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Our Students. Their Moment.

Lesson Exemplars for English Language Learners/Multilingual Learners: Native Americans Tell It Again! Kindergarten Read-Aloud Anthology

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1: Introduction to Native Americans[1]

https://www.engageny.org/resource/kindergarten-ela-domain-6-native-americans

Lesson Objectives

Core Vocabulary

borrow, *v.* To take or use something for a while and then return it
Example: Ann wants to borrow a box of crayons from Bill. *Ann wants to use the crayons and bring the box back to Bill when she is finished.*
Variation(s): borrows, borrowed, borrowing

coast, *n.* The land next to the sea or ocean; the shore
Example: As their boat got closer to land, they could see many trees along the coast.
Variation(s): coasts

deserts, *n.* Large, dry areas with little rain
Example: There are some very hot and sandy deserts in California.
Variation(s): desert

roamed, *v.* Wandered; moved around
Example: The herd roamed the countryside looking for food.
Variation(s): roam, roams, roaming

shelter, *n.* A place that gives protection, *or keeps you safe*, from the weather and/or danger
Example: The boathouse was a wonderful shelter during the storm.
Variation(s): shelters

tribes, *n.* Groups of similar people who share common, or the same, ancestors, or family members who lived before them, customs, *or ways of acting*, and laws
Example: There are many tribes of Native Americans living across the country.
Variation(s): tribe

Introducing the Read-Aloud

Domain Introduction

Tell students that for the next several days they will be learning about Native Americans. Explain that Native Americans were the first-known people to live on the continents of North and South America.

Tell students that another term for *Native American* is *American Indian*. Explain to students that although we use the terms Native American or American Indian when we talk about them, there are many, many different groups of Native Americans. These groups are called tribes. Explain to students that each group, or tribe, has its own way of eating, dressing, and

[1] The additional supports added to the lessons are in italicized red font.

living, depending on where they live in North or South America. Tell students that today they are going to hear about many Native American tribes, but that over the next several days they will hear about three in particular: the Lakota Sioux (la-*KO*-tuh SOO), the Wampanoag (*WAHMP*-ann-oh-ag), and the Lenape (lun-*NAH*-pay).

Purpose for Listening

Tell students to listen to find out what the different tribes of Native Americans wore, what they ate, and what kinds of houses they lived in.

Presenting the Read-Aloud

Introduction to Native Americans

Long, long ago—before you and I can remember—long before your grandparents and their grandparents and their grandparents can remember, there were no people living on the land where we live today.

←**Show image 1A-1: *Say:* Woods and plains. *[Point to the woods and plains.]***

There were woods and plains, but no people.

Woods are groups of trees growing close together. Plains are large, flat areas of land with no trees.

A very long time ago, there were woods and plains. Were there any people?

←**Show image 1A-2: *Say:* Rivers and lakes. *[Point to the rivers and lakes.]***

There were rivers and lakes, but no people and point to the rivers and lakes.

Rivers are large streams of flowing water. Lakes are large bodies of water that have land all around them.

A very long time ago, there were rivers and lakes. Were there any people?

←**Show image 1A-3: *Say:* Deserts and mountains. *[Point to the deserts and mountains.]***

There were **deserts** and mountains, but no people.[1]

Deserts are large, dry areas of land that get very little rain. Mountains are very high places with steep sides.

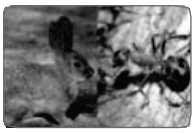
A very long time ago, did people live in the mountains?

[1] A desert is a large, dry area of land that gets very little rain.

←Show image 1A-4: *Say:* Birds and fish. *[Point to the birds and fish.]*

There were plenty of birds and fish.

Plenty means there were a lot of birds and fish.



←Show image 1A-5: *Say:* Animals and insects. *[Point to the animals and insects.]*

and *there were plenty of* animals and insects *or bugs* … but there were no people.

But that was thousands of years ago, much earlier than any of us can remember.

←Show image 1A-6: *Say:* Desert and ocean. *[Point to the desert and ocean.]*

The first-known people who lived in America, called **Native Americans** or American Indians, lived in all parts of the continent. *A continent is a large area of land. Who lived in all parts of the continent? Who are Native Americans?* Some *Native Americans* lived in the desert. Others lived in the mountains. Some lived in the woods. And others lived on the **coast**, near the ocean.[2] *Where did Native Americans live?*

[2] The coast is the land next to the ocean or sea.

People of the desert lived very differently from coastal people. Can you guess why that would be?[3] You are going to learn about some of the different ways America's first-known people, or Native Americans, lived. *What are we going to learn about?*

[3] [Pause for responses.]

The Native Americans of long ago all needed the same things we need today. They needed food and water to stay alive. *What did Native American people need to stay alive?* They needed **shelter**—places to protect themselves from the weather and wild animals—and they needed clothing to keep themselves warm and dry.[4] *Shelter is a place that protects you or keeps you safe from weather or wild animals. What kind of shelter do you live in?*

[4] So, what did the Native Americans need to live?

What are two other things that Native American people needed to live?

But the food the desert people ate was not the same kind of food the coastal people ate. And the houses that protected people in the woods did not look the same as the houses of those who lived in the desert.

←**Show image 1A-7:** ***Say:*** **Tipi.** ***[Point to the tipi.]***
Some lived in tipis. *Let's say that together—say the word "tipi" with me.*

←**Show image 1A-8:** ***Say:*** **Wetu.** ***[Point to the wetu]***.
Some lived in wetus (*WEE*-toos). *Let's say that together —say the word "wetu" with me.*

←**Show image 1A-9:** ***Say:*** **Hogan.** ***[Point to the hogan]***.
Some lived in hogans. *Let's say that together—say the word "hogan" with me.*

←**Show image 1A-10:** ***Say:*** **Pueblo.** ***[Point to the pueblo.]***
Some lived in pueblos. *Let's say that together—say the word "pueblo" with me.*

←**Show image 1A-11:** ***Say:*** **Longhouses.** ***[Point to the longhouse.]***
And others lived in longhouses. *Let's say that together—say the word "longhouse" with me.*

Native Americans of long ago *learned about the plants and animals around them*. They had to rely on their knowledge of nature—of the earth, the plants, and the animals that surrounded them. And everywhere they **roamed**,[5] *or wandered*, these Native Americans found ways to **borrow**, or use, from the earth all that they needed to live.[6]

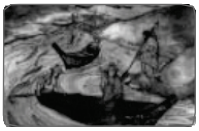
[5] or wandered

[6] To borrow means to take or use something for a while and then return it.

←**Show image 1A-12:** ***Say:*** **Vegetables and fruits.** ***[Point to the vegetables and fruit.]***
Some Native Americans grew their own vegetables and fruit.

←**Show image 1A-13:** ***Say:*** **Buffalo.** ***[Point to the buffalo.]***
Others hunted buffalo.

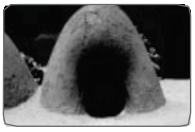
←**Show image 1A-14:** ***Say:*** **Woodland animals.** ***[Point to the animals.]***
Some Native Americans hunted woodland animals.



←**Show image 1A-15:** ***Say:*** **Fish.** ***[Point to the fish.]***
Others caught fish from rivers, lakes, and oceans.

←**Show image 1A-16: *Say:* Native American fire. *[Point to the fire.]***

Some Native Americans cooked their food over an open fire.



←**Show image 1A-17: *Say:* Hopi oven. *[Point to the oven.]***

Others baked food in specially made ovens.[7]

[7] So, what were the different ways the Native Americans of long ago got their food?

The Native Americans also needed water. But there were no sinks with running water inside their homes. So, where do you think the Native Americans found water long ago?[8] Native Americans collected rainwater. They also got their water from lakes, rivers, and streams. *Where did Native Americans get their water?*

[8] [Pause for responses]

Native Americans of long ago did not have cars or trucks. There were no buses, or trains, or planes. So do you remember how they got around, *or moved from one place to another*?[9]

[9] [Pause for responses]

←**Show image 1A-18: *Say:* Iroquois Trail. *[Point to the Iroquois Trail.]***

Long ago, Native Americans traveled by <u>foot</u>.[10] There were no paved roads *like the ones we drive on today*. Native American paths were made by the pounding of their own footsteps and the hooves of animal herds. *How did Native Americans make paths?*

[10] Here the word *foot* is being used to describe the part of your body that is at the end of your leg. Another type of foot is measurement. Twelve inches is also called a foot. [You might want to demonstrate this with a twelve-inch ruler.]

←**Show image 1A-19: *Say:* Sioux on horseback with travois. A travois is a wooden frame pulled by an animal to move something. *[Point to the Sioux on horseback.]***

After Native Americans were here for many years, they started riding horses. After that, some traveled on horseback. *Some people rode horses to get from place to place.*

←**Show image 1A-20: *Say:* Native American canoe. *[Point to the canoe. A canoe is a kind of boat.]***

And others traveled in canoes.

Those who lived in the woods used their feet to make their way through thick forests of trees. *People who lived in the woods walked from place to place.* After many years, those who lived on open plains welcomed the speed of horses to carry them long distances. *Riding horses was faster than walking.* And those who lived near lakes and rivers relied upon canoes to carry them across the waters. *They needed canoes to travel from place to place. What did Native Americans use to travel across water?*

←Show image 1A-21: *Say:* Native Americans in regional traditional dress.[11] ***[Point to the Native Americans' clothing.]***

[11] What do you see in this picture?

No matter where they lived, Native Americans made all of their own clothes. Some Native American women and girls wore skirts and dresses. Men and boys often wore breechcloths and leggings. *Breechcloths and leggings cover the lower half of the body.* They used materials from their surroundings to make their clothes. *They made their clothes from the things around them.*

←Show image 1A-22: *Say:* Native American clothing made of animal skins.[12] ***[Point to the animal skins.]***

[12] What do you see in this picture?

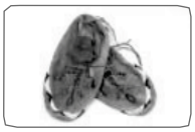
Some Native Americans wore clothing made of animal skins—elk, deer, buffalo, and rabbit. They often decorated their clothing with beads, porcupine quills, and fringe.

During the cold winter months, they wore coats of animal fur to stay warm. Others wore clothes made of soft, inner bark of the cedar tree. *Bark is the outside cover of a tree.* Sometimes *the clothes were* decorated with seashells. *What are some materials Native Americans used for clothing?*

←Show image 1A-23: *Say:* Native American clothing made from plants.[13] ***[Point to the parts of the clothing made from plants.]***

[13] What do you see in this picture?

Still others wore clothing made of fibers from different plants—cotton and yucca—and trimmed, *or decorated,* them with animal bones. In winter, they covered themselves with cloaks, made from sheep's wool, *or hair,* to stay warm. *Point to the cloaks.*



←**Show image 1A-24:** ***Say:*** **Moccasins.** ***[Point to the moccasins.]***

Many men, women, boys, and girls in each of the Native American **tribes** across the land—from the oceans to the plains to the woods—wore moccasins, *or soft leather shoes*, on their feet.[14] *Let's say that together—say the word "moccasins" with me.* Some, however, preferred bare feet. *They did not wear any shoes.*

[14] Tribes are groups of similar people who speak the same language, have the same laws, and have the same customs or traditions. They also have the same ancestors, such as great-great-grandparents.

←**Show image 1A-25:** ***Say:*** **Collage of Native Americans in different dress.** ***[Point to the collage of Native Americans in different dress.]***

And so, you see, the people who first came to live on this rich and varied land that we now call the United States of America were just as rich and varied as the land itself. They were alike in some ways and different in other ways, just as the people of America are today.

Discussing the Read-Aloud

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who did you hear about in this read-aloud? (Native Americans of long ago)

2. *Literal* What do all people, including the Native Americans, need to live? (food, *water,* clothing, and shelter)[2] *Listen first: The Native Americans of long ago all needed the same things we need today. They needed food and water to stay alive. They needed shelter—places to protect themselves from the weather and wild animals—and they needed clothing to keep themselves warm and dry. (p. 7)* **What do all people, including Native Americans, need to live?**

[2] The question and answer were edited to align with the text.

