Native American House

Who Were the first people to inhabit North America and how did they live?

Grade Level: 2nd  Extension Lesson- Social Studies/History

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<th>Sunshine State Standards</th>
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<td><strong>Week #12</strong></td>
<td><strong>Goal 1</strong>: Thinking Creatively</td>
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<td>Learning Goal: The student will know and be able to identify Native Americans and their different cultures.</td>
<td><strong>Objective 1</strong>: the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.</td>
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<td><strong>Goal 3</strong>: Use and manipulate information sources</td>
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<td>SS.2.A.2.1 – Recognize that Native Americans were the first inhabitants of North America</td>
<td><strong>Objective 1</strong>: The student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.</td>
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<td>SS.2.A.2.2 – Compare the cultures of Native American tribes from various geographic regions of the United States</td>
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<td>R.I.1.1 Ask and answer questions about key details in a text.</td>
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Subject(s): (To be used during Week 12 on the 2nd Grade CCPS Social Studies Curriculum Map)

Description: The students will know and be able to identify Native Americans and their different cultures and rich history in America. As students work in small groups they will learn about Native American housing by using their research skills and sharing five interesting facts about their house with the class. Student groups will decorate one page with their facts and pictures for the classroom Native American book.

Closure: As you wrap up this lesson, have discussions on how the Native American homes and culture may be different today than in the past. Most importantly reflect how Native Americans respected the earth and how we should learn from them.
Goal:

The students will know and be able to identify Native Americans and their different cultures and rich history in America. As students work in small groups they will learn about Native American housing by using their research skills and sharing five interesting facts about their house with the class. Student groups will decorate one page with their facts and pictures for the classroom Native American book.

Materials: Student Activity sheets printed for each student, 12” x 18” brown construction paper, 9” x 12” assorted color construction paper, crayons or colored pencils, glue/glue stick, and scissors, book comb/binder

Procedure:

1. Introduce the Native American unit with students by watching the (Angel) Discovery Education Videos Native Americans: People of the Desert (28 mins) or Native Americans: People of the Forest (29 mins)

2. Each group will be assigned a Native American home to research and draw information to present to the class and decorate one page in the classroom Native American House book. As the students read the information about their house, they should use their In-Depth comprehension (see example shown in teacher resource section) to better understand and the selection of relevant information. (Common Core)

3. Have the students work in cooperative groups to complete Native American Activity Sheet and design their page for the classroom book entry.

4. You may also use the Hot-Dok Higher Order questions (at the bottom of this document) to help with discussion starters.
Student Activity Sheet

Native American House

**Goal:** If you could go back in time, what would life be like to live in your Native American home? You will research and In-Depth read text that will help you understand how the home was made, what it looked like, and what would it have been like to live in during that time period. Your group will be decorating a page for the classroom book on Native American homes.

**Materials:** notebook paper, high lighters, scissors, colored pencils/crayons, assorted color construction paper

**Procedure:**

1. Read the article that has been given to your group. You may also use the CCPS student research website to further research what your Native American home was like during this time period.
2. As you work in cooperative groups remember you must take your own notes and turn them in with your groups finished book entry.
3. When you have all the information completed, decorate your page clearly and neatly with the important information about the house.
4. Present to the class your page entry and the information about your Native American house.

Information to be written in your notebook-

1. What is the house made of?
2. How was the house made?
3. How big is the house?
4. How many people can live comfortably in it?
5. Does the house have special features outside?
6. Does the house have special features inside?
7. How long does the house take to build?
8. Is this a permanent house or it was it used for people who moved a lot?
9. What would you change if you were living in it?
10. How is this home different than the one you live in today?
11. How is this home the same as the one you live in today?
12. What would life be like to live in this home?

Please add any other important information that you find interesting.
Wigwams are Native American houses used by Indians in the woodland regions. *Wigwam* is the word for "house". Sometimes they are also known as *birch bark houses*. Wigwams are small houses, usually 8-10 feet tall. Wigwams are made of wooden frames which are covered with woven mats and sheets of birch bark. The frame can be shaped like a dome, like a cone, or like a rectangle with an arched roof. Once the birch bark is in place, ropes or strips of wood are wrapped around the wigwam to hold the bark in place.

Wigwams are good houses for people who stay in the same place for months at a time. Most Indians lived together in settled villages during the farming season, but during the winter, each family group would move to their own hunting camp. Wigwams are not portable, but they are small and easy to build. Woodland Indian families could build new wigwams every year when they set up their winter camps.
The Amazing Geometry of the Wigwam Frame

The completed sapling frame of my wigwam in the woods. The poles are made of sassafrass, the hoops are made of sweet birch.

