

Wisconsin Native Americans

Chippewa Falls School District

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Subject: Social Studies	Technology/Equipment/Supplies Needed: Access to networked computer lab Portable LCD projector CD Cultural Horizons of Wisconsin, Wisconsin Educational Board, 2003 Digital Resources for Teaching Wisconsin Studies website Kid Pix software
Topic: Native Americans in Wisconsin	
Grade Level: Kindergarten	Collaboration (w/media specialist, other staff): Media Specialist
Lesson Length/No of Sessions: Four 30-minute lessons Additional activity in a small group center	

Objective/Process (strategies & activities):

Key Questions: Who are Native Americans?
What kind of homes did Native Americans have?
How did Native Americans communicate?
In what activities did Native American children participate ?

Use of the Teaching Wisconsin Studies video clips will be accomplished by using the classroom computer and the portable LCD projector to show the clips to the class or the LCD projector in the computer lab. Students will not access the clips.

Lesson One: Who are Native Americans?

Objectives: Students will become familiar with the concept that Native Americans have lived in Wisconsin for a long time and were, in fact, here when the Pilgrims came to Plymouth.

Materials: LCD projector

Teaching Wisconsin Studies video clip: gprogram04 video clip (the first 4 ½ minutes)
Chart paper and markers

Process: Begin by charting what the children know about Native American. Most will probably recall facts from Thanksgiving. Develop the idea that Native Americans also lived in Wisconsin at that time. Show the video clip. Use the book, Native Americans: A First Discovery Book to further understanding about the Native American people.

Lesson Two: What kind of homes did Native Americans have?

Objectives: Students will develop the understanding that Native Americans in Wisconsin built different homes, depending on their life style and materials available to them.

Materials: LCD projector

Teaching Wisconsin Studies video clip American Indian Longhouses (h03clip01)
Teaching Wisconsin Studies video clip Ojibwe Birch Bark Lodges (h03clip2)

Process: Show the students the video clips of the different styles of homes used by Native Americans. Develop the understanding that the type of home they built reflected their life style (hunters or gatherers) and the material available to them (animal skins or trees). Build a teepee using four 2" by 2" by 8' pieces of wood tied at the top to create the teepee. Cover with 2 sheets. Children can draw symbols on paper and attach to the teepee. The teepee can serve as a center where children can complete activities that were done by Native American children.

Lesson Three: How did Native Americans communicate?

Objectives: Students will recreate pictographs, an early form of Native American communication.
Students will create an animal skin to be added to the walls of a wigwam
Students will draw a series of Native American "picture" words to make a classroom dictionary.

Materials: LCD projector,
Investigating Wisconsin History *The First People of Wisconsin*, hprogram02, from 7:25 to 10:51
overhead projector,
prepared animal skins (see teacher note)
How the Plains Indians Lived, pp.59-63

Process:

Day 1: Use the LCD projector to show the students the video clip. Discuss the concept that before Indians used written words to communicate to each other, they used pictures and symbols. Read and discuss the book section, "The Language All Plains Indians Knew". Use the overhead projector to draw several pictures and have the children guess the meaning of the picture. Choose several students to draw their own picture on the overhead. Give each child his/her prepared animal skin and have them draw a picture. Depending on each individual's ability, they may choose to draw a single picture word or a series of pictures that could tell a story. When the pictures are completed use a digital camera to take each child's picture with their animal skin story. Add text to the picture and print. Use the pictures and skins to make a book.

Day 2: Take students into the computer lab. After logging on they should access the Kid Pix program. Have each child draw a picture to illustrate a word. Depending on individual ability, they may add a text box for their name and the word for the picture on the page or a teacher will aid them. Finished pages will be printed and will be used for a Native American dictionary that can be kept in the classroom library.

Lesson 4: In what activities did Native American children participate?

Objectives: Students will complete activities derived from Native Americans.

Materials: Center 1: Paper strips 2" by 18"
Pattern block paper pieces
Die cut stars, flowers, etc.
Glue
Feathers
Stapler
Center 2: Large brown paper bag
Yarn

Scissors
Stapler
Colored markers
Hole punch

Center 3: Pasta in assorted shapes with a hole large enough for yarn

Yarn
Food coloring
Rubbing alcohol

Process: The activities will take place the time period that is used for classroom centers. Students will complete one activity each day. Items will be worn for the culminating Powwow.

Center 1: Student will make a headband. On a strip of 2” by 18” construction paper, each student will glue the pattern created by the class to represent our class tribe. Feathers will be added by stapling to the back edge of the headband.

Center 2: Students will make a paper bag vest. Design for this project will be original work by the children. To make the vest, cut the front and neck opening from the bag. Cut open 2 circles at the sides for arm openings. Pull up the shoulders and staple them for reinforcement. Trim off the bottom of the bag if it is too long. Decorate the bag with geometric or floral designs. Cut a fringe along the bottom edge. To add a tie at the neck, reinforce both of the front neck edges with tape, and then punch 2 holes and thread a piece of yarn.