3. *Inferential* Did all Native Americans of long ago live in the same place? (no) *Listen first: The first-known people who lived in America, called **Native Americans** or American Indians, lived in all parts of the continent. (p. 7)* **Did all Native Americans of long ago live in the same place?**

   Where did the Native Americans live? (coast, plains, desert, *and woods.*)[3] *Listen first: Some [Native Americans] lived in the desert. Others lived in the mountains. Some lived in the woods. And others lived on the **coast,** near the ocean. (p. 7) Many men, women, boys, and girls in each of the Native American **tribes** across the land—from the oceans to the plains to the woods—wore moccasins, or soft leather shoes, on their feet. (p. 10)* **Where did the Native Americans live?**

4. *Inferential* Did all of the Native Americans of long ago find food in the same way? (no) *Listen first: But the food the desert people ate was not the same kind of food the coastal people ate. (p.7)* **Did all of the Native Americans of long ago find food in the same way?**

   Did they live in the same kinds of houses? (no)

5. *Inferential* How did Native Americans of long ago get their food? (farmed, hunted, and fished) *Listen first: Some Native Americans grew their own vegetables and fruit. Others hunted buffalo. Some Native Americans hunted woodland animals. Others caught fish from rivers, lakes, and oceans. (p. 8)* **How did Native Americans of long ago get their food?**

6. *Inferential* How did Native Americans of long ago get water? (streams, lakes, rivers, and rainwater) *Listen first: Native Americans collected rainwater. They also got their water from lakes, rivers, and streams. (p. 9)* **How did Native Americans of long ago get water?**

7. *Inferential* What kinds of things did the Native Americans of long ago use to make clothes? (*materials such as* animal skins *and fur*, trees, plants, and *sheep's wool were used to make clothes;*

[3] The answer was edited to align with the text.

materials such as beads, porcupine quills, fringe, seashells, and animal bones were used to decorate the clothes).[4] *Listen first: Some Native Americans wore clothing made of animal skins—elk, deer, buffalo, and rabbit. They often decorated their clothing with beads, porcupine quills, and fringe. During the cold winter months, they wore coats of animal fur to stay warm. Others wore clothes made of soft, inner bark of the cedar tree, sometimes decorated with seashells. Still others wore clothing made of fibers from different plants—cotton and yucca—and trimmed, or decorated, them with animal bones. In winter, they covered themselves with cloaks, made from sheep's wool, or hair, to stay warm. (p. 10)* **What kinds of things did the Native Americans of long ago use to make clothes?**

8. *Evaluative* Describe one type of Native American clothing that you would want to wear if you were living among the Native Americans of long ago. (Answers may vary.) *Listen first: Let's name some of the types of Native American clothing. (Moccasins, leggings, cloaks, etc.) (p. 10)* ***Which of these types of clothing would you want to wear if you lived with the Native Americans of long ago?***

←Show images 1A-7 through 1A-11

[Please continue to model the Think Pair Share process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner. *First let's name these houses. [Point to each type of house and ask students to name it.]*

9. *Evaluative Think Pair Share:* Which of the different types of Native American houses would you want to live in if you lived among the Native Americans long ago? Why? (Answers may vary.)

[4] The answer was edited to align with the text.

For example, I would like to live in a longhouse because it looks like it would keep me warm in the winter. ***What type of house would you like to live in? Why?*** *Turn to your neighbor and share your answer.*

10. After hearing today's read-aloud and questions and answers, do you have any other questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

2: The Lakota Sioux and the Buffalo

https://www.engageny.org/resource/kindergarten-ela-domain-6-native-americans

Lesson Objectives

Core Vocabulary

agile, *adj.* Able to move quickly and easily without stumbling *(or almost falling)*
Example: Lakota Sioux boys played games that prepared them *(made them ready)* to be agile hunters.
Variation(s): none

galloping, *v.* Moving at a fast pace *(or speed)*
Example: All the horses were galloping toward the buffalo herd.
Variation(s): gallop, gallops, galloped

sacred, *adj.* Treated with respect *(or like they are important)*
Example: The Lakota Sioux Indians considered the buffalo to be sacred animals.
Variation(s): none

warriors, *n.* Those who are engaged in or experienced in battle. *Warriors are soldiers or people who fight.*
Example: The brave warriors drew their swords and rode into battle. *Variation(s):* warrior

Introducing the Read-Aloud

Where Are We?

←Show image 2A-1: *Say:* Map of the Great Plains of the U.S. ***[Point to the map of the Great Plains of the U.S.]***
Show students the area of the United States known as the Great Plains. Tell them that a plain is a large area of fairly flat land with lots of grass but few trees. Tell students that many Native American tribes lived in the Great Plains long ago. One group of tribes was known as the Sioux. Sioux tribes included Lakota Sioux(la-*KO*-tuh SOO), Dakota Sioux, and Standing Rock Sioux, among others. Tell students that today's read-aloud is about the Lakota Sioux people of the Great Plains.

Essential Background Information or Terms

←Show image 2A-2: *Say:* Buffalo. *[Point to the buffalo.]*

Tell students the name of the animal in the picture. If they are not familiar with the buffalo, tell them that buffalo are wild animals, both larger and stronger than most horses. Long ago, many buffalo roamed, *or wandered,* the Great Plains. The buffalo were important to the Lakota Sioux for many reasons.

Purpose for Listening

Tell students to listen to find out why the buffalo were so important to the Lakota Sioux.

Presenting the Read-Aloud

The Lakota Sioux and the Buffalo

It feels like an earthquake! A herd, *or large group* of buffalo, thunders by, hooves crashing. The earth trembles, *or shakes.* With heads down, horns thrust forward, and eyes glaring, these beasts were frightened, *or scared,* and dangerous![1]

[1] What feels like an earthquake? Why?

←Show image 2A-3: *Say:* Sioux hunting buffalo. *[Point to the Sioux hunting buffalo.]*

Into their midst charges a group of brave Lakota Sioux **warriors** on horseback.[2] *The warriors rode their horses into the middle of the buffalo herd.* Each man has his spear or arrow ready. He will throw them *at the buffalo* as soon as he gets a bow's length away—almost close enough to reach out and touch the animal! Both of the hunter's hands are busy with his weapons, and he clings to the **galloping** horse by the strength of his leg muscles alone.[3] *The hunters used their legs to hold onto their horses. They used their arms and hands to hold onto their spears and arrows, or weapons.*

[2] Warriors are people who are good at fighting the enemy and have been in many battles.

[3] *Galloping* means that the horse was running very, very fast.

Lakota Sioux hunters shot and killed only as many buffalo as they needed for food, clothing, shelter, and tools. The buffalo killed during the hunt were divided among everyone in the tribe, including people too old or too sick to hunt for themselves. *Everyone in the tribe shared the buffalo that were killed.*

To have a successful buffalo hunt, both men and horses had to be well trained. *The men and horses had to practice a lot before they were ready to hunt.* It took months of hard work to get a horse ready. The horse needed courage and speed to run through a rushing herd of buffalo, coming face-to-face with a stomping, steam-breathing, hairy beast. *A beast is a large, wild animal.* Horses were trained to stop

immediately at the nudge, *or gentle push*, of a rider's knees. Not every horse was brave and fast enough to be chosen for the hunt.

←Show image 2A-4: *Say:* Sioux boys playing and riding.[4] ***[Point to the Sioux boys playing and riding.]***

Not every boy was brave and fast enough to be chosen for the hunt, either. Boys began training, *or practicing*, for buffalo hunts at a young age. They learned to ride horses well by the time they were five years old. They held riding contests to see who could ride the fastest, jump the highest, and shoot the straightest. The winners were allowed to ride with the scouts who searched for buffalo herds before the hunt. *How old were the boys when they learned to ride horses?*

Boys needed lots of practice shooting at moving targets. They learned to be quick, *or fast*, and **agile**[5] by playing games with hoops and poles. Round hoops, made from bent branches, were rolled along the ground. As the hoops spun down the hillside with buffalo speed, boys aimed their poles through the center of the hoops. Something called rawhide was wrapped around the hoops[6] that the boys used for target practice. Rawhide is the tough, hard leather made from a buffalo's hide, or skin. Rawhide was used by the Lakota Sioux for many things.

←Show image 2A-5: *Say:* Drum made of rawhide. *[Point to the drum made of rawhide.]*

The Lakota Sioux made drums, rattles, buckets, and ropes from rawhide. Boiled rawhide was even used to make a special glue.

The buffalo gave the Lakota Sioux almost everything they needed for life on the Great Plains. Rawhide was pretty tough, *or hard to bend*, but the Lakota Sioux discovered, *or found*, ways to soften hides, turning them into soft leather with many more uses.

←Show image 2A-6: *Say:* Items made of soft leather. *[Point to the items made of soft leather.]*

From this soft leather, the Lakota Sioux women made moccasins, cradles, winter robes, bedding, shirts and dresses, pouches, and dolls.

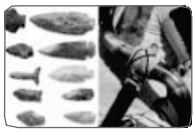
←Show image 2A-7: *Say:* Tipi with painted images. *[Point to the tipi with painted images.]*

[4] What do you see in this picture?

[5] or able to move quickly and easily.

[6] [Point to the hoops in the image.]

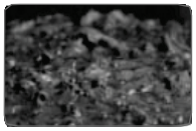
The Lakota Sioux often painted beautiful designs or pictures on the buffalo skin they used to make their homes. This illustration shows a tipi on which Lakota Sioux painted horses and buffalo.



←Show image 2A-8: *Say:* Tools made from bone and horn. *[Point to the tools made from bone and horn.]*

The bones of the buffalo were made into knives, arrowheads, shovels, scrapers, awls (a type of needle), and paintbrush handles. The horns were used for cups, spoons, ladles, and toys.

A part of the buffalo's muscle, called sinew, was used as thread for stringing bows and arrows. The hair *of the buffalo* was used for headdresses, *which are coverings or decorations for the head*, pillows, ropes, and ornaments.



←Show image 2A-9: *Say:* Food from the buffalo. *[Point to the food from the buffalo.]*

The Lakota Sioux certainly knew how to make or get the things they needed. Think of all those ways they used every part of the buffalo. Nothing was wasted. Even the buffalo meat lasted long after the hunt. The Lakota Sioux often made stew with the fresh meat. They also fried buffalo meat to eat in the winter months when food was harder to find. *Why would food be harder to find in the winter months?* The Lakota Sioux pounded this dry meat and mixed it with buffalo fat to make a tasty snack called pemmican (*PEM*-i-can).

For the Lakota Sioux, the buffalo were **sacred.**[7] The Lakota Sioux said special prayers to the animals before hunting and killing them. Every year they performed a special ceremony, the Buffalo Dance, at the start of the summer buffalo-hunting season. *The Buffalo Dance ceremony was a special occasion.* The Lakota Sioux still perform *the Buffalo Dance ceremony* today.

[7] When something is sacred, that means it is treated with respect. Often people do special things to honor what they believe to be sacred.

Discussing the Read-Aloud

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by

expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* How did the Lakota Sioux find food? (hunted buffalo on horses with spears and arrows)

2. *Inferential* Why *were*[5] the buffalo important to the Lakota Sioux? (Answers may vary, but should include the fact that they were used for food, to make clothing, to make shelter, and many other things.) *Listen first: Lakota Sioux hunters killed only as many buffalo as they needed for food, clothing, shelter, and tools. (p. 15)* **Why were the buffalo important to the Lakota Sioux?**

3. *Inferential* Did all members of the tribe hunt the buffalo? (No, boys were trained from childhood, learning the special skills required, and then only older boys and men hunted.) *Listen first: Not every boy was brave and fast enough to be chosen for the hunt, either. (p. 16)* **Did all members of the tribe hunt the buffalo?**

4. *Inferential* Describe how boys trained to hunt the buffalo. [Show image 2A-4 if students have trouble remembering.] (horse races, hoop-and-pole game) *Listen first: Boys began training, or practicing, for buffalo hunts at a young age. They learned to ride horses well by the time they were five years old. They held riding contests to see who could ride the fastest, jump the highest, and shoot the straightest. The winners were allowed to ride with the scouts, or men who went to find the buffalo, who searched for buffalo herds before the hunt. (p. 16)*

   Boys needed lots of practice shooting at moving targets. They learned to be quick or fast, and ***agile*** *by playing games with hoops and poles. Round hoops, made from bent branches, were rolled along the ground. As the hoops spun down the hillside with buffalo speed, boys aimed their poles through the center of the hoops. (p. 16)* **Describe how boys trained to hunt the buffalo.**

[5] The question in the original Core Knowledge materials reads, "What are some other reasons the buffalo were important to the Lakota Sioux?"

5. *Evaluative* If boys and men were trained to hunt the buffalo, what do you think the girls and women were trained to do?

