



Center for Early Reading

## Unit 8

### Native Americans

Digital Components

Grade 5



Grade 5

Unit 8

# Native Americans

## Digital Components

# Contents

## Native Americans

### Digital Components

Lesson 1	Native American Culture Images . . . . .	1	Lesson 6	Transitional Words and Phrases That Show Time Poster . . . . .	19
Lesson 1	Purpose for Reading/The Big Question . . . . .	5	Lesson 7	Purpose for Reading/The Big Question . . . . .	20
Lesson 2	Purpose for Reading/The Big Question . . . . .	6	Lesson 8	Purpose for Reading/The Big Question . . . . .	21
Lesson 2	Words and Phrases Describing Perceptions of Land and Its Use Chart . . . .	7	Lesson 8	Cause and Effect Poster . . . . .	22
Lesson 2	Perceptions of Land and Its Use Chart . . . . .	8	Lesson 9	Purpose for Reading/The Big Question . . . . .	23
Lesson 2	Verb Tense Poster . . . . .	9	Lesson 10	Purpose for Reading/The Big Question . . . . .	24
Lesson 2	Examples of Incorrect Shifts in Verb Tense Chart . . . . .	10	Lesson 11	Purpose for Reading/The Big Question . . . . .	25
Lesson 2	Native American Outside Tepee Image . . . . .	11	Lesson 11	Comma Usage Poster . . . . .	26
Lesson 2	Sample Persuasive Essay . . . . .	12	Lesson 12	Purpose for Reading/The Big Question . . . . .	27
Lesson 3	Purpose for Reading/The Big Question . . . . .	13	Lesson 13	Purpose for Reading/The Big Question . . . . .	28
Lesson 4	Purpose for Reading/The Big Question . . . . .	14	Lesson 13	Persuasive Essay Editing Checklist . . . . .	29
Lesson 4	Writing Samples Chart . . . . .	15	Lesson 14	Purpose for Reading/The Big Question . . . . .	30
Lesson 4	Persuasive Essay Rubric . . . . .	16	Lesson 14	Titles Poster. . . . .	31
Lesson 5	Purpose for Reading/The Big Question . . . . .	17		Recommended Resources for <i>Native Americans</i> . . . . .	32
Lesson 6	Purpose for Reading/The Big Question . . . . .	18			

## NATIVE AMERICAN CULTURE IMAGE 1















## PURPOSE FOR READING

**Read to find out how the arrival of European explorers and settlers changed the lives of Native Americans.**

## THE BIG QUESTION

**How did European exploration and settlement of what is now the United States change the way Native Americans lived?**



#### PURPOSE FOR READING

**Read to find out how European ideas of land ownership conflicted with the beliefs and cultures of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau.**

#### THE BIG QUESTION

**How did European ideas of land ownership conflict with the beliefs and cultures of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau?**



## Words and Phrases Describing Perceptions of Land and Its Use

- boundaries set by nature
- colonies
- land of their ancestors
- to own land
- papers
- property deed
- property lines
- part of the land
- caretakers
- defined borders
- all living things are part of the same earth
- everything came from the same creator



Perceptions of Land and Its Use

Native Americans

European Explorers, Settlers, and U.S. Citizens



Verb Tense

<i>Past</i>	Use the past tense to describe events that have already happened.	Yesterday we <b><i>listened</i></b> to Native American stories.
<i>Present</i>	Use the present tense to describe events that are happening at the moment or to talk about habitual or continuous actions.	We <b><i>listen</i></b> to Native American stories during our history class.
<i>Future</i>	Use the future tense to describe events that will happen.	Tomorrow we <b><i>will listen</i></b> to Native American stories.

Examples of Incorrect Shifts in Verb Tense

The English settled first at Jamestown, Virginia, where they will build a fort in 1607 CE.

Macha and Mahkah run across the grassy plain and looked for buffalo.

Delsin will visit his cousin this summer and traveled on an airplane.





This image shows a Native American on the Great Plains, outside his family's tepee. The dusty landscape of the Great Plains can be seen in the background. The tepee in this image is made of many buffalo hides sewn together and supported by poles made of pine. In the foreground, the young Native American is preparing hides to be used or traded. The skin on the stick frame is being dried in the sun, and may be used to make clothing, a tepee cover, bedding, moccasins, or for another purpose.