Lashing the hoops onto the wigwam poles, which gives the structure added support.

Again me, building the frame for the sleeping platforms inside the wigwam.
One of the short 'Y' poles that supports the sleeping platform frame inside the wigwam.

A completed family wigwam showing bark sheets on the bottom, and cattail mats covering the top.

A smaller woman's wigwam covered with cattail mats.
A close-up of the family wigwam showing the sewn cattail mats on the exterior of the house. Garden hoes and fishing gear lean against the side.

Interior finely woven bullrush mats hanging from the interior walls of the family wigwam.

A bark covered wigwam, note the rocks which help weight down the bark sheets, and spare bark shingles piled to the right of the wigwam.
Longhouses are Native American homes used by the Iroquois tribes and some of their neighbors. They are built similarly to wigwams, with pole frames and elm bark covering. The main difference is that longhouses are much, much larger than wigwams. Longhouses could be 200 feet long, 20 feet wide, and 20 feet high. Inside the longhouse, raised platforms created a second story, which was used for sleeping space. Mats and wood screens divided the longhouse into separate rooms. Each longhouse housed an entire clan-- as many as 60 people!

Longhouses are good homes for people who intend to stay in the same place for a long time. A longhouse is large and takes a lot of time to build and decorate. The Iroquois were farming people who lived in permanent villages. Iroquois men sometimes built wigwams for themselves when they were going on hunting trips, but women might live in the same longhouse their whole life.
Beyond the high wall around the village was cleared land, used to raise crops and to spot approaching enemies.

Longhouses began as wooden frames covered with seasoned bark. More than a dozen families might live in a structure 100 feet long.

Cooking fires were built under smoke holes, which closed against rain or snow.

Families slept on low platforms. Higher shelves were used for storage.
Tepees (also spelled Teepees or Tipis) are tent-like American Indian houses used by Plains tribes. A tepee is made of a cone-shaped wooden frame with a covering of buffalo hide. Like modern tents, tepees are carefully designed to set up and break down quickly. As a tribe moved from place to place, each family would bring their tipi poles and hide tent along with them. Originally, tepees were about 12 feet high, but once the Plains Indian tribes acquired horses, they began building them twice as high.

Tepees are good houses for people who are always on the move. Plains Indians migrated frequently to follow the movements of the buffalo herds. An entire Plains Indian village could have their tepees packed up and ready to move within an hour. There were fewer trees on the Great Plains than in the Woodlands, so it was important for Plains tribes to carry their long poles with them whenever they traveled instead of trying to find new ones each time they moved.
Chickees (also known as chickee huts, stilt houses or platform dwellings) are Native American homes used primarily in Florida by tribes like the Seminole Indians. Chickee houses consisted of thick posts supporting a thatched roof and a flat wooden platform raised several feet off the ground. They did not have any walls. During rainstorms, Florida Indians would lash tarps made of hide or cloth to the chickee frame to keep themselves dry, but most of the time, the sides of the structure were left open.

Chickees are good homes for people living in a hot, swampy climate. The long posts keep the house from sinking into marshy earth, and raising the floor of the hut off the ground keeps swamp animals like snakes out of the house. Walls or permanent house coverings are not necessary in a tropical climate where it never gets cold.
Adobe houses (also known as pueblos) are Native American house complexes used by the Pueblo Indians of the Southwest. Adobe pueblos are modular, multi-story houses made of adobe (clay and straw baked into hard bricks) or of large stones cemented together with adobe. Each adobe unit is home to one family, like a modern apartment. The whole structure, which can contain dozens of units, is often home to an entire extended clan.

Adobe houses are good homes to build in a warm, dry climate where adobe can be easily mixed and dried. These are homes for farming people who have no need to move their village to a new location. In fact, some Pueblo people have been living in the same adobe house complex, such as Sky City, for dozens of generations.
Student Activity Sheet

Native American Plank House

Plank houses are Native American homes used by tribes of the Northwest Coast (from northern California all the way up to Alaska.) Plank houses are made of long, flat planks of cedar wood lashed to a wooden frame. Native American plank houses look rather similar to old European houses, but the Indians didn't learn to build them from Europeans-- this style of house was used on the Northwest Coast long before Europeans arrived.