6. *Evaluative* What was the land where the Sioux lived? (flat plains with few trees) *Listen for: Long ago, many buffalo roamed, or wandered, the Great Plains. (p. 14)* **What was the land where the Sioux lived?**

   So, what do you think the plains buffalo ate? *What kinds of food would buffalo be able to find on the Great Plains? What kinds of plants grow there?* (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative* *Think Pair Share:* Do you think the Lakota Sioux could have survived without the buffalo? Why or why not? *First, let's talk about how the Lakota Sioux used the buffalo. What did the buffalo provide for the Lakota Sioux? (food, clothing, shelter, etc.) Could the Lakota Sioux survive without these things? Why or why not? Share your ideas with your partner.* (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any *other* questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

3: Where's Winona?

https://www.engageny.org/resource/kindergarten-ela-domain-6-native-americans

Lesson Objectives

Core Vocabulary

chief, *n.* The head or ruler of a tribe or clan

Example: The chief was shown much respect in Native American tribes.
Variation(s): chiefs

mischief, *n.* Behavior *(or actions)* that can be annoying or against the rules

Example: Tashna was always getting into mischief by playing jokes on her friends.
Variation(s): mischievous

parfleche, *n.* (*PAR*-flesh) A bag made from untanned and hairless animal hides (or skins)

Example: The women each made a parfleche to hold their belongings on the trip north.
Variation(s): none

travois, *n.* (truh-*VOY*) A type of sled consisting *(or made)* of a frame slung between two poles and pulled by a dog or horse

Example: The Lakota Sioux family piled all their belongings onto the travois when they moved to the summer camp.
Variation(s): travois (truh-*VOIZ*)

Introducing the Read-Aloud

What Have We Already Learned?*

Display the Native American Chart that is part of the Core Knowledge materials associated with this Unit, reminding students that in the last read-aloud they learned about a Native American tribe called the Lakota Sioux. Ask, "Where did the Lakota Sioux live?" (Great Plains) "How did the Lakota Sioux get their food?" (hunting) "What did they eat?" (buffalo). Tell students that today they will learn more about the clothing and the houses of the Lakota Sioux.

Purpose for Listening

Tell students today's story is about a Lakota Sioux girl named Mapiya (mah-PEE-yah). Tell them to listen carefully to find the answers to two questions: What kind of clothes do Mapiya and her family wear? What type of house do they live in?

Presenting the Read-Aloud

Where's Winona?

←**Show image 3A-1: *Say:* Mapiya. *[Point to Mapiya.]***

This is Mapiya, a Lakota Sioux girl. Why do you think she looks so happy?[1] Every year Mapiya looks forward to moving with her family to their summer camp. After several days of traveling from their winter camp, they have finally arrived at Mapiya's favorite place. They have moved here to hunt buffalo. While the men hunt for buffalo, Mapiya and her family will live in this special spot with other Lakota Sioux families until the days shorten, *or get shorter*, signaling fall. *Why has Mapiya's family moved to their summer camp? Why is Mapiya happy to be in her family's summer camp?*

[1] [Pause for responses.]

←**Show image 3A-2: *Say:* Mapiya's family. *[Point to each family member as you read about them.]***

This is Mapiya's family: her mother; her father; her grandmother; her little sister, Tashna (*TASH-nah)*; and her baby brother, Chetan (sh-*THAN).* Do you see anything in the picture that is made from buffalo skins? Yes, their clothes and moccasins, *or shoes*, are made of buffalo skins. And their tipis, or houses, are made from the buffalo, too.[2] Think how easy it would be to carry your house with you if you lived in a tipi. Tipis are easily taken apart and put back together again.

[2] [Point to the tipis in the picture.]

Look closely, *or carefully*, at the picture. Do you see the two poles near the horse's head? A frame is connected to the poles behind the horse, forming a **travois** (truh-VOY),[3] a type of sled used to pull the family's tipi and other belongings. *Why would the family need to pull their belongings from place to place?*

[3] [Point to the travois in the picture.]

←**Show image 3A-3: *Say:* Mapiya's family traveling.[4] *[Point to Mapiya's family traveling.]***

Mapiya's mother is the one who always packs and unpacks the tipi and belongings. Before leaving the winter camp, Mapiya's mother piled their clothing, blankets, and rugs onto the backs of horses. Many things were loaded onto a travois. Even Grandmother and Tashna rode on a travois! Chetan traveled in a cradleboard on Mother's back.[5]

[4] What do you see in this picture? Mapiya and her family never stay in one place for long. Lakota Sioux families moved frequently, following the buffalo across the plains.

[5] A cradleboard is a board that many Native Americans tribes used to carry babies around. [Point to the cradleboard on the

back of the woman on the right side of the image.]

←Show image 3A-4: *Say:* Mapiya packing her doll. *[Point to Mapiya packing her doll.]*

Mapiya packed her toys into a **parfleche** (PAR-flesh), a small bag made of buffalo hide.[6] She took special care with her doll, Winona, wrapping her up in a little fur blanket before putting her into the parfleche. Mother made Winona for Mapiya. Mother also helped Mapiya sew clothes and little beaded moccasins, *or shoes*, for her doll.[7] Mapiya loves Winona very much.

[6] [Point to the parfleche in the picture.]

[7] What are moccasins?

←Show image 3A-5: *Say:* Sioux camp. *[Point to the Sioux camp.]*

The Lakota Sioux are busy setting up their new summer camp. Their tipis form a circle with all the doorways facing in the same direction—east, away from the strong winds that blow across the plains from the west. They are set up in order of the family's importance. Since the **chief** is the person in charge of the tribe, his tipi is the most important. Mapiya's father is a respected hunter and warrior, or fighter, so his family's tipi is placed near the chief's.

←Show image 3A-6: *Say:* Mapiya's mother leaning a cradleboard against the tree. *[Point to Mapiya's mother leaning a cradleboard against the tree.]*

Mapiya's family will raise, *or put together*, its tipi beside some cottonwood trees. Mother leans Chetan's cradleboard, *or bed*, against a tree trunk in the shade. He is fast asleep. Mapiya usually has to watch over little Tashna, but today Grandmother will look after her. She will take her over to visit Mapiya's aunt because her tipi has been raised already. Mapiya is glad to be given a break. Tashna is always getting into **mischief**![8]

[8] Getting into mischief means getting into trouble by doing something naughty.

←Show image 3A-7: *Say:* Mapiya's mother erecting or putting up the tipi.[9] ***[Point to Mapiya's mother erecting the tipi.]***

Mother starts raising the tipi's frame with its long, thin, wooden poles. To build the tipi, Mother ties three poles together. Using a long

[9] What do you think is happening in this picture?

Describe what kinds of things Mapiya and her mother are wearing.

rope, she pulls them upright to form, *or make*, the shape of a triangle. This makes a strong base. Then she adds more poles to the frame, leaning them against the notch, *or space*, formed by the three poles at the top.

The tipi cover is attached to the last pole. Lifting that pole up at the back of the tipi, Mother leans it onto the other poles. Then Mapiya helps her pull the cover around the poles, making the walls of the tipi. They join the other two sides of the cover with pegs, leaving an opening for the doorway under the last peg. During the hot summer months, they will roll the tipi cover from the bottom to let in air. The smoke hole at the top of the tipi can be opened and closed too, allowing smoke to escape or air to flow in.

←Show image 3A-8: *Say:* Mapiya looking for her doll. *[Point to Mapiya looking for her doll.]*

At last the tipi is completed, *or finished*. Mapiya thinks about her own toy tipi. She wants to set it up for her doll, Winona. Mapiya took the toy tipi apart before packing it and will put it together again just as her mother did with the family's tipi. By copying her mother in her play, Mapiya learns how to do things she will have to do when she is a grown-up. *Why does Mapiya copy the things her mother does when she plays with her toys?*

Mapiya finds the parfleche in which she packed her toys lying open on the ground. She reaches inside and pulls out the soft deerskin tipi cover and little wooden poles. Winona's little fur blanket is there, too. But Winona is not inside the blanket. Mapiya pulls everything out of the bag. No Winona! [10]

[10] What do you think happened to Mapiya's doll, Winona?

Worried, Mapiya searches through the other bags. But her doll is not inside any of them. Did Winona fall out of the bag while the family was traveling here? Is the little doll lost in the long grass that covers the plains? So much grass! Such a long trip! If Winona fell out along the way, how will Mapiya find her? *Why would it be hard to find Winona if she is lost in the long grass of the plains?*

←Show image 3A-9: *Say:* Mapiya talking to her father about her lost doll. *[Point to Mapiya talking to her father about her lost doll.]*

Mapiya's father finds her searching, *or looking*, for Winona in the long grass.

"Have you seen my doll?" Mapiya asks him.

"No," he answers.

"I found my parfleche open. Maybe Winona fell out along the way!"

"Don't worry," Father says. "I was the one who took all the parfleche off the horses when we got here. None of them were open. Your doll could not have fallen out along the way."

←Show image 3A-10: *Say:* Family scene; Mapiya's mother cooking. *[Point to Mapiya's mother cooking.]*

Mapiya joins her mother, who has made a fire and is starting to cook. Father tightens his bow as Chetan continues to sleep.

"Mother, have you seen Winona?" asks Mapiya.

"No," says mother. "I haven't seen your doll."[11]

[11] Where do you think Winona is?

←Show image 3A-11: *Say:* Mapiya cheering up Chetan. *[Point to Mapiya cheering up Chetan.]*

Just then Chetan wakes up and starts to cry. Of all the family, Mapiya is the best at getting Chetan to stop crying. She goes over to the tree, makes a silly face, and sticks out her tongue. Chetan stops crying. He laughs and laughs.

[12] Do you see what Mapiya sees?

And then Mapiya sees them! [12] Two little beaded moccasins poking upside down from the cradleboard! She tugs, *or pulls*, hard. Out come the legs, then the dress, then the arms and head of Winona! Mapiya gives Winona a big hug!

Mapiya asks, "How did you get in there, silly girl?"

←Show image 3A-12: *Say:* Tashna taking Mapiya's doll out of her hands and back to Chetan. *[Point to Tashna taking Mapiya's doll out of her hands and back to Chetan.]*

[13] So, who do you think put Winona inside Chetan's cradleboard?

At that moment, Tashna toddles over from Auntie's tipi, with Grandmother trying her best to keep up. Tashna sees the doll. "Nona!" see exclaims. She pulls Winona out of Mapiya's hand and sticks the doll back inside Chetan's cradleboard, *or bed*. [13]

"Now I know who did it!" says Mapiya. "It was Little Sister!"

"You are right, Mapiya!" says Mother. "I suppose tomorrow I will have to make Tashna a doll of her own." *Why does Mother say that she will have to make Tashna a doll of her own?*

Discussing the Read-Aloud

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In what kind of house did Mapiya and her family live? (tipi) *Listen first: The Lakota Sioux are busy setting up their new summer camp. Their tipis form a circle with all the doorways facing in the same direction—east, away from the strong winds that blow across the plains from the west. They are set up in order of the family's importance. Since the* ***chief*** *is the person in charge of the tribe, his tipi is the most important. Mapiya's father is a respected hunter and warrior, or fighter, so his family's tipi is placed near the chief's. (p. 22)* **In what kind of house did Mapiya and her family live?**

2. *Inferential* Describe the clothes that Mapiya and her family wore. (dresses, long pants, and moccasins made of buffalo skins) *Listen first: Do you see anything in the picture that is made from buffalo skins? Yes, their clothes and moccasins, or shoes, are made of buffalo skins. (p. 21)* **Describe the clothes that Mapiya and her family wore.**

3. *Literal* Did Mapiya and her family live in one place all the time? (no) *Listen first: Every year Mapiya looks forward to moving with her family to their summer camp. After several days of traveling from their winter camp, they have finally arrived at Mapiya's favorite place. They have moved here to hunt buffalo. While the men hunt for buffalo, Mapiya and her family will live in this special spot with other Lakota Sioux families until the days shorten, or get shorter, signaling fall. (pp. 20-21)* **Did Mapiya and her family live in one place all the time?**

How often and why did her family move? (They moved two times a year.[6] Mapiya and her family moved between a winter camp and a summer camp twice a year.)

4. *Inferential* Describe how you would set up a tipi. (Tying three poles together as a frame, adding more poles, attaching the tipi cover) *Listen first: To build the tipi, Mother ties three poles together. Using a long rope, she pulls them upright to form or make the shape of a triangle. This makes a strong base. Then she adds more poles to the frame, leaning them against the notch or space formed by the three poles at the top. (p. 22)*

   The tipi cover is attached to the last pole. Lifting that pole up at the back of the tipi, Mother leans it onto the other poles. Then Mapiya helps her pull the cover around the poles, making the walls of the tipi. They join the other two sides of the cover with pegs, leaving an opening for the doorway under the last peg. (pp. 22-23) **Describe how you would set up a tipi.**

5. *Literal* How did Mapiya learn to set up a tipi? (by helping her mother and setting up her doll's tipi) *Listen first: Mapiya thinks about her own toy tipi. She wants to set it up for her doll, Winona. Mapiya took the toy tipi apart before packing it and will put it together again just as her mother did with the family's tipi. By copying her mother in her play, Mapiya learns how to do things she will have to do when she is a grown-up. (p. 23)* **How did Mapiya learn to set up a tipi?**

6. *Evaluate* The title of today's read-aloud is "where's Winona?" Who was Winona? (Mapiya's doll)

   Why do you think this is the title of the read-aloud? (Mapiya couldn't find her when they first arrived at their new location.) *Listen first: Worried, Mapiya searches through the other bags. But her doll is not inside any of them. Did Winona fall out of the bag while the family was traveling here? Is the little doll lost in the long grass that covers the plains? So much grass! Such a long trip! If*

[6] The answer in the original Core Knowledge lesson was: "No, they moved to hunt Buffalo." We have changed the answer to align with the question.

