaughter of the buffalo effect the lives of the Plains Indians?
- Review what happens in a potlatch ceremony. How does this celebration show the attitude toward neighbors and toward life of those Native Americans in the Pacific Northwest who hold these ceremonies? Can students think of any similar celebrations held by their own families or communities?

## Follow-up Activities

- Ask students to imagine that a group of strangers have arrived in their community from a distant land. These people know nothing about the United States or the people who live here. How would students greet these people? What would they teach them about life in America? The class can act out this encounter, with some students playing themselves and others playing the new arrivals.
- Put students into six groups and assign each one a Native American nation to look up: Woodland Indians in the East like the Shawnees; Great Plains Indians like the Sioux; Pacific Coast Indians like the Chinook doing the potlatch ceremony; Southwest Desert Indians like the Anasazi living in pueblos; northern Indians like the Inuit surviving in the frozen North; and Tidewater Indians like the Powhatans in the vicinity of Jamestown, Virginia. Ask each group to use the facts they find to create a picture showing daily life for these people and make a class bulletin board display of these six scenes.

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