

Native Americans Home Project

DUE OCTOBER 3rd

Each student has had lessons in timelines, migration, and fundamental needs. The following assignment is a project which blends these pieces together to construct a picture of Native American history. Included here is a map of the regions of the indigenous people, the fundamental needs charts, and history question charts.

Students are asked to investigate their chosen topics using internet, video, book, magazine, and other sources. Wikipedia is not a trusted scholastic source; please search for information elsewhere. Primary resources are wonderful yet difficult to find. They include: autobiographies, journals, interviews with indigenous people, and other direct or first hand source information. Secondary sources are sources that are one step removed from the person who wrote it: encyclopedias, articles, biographies, and textbooks.

Some possible helpful sites are:

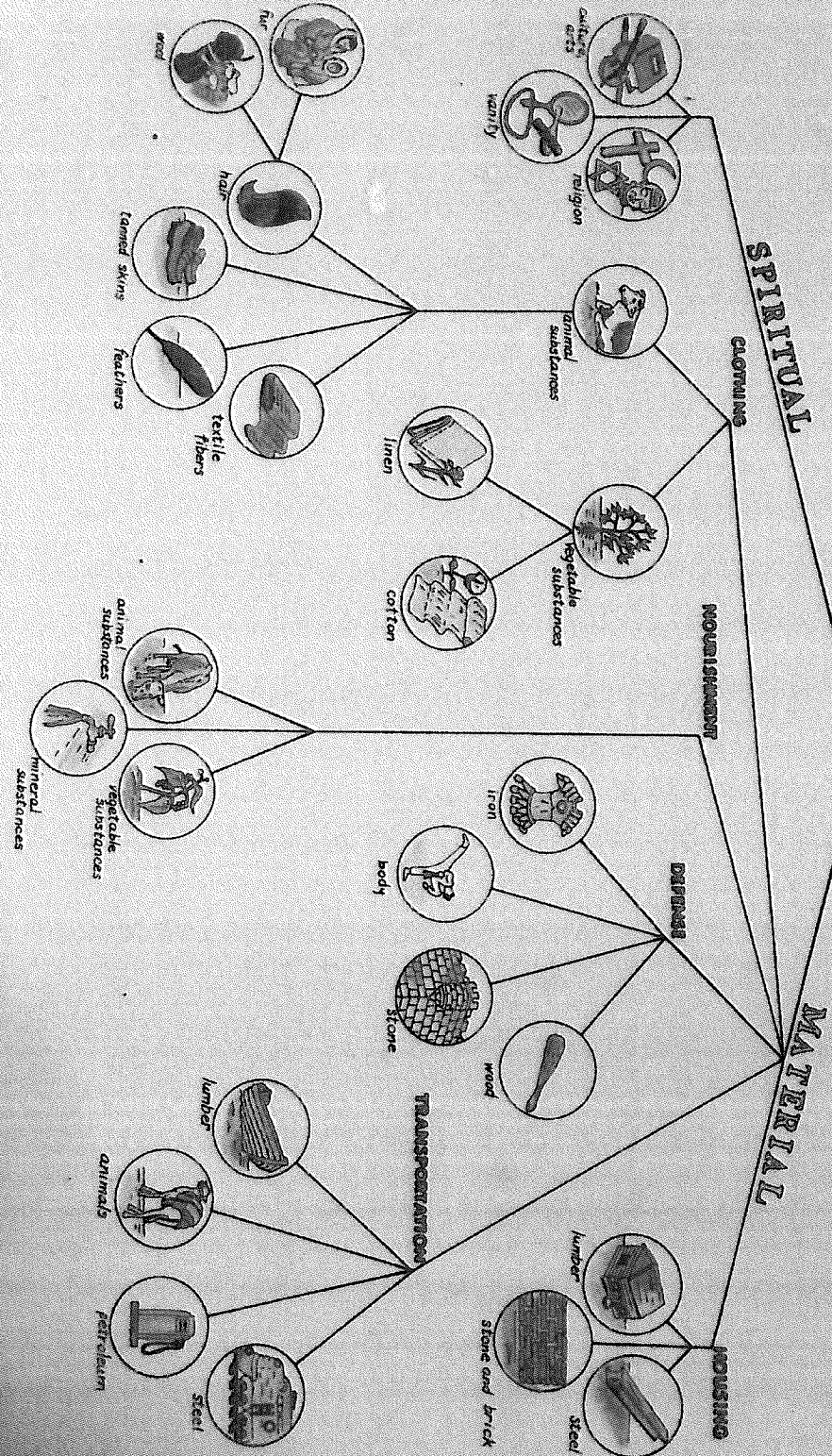
<https://www.uen.org/indianed/teacherresources/index.shtml>