Winona fell out along the way, how will Mapiya find her? (p. 23)
Why do you think this is the title of the read-aloud?

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Would you have wanted to live with Mapiya's family and the Sioux? Why or why not? *First, let's talk about Mapiya's family's life. Where did they live? (In a tipi on the plains) How did they get their food? (They hunted buffalo) Would you like to live in a tipi and hunt buffalo? Why or why not? Share your ideas with your partner.* (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any other questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

4: Little Bear Goes Hunting

https://www.engageny.org/resource/kindergarten-ela-domain-6-native-americans

Lesson Objectives

Core Vocabulary

finally, *adv.* After everything else; at the end of a process

Example: First Juan washed his hands, then he peeled the banana, and finally he ate his snack.
Variation(s): none

horizon, *n.* The place off in the distance where the land appears, *or seems,* to meet the sky

Example: When the captain looked at the horizon, he saw the sails of a tall ship appear.
Variation(s): horizons

hunting party, *n.* A group of people who gather, *or come together,* specifically to find and kill animals for food or sport

Example: The hunting party set off in the early morning hours to find the herd of buffalo. *Variation(s):* hunting parties

succulent, *adj.* Full of juice

Example: The tomatoes we picked off the vine in August were succulent and tasty.
Variation(s): none

Introducing the Read-Aloud

What Have We Already Learned?

Display the "Native American" chart, reminding students that the last few read-alouds have been about the same Native American tribe. Ask students if they remember the name of that tribe. (Lakota Sioux) Review information about the Lakota Sioux by asking the following questions:

- Where did the Lakota Sioux live? (The Great Plains)
- How did they get their food? (hunting)
- What was one of the main foods they ate? (buffalo meat)
- What was the name given to the houses in which the Lakota Sioux lived? (tipis)

Essential Background Information or Terms

←Show images 4A-2: *Say:* Herd of buffalo. *[Point to the herd of buffalo.]*

Ask students what animal they see in this image. (buffalo) Explain to students that buffalo traveled across the Great Plains in herds, or groups. Ask students, "What is this herd of buffalo doing in this image?" (moving; traveling) Explain to students that the buffalo had to move across the Plains in search of their food supply—grass. As the buffalo traveled to find their food supply, the Native American tribes who hunted the buffalo followed them.

Purpose for Listening

Tell students that today they will hear more about the Lakota Sioux and about a young Lakota Sioux boy named Little Bear. Tell them to listen carefully to find out more about the Lakota Sioux people and about buffalo hunting.

Presenting the Read-Aloud

Little Bear Goes Hunting

←Show image 4A-1: *Say:* Little Bear waking before sunrise.[1] ***[Point to Little Bear waking before sunrise.]***

Little Bear woke up before the sun did. *It was still dark outside, before the sun came up.* Today was a very important day. Now that Little Bear was ten years old, he would be allowed to hunt the buffalo. Little Bear was not frightened, *or scared.* He was excited, even though a buffalo can weigh as much as ten grown men.

Little Bear was a Lakota Sioux Indian. He lived on the Great Plains with his family. This area, called a plain, was fairly flat and was filled with grass and buffalo.[2] His home was wherever his family and their group of relatives placed their tipis, and that depended on the buffalo.[3]

[1] [Point to the tipi in the foreground.] Who remembers what this Lakota Sioux home is called?

[2] Here the word *plain* describes a part of the United States where the land is flat and has lots of grass but very few trees. The word *plain* can also mean simple and not fancy.

[3] So where Little Bear and his family lived depended on the buffalo. What does that mean?

←Show image 4A-2: *Say:* Herd of buffalo. *[Point to the herd of buffalo.]*

The buffalo lived on the Great Plains, too. However, large herds, *or groups*, of buffalo moved from place to place. They moved as they grazed on, *or ate*, the wild grasses that grow across this wide

stretch of land. Because the buffalo were their main food supply, the Lakota Sioux moved with the herds.[4] The buffalo provided Little Bear's peoplewith fresh meat. *The Lakota Sioux killed the buffalo and ate their meat.* The meat could also be dried and turned into pemmican, *a snack made from buffalo meat and buffalo fat*. Pemmican could be stored for later use, especially inthe cold winter months.

[4] During what season did the Lakota Sioux hunt buffalo? (summer)

In fact, almost every part of the buffalo had a special use for Little Bear's people. The buffalo provided them with warm fur. Its hair was used to make rope. Buffalo bones were used to make knives, axes, and hammers. Even toys were made from the bones of a buffalo.

←Show image 4A-3: *Say:* Lakota Sioux women making clothes and moccasins. *[Point to the Lakota Sioux women making clothes and moccasins.]*

Buffalo skin was also used to make tipis, clothes, bedding, and moccasins. Making these things was a job for women and girls *in the Lakota Sioux tribe.*

[5] You heard in "Where's Winona?" that Lakota Sioux women performed another job. Do you remember what that was? (setting up the tipi in the new camp)

When he was younger, Little Bear had watched his grandmother, mother, and sisters while they worked.[5]

In using the hide of the buffalo to make clothing, it first had to be stretched and scraped. *This means that all of the hair and meat had to be scraped off of the hide*. Then it was soaked *with water* and dried several times. After that, it was pulled and stretched to make it soft.[6] **Finally,**[7] it was ready to be cut and sewn into the things Little Bear's people needed. Little Bear's sister had made him his first pair of moccasins, *or soft leather shoes*, which were made more beautiful with the addition of attractive beading art. *Little Bear's sister decorated his moccasins with beads to make them beautiful.*

[6] [Point to the stretched hide in the image.]

[7] or lastly

←Show image 4A-4: *Say:* Little Bear and his brother's horse. *[Point to Little Bear and his brother's horse.]*

Little Bear *got* dressed quickly and then stepped outside of his family tipi. The rising sun was now just a faint glimmer *of light* on the **horizon.**[8] Even without the sun, it was already warm.

Little Bear looked around. No one else had woken up yet. He was the only one, and this made the day seem even more important. Little Bear sniffed, *or smelled*, the air the way his grandfather did. He could not smell rain. He could smell the remains, *or what was left*, of the fires that had burned the night before. Buffalo meat had been cooked on those fires. Little Bear could still taste the **succulent** meat.[9]

[8] The horizon is the place off in the distance where the land seems to meet the sky.

[9] Succulent means very juicy and tasty.

Little Bear made his way to where the horses that chased the buffalo grazed, *or ate.* Today he would ride his brother's horse when he went hunting. He would also carry a bow and arrow. His father had crafted, *or made*, his bow and arrow for him, though Little Bear had helped to shape the arrow tip. *Little Bear had helped to make the sharp, pointed end of the arrow.*

Hunting the buffalo was not easy. These animals could run *very fast,* like the wind. It often took several men to take down, *or kill*, one buffalo. Little Bear hoped that he would be brave. He wanted his father to be proud of him, the way he was proud of Little Bear's older brother.

Little Bear stroked, *or petted*, his brother's horse and whispered to him. He asked the horse to help him catch the buffalo. The horse nuzzled, *or rubbed his nose against,* Little Bear as he spoke to him. Little Bear laughed as the horse's mane, *or hair,* tickled his nose.

←Show image 4A-5: *Say:* Little Bear and his mother. *[Point to Little Bear and his mother.]*

Before long, the sun began to rise. Little Bear noticed that other people had woken up and were emerging, *or coming out*, from their tipis. He saw his mother begin to breathe life back into their fire. *She got their fire to burn again.* She, along with his sisters, would prepare, *or make*, food for the **hunting party.**[10] *Little Bear's mother and sisters*

[10] A hunting party is a group of people who go out together to hunt. This type of party is not a celebration like a birthday party.

made food for the boys and men who were going hunting. Then it would be time to go.

Little Bear made his way back to his tipi. He sat on the ground beside his mother. His mother smiled at him and tousled, *or messed up*, his hair.

"You will be a brave buffalo hunter just like your brother," Little Bear's mother said to him.

Little Bear smiled at his mother. He knew she was wise and kind. He loved her very much.

Before long, Little Bear was joined by his grandfather, father, and brother. When all the men were gathered around the fire, Little Bear's mother and sisters served, *or gave*, them buffalo stew. It tasted good.

←Show image 4A-6: *Say:* Little Bear setting off with the hunting party. *[Point to Little Bear setting off with the hunting party.]*

Then it was time to go. The men and boys, including Little Bear, mounted, *or climbed onto the backs of*, their horses. As they rode out of their village, Little Bear looked back at his mother. She was still standing by the fire. She smiled at him, and then she put her hand on her heart.

"She is telling me I will be a brave hunter," said Little Bear to himself. With that thought in mind, Little Bear smiled at his mother and then galloped, *or rode quickly*, off to hunt the buffalo for the very first time.

Discussing the Read-Aloud

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who is the main character in this story? (a young Lakota Sioux boy named Little Bear) *Listen for: Little Bear woke up before the sun did. This means he woke up when it was still dark outside, before the sun came up. Today was a very important day. Now that Little Bear was ten years old, he would be allowed to hunt the buffalo. Little Bear was not frightened, or scared. He was excited, even though a buffalo can weigh as much as ten grown men. (p. 29)* **Who is the main character in this story?**

2. *Literal* What is the name of the Native American tribe that Little Bear belongs to? (Lakota Sioux) *Listen first: Little Bear was a Lakota Sioux Indian. He lived on the Great Plains with his family. (p. 29)* ***What is the name of the Native American tribe that Little Bear belongs to?***

3. *Inferential* Describe the land where Little Bear and his family live. (the Great Plains; the land is mostly flat and contains wild grasses and very few trees) *Listen first: He lived on the Great Plains with his family. This area, called a plain, was fairly flat and was filled with grass and buffalo. (p. 29)* **Describe the land where Little Bear and his family live.**

4. *Inferential* What is the name of the type of house in which Little Bear and his family live? (tipi) *Listen first: His home was wherever his family and their group of relatives placed their tipis, and that depended on the buffalo (p. 29).* **What is the name of the type of house in which Little Bear and his family live?**

   Do Little Bear and his family keep their tipi in the same place all the time or do they pack it up and move it around from place to place? (They move their tipi around from place to place.)

   Why do the Lakota Sioux move from place to place rather than stay in one area? (They move to follow the buffalo herd.) *Listen first: The buffalo lived on the Great Plains, too. However, large herds or groups of buffalo moved from place to place. They moved as they grazed on, or ate, the wild grasses that grow across this wide stretch of land. Because the buffalo were their*

main food supply, the Lakota Sioux moved with the herds. (p. 29) **Why do the Lakota Sioux move from place to place rather than stay in one area?**

5. *Literal* What is the main source of food for the Lakota Sioux? (buffalo) *Listen first: Because the buffalo were their main food supply, the Lakota Siouxmoved with the herds. (p. 29)* **What is the main source of food for the Lakota Sioux?**

   What is Little Bear preparing to do for the first time in this story? (go on a buffalo hunt) *Listen first: Today was a very important day. Now that Little Bear was ten years old, he would be allowed to hunt the buffalo (p. 29)* **What is Little Bear preparing to do for the first time in this story?**

   Who else went on the buffalo hunt? (men and older boys) *Listen first: Before long, Little Bear was joined by his grandfather, father, and brother. When all the men were gathered around the fire, Little Bear's mother and sisters served or gave them buffalo stew. It tasted good. (pp. 31-32)*

   Then it was time to go. The men and boys, including Little Bear, mounted or climbed onto the backs of their horses. (p. 32) **Who else went on the buffalo hunt?**

6. *Literal The Lakota Sioux women played an important role in making things from buffalo. What did the Lakota Sioux women make from the buffalo?*[7] *(clothing and moccasins)*

   Where did they get the material to make theclothing and the moccasins? (from the buffalo skin) *Listen first: Buffalo skin was also used to make tipis, clothes, bedding, and moccasins. Making these things was a job for women and girls in the Lakota Sioux tribe. When he was younger, Little Bear had watched his grandmother, mother, and sisters while they worked. (p. 30)* **Where did they get the material to make**

[7] The original question was changed to emphasize that women also played an important role in Sioux life. The original question was "The Lakota Sioux women did not go on the buffalo hunt, but what did they make for the family?"

the clothing and the moccasins?

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Evaluative Think Pair Share: [Show image 4A-6.] At the end of this story, Little Bear was going with the hunting party onhis first buffalo hunt. How do you think he felt when he wasleaving the camp to go on the hunt? *First, let's talk about the buffalo. How much do the buffalo weigh? (as much as ten grown men) How fast can the buffalo run? (they can run like the wind – they can run very fast) Next, let's talk about Little Bear. How did he feel when he first woke up on the morning of the hunt? (excited) Do you think he still felt that way when he was leaving the camp? Why or why not? Share your ideas with your partner.* (Answers may vary.)

