

Native People

1. Question & Research Task

SLIDE NAVIGATION

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Next

When you think of ancient civilizations in the Western hemisphere, you picture the Aztecs, Incas, or Mayans. But further north, Eastern Woodland people created civilizations that were just as advanced and diverse.

Archaeologists have found similarities between groups of Native Americans in North America. How is that possible when tribes lived thousands of miles away from one another?

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How did native groups of North America interact with one another?



An early Native American woman makes a fire.

Image Source: www.goodfreephotos.com

2. Information Sources

General Native American Information (divide sources between group members)	Iroquois	Creek	Cherokee	Algonquin
<ul style="list-style-type: none">• Native People of the Woodlands Video• Eastern Woodlands Indians• Map of Tribes• Early Woodland• Middle Woodland• Late Woodland• Infinity of Nations• Eastern Woodland Indians• Physical Geographic Influence on the Development of Human Societies• Native America on the Eve of Contact	<ul style="list-style-type: none">• Iroquois• Iroquois• Iroquois Confederacy BrainPop• Culture, Lifestyle and History of the Iroquois• Iroquois Indians Video• Eastern Woodlands People	<ul style="list-style-type: none">• Creek• Creek Indians• Watch Creek Indians• The Muskogee (Creek) Indians	<ul style="list-style-type: none">• Cherokee• Cherokee Indians Video• The People of the Southeast Video• The Cherokee People• The Cherokee	<ul style="list-style-type: none">• Algonquin• Algonquin• Algonquin Indians• The First Marylanders

3. Student Activity

Your teacher will break you into groups of 4. As a group, divide responsibility for research amongst the 4 groups (Iroquois, Creek, Cherokee, Algonquin). All group members need to read and contribute to the General Native American Information column.

Use the information sources on Slide 2 to discover which resources your tribe used (based on their environment) and how your group traded those goods to diversify their resources.

- **What type of farming and raising crops did this civilization practice?**
- **What type of trade and road system did this civilization use to develop connections to the outside world?**

From your Google Doc, you can collaborate on your [note-taking](#).

★ Remember, only record information about your Native American tribe **PRIOR** to European contact.

General Native American Information	Iroquois	Creek	Cherokee	Algonquin
Type your notes here	Type your notes here	Type your notes here	Type your notes here	Type your notes here

Example of a chart to use in your group.

4. Assessment Activity

You have now become an expert on the resources and trading capabilities of an early Eastern Native American tribe.

Now create an advertisement using [Board Builder](#), a Google Slide, or another approved tool.

Remember that the most influential and effective advertisements follow specific rules! Share your advertisement as directed by your teacher.

Review the advertisements created by your group members. Think of the following questions when reviewing the ads:

- Which group would your society want to trade with? Why?
- Does geography impact your ability to trade with this group? Why/why not?



Tribes of the Indian Nation

Image Source: [Wikimedia Commons](#)

5. Enrichment Activities

Throughout the present-day United States, Native American tribes developed vast and sophisticated trade networks far before European contact.

How would your early Eastern Native American tribe interact with these societies?



Cahokia

Image Source: Discovery Education

The tribes of the Great Plains created a network of trading centers to interact with one another.

- Mandan, Hidatsa and Sahnish
- Wyoming State History: Trade Among Tribes: Commerce on the Plains before Europeans Arrived

Cahokia became the center of trade along the Mississippi River. Explore the resources to find how this trading center became vital to the development of the Mississippian culture.

- Cahokia Mounds State Historic Site: Timeline
- Digital History eXplorations – The World Before 1492: Cahokia
- Stuff You Missed in History Class (podcast): Cahokia: North America’s First City?

6. Teacher Resources

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Learning Standards Alignment

C3 Standards

- Making Historical Connections: D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. (Identify, sequence, and explain more complex cause and effect relationships)
- Analyze Historical Causation: D2.His.14 Explain multiple causes and effects of events and developments in the past.
- Analyze Historical Sources/Evidence: D2.His.13. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. (Identify and summarize/paraphrase the main idea of a more complex source).
- Creating/Supporting A Historical Argument: D4.1. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. (Construct an argument using claims/evidence from two or more sources)
- Interaction: Explain how physical and human characteristics interact to influence the development of societies and civilizations.
- Cultural: Determine how and why cultures developed both unique and shared characteristics, including art, religion, customs, government, and social structures.
- Economic: Examine the ways in which societies and civilizations used available resources to meet their needs, both internally and through trade.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by: I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes: I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by: I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 7: Social Studies

Objective: Students will be conducting brief, focused research in order to describe how pre-Columbian societies utilized resources to meet their needs and analyze the purpose of trade within pre-Columbian societies.

Time Frame: 1 class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Links, Usernames, and Passwords](#) for login information as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.