Center 3: To color the pasta, put two tablespoons of rubbing alcohol and 10 – 15 drops of food coloring in a quart jar or large zip lock bag. Fill the jar or bag with pasta and shake until the pasta is evenly colored. Remove the pasta from the container and dry overnight on newspaper. Use a separate container for each color. To make the necklace, design a pattern using the pasta and thread the pasta onto the yarn.

Culminating Activity: A Powwow

Objectives: Students will participate in a culminating celebration ending the Native American unit.

Process: Three classrooms in our school have participated in the Digital Wisconsin project. Two first grade classrooms and one kindergarten class will join for an afternoon celebration. Each classroom will be a separate tribe of Native Americans and will design a headband to be worn by the members of that classroom. Activities will be set up outside with the gym reserved in case of rain. Parent volunteers will help with the activities.

Each student will have a “ticket” listing the activities. As they complete each activity, the adult will punch the ticket indicating that the student has completed that activity. Students are free to move to the activities in any order but no more than 6 students may be at an activity at the same time.

Activity 1: Grinding Corn
Activity 2: Planting Corn with Fish
Activity 3: Bowl Game
Activity 4: Face Painting
Activity 5: Target Game
Activity 6: Story Stick
Activity 7: Sand Painting

Activity 8: Foot Race

Center Activity: Read Dreamcatcher by Audrey Osofsky. Students will make a dream catcher. Dream catchers have their origin in Wisconsin Native American folklore. Directions are on attached sheet.

Resources:

<http://kindergartenclass.netfirms.com/indians.htm> Native American Unit for kindergarten

<http://www.nativeamericanrhymes.com>

<http://www.sillybilly.com/indians1.html>

<http://www.video3.cesa10.k12.wi.us:8080> Digital Resources for Teaching Wisconsin Studies

How the Plains Indians Lived by George S. Fichter

More Than Moccasins, A Kid's Activity Guide To Traditional North American Indian Life by Laurie Carlson

Native Americans: A First Discovery Book by Gallimard Geunesse

Native Wisconsin: Official Guide to Native American Communities in Wisconsin by Great Lakes Inter-Tribal Council

Seasonal Arts and Crafts, Macmillan Educational Co.

Odawa White, guest speaker from UWEC

Assessment Rubric:

		Basic	Proficient	Advanced
Students can describe Native Americans		Student can give one descriptor of Native Americans	Student can give two descriptors of Native Americans	Student can give three descriptors of Native Americans
Students can identify one Native American home		Student can identify structure when shown a picture	Student can identify two structures when shown a picture	Student can identify three structures with no prompt
Students can make a pictograph		Student can complete a pictograph by copying	Student can complete a pictograph independently	Student can create an original pictograph
Students can duplicate Native American Clothing		Student completed three clothing center activities with support	Student completed three clothing centers with minimal support	Student independently completes clothing centers

Alignment to Content Standards:

<p>Social Studies A.K.4, A.K.7 B.K.1, B.K.3, B.K.4, B.K.7, E.K.8, B.K.9, E.K.8</p>	<p>Literacy A.K.(5), A.K.1(6), A.K.1(8), A.K.2(2), A.K.4(1) B.K.1(2) C.K.3(1) E.K.1, E.K.1(2), E.K.1(3) F.K.1</p>
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Alignment to Information and Technology Literacy Standards:

Media & Technology	Information & Inquiry	Independent Learning	The Learning Community
A.1	B.1	C.2	
A.2	B.2		
A.4	B.3		
A.5	B.4		
	B.7		

Teacher Notes:

Preparing Animal Skins: Each student will need a large brown paper grocery bag. Cut the bottom off the bag and cut the bag open along the seam. To soften the paper, have the students wad the paper into a ball and mash and stomp on the ball of paper to make it as small as possible. Smooth out the ball, wad it up again and mash and stomp some more. The students should do this five or six times until the skin is very soft and does not make noise when you shake it.

The Wigwam: An igloo was constructed in the library by the kindergarten class during the winter. By putting our Native American animal skins over the walls, outside, we will transform the igloo into a wigwam.

Dreamcatcher

Materials:

Chinet plates (1 for each child)

yarn

plastic yarn needles

pony beads

crystal faceted beads

paper punch

tempera paint

feathers

Trace a 6 1/2 inch circle on the center of the Chinet plate. Cut out the circle and discard. Use a paper punch to make holes about 1 inch apart around the inside of the plate. Paint the plate. Thread the yarn onto the needle and tie the loose end into one of the holes in the plate. Sew from hole to hole going across the center of the plate each time. If you run out of yarn, tie on another piece. Slide a crystal bead onto the yarn so that it is in the middle of the opening in the plate. When all the holes have been stitched, tie the yarn to the hole and cut off the excess. Punch a hole on the outside edge and tie a loop of yarn for hanging. On the opposite side, punch 3 holes. Tie beads and a feather on the yarn and tie into the holes. Hang above your bed for sweet dreams.