7. *After hearing today's read-aloud and questions and answers, do you have any other questions?* [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

5: Bear, Gull, and Crow

Lesson Objectives

Core Vocabulary

bay, *n.* An area of the sea that is enclosed by a deep curve in the coastline
A bay is a large area of water, with land around part of it.
Example: The Wampanoag often went out to the bay to collect clams.
Variation(s): bays

feast, *v.* To partake of a large meal; to eat heartily. *To eat a lot of food.*
Example: Every Thanksgiving my family likes to feast on turkey, mashed potatoes, stuffing, green beans, cranberries, and pumpkin pie.
Variation(s): feasts, feasted, feasting

rockweed, *n.* Greenish-brown rubbery seaweed that grows on rocks in coastal areas. *A plant that grows in the sea.*
Example: The Wampanoag placed rockweed beneath the clams to protect them from being scorched by the hot fire rocks at the clambake.
Variation(s): none

wading, *v.* Walking through shallow water. *Walking through water that is not deep.*
Example: Jim and his father went wading in the river to look for crawfish.
Variation(s): wade, wades, waded

Introducing the Read-Aloud

Essential Background Information or Terms

←Show image 5A-1: *Say:* Clams. *[Point to the clams.]*
Ask students if they know what type of food is shown in this picture. Explain to students that these are clams, a type of shellfish that lives in the ocean. Ask students if they have ever eaten clams.

Where Are We?

←Show image 5A-2: *Say:* U.S. map, highlighting Rhode Island and Massachusetts. *[Point to the U.S. map and highlight Rhode Island and Massachusetts.]*
Tell students that the story they will hear is set in an area that today is where the states of Rhode Island and Massachusetts are

located, in the northeastern part of the United States. Explain that this area borders the Atlantic Ocean and has many waterways, but it also has forests a little farther inland. Explain to students that the tribe they will hear about today, the Wampanoag (*WAHMP-ann-oh-ag*), lived in this area.

Purpose for Listening

Tell students to listen to the story about three characters named Gull, Bear, and Crow who lived near the Wampanoag tribe. Tell them to listen carefully to find out about a type of food the Wampanoag liked to eat.

Presenting the Read-Aloud

[1] What do you see in this picture? [Point out each animal for students before you start the story.]

[2] [Point to the bay in the picture.] A gull is a type of bird.

[3] What do you think an "Upright Walker" is? An Upright Walker is a human, like you and me.

[4] The Wampanoag are another Native American tribe.

←Show image 5A-3: *Say:* Bear, Gull, and Crow.[1] ***[Point to the Bear, Gull, and Grow as you name it.]***

Long ago there were three animal friends who lived in a land of wild forest *or woods*, green fields, and shining waters. Gull made her home in the marsh grass near the **bay.**[2] Bear lived in a cave deep in the woods. And Crow had a nest in an old oak tree at the edge of a garden.

Bear, Gull, and Crow often got together to visit and chat, *or talk*. One of the things they talked about was the Upright Walker, beings who lived nearby.[3] These beings called themselves the Wampanoags, but the animals called them Upright Walkers because they walked upright on two legs all the time and never flew.[4] *The Upright Walkers walk standing on two legs. How does Bear walk? How do gull and crow usually move from place to place?*

←Show image 5A-4: *Say:* Upright Walkers. *[Point to the upright walkers.]*

The Upright Walkers lived in houses that they called wetu, built from bent saplings, *or small, young trees*, and tree bark. They could make fire, just as lightning did when it struck, *or hit*, a tree. They grew corn from kernels, *or seeds*, planted in small earth hills, *or piles of dirt*. These kernels were sweet, crunchy nuggets that Crow loved to steal! They fished in the bay using nets, spears, hooks, and lines. The Upright Walkers also hunted in the forest with bows

and arrows. So Bear was always very careful to keep his distance. *Bear was careful to stay away from them.*

←Show image 5A-5: *Say:* Man and boy in the bay. *[Point to the man and boy in the bay.]*

One day Gull said to Bear and Crow, "Today I saw some Upright Walkers **wading** in the bay.[5] There was a man and a boy *walking in the water*. They lifted many smooth rocks from the water and carried them into the forest. They said the rocks were for the appanaug (*APP*-uh-nawg). I wonder what an appanaug is."[6]

Crow thought hard for a minute. "An appanaug must be an animal," he said, "an animal that eats rocks!"

[5] The Upright Walkers were walking through the water. In this sentence, the word *saw* means that Gull used his eyes and his sense of vision. The word *saw* can also mean a tool with a very sharp blade that can cut through things such as wood or metal.

[6] What do you think it is?

[7] Do you think Crow and Bear are right? Is an appanaug an animal? Listen to find out.

"Can there be an animal bigger than I am?" said Bear. "I want to see this animal. Tomorrow I will go and spy on the appanaug."[7] *To spy means to watch someone without them knowing that you are watching.*

←Show image 5A-6: *Say:* Bear spying. *[Point to the bear.]*

The next day, Bear found the pile of stones. He hid behind the trees and waited. Before long the Upright Walkers came. They dug a very shallow hole in the ground. *The hole was not deep.* Then they carefully laid the rocks into it and went away. Bear waited and waited, but the appanaug did not come to eat the rocks.

Tired of waiting, Bear went to tell Gull and Crow what had happened.

"The Upright Walkers dug a hole and filled it with rocks. But the appanaug did not come."

"Leave it to me," said Crow. "Tomorrow I will figure out what is going on."

←Show image 5A-7: *Say:* Crow spying. *[Point to the crow.]*

The next day, Crow perched, *or sat*, in a tree near the rock pit, *or hole*. Soon the Upright Walkers returned. They collected lots of dry wood and piled it next to the pit.

Crow flew hurriedly, *or quickly*, to find Bear and Gull.

"The Upright Walkers collected wood. They are going to build a wetu, *or wooden house*, for the appanaug!" said Crow. "The appanaug will live in our forest in its own wooden house!"

He thought for a moment. "But what if it is not a friendly appanaug?" Bear and Gull looked worried.

←Show image 5A-8: *Say:* Gull spying. *[Point to the gull.]*

The next morning at sunrise, as Gull was winging, *or flying,* over the bay, she saw the Upright Walker man and boy on the beach. There was a girl with them, too. Low tide had uncovered some wet sand that had been underwater at high tide. *The Upright Walkers could see the wet sand because there was less ocean water coming over the beach.*

The Upright Walkers were looking for little holes in the wet sand. From time to time water shot up from these holes. They were the breathing holes of soft-shelled clams that lived under the sand. Gull watched as the Upright Walkers dug the clams out *of the sand* with long sticks.[9] Some clams spit water even after they were dug up. Soon the Upright Walkers had filled a large basket with the clams. They waded into the shallow water and filled another basket with larger clams.

[9] [Point to the sticks in the picture.]

Later on, Gull told Bear excitedly, "The Upright Walkers collected many clams. They said they were glad to have found so many clams for their appanaug. I hope the appanaug does not eat up all the clams and fish in the bay!"

Gull went on, "Next those Upright Walkers gathered the **rockweed** that grows on the rocks in shallow water."[10]

[10] Rockweed is a type of rubbery seaweed.

"That appanaug is going to eat the rockweed, too," said Bear. "What will it decide to eat next?"

←Show image 5A-9: *Say:* Bear and Gull talking. *[Point to Bear and Gull talking.]*

Bear looked around. "Where is Crow? Wasn't he supposed to meet us here? Do you think appanaugs eat crows?" No sooner had Bear spoken than he saw Crow flying toward them.

←Show image 5A-10: *Say:* Wampanoag in the cornfield. *[Point to the Wampanoag in the cornfield.]*

"I saw the Upright Walkers in the cornfield!" exclaimed Crow. "They picked baskets full of corn. They said it was for the appanaug, *today!* The appanaug is coming today!"

Bear, Crow, and Gull looked at one another.

←Show image 5A-11: *Say:* Starting the fire. *[Point to starting the fire.]*

"Let's go!" said Bear, and lickety-split, *or quickly,* off they set for the rock pit. There they hid among the trees. Before long, some Upright Walkers started to gather. Then more and more came. There were men, women, and children—big and small, old and young.

The Upright Walkers took the dry wood from its pile and laid it over the stones. One man started the wood burning. Others stayed by the fire and kept it going. They raked the burning wood so that hot ashes fell into the cracks between the rocks. Soon, ashes covered the rocks, heating them up.

←Show image 5A-12: Clambake feast. *[Point to the clambake feast.]*

The Upright Walkers laid rockweed over the ashes. Steam rising from the damp rockweed gave off a sharp smell of salt. The Upright Walkers placed heaps of clams on top of the rockweed, together with lobsters, corn, and potatoes. When all the food was loaded on, they covered it with more rockweed. Bear, Crow, and Gull sniffed the mouthwatering aromas, *or smells*, of the food cooking.

Now everyone fell silent, *or quiet*, as a very old Upright Walker stepped forward and said a prayer to the Great Spirit. He thanked the Great Spirit for the animals, plants, rocks, and trees. The other Upright Walkers joined hands in a circle and stood in silence. Then as a flute and drum sounded, *or started playing*, the Upright Walkers began to dance.

←Show image 5A-13: *Say:* Wampanoag dancing. *[Point to the Wampanoag dancing.]*

When the dancing had ended, the old Upright Walker spoke again. "This is a fine day for our appanaug. The appanaug is a celebration, a time for our people to come together, to give thanks to the Great Spirit and to **feast** on delicious food.

"So let the feasting, *or eating*, begin!" The rockweed covering was lifted off and the Upright Walkers began to load their bowls with food.

Bear, Gull, and Crow looked at one another. An appanaug was not a huge, rock-eating animal with big teeth, after all! An appanaug was a celebration, where the Upright Walkers had a clambake feast—a mouthwatering, nose-tickling feast! *The yummy smells from the feast made their mouths water and their noses tickle.* How they wished they could leap out from their hiding place and join in. But what would the Upright Walkers think of having uninvited guests? *The animals do not join the feast because they have not been invited to be there.*

←Show image 5A-14: *Say:* Wampanoag girl offering food to Bear, Gull, and Crow. *[Point to the Wampanoag girl offering food to Bear, Gull, and Crow.]*

Just then a girl walked toward their hiding place carrying a bowl piled high with food. It was the girl that Gull had seen digging in the sand for clams. The girl laid the bowl on the ground. Before running back to join the other Upright Walkers she called out, "To the birds and animals who share the forest and the bay with us Wampanoags: May you enjoy sharing our appanaug—our clambake feast!"

And that is just what Bear, Gull, and Crow did.

Discussing the Read-Aloud

Comprehension Questions

1. *Literal* This story tells about a clambake feast. A clambake is only held in special settings, or places. What is the setting of this story? Where does it take place? (by the sea) *Listen first: The next morning at sunrise, as Gull was winging, or flying, over the bay, she saw the Upright Walker man and boy on the beach. (p. 39)* **What is the setting of this story? Where does it**

take place?

2. *Literal* Who are the characters in this story? (Bear, Gull, Crow, the Upright Walkers) *Listen first: Bear, Gull, and Crow often got together to visit and chat, or talk. One of the things they talked about was the Upright Walker beings who lived nearby. (p. 37)* **Who are the characters in this story?**

3. *Literal* Who were the Upright Walkers? (humans)
   What is the name of the Native American tribe that the animals called Upright Walkers? (Wampanoag) *Listen first: These beings called themselves the Wampanoags, but the animals called them Upright Walkers because they walked upright on two legs all the time and never flew. (p. 37)* **Who were the Upright Walkers? What is the name of the Native American tribe that the animals called Upright Walkers?**

4. *Literal* What do Bear, Gull, and Crow think an appanaug is when they first hear the word? (a beast or animal) *Listen first: They said the rocks were for the appanaug (APP-uh-nawg). I wonder what an appanaug is." (p. 38)* **What do Bear, Gull, and Crow think an appanaug is when they first hear the word?**

   Crow thought hard for a minute. "An appanaug must be an animal," he said, "an animal that eats rocks!" (p. 38)

   What is anappanaug? (a clambake feast) *Listen for: "This is a fine day for our appanaug. The appanaug is a celebration, a time for our people to come together, to give thanks to the Great Spirit and to* ***feast*** *on delicious food. (p. 40)* **What is anappanaug?**

5. *Literal* When Crow saw the Upright Walkers collecting wood, he thought they were going to build a wetu for the appanaug. What is a wetu? (a house) *Listen for: The Upright Walkers lived in houses that they called wetu, built from bent saplings or small, young trees and tree bark. (p. 37)* **What is a wetu?**

6. *Inferential* Based on what you saw in the pictures, how would you describe the clothing worn by the Wampanoag? (Answers may vary.)