<http://www.historyforkids.net/native-americans.html>

<https://onlinelibrary.uen.org> Login: online Password: learning

The main goal of this project is to learn about the indigenous people of the Americas. The sub-goals are in notetaking, writing, research, and making connections.

FUNDAMENTAL NEEDS



The Practical Activities of the People

What were the types of work and occupations?	What tools and techniques did they have?	How did they find their country? How did they make it?	How did they make use of natural resources?
--	--	---	---

Relations Within the Group and With Other Groups

What about their dress, food, houses, customs, family life? What care did they give to their children? How were their money and goods held--individually or tribally? Was care taken of the poor?	Did they trade among themselves? Did they trade with others? Did they trade by barter or other means?	Did they travel? How and why? Did they emigrate to other places? How and why? Did other people immigrate to their place? Why?	What about their wars and conquests? Did they have slaves and take people into subjugation?
--	---	---	--

The Nature of the Country

What was the climate? What was the soil like?	What flora and fauna lived there?	What people lived there?	How did these people come to live there, and why?
--	-----------------------------------	--------------------------	---

The Intellectual and Spiritual Aspects of the Culture

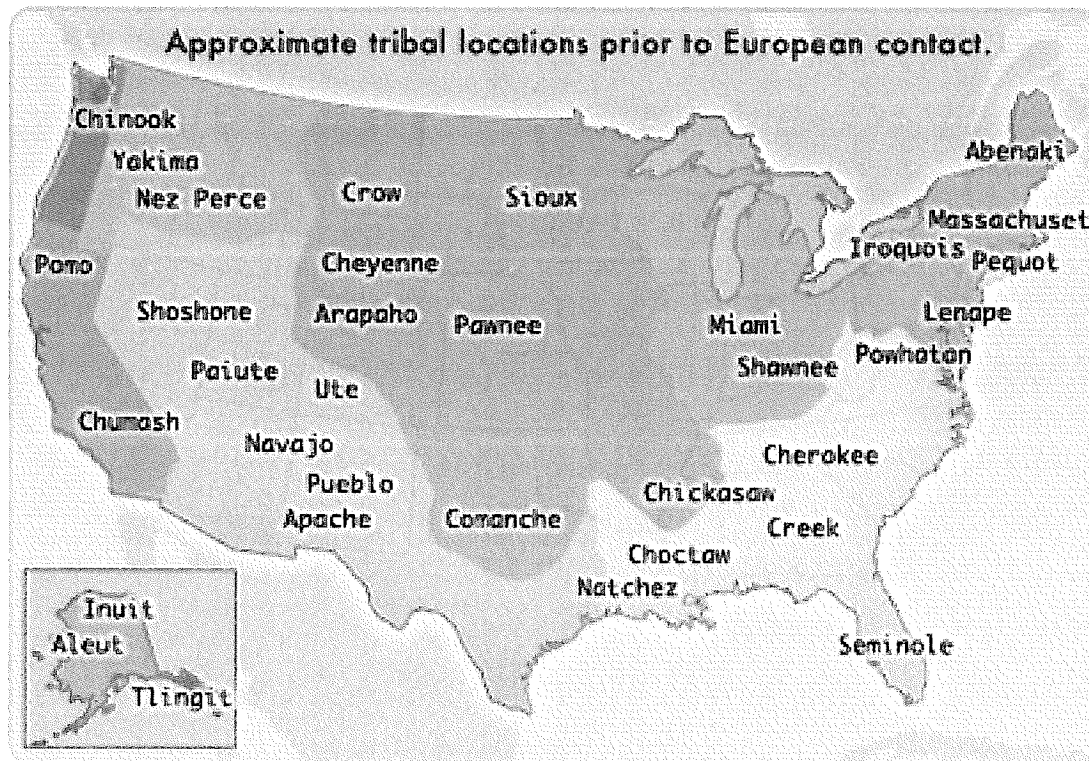
What language did they speak? What was their art like?	What was the education like? How advanced was their knowledge?	How were they governed? What concept of justice was there?	What were their ideas of life and death? Who, if anyone, was their spiritual leader?
---	---	---	---



