

Native American Indians of the West

Five Day Unit Lesson Plan

5th Grade

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Day One Lesson

Peoples of the Southwest Region

Apache

Hopi

Navajo

Pueblo

Activity-Gallery Walk

Day Two Lesson

Peoples of the Plains

Comanche

Cheyenne

Chippewa

Pawnee

Sioux

Activity – Gallery Walk

Day Three Lesson

Indian Homes

Activity-Create a model

Day Four Lesson

West Indian Language and Writings

Art Activity- Parfleche

Day Five Lesson

Indian Mobile

Day One

Topic: Peoples of the Southwest Region

Objectives:

- Identify the location of the Apache, Hopi, Navajo, and Pueblo.
- Discuss the language of the Southwest peoples.
- Name this group's cultural traditions and customs.
- Understand the history and background of the Native American tribes.
- Describe the historical houses, clothing, food, and ways of transportation of the Southwest peoples.

Materials Needed:

- Photos
- Index Cards
- Chart Paper
- Reference Books
- Graphic Organizers
- Markers
- Map

Procedures:

1. The teacher will show the students a photo of a [Holy Man](#). The teacher will led the class in a discussion using the following questions:
 - Who do you think the man might be and what time period is represented in the photo?
 - What three things can you infer from this photo?
 - What questions would you ask this man?(5 Minutes)
2. Students will demonstrate prior knowledge of Native Americans of the West by participating in "[Show Me.](#)" After the game, the teacher will tell the students that by Friday, they should know all the answers. (10 Minutes)
3. The teacher will introduce the Southwest Indians by using photos, maps, artifacts, and paintings. [References Books](#) (10 Minutes).
4. Students will be divided into groups of three or four to complete research projects. Students will choose their Indian tribe to research.

Each group will use the internet, reference books, and textbook to complete a [graphic organizer](#) and [map](#). After students gather information, the information will be placed on chart paper and hung on the wall. (35 Min.)

5. Wrap Up- Each group will share one interesting fact about their tribe. (5 Min.)

Day Two

Topic: Peoples of the Plains

Objectives:

- Identify the location of the Comanche, Cheyenne, Chippewa, Pawnee, and Sioux.
- Discuss the language of the Plains Peoples.
- Name this group's cultural traditions and customs.
- Understand the history and background of the Native American tribes.
- Describe the historical houses, clothing, food, and ways of transportation of the Plain Peoples.

Materials Needed:

- Photo
- [Buffalo Women](#) by Paul Goble
- Graphic Organizer
- Chart Paper
- Markers
- Map

Procedures:

1. The teacher will show the photo of a [Mandan Indian](#) using a bleached buffalo skull as part of a ritual to ensure success in the hunt. The teacher will ask the students what they think is happening in the photo. Then, the teacher will explain the relationship the Indians felt they had with buffalo. (5 Minutes)
2. The teacher will read aloud the story "[Buffalo Women](#)", which focuses on the relationship between the Indians and the buffalo. After the story, the class will discuss the author's purpose and point of view, and the lesson of the story. (10 Minutes)
3. The teacher will introduce the Plains Indians by using photos, maps, artifacts, and paintings. [References Books](#)(10 Minutes).
4. Students will be divided into groups of three or four to complete research projects. Students will choose their Indian tribe to research. Each group will use the internet, reference books, and textbook to complete a [graphic organizer](#) and [map](#). After students gather

information, the information will be place on chart paper and hung on the wall. (35 Min.)

5. Wrap Up- Each group will share one interesting fact about their tribe.(5 Min.)

Day Three

Topics:

- Southwest and Plains Indians
- Contributions of the Indians of the West

Objectives:

- Collect information on the location, food, clothing, homes, cultures, traditions, and language of the Southwest and Plains Indians.
- Identify the bias of the European explorers and Indians.
- Name the contributions made by the Indians of the West.

Materials needed:

- Photos, artifacts, and paintings
- Reference books
- Internet
- Art Worksheet
- Chart Paper

Objectives:

1. The class will discuss some facts they have learned about the Southwest and Plains Indians. (5 Minutes)
2. Students will participate in a "Gallery Walk". Students will stay in the same groups. Each group will walk around the room, visiting each Indian chart on the wall. The students will write down information about each group of Indians. This information will be used for Friday's assessment. (25 Minutes)
3. The teacher will show the [picture](#) of white men coming to an Indian campsite. The class will discuss the feelings of both sides, the audience, cooperation between the two groups, and the view point of the painting.(5 Minutes)
4. The students will name foods, animals, traditions, and medicines.
Reference books and internet
(<http://www2.scholastic.com/browse/article.jsp?id=3748131>) will be used to gather information on contributions made by the Indians. [Graphic](#)

organizers will be used to record contributions. The class will share. (20 Minutes)

5. The students will go to

<http://www2.scholastic.com/browse/article.jsp?id=3748389> to create and design art on Web Hunt: Heritage Design. Students will answer questions for each activity found at the same website.

Day Four

Topic: Indian Writings and Art

Objectives:

- Identify and understand different Indian art and writings.
- Understand the concept Winter Count.
- Understand the importance of buffalo to the Plains Indian lifestyle.
- Create and decorate a parfleche.

Materials Needed:

- Photos
- [Parfleche directions and rubric](#)
- Brown paper bags
- Ruler
- Markers
- Crayons
- Yarn
- Hole punch

Procedures:

1. The teacher will show examples of Indian art and writings. The students will have an opportunity to depict Winter Counts.
2. The teacher will show photos of Indian parfleche and discuss the importance to the survival of the Plains Peoples. Then, students will make [parfleches](#).
3. The finished products will be displayed in the library.

Day Five

Topic: Indian Mobile

Objectives:

- Demonstrate comprehension of one Native American Tribe of the West.
- Illustrate Indian location, homes, food, clothing, and way of travel.
- Create an artifact from the past.

Materials Needed:

- Student graphic organizers from Mon. and Tues.
- [Rubric](#)
- Sentence Strips
- Yarn
- Hole punch
- Markers
- Crayons
- Artifact products

Procedures:

1. Students will make fact mobile on their chosen Indian tribe. Each mobile must include the following: the topic, illustrations of food, shelter, clothing, and way of transportation.(30 Minutes)
2. Students will share mobile with another student before turning it in for a grade. (10 Minutes)
3. Students will choose an artifact to complete as a take-home project. Each artifact must include a label telling the artifact, the tribe that used it, and purpose. Students will have one week to complete artifacts.

Bibliography

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