7. *Inferential* Describe how the Upright Walkers, or Wampanoag, prepare for the appanaug, or clambake. (dig a hole, gather firewood, gather rockweed and clams, etc.) *Listen first: They dug a very shallow hole in the ground. Then they carefully laid the rocks into it and went away. (p. 38) "The Upright Walkers collected wood. They are going to build a wetu, or wooden house, for the appanaug!" (p. 38) The Upright Walkers collected many clams. They said they were glad to have found so many clams for their appanaug. (p. 39) "They picked baskets full of corn. They said it was for the appanaug, today!" (p. 40) One man started the wood burning. Others stayed by the fire and kept it going. They raked the burning wood so that hot ashes fell into the cracks between the rocks. Soon, ashes covered the rocks, heating them up. (p. 40) The Upright Walkers laid rockweed over the ashes. Steam rising from the damp rockweed gave off a sharp smell of salt. TheUpright Walkers placed heaps of clams on top of the rockweed, together with lobsters, corn, and potatoes. (p. 40)* **Describe how the Upright Walkers, or Wampanoag, prepare for the appanaug, or clambake.**

8. *Inferential* Describe what the Upright Walkers, or Wampanoag, do at the appanaug (eat clams, dance, thank the Great Spirit, etc.). *Listen first: When the dancing had ended, the old Upright Walker spoke again. "This is a fine day for our appanaug. The appanaug is a celebration, a time for our people to come together, to give thanksto the Great Spirit and to* ***feast*** *on delicious food. So let the feasting or eating begin!" The rockweed covering was lifted off and the Upright Walkers began to load their bowls with food. (pp. 40-41) An appanaug was a celebration, where the Upright Walkers had a clambake feast—a mouthwatering, nose-tickling feast! (p. 41)* **Describe what the Upright Walkers, or Wampanoag, do at the appanaug.**

9. *Evaluative* Do you think that this story is realistic, or could really have happened? (Although parts of it could, the story as a whole could not.) How do you know? (Animals can't really talk.)

←Show images 3A-9 (tipi) and 5A-4 (wetu) ***and point to each type of house as you name it.***

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* Would you rather live in a tipi like the Lakota Sioux or in a wetu like the Wampanoag? *First, let's look at the tipi. What is it made of? (buffalo hide) Does it stay in one place, or can it be moved from place to place easily? (it can be moved easily). Next, let's look at the wetu. What is it made of? (wood). Can the wetu be moved easily from place to place? (no). Which house is larger—the tipi or the wetu? (the wetu) Now, tell your partner whether you would rather live in a tipi or a wetu*. Explainwhy. (Answers may vary but teachers might consider helping students to answer by giving them this sentence frame: I would rather live in a ____because _____.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

6: The Lenape: The People of the Seasons

Lesson Objectives

Core Vocabulary

burrows, *n.* Holes or tunnels used by animals as homes or hiding places

Example: While Julian was hiking, he came across several animal burrows and even saw a rabbit jump into one!
Variation(s): burrow

harvested, *v.* Gathered *(or picked)* crops when they were ripe

Example: The farmer harvested the wheat crop at the end of the summer.
Variation(s): harvest, harvests, harvesting

trekked, *v.* Traveled *(or walked)* slowly, with difficulty

Example: The mountain climbers trekked up the mountain in the middle of a blizzard.
Variation(s): trek, treks, trekking

wigwam, *n.* A dome-shaped *dwelling (or house)* used by Native American tribes of northeastern North America

Example: The Lenape made sure their wigwam was built well enough to withstand the cold winter wind.
Variation(s): wigwams

Introducing the Read-Aloud

What Have We Already Learned?

Remind students of the previous read-aloud about Bear, Gull, and Crow. Tell them that the Upright Walkers in that story were Native Americans from the Wampanoag tribe. Ask students to recall some of the things that they have already learned about the Wampanoag from that read-aloud. You may prompt them with questions such as, "What kinds of houses did they live in? (dome-shaped huts called wetus) "What did they eat?" (clams, fish, corn, potatoes, etc.) Tell students that today they will hear about another Native American tribe—the Lenape (lun-*NAH*-pay).

Purpose for Listening

Tell students to listen carefully to hear about the Lenape and how they lived.

Presenting the Read-Aloud

The Lenape, The People of the Seasons

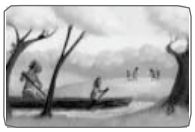
←Show image 6A-1: *Say:* Four seasons of the Eastern Woodlands. *[Point to the four seasons of the Eastern Woodlands.]*

The Lenape people have lived in the Eastern Woodlands of North America for thousands of years.[1] For most of that time, they lived on the land. *They depended on nature to give them food and water and the materials they needed to build shelters and make clothes.* They hunted and gathered and, later, farmed. Their daily lives were guided by the seasons, and each season brought with it certain changes. *The lives of the Lenape people changed when the seasons changed.*

Springtime meant that the days were warmer and brighter. Springtime also meant that new life was appearing everywhere. One of the first signs of springtime was the appearance of some flowering plants and trees. This included the black cherry blossoms, *or flowers*.[2] The sight of the beautiful white blossoms made the Lenape people smile. The blossoms were usually a sign that the last snow had fallen, and that animals would soon shed their winter coats. *In the winter, many animals grow a winter coat of thick fur to keep them warm. In the springtime, these animals shed their thick winter coat so that they will not be too warm in the spring and summer.*

[1] [Show a map of the United States today and point to the states of New York, Pennsylvania, and Delaware.] This is the general area in which the Lenape lived.

[2] You learned the word *blossom* when we studied plants. What is a blossom? (flowers on a plant or tree)



←Show image 6A-2: *Say:* The Lenape in the spring. *[Point to the Lenape in the spring.]*

As the spring sunshine warmed the earth, the Lenape people set to work. They planted their spring crops. The Lenape men and boys prepared the fields for planting. *They got the fields ready to plant seeds.* When the fields were ready, the women and girls planted corn, squash, and beans. They also planted herbs, tobacco, and sunflowers. *What are some of the crops that the Lenape planted?*

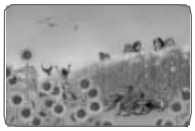
As the Lenape people worked in the fields, the creatures, *or animals*, of the land and sky set to work, too. Some animals woke up from their winter sleep. Other *animals* dug **burrows**, and birds built nests in preparation for their young.[3] *The birds built the nests to get ready for their babies.* The Lenape and the animals and birds worked side by side.

With the ice and snow gone, Lenape men and older boys were able to go on longer hunting trips. Usually they hunted on foot. *They walked from place to place to hunt.* Sometimes they traveled far from their villages in their dugout canoes*, or small boats. People*

[3] A burrow is a hole or tunnel used by animals as a home or hiding place.

used paddles to steer the canoes and to make them move in the water. Their canoes glided smoothly and silently along the rivers of the mid-Atlantic.[4] When they returned from their hunting trips, they brought back meat and animal furs with them. The Lenape hunted animals such as bear, deer, elk, and raccoon. They hunted and trapped birds, too.

[4] [Point to the rivers of this region on the U.S. map.]



←Show image 6A-3: *Say:* The Lenape in the summer. *[Point to the Lenape in the summer.]*

Spring slowly turned into summer. The heat from the sun became even stronger. During this time, the Lenape people fished for *fish*, such as salmon, herring, and shad. They guarded their ripening crops from the greedy birds. Lenape children gathered berries, collected firewood, and played in the sparkling rivers. As they played, they searched for turtles basking in the sunshine. *What did Lenape children do in the summertime?*

In the summer, the Lenape people **harvested** their corn, beans, and squash.[5] Corn was one of their most important food crops. It was ground, *or mashed up*, to make cornmeal. It was used to make bread. It was roasted, *or cooked*, in the fire. Often, the kernels *of the corn* were stored for use during the cold days of winter when nothing could grow in the frozen earth.

[5] *Harvested* means gathered crops when they were ripe enough.

←Show image 6A-4: *Say:* The Lenape in the fall. *[Point to the Lenape in the fall.]*

In the autumn, the Lenape harvested their gourds and pumpkins.[6] *Gourds are large fruits with hard skins, like squash.* They gathered nuts, roots, and berries such as huckleberries, raspberries, and strawberries. They made beautiful baskets to store their winter food in. They strengthened their **wigwams** and longhouses in preparation for the winter winds and snow that would surely come.[7] *The Lenape made their homes stronger so that they would be protected from the snow and wind in the winter.* In late autumn, the golden, red, and orange leaves fell from the trees. The Lenape children rushed to catch them, or jump in the gathering piles. Gradually, *or slowly*, the leaves blew away, carried by the chilly winds. The days darkened and winter arrived. *Name two things that the Lenape did in the autumn to get ready for the winter.*

[6] What does harvested mean?

[7] *Wigwam* is the name given to one type of Lenape home. [Point to the wigwam in the image.]

←Show image 6A-5: *Say:* The Lenape in the winter. *[Point to the Lenape in the winter.]*

During the wintertime, the Lenape people spent more time in their warm homes called wigwams. Their wigwams, made from saplings, *or small trees,* rushes, bark, and fur, were warm and cozy. Inside the wigwams, the elders told stories of long ago. They told stories about the history of their people. They told stories about the creation of the earth and the Great Spirit. Women and girls stayed busy making clothes and moccasins from animal skins and turkey feathers. The women and girls made pottery, *or clay,* jars for cooking and storage, too. Men and boys made spears, bows, and arrows.

When snow fell from the dark wintery sky, the Lenape children, just like children everywhere, rushed outside to play in it. Even in winter, the men and older boys went off to hunt. They **trekked**[8] through the deep snow on snowshoes. *Snowshoes are special shoes that allow people to walk on the surface of the snow instead of sinking into it.* They followed animal tracks in the snow. If they returned with meat, the women and girls prepared a warm stew or soup.

[8] or traveled slowly, with difficulty

←Show image 6A-6: *Say:* Lenape foods. *[Point to the Lenape foods.]*

One season followed another, as it has always done. The Lenape lived their lives according to the seasons—spring, summer, autumn, and winter.[9] They listened to the earth's rhythm of life. *They changed the way that they lived based on the seasons.* The world in which they lived provided, *or gave*, them with everything they needed. They were guided by the earth's turning and the changing seasons. *They worked, played, and even ate in different ways during each season.* Such was the way of the Lenape.

[9] What is another name for autumn?

Discussing the Read-Aloud

Comprehension Questions

1. *Literal* What is the name of the Native American tribe described in this read-aloud? (Lenape) *Listen first: The Lenape people have lived in the Eastern Woodlands of North America for thousands of years. (p. 46)* **What is the name of**

the Native American tribe described in this read-aloud?

2. *Literal* What types of food did the Lenape eat? (animals such as deer and elk; crops such as corn, gourds, and pumpkins; and fish) *Listen first: The Lenape hunted animals such as bear, deer, elk, and raccoon. They hunted and trapped birds, too. (p. 47) In the summer, the Lenape people* ***harvested*** *their corn, beans, and squash. (p. 47) In the autumn, the Lenape harvested their gourds and pumpkins. They gathered nuts, roots, and berries such as huckleberries, raspberries, and strawberries. (p. 47)* **What types of food did the Lenape eat?**

3. *Inferential* What did the Lenape do during the springtime? (planted crops; went on hunting trips) *Listen first: As the spring sunshine warmed the earth, the Lenape people set to work. They planted their spring crops. The Lenape men and boys prepared the fields for planting. (p. 46)*

   When the fields were ready, the women and girls planted corn, squash, and beans. They also planted herbs, tobacco, and sunflowers. With the ice and snow gone, Lenape men and older boys were able to go on longer hunting trips. (p. 46) **What did the Lenape do during the springtime?**

4. *Inferential* What did they do during the summer? (fished; collected berries and firewood; harvested the crops at the end of the summer) *Listen first: During this time, the Lenape people fished for salmon, herring, and shad. Salmon, herring, and shad are types of fish. They guarded their ripening crops from the greedy birds. Lenape children gathered berries, collected firewood, and played in the sparkling rivers. (p. 47) In the summer, the Lenape people* ***harvested*** *their corn, beans, and squash. (p. 47)* **What did they do during the summer?**

5. *Inferential* What did they do during the autumn, or fall? (stored their summer harvests; prepared their wigwams for the winter winds) *Listen first: In the autumn, the Lenape harvested their gourds and pumpkins.[6] Gourds are large fruits with hard skins, like squash. They gathered nuts, roots, and berries such as*

huckleberries, raspberries, and strawberries. They made beautiful baskets to store their winter food in. They strengthened their ***wigwams*** *and longhouses in preparation for the winter winds and snow that would surely come. (p. 47)* **What did they do during the autumn, or fall?**