Sixth Year students will follow the following steps:

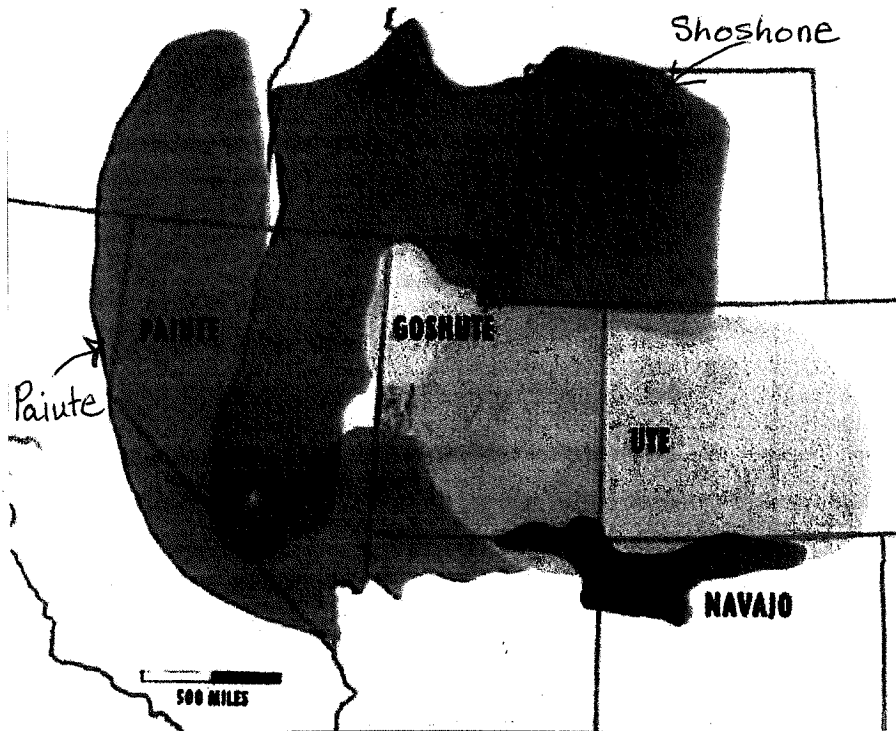
- 1) Choose a region of the Americas: Arctic, Subarctic, Pacific Northwest, California, Plateau, Great Basin, Northeast, Southeast, and Southwest. Each sixth year will choose a different region.
- 2) Investigate TWO of the prevailing tribes from the selected region using the fundamental needs chart. Record findings in journal format. SEE ATTACHED.

- 3) Investigate TWO of the prevailing tribes of the selected region using the History Question Charts. Record findings on individual notecards. SEE ATTACHED.
- 4) Merge the findings into one of the following formats:
 - a) Essay - multi-page
 - b) Timeline - imitating the timeline of life, create a timeline showing the tribes' developments and progressions as we know them, starting about 12,000 B.C.E and stopping close to the 1400's BC
 - c) Create a model of tribal existence using Legos, sugar cubes, straws and fabric, etc. Provide enough model creations that anyone who views it knows what their lives were like.
 - d) Create an online presentation depicting life within the tribes'.
- 5) Be sure to review the rubric with your parent to ensure an understanding of what must be included and quality expected.
- 6) Sixth years are expected to compare and contrast their chosen tribes as well as provide evidence within their journal entry papers or notecards. This is a preparation for Junior High.
 - a) Compare means "show similarities".
 - b) Contrast means "show differences."