SAMPLE PERSUASIVE ESSAY

Introduction	Nature and its resources were very important to Great Plains tribes. Native Americans who lived in the Great Plains were dependent on things from nature to survive and thrive. I think this image best shows the relationship between Native Americans and the land because it shows how important the Great Plains habitat was in shaping the tribes’ way of life.	states the opinion/argument
Body	This image shows a young man working in front of his family’s tepee. His clothing and moccasins are made from the hides of buffalo. The tepee sits on the dusty ground of the Great Plains. Tall, wooden sticks support the tepee cover, and you can see them through the opening at the top of the tepee. A hide is being dried in the sun using a support made of sticks and thread.	detailed image description
	In this image you can see the dry, dusty landscape of the Great Plains. It could sometimes be hard for tribes of the Great Plains to find food because of the harsh habitat. The characteristics of this land greatly influenced the way of life for Native Americans in the Great Plains. Over time, the tribes of the Great Plains had to adapt to the environment.	1st piece of supporting evidence
	Buffalo were the largest animals in the Great Plains, and the tribes depended on the buffalo in almost every way. One way they used buffalo was to make the covers for tepees, like the one in this image. Tepees were an important part of the way of life of Native Americans who lived on the plains. Tepees were made from resources they could find in nature. They used wood to make sturdy poles for the tepee. They used buffalo hide to make durable covers to stretch over the poles, and they used sinew from the buffalo to sew the covers together. The tepee in this image shows how important the animals and plants were to Native Americans of the Great Plains.	2nd piece of supporting evidence
	Not only did the Native Americans use buffalo hides to create tepee covers, but they also used the hides for their clothing. In this image, the clothing and moccasins the man is wearing were made from a buffalo’s hide. Native Americans used the whole buffalo to survive and thrive; everything had a purpose.	3rd piece of supporting evidence
Conclusion	The buffalo, an important part of the Great Plains landscape, was important to the Great Plains Native Americans’ way of life. The harsh landscape made it difficult to survive in the Great Plains. By using an important part of nature, the buffalo, the Native Americans of the Great Plains adapted to the environment and were able to thrive. I chose this image because it shows how important buffalo and the natural habitat of the Great Plains were to the Native American way of life.	states the opinion/argument in a new way



PURPOSE FOR READING

**Read two traditional Native American stories to learn what they reveal about Native American culture.**

THE BIG QUESTION

**What do these Native American stories reveal about the culture of the Comanche and the Lakota Sioux?**

#### PURPOSE FOR READING

**Read to understand how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California.**

#### THE BIG QUESTION

**What impact did the arrival of explorers, miners, missionaries, and settlers in what is now California have on Native Americans' way of life?**



Sample 1

Home Sweet Home

Most tribes from the Plains and neighboring regions were seminomadic. This means they did not live in one place all year long. For example, Plains tribes usually followed the buffalo, and they also go to special camps during the frigid winters. At the time tepees are built using only buffalo hides and wooden poles, but they could stand up to thunderstorms and blizzards.

Tribes of the Great Basin build domed houses called wigwams, which were cozy and safe in all kinds of weather.

Sample 2

Interview with a Native American Doll Maker

For the face and body, I use leather that is made from a female deer. This kind of leather stretches and is smooth. It was also the right color. For the clothes, I use feathers, beads, cotton, and velvet. I painted the doll’s eyes. I also gave the dolls accessories such as a basket or a belt.

Sample 3

A Visit to the Crazy Horse Memorial

Next month, Mr. Kolvin’s class will visit a large mountain carving in the mountains of South Dakota. They took a two-hour bus ride to the Crazy Horse Memorial. At the Crazy Horse Memorial, they will learn about Native American heroes. They listen to a Native American elder tell a story. They hike halfway up the memorial and see the amazing views below.

# PERSUASIVE ESSAY RUBRIC

	Exemplary	Strong	Developing	Beginning
<b>Introduction</b>	Paragraph clearly expresses the argument.	Paragraph states the argument.	Paragraph loosely relates to the argument.	Paragraph does not make an argument.
<b>Body</b>	The image is described with clear descriptive language.	The image is described with descriptive language.	The image is described with some descriptive language.	The image is not described with descriptive language.
	All evidence clearly supports the argument.	Most evidence supports the argument.	Some evidence supports the argument.	Little or no evidence supports the argument.
	All evidence is clearly drawn from a reliable source.	Most evidence is drawn from a reliable source.	Some evidence is drawn from a reliable source.	Little or no evidence is clearly drawn from a reliable source.
<b>Conclusion</b>	Paragraph incorporates or presents the argument in a new way.	Paragraph restates the argument.	Paragraph loosely relates to the argument.	Paragraph does not relate to the argument.
<b>Structure of the Piece</b>	All facts relate closely to the argument.	Most facts relate to the argument.	Some facts relate to the argument.	Few or no facts relate to the argument.
	Supporting facts are presented in a logical order.	Most supporting facts are presented in a logical order.	Some supporting facts are presented in a logical order.	Logical facts are disordered and confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little or no information has been paraphrased.