6. *Inferential* What did they do during the winter? (spent time in their cozy wigwams; told stories; made clothes, *pottery, and weapons*; hunted) *Listen first: During the wintertime, the Lenape people spent more time in their warm homes called wigwams. Their wigwams, made from saplings or small trees, rushes, bark, and fur, were warm and cozy. Inside the wigwams, the elders told stories of long ago. They told stories about the history of their people. They told stories about the creation of the earth and the Great Spirit. Women and girls stayed busy making clothes and moccasins from animal skins and turkeyfeathers. The women and girls made pottery, or clay, jars for cooking andstorage, too. Men and boys made spears, bows, and arrows. (p. 48)* **What did they do during the winter?**

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative* *Think Pair Share:* If you were a Lenape child, which season would you like best? Why? *First, let's think about what Lenape children did during each season. Which of those things do you like to do? Share your ideas with your partner—which season would you like best? (*Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

7: A Native American Alphabet

Lesson Objectives

Core Vocabulary

canoes, *n.* Light, narrow boats made from long, hollowed-out logs
Example: The Cherokee moved silently down the river in their canoes.
Variation(s): canoe

moccasins, *n.* Soft shoes made of leather, sometimes decorated with beads and feathers
Example: The Sioux used buffalo hides to make moccasins.
Variation(s): moccasin

tipis, *n.* Cone-shaped tents made from long poles and covered with animal skins
Example: The Plains Indians built tipis for their homes.
Variation(s): tipi

totem poles, *n.* Wooden logs that are carved, painted, and planted vertically in the ground
Example: Native American tribes of the Pacific Northwest made many totem poles.
Variation(s): totem pole

Introducing the Read-Aloud

NOTE: This read-aloud is presented in an alphabetical format. Prior to presenting this read-aloud to students, you may wish to obtain other examples of this method of presenting information to students. The following are several suggested trade books that may be read to students if time permits, or simply used to illustrate this method of presenting information:

1. *Many Nations: An Alphabet of Native America,* by Joseph Bruchac and illustrated by Robert F. Goetzl (Troll Communications, 1998) ISBN 978-0439635905 [This trade book is included in the Trade Book List in the Introduction to *Native Americans* and is relevant to the content in this domain.]

2. *The Underwater Alphabet Book,* by Jerry Pallotta and illustrated by Edgar Stewart (Charlesbridge Pub. Inc., 1991) ISBN 978-0881064551 [There are several ABC books written by this author on various topics ranging from dinosaurs to butterflies; choose one of interest to your students.]

3. *The ABC Book of American Homes,* by Michael Shoulders and illustrated by Sarah S. Brannen (Charlesbridge Pub. Inc., 2008) ISBN 978-157091565

This read-aloud will be read to students twice: the first time it will be read without stopping for any Guided Listening Support (as with any other alphabetical story), and the second time with Guided Listening Support and discussion. The expectation is *not* that students will become proficient in memorizing and using all the information contained in this read-aloud. Rather, this lesson is intended to provide students with a summary of Native American culture they began to explore in this domain. If students have difficulty answering the Comprehension Questions that follow this read-aloud, reread pertinent parts of the text and/or show relevant images.

Essential Background Information or Terms

Review with students the names of the three tribes they have learned about in this domain: the Lakota Sioux, the Wampanoag, and the Lenape. Tell them that they will hear the names of several other tribes in today's read-aloud, such as Pueblo, Hopi, Iroquois, Navajo, and Zuni Pueblo.

Where Are We?

Use a map to show students the location of North and South America. Identify specific regions of the United States (Northeast, Southeast, Southwest, Pacific Northwest, etc.) where different Native American tribes have lived. Point to your particular region on the map.

Review with students the regions in which the Lakota Sioux lived (Great Plains), the Wampanoag lived (current-day Massachusetts area), and the Lenape lived (region including current-day states of New York, Pennsylvania, and Delaware). Tell students that the Iroquois tribes lived in what are now the states of Pennsylvania and New York, and point to this area on the map. Tell students that the other four tribes they will hear about today—the Pueblo, Hopi, Navajo, and Zuni Pueblo—lived in the western part of the United States in what are now the states of Utah, Colorado, Arizona, and New Mexico; point to those states on the map.

Purpose for Listening

Tell students to listen for the names of different Native American tribes.

Presenting the Read-Aloud

←Show image 7A-1: *Say:* Several Native Americans from different tribes.[1] ***[Point to the Native Americans from different tribes.]***

Long before you or me

[1] [As you read each statement, point to and name the letters on each image.]

Native Americans were running free
Many tribes with many names
Shared this land for all to see

←**Show image 7A-2:** ***Say:*** **Pueblo house.** ***[Point to the Pueblo house.]***
A is for Adobe bricks made Pueblo houses

←**Show image 7A-3:** ***Say:*** **Buffalo running.** ***[Point to the buffalo running.]***
B is for Buffalo that galloped across the plains

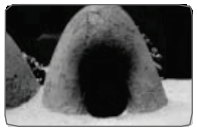
←**Show image 7A-4:** ***Say:*** **Canoes floating on a river.** ***[Point to the canoes floating on a river.]***
C is for **Canoes** that drifted on silent rivers

←**Show image 7A-5:** ***Say:*** **Native Americans playing drums.** ***[Point to the Native Americans playing drums.]***
D is for Drum songs sung long ago

←**Show image 7A-6:** ***Say:*** **Elders gathered in prayer.** ***[Point to the elders gathered in prayer.]***
E is for Elders who led their tribe in prayer

←**Show image 7A-7:** ***Say:*** **Coastal Indians feasting on clams.** ***[Point to the coastal Indians feasting on clams.]***
F is for Feasts made up of clams and corn

←**Show image 7A-8:** ***Say:*** **Pacific Northwest totem poles.** ***[Point to the Pacific Northwest totem poles.]***
G is for Great tales told with **totem poles**



←**Show image 7A-9:** ***Say:*** **Hopi ovens.** ***[Point to the Hopi ovens.]***
H is for Hopi ovens that baked warm bread

←**Show image 7A-10:** ***Say:*** **Iroquois runner.** ***[Point to the Iroquois runner.]***
I is for an Iroquois runner on the trail

←**Show image 7A-11:** ***Say:*** **Juniper berries.** ***[Point to the Juniper berries.]***

J is for Juniper berries used to dye tan blankets

←**Show image 7A-12:** ***Say:*** **Kachina dancers.** ***[Point to the Kachina dancers.]***

K is for Kachina dancers who hoped for rain

←**Show image 7A-13:** ***Say:*** **Longhouses.** ***[Point to the longhouses.]***

L is for Longhouses built of logs and bark

←**Show image 7A-14:** ***Say:*** **Beaded leather moccasins.** ***[Point to the beaded leather moccasins.]***

M is for **Moccasins** made of leather and beads

←**Show image 7A-15:** ***Say:*** **Navajo herding sheep.** ***[Point to the Navajo herding sheep.]***

N is for Navajo who herded flocks of sheep

←**Show image 7A-16:** ***Say:*** **Clothing adorned with beads.** ***[Point to the clothing adorned with beads.]***

O is for ornaments which made clothing more beautiful

←**Show image 7A-17:** ***Say:*** **Native American powwows.** ***[Point to the Native American powwows.]***

P is for Powwows held now and then

←**Show image 7A-18:** ***Say:*** **Quilled tribal ornaments.** ***[Point to the quilled tribal ornaments.]***

Q is for Quills from porcupines used for weaving

←**Show image 7A-19:** ***Say:*** **Navajo weaving rugs.** ***[Point to the Navajo weaving rugs.]***

R is for Rugs woven on a loom

←**Show image 7A-20:** ***Say:*** **Cooking salmon.** ***[Point to the cooking salmon.]***

S is for Salmon cooking in a woven basket

←**Show image 7A-21:** ***Say:*** **Buffalo hide tipis.** ***[Point to the buffalo hide tipis.]***

T is for Tipis made with buffalo hides

←**Show image 7A-22:** ***Say:*** **Navajo hogan houses.** ***[Point to the Navajo hogan houses.]***

U is for Under. The Navajo slept under hogan roofs.

←**Show image 7A-23:** ***Say:*** **Iroquois cooking over campfire.** ***[Point to the Iroquois cooking over campfire.]***

V is for Venison stew made for Iroquois travelers

←**Show image 7A-24:** ***Say:*** **Wampanoag wetus.** ***[Point to the Wampanoag wetus.]***

W is for Wampanoag wetus (WEE-toos) set near the coast

←**Show image 7A-25:** ***Say:*** **Man in specific tribal dress.** ***[Point to the man in specific tribal dress.]***

X is for Xs, which decorated tribal dress

←**Show image 7A-26:** ***Say:*** **Gathering of young/old Native Americans around campfire.** ***[Point to the young/old Native Americans around the campfire.]***

Y is for Young children who listened to stories

←**Show image 7A-27:** ***Say:*** **Zuni Pueblo water jar.** ***[Point to the Zuni Pueblo water jar.]***

Z is for Zuni Pueblo who crafted water jars[2]

[2] [After the first read-through, summarize this read-aloud for students by stating that there were several different Native American tribes mentioned. Rename these tribes for

students and include the three tribes studied throughout the domain: Pueblo, Hopi, Iroquois, Navajo, Zuni Pueblo, Lakota Sioux, Wampanoag, and Lenape.]

Read It Again

Reread with the Guided Listening Script.

Purpose for Listening: Listen for 1) the names of the different types of homes the different tribes lived in, and 2) the different kinds of food Native Americans ate.

←Show image 7A-1: *Say:* Several Native Americans from different tribes.[3] ***[Point to the several Native Americans from different tribes.]***

Long before you or me
Native Americans were running free
Many tribes with many names
Shared this land for all to see[4]

[3] [As you read each statement, point to and name the letters on each image.]

[4] Remember, a tribe is a group of similar people who share common ancestors, customs, and laws.

←Show image 7A-2: *Say:* Pueblo house. *[Point to the Pueblo house.]*

A is for Adobe bricks made Pueblo houses[5]

[5] What tribe did I just name here? The Pueblo are a Native American tribe that lived in these houses made of stone and sun-dried bricks called adobe.

←Show image 7A-3: *Say:* Buffalo running. *[Point to the buffalo running.]*

B is for Buffalo that galloped across the plains[6]

[6] Long ago, many buffalo roamed the Great Plains and were hunted for food and other things by different Native American tribes living in this vast grassy area of our country. [You may wish to show the Great Plains, extending from North Dakota south to Texas, on a U.S. map.]

[7] How did Native Americans travel on the water? They used a canoe- a long, narrow boat made from long, hollowed-out logs or the bark of trees.

←**Show image 7A-4:** ***Say:*** **Canoes floating on a river.** ***[Point to the canoes on a river.]***

C is for **Canoes** that drifted on silent rivers[7]

←**Show image 7A-5:** ***Say:*** **Native Americans playing drums.** ***[Point to the Native Americans playing drums.]***

D is for Drum songs sung long ago

[8] An elder is an older person who is a leader.

←**Show image 7A-6:** ***Say:*** **Elders gathered in prayer.** ***[Point to the elders gathered in prayer.]***

E is for Elders who led their tribe in prayer[8]

[9] Clams are a type of seafood. Where do you think these Native Americans lived if they were having clams? [Explain that some clams live in the ocean and there are also freshwater clams.]

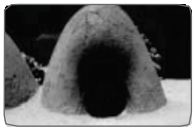
←**Show image 7A-7:** ***Say:*** **Coastal Indians feasting on clams.** ***[Point to the coastal Indians feasting on clams.]***

F is for Feasts made up of clams and corn[9]

[10] Totem poles were carved from logs by certain tribes to tell a story- like sculptures.

←**Show image 7A-8:** ***Say:*** **Pacific Northwest totem poles.** ***[Point to the Pacific Northwest totem poles.]***

G is for Great tales told with **totem poles**[10]



←**Show image 7A-9:** ***Say:*** **Hopi ovens.** ***[Point to the Hopi ovens.]***

H is for Hopi ovens that baked warm bread[11]

[11] What tribe did I just name here? Some Native American tribes cooked their food on an open fire like we saw earlier with the clams and corn. The Hopi tribe baked their bread in this kind of oven.

←**Show image 7A-10:** ***Say:*** **Iroquois runner.** ***[Point to the Iroquois runner.]***

I is for an Iroquois runner on the trail[12]

[12] What tribe did I just name here? Native Americans traveled on foot, horseback, or in canoes. This runner from the Iroquois tribe is very fast.

←**Show image 7A-11:** ***Say:*** **Juniper berries.** ***[Point to the Juniper berries.]***

J is for Juniper berries used to dye tan blankets[13]

[13] Juniper berries grow on trees and were used to color blankets.