Chinook Plank House
Yurok Plank House

Plank houses are good houses for people in cold climates with lots of tall trees. However, only people who don't need to migrate spend the time and effort to build these large permanent homes. Most Native Americans who live in the far northern forests must migrate regularly to follow caribou herds and other game, so plank houses aren't a good choice for them. Only coastal tribes, who make their living by fishing, made houses like these.
Native American Houses

There were many different types of American Indian houses in North America. Each tribe needed a kind of housing that would fit their lifestyle and their climate. Since North America is such a big continent, different tribes had very different weather to contend with. In the Arizona deserts, temperatures can hit 120 degrees Fahrenheit, and in the Alaskan tundra, -50 is not unusual. Naturally, Native Americans developed different types of dwellings to survive in these different environments. Also, different American Indian tribes had different traditional lifestyles. Some tribes were agricultural--they lived in settled villages and farmed the land for corn and vegetables. They wanted houses that would last a long time. Other tribes were more nomadic, moving frequently from place to place as they hunted and gathered food and resources. They needed houses that were portable or easy to build.

Interesting websites

http://www.greatdreams.com/native/nativehsg.htm

http://nativeamericans.mrdonn.org/homes.html
Read with a Pen
Annotating Marks

- Circle powerful words or phrases
- Underline words or phrases you do not understand
- Write important thoughts in the margin
Hot DOK Questions 1

- Can you recall_____?
- When did ____ happen?
- Who was ____?
- How can you recognize____?
- What is____?
- How can you find the meaning of____?
- Can you recall____?
- Can you select____?
- How would you write___?
- What might you include on a list about___?
- Who discovered___?
- What is the formula for___?
- Can you identify___?
- How would you describe___?

Hot DOK Questions 2

- Can you explain how ____ affected ____?
- How would you apply what you learned to develop ____?
- How would you compare ____? Contrast_____?
- How would you classify____?
- How are____ alike? Different?
- How would you classify the type of____?
- What can you say about____?
- How would you summarize____?
• How would you summarize___?
• What steps are needed to edit___?
• When would you use an outline to ___?
• How would you estimate___?
• How could you organize___?
• What would you use to classify___?
• What do you notice about___?

Hot DOK Questions 3
• How is ____ related to ____?
• What conclusions can you draw _____?
• How would you adapt_____ to create a different____?
• How would you test____?
• Can you predict the outcome if____?
• What is the best answer? Why?
• What conclusion can be drawn from these three texts?
• What is your interpretation of this text? Support your rationale.
• How would you describe the sequence of_____?
• What facts would you select to support____?
• Can you elaborate on the reason____?
• What would happen if____?
• Can you formulate a theory for___?
• How would you test___?
• Can you elaborate on the reason___?
Hot DOK Questions 4

• Write a thesis, drawing conclusions from multiple sources.

• Design and conduct an experiment.

Gather information to develop alternative explanations for the results of an experiment.

• Write a research paper on a topic.

• Apply information from one text to another text to develop a persuasive argument.

• What information can you gather to support your idea about___?

• DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.

• DOK 4 requires time for extended thinking.
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<th>Score</th>
<th>Description</th>
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<tr>
<td>0</td>
<td>Even with help, no understanding or skill demonstrated. (I don’t get it.)</td>
</tr>
<tr>
<td>1</td>
<td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. (I kinda-sorta get it.)</td>
</tr>
<tr>
<td>2</td>
<td>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. (I get it, but I can’t explain it.)</td>
</tr>
<tr>
<td>3</td>
<td>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. (I get it, and I can explain it to others!)</td>
</tr>
<tr>
<td>4</td>
<td>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td>
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## Classroom Formative Assessment

### Generic Rubric Design

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<th>Student Language</th>
<th>Description</th>
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<td>4</td>
<td>&quot;I know it better than my teacher taught it.&quot;</td>
<td>In addition to exhibiting level 3 performance, the student responses demonstrate in-depth inferences and applications that go beyond what was taught in class.</td>
</tr>
<tr>
<td>3</td>
<td>&quot;I know it just the way my teacher taught it.&quot;</td>
<td>The student’s responses indicate no major errors or omissions regarding any of the information and/or processes taught in class.</td>
</tr>
<tr>
<td>2</td>
<td>&quot;I know some of the simpler stuff, but can't do the harder parts.&quot;</td>
<td>The student’s indicate errors or incomplete knowledge of the information and/or processes; however they do not indicate major errors or omissions relative to simpler details and processes.</td>
</tr>
<tr>
<td>1</td>
<td>&quot;With some help, I can do it.&quot;</td>
<td>The student provides responses that indicate a distinct lack of understanding of the knowledge. However with help, the student demonstrates partial understanding of some of the knowledge.</td>
</tr>
<tr>
<td>0</td>
<td>&quot;Even with help, I can't do it.&quot;</td>
<td>The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.</td>
</tr>
</tbody>
</table>

Source: Robert Marzano, *Classroom Formative Assessment and Grading*