#### PURPOSE FOR READING

**Read closely to examine the author’s language for a deeper understanding of what life was like for Native Americans living in what is now California before and after the arrival of explorers, miners, missionaries, and settlers.**

#### THE BIG QUESTION

**What impact did the arrival of explorers, miners, missionaries, and settlers in what is now California have on Native Americans’ way of life?**

#### PURPOSE FOR READING

**Read to understand how the habitat of the Pacific Northwest influenced the daily life and culture of Native American tribes living there.**

#### THE BIG QUESTION

**Prior to the arrival of Europeans, how did the habitat of the Pacific Northwest influence the culture of local Native American tribes?**

Transitional Words and Phrases That Show Time

first, second, third, etc.	eventually	later
for a second, minute, hour, day, etc.	at first	after
during the morning, day, week, etc.	before	afterwards
shortly after that	once	at last
at the same time	previously	last
immediately	then	finally
soon	next	



#### PURPOSE FOR READING

**Read to understand how stories told by Native Americans of the Pacific Northwest reflected their values and were used to explain things that happen in nature.**

#### THE BIG QUESTION

**How did tribes of the Pacific Northwest use myths to explain things in nature?**

#### PURPOSE FOR READING

**Read to find out how the arrival of settlers and the U.S. government's actions affected Native Americans living west of the Mississippi River.**

#### THE BIG QUESTION

**How did the arrival of settlers and the U.S. government's actions affect Native Americans living west of the Mississippi River?**

**Cause**

an event or circumstance that makes something happen  
the reason something happens  
answers the question **why?**

**Effect**

something that happens as a result of, or because of, a cause  
tells **what** happened



#### PURPOSE FOR READING

**Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of how the arrival of Europeans and U.S. government policies affected Native American tribes.**

#### THE BIG QUESTION

**How did the arrival of settlers and the U.S. government's actions affect Native Americans living west of the Mississippi River?**

## PURPOSE FOR READING

**Read to understand how and why Luther Standing Bear’s opinion of “assimilation through education” differed from that of Richard Henry Pratt.**

## THE BIG QUESTION

**How did events in Luther’s life affect his view of assimilation?**

## PURPOSE FOR READING

**Read to understand why the Battle of the Little Bighorn was important in the shared history of the European settlers and Native Americans.**

## THE BIG QUESTION

**Why was the Battle of the Little Bighorn important in the shared history of the European settlers and Native Americans?**



Comma Usage	Example
Use a comma to set off the words <i>yes</i> and <i>no</i> from the rest of the sentence.	Yes, I would like another slice of apple.
Use a comma to set off a tag question.	That is true, isn't it?
Use a comma to indicate when directly addressing a person or group.	Class, please give a warm welcome to our new student.

## PURPOSE FOR READING

**Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “Battle of the Little Bighorn.”**

## THE BIG QUESTION

**Why was the Battle of the Little Bighorn important in the shared history of the European settlers and Native Americans?**

#### PURPOSE FOR READING

**Read to learn how the Dawes Act affected Native Americans.**

#### THE BIG QUESTION

**How did the Dawes Act change Native Americans' land rights?**



PERSUASIVE ESSAY EDITING CHECKLIST

Editing Checklist	After checking for each type of edit, place a check here.
Meaning (It sounds right when I read it aloud.)	
• All my sentences are complete and have a subject and predicate.	
• I have checked how long my sentences are and split run-on sentences into two.	
• All my sentences have correct subject-verb agreement in the present tense.	
• I have used correct verb tense rather than inappropriate shifts.	
Format	
• All my paragraphs are indented.	
Capitals	
• I began each sentence with a capital letter.	
• I used capital letters for all proper nouns.	
Spelling	
• I have checked the spelling for any words I was unsure of or my teacher marked.	
Punctuation	
• I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences.	
• I used commas and quotation marks in places where they belong.	

Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I remember to watch out for

Editing Goal 1: \_\_\_\_\_

Editing Goal 2: \_\_\_\_\_

#### PURPOSE FOR READING

**Read to learn why the U.S. government feared the Lakota people's cultural connection to the past, and how this affected the way they dealt with the Lakota people.**

#### THE BIG QUESTION

**Why did the U.S. government fear the Lakota's cultural connection to the past, and how did this affect the way they dealt with the Lakota people?**

TITLES POSTER

Type of Work	