←**Show image 7A-12:** ***Say:*** **Kachina dancers.** ***[Point to the Kachina dancers.]***

K is for Kachina dancers who hoped for rain[14]

[14] Different tribes performed different dances and ceremonies to ask their gods to make things happen or to thank their gods.

←**Show image 7A-13:** ***Say:*** **Longhouses.** ***[Point to the longhouses.]***

L is for Longhouses built of logs and bark[15]

[15] Several Iroquois Native American families could live in each longhouse, which had little apartments in it and was about the size of five classrooms.

←**Show image 7A-14:** ***Say:*** **Beaded leather moccasins.** ***[Point to the beaded leather moccasins.]***

M is for **Moccasins** made of leather and beads[16]

[16] Moccains are shoes worn by many Native American tribes. Some of them were

decorated with beads to make them more colorful.

[17] What tribe did I just name here?

←**Show image 7A-15:** ***Say:*** **Navajo herding sheep.** ***[Point to the Navajo herding sheep.]***

N is for Navajo who herded flocks of sheep[17]

[18] Native American tribes often decorated their clothing with beads.

←**Show image 7A-16:** ***Say:*** **Clothing adorned with beads.** ***[Point to the clothing adorned with beads.]***

O is for ornaments which made clothing more beautiful[18]

[19] In the past, when a group of Native Americans gathered for a meeting, it was called a powwow. Today, when Native Americans meet to dance, sing, and honor Native American culture, it may also be called a powwow.

←**Show image in text 7A-17:** ***Say:*** **Native American powwows.** ***[Point to the Native American powwows.]***

P is for Powwows held now and then[19]

←**Show image 7A-18:** ***Say:*** **Quilled tribal ornaments.** ***[Point to the quilled tribal ornaments.]***

Q is for Quills from porcupines used for weaving

[20] A loom is the wooden frame, and the rugs would be woven on them with thick strings, such as wool.

←**Show image 7A-19:** ***Say:*** **Navajo weaving rugs.** ***[Point to the Navajo weaving rugs.]***

R is for Rugs woven on a loom[20]

[21] If these baskets were put directly over the fire they

←**Show image 7A-20:** ***Say:*** **Cooking salmon.** ***[Point to the cooking salmon.]***

S is for Salmon cooking in a woven basket[21]

would burn. Instead, Native Americans dropped hot stones into a basket of water to make it boil and then put their food in the basket to cook.

[22] The hides are the skins of the animal. Like pueblo houses and longhouses, tipis were homes for some Native Americans.

←**Show image 7A-21:** ***Say:*** **Buffalo hide tipis.** ***[Point to the buffalo hide tipis.]***

T is for Tipis made with buffalo hides[22]

[23] What do you think this is in the picture?

[24] What tribe did I just name here?

←**Show image 7A-22:** ***Say:*** **Navajo hogan houses[23]** ***[Point to the Navajo hogan houses.]***

U is for Under. The Navajo slept under hogan roofs.[24]

[25] This man from the Iroquois tribe is eating venison—or deer meat—stew from his bowl.

←**Show image 7A-23:** ***Say:*** **Iroquois cooking over campfire.** ***[Point to the Iroquois cooking over the campfire.]***

V is for Venison stew made for Iroquois travelers[25]

[26] What tribe did I just name here? What is the name of the boats you see in this picture?

←**Show image 7A-24:** ***Say:*** **Wampanoag wetus.** ***[Point to the Wampanoag wetus.]***

W is for Wampanoag wetus (WEE-toos) set near the coast[26]

←**Show image 7A-25:** ***Say:*** **Man in specific tribal dress.** ***[Point to the man in specific tribal dress.]***

X is for Xs which decorated tribal dress

←**Show image 7A-26:** ***Say:*** **Gathering of young/old Native Americans around the campfire.** ***[Point to the gathering of young/old Native Americans around the campfire.]***

Y is for Young children who listened to stories

[27] What tribe did I just name here?

←**Show image 7A-27: *Say:* Zuni Pueblo water jar. *[Point to the Zuni Pueblo water jar.]***

Z is for Zuni Pueblo who crafted water jars[27]

Discussing the Read-Aloud

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

←**Show image 7A-28: Tipi, longhouse, pueblo, hogan, and wetu *[Point to the pictures and say the names of each shelter.]***

1. *Inferential* [Prior to asking students these questions, briefly review image 7A-28 by reminding students of the names of the shelters and the tribe associated with each shelter.] What are some things Native Americans used to make these homes? (buffalo hides, logs and bark, adobe bricks) *Listen first: **A** is for Adobe bricks that made Pueblo houses. (The Pueblo are a Native American tribe that lived in these houses made of stone and sun-dried bricks called adobe.) (p. 53 and 56) **L** is for Longhouses built of logs and bark. (p. 54 and 58) **T** is for Tipis made with buffalo hides. (The hides are the skins of the animal.) (p. 55 and 59)*

2. *Evaluative* How are the homes the same? How are they different? (Answers may vary.)

3. *Literal* [Show images 7A-7, 7A-9, 7A-20, and 7A-23.] Name

some of the different foods eaten by Native Americans that you heard about in this read-aloud. (bread, clams, corn, salmon, venison stew)

4. *Inferential* [Show images 7A-4, 7A-10, and 7A-15.] What are different ways Native Americans traveled long ago? (in canoes, by foot, on horseback)

5. *Inferential* [Show images 7A-3, 7A-5, 7A-6, 7A-8, 7A-11, 7A-12, 7A-14, 7A-16, 7A-17, 7A-18, 7A-19, 7A-25, 7A-26, and 7A-27.] What are some things that Native Americans did that you heard about in this read-aloud? (had powwows; listened to stories; hoped for rain; hunted buffalo; cooked food; played drums; built homes; made clothing, baskets, water jars, rugs, and blankets; herded sheep; etc.)

6. *Evaluative* Why are there so many different types of homes, food eaten, and ways of traveling? (There are many different Native American tribes.)

[Please continue to model the *Think Pair Share* process for students,as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Do the Native American tribes described in the read-aloud all seem the same to you, or do you notice any differences among them? What were some things that were the same for Native Americans? What were some things that were different? *For example, did they all live in the same kinds of houses? Did they all eat the same kinds of food? Discuss with your partner.* (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

8: Native Americans Today

Lesson Objectives

Core Vocabulary

harmony, *n.* Pleasing combination; in harmony with nature means living in agreement with or happily with nature

Example: When voices sing in harmony, they produce a pleasant combination of sounds.

Variation(s): harmonies

powwows, *n.* Gatherings of Native Americans, held to celebrate common tradition; *times* when *Native Americans get together to celebrate, eat, and dance.*

Example: Some Native Americans hold several powwows every year.

Variation(s): powwow

traditions, *n.* Repeated customs, *or ways of doing things*, often passed down from generation to generation

Example: One of my family's favorite traditions is to eat pancakes on our birthdays.

Variation(s): tradition

Introducing the Read-Aloud

What Have We Already Learned?

Review previous read-alouds with students, reminding them that they have learned about three Native American tribes: the Lakota Sioux, the Wampanoag, and the Lenape. Briefly discuss their contrasting ways of life, reminding them that the stories they heard were about the way Native Americans lived long ago. You may wish to review the Native American Chart for these three tribes.

Remind students that there were many, many more tribes than just the Lakota Sioux, the Wampanoag, and the Lenape. Ask them what they think has happened to all of those tribes. Where are they now? Are there any Native Americans living in the United States today?

Explain to students that there are still Native Americans living in the United States today, and that they will hear about some of them today.

Purpose for Listening

Tell students to listen carefully to the read-aloud to find out about Native Americans today.

Presenting the Read-Aloud

Anishinabe (ah-ni-shi-*NO*-bay), Mohawk, Goshute (*GAH*-shoot), Cree, Dakota, Choctaw, Hopi, Wea (*WEE*-uh), Iroquois, Micmac, Crow, Wampanoag, Cheyenne, Blackfeet, Sioux. All these and many other Native American tribes spread out across the North American continent thousands of years ago. They are still here today.

←Show image 8A-1: *Say:* Native Americans of long ago. *[Point to the Native Americans of long ago.]*

Long ago, these Native Americans hunted, farmed, and fished for their food, shelter, and clothing. Rabbits, turkeys, and squirrels dotted, *or were found in*, the forests. Buffalo, elk, and deer roamed freely about the land. Fish, clams, and whales filled the oceans, rivers, and streams. From the open plains to the forested woodlands to the coastal waters, Native Americans taught themselves how to live in **harmony**[1] with nature. *They used their knowledge of nature to live and to take care of the earth.* They were hunters and farmers and fishermen.

[1] or in agreement

←Show image 8A-2: *Say:* Urban scene with tall buildings. *[Point to the urban scene with tall buildings.]*

Today some Native American tribes still hunt and farm and fish, but the North American continent looks vastly, *or very*, different now, and they no longer just live entirely off the land. *Most Native Americans don't get all of the things they need to eat, make shelter, and make clothing from nature anymore.* Today many of the forests have disappeared. Highways have replaced the buffalo across the open plains. And many rivers and streams no longer have great numbers of fish swimming in them.

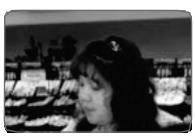
So, how do the Native Americans live today?

What do they eat?

Where do they sleep?

What do they wear?

What do *you* think?



←Show image 8A-3: *Say:* Native Americans shopping in the supermarket. *[Point to the Native Americans shopping in the supermarket.]*

Native Americans today still eat corn, squash, fish, and meat just as they have always done. But they buy it in supermarkets.

Native Americans today may use pueblos, tipis, wetus, and hogans some of the time, but most sleep in houses, apartments, and mobile homes as their main homes.

Native Americans today no longer wear fringed leggings and deerskin moccasins.[2] They wear jeans and sneakers and other clothing worn by other Americans.

[2] The word *wear* here means to be dressed in something. *Wear* can also mean damaged because of being used for a long time.

←**Show image 8A-4:** ***Say:*** **Native American drummers.** ***[Point to the Native American drummers.]***

But many Native Americans still remember their tribal **traditions** of long ago.[3] The Wampanoag have clambakes along the coast of Massachusetts today. The Lakota Sioux have elaborate ceremonies, with dancing, drumming, and singing on the plains of North and South Dakota. The Lenape still pass down, *or tell*, their stories to their children and grandchildren and still hold their traditional celebrations.

[3] Traditions are customs, or ways of doing things, that are passed down from grandparents, to parents, to children.

←**Show image 8A-5:** ***Say:*** **Native American powwow.** ***[Point to the Native American powwow.]***

Powwows, or gatherings of Native American tribes, are held all across the United States today. At these powwows, the people often dress in native clothes trimmed, *or decorated*, with beads, feathers, shells, and bones. It is there that Native Americans honor the past and tell family stories.

Penobscot, Navajo, Cherokee, Taos, Rappahannock, Tuscarora, Shinnecock, Kaw, Walla Walla, Umpqua, Zuni, Ute. These are just a few of the many, many Native American tribes living in the United States today. They were the first-known people here, and for many years they were the only people here. Today they share their land with people from all over the world.

Discussing the Read-Aloud

Comprehension Questions

1. *Literal* Are there still Native Americans living in the United States today? (yes)

2. *Inferential* How do Native Americans live today? What do they eat and wear? Where do they sleep? (Emphasize that they live just as other Americans today.) *Listen first: Native Americans today still eat corn, squash, fish, and meat just as they have always done. But they buy it in supermarkets.*

   Native Americans today may use pueblos, tipis, wetus, and hogans some of the time, but most sleep in houses, apartments, and mobile homes as their main homes.

   Native Americans today no longer wear fringed leggings and deerskin moccasins.[2] They wear jeans and sneakers and other clothing worn by other Americans. (p. 65) **How do Native Americans live today? What do they eat and wear?**

3. *Inferential* How do Native Americans keep their traditions alive today? *Remember, traditions are ways of doing things.* (They have powwows with singing and dancing; pass down traditional stories; hold elaborate ceremonies.) *Listen first: But many Native Americans still remember their tribal* ***traditions*** *of long ago.[3] The Wampanoag have clambakes along the coast of Massachusetts today, just like the appanaug Bear, Gull, and Crow attended. The Lakota Sioux have elaborate ceremonies, or ceremonies planned with great care and many details, with dancing, drumming, and singing on the plains of North and South Dakota. The Lenape still pass down, or tell, their stories to their children and grandchildren and still hold their traditional celebrations. (p. 65)* **How do Native Americans keep their traditions alive today?**

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

4. *Evaluative* *Think Pair Share: First, let's talk about traditions. What are they? What traditions does your family have? Why are these traditions important to you and your family?* Do you think it is important for your family to keep your traditions alive

today? Why or why not?[8] *Share your ideas with your partner.* (Answers may vary.)

5. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

[8] This question has been changed from the original, which was: "Do you think it is important for Native Americans to keep their traditions alive today? Why or why not?