Fifth Year students will follow the following steps:

- 7) Choose a region of the Americas: Plateau, Great Basin, and Southwest. Overlap with another student is unexpected.
- 8) Investigate ONE of the prevailing tribes from the selected region using the fundamental needs chart. Record findings in journal format. See attached.
- 9) Merge the findings into one of the following formats:
 - a) Essay - multi-page; one-half page per fundamental need, double-spaced
 - b) Timeline - imitating the timeline of life, create a timeline showing the tribes' developments and progressions as we know them, starting about 12,000 B.C.E. and stopping close to the 1400's BC
 - c) Create a model of tribal existence using Legos, sugar cubes, straws and fabric, etc. Provide enough model creations that anyone who views it knows what their lives were like.
 - d) Create an online presentation depicting life within the tribe.
- 10) Be sure to review the rubric with your parent to ensure an understanding of what must be included.



Fourth Year students will follow the following steps:

- 11) Choose a tribe of Utah: Shoshone, Paiute, Ute, Goshute, Navajo. Overlap between students of chosen tribe is expected.
- 12) Investigate ONE of the prevailing tribes from the selected region using the fundamental needs chart. Record findings in journal format. See attached.
- 13) Merge the findings into one of the following formats:
 - a) Essay - multi-page; one-half page per fundamental need, double-spaced
 - b) Timeline - imitating the timeline of life, create a timeline showing the tribes' developments and progressions as we know them, starting about 12,000 B.C.E and stopping close to the 1400's BC
 - c) Create a model of tribal existence using Legos, sugar cubes, straws and fabric, etc. Provide enough model creations that anyone who views it knows what their lives were like.
 - d) Create an online presentation depicting life within the tribe.
- 14) Be sure to review the rubric with your parent to ensure an understanding of what must be included.

NATIVE AMERICAN HISTORY PROJECT RUBRIC

Name: _____

Project Name: _____

American Region: _____

Native Tribe: _____

	Expert	Practitioner	Apprentice	Novice
Fundamental Needs	All fundamental needs are addressed: clothing, food, shelter, defense, and spiritual.	Most fundamental needs are addressed: clothing, food, shelter, defense, and spiritual.	Some fundamental needs are addressed: clothing, food, shelter, defense, and spiritual.	Few fundamental needs are addressed: clothing, food, shelter, defense, and spiritual.
History	Provides many examples of a tribe's history from 12,000 BCE until 1300	Provides several examples of a tribe's history from 12,000 BCE until 1301	Provides some examples of a tribe's history from 12,000 BCE until 1302	Provides few examples of a tribe's history from 12,000 BCE until 1303
Sequence	Information is clear, logical and easy to follow.	Most information is clear, logical and easy to follow.	Some information is clear, logical and easy to follow.	There is no clear plan for the organization of information.
Graphics	All graphics are attractive and support the topic of the presentation.	A few graphics are attractive and support the topic of the presentation.	Most graphics are attractive but some do not support the topic of the presentation.	Several graphics are unattractive AND detract from the topic of the presentation.
Delivery	Student has chosen a presentation mode that accentuates the topic and provides excitement to the topic.	Student has chosen a presentation mode that serves the topic and provides some interest to the topic.	Student has chosen a presentation mode that barely attracts an audience the topic and provides little excitement to the topic.	Student has chosen a presentation mode that does not relate to the topic not conjures excitement.
Conventions/Mechanisms	All writing has appropriate capitalization, punctuation, and sentence structure.	Most writing has appropriate capitalization, punctuation, and sentence structure.	Some writing has appropriate capitalization, punctuation, and sentence structure.	Little writing has appropriate capitalization, punctuation, and sentence structure.
Timeliness	Complete and presented on time.	Complete and presented late or incomplete and presented on time.	Incomplete and late.	Incomplete and not presented.
Evidence	Referenced more than five primary or secondary sources.	Referenced more than three primary or secondary sources.	Referenced more than two primary or secondary sources.	Did not reference primary or secondary sources.
Conclusion	I learned _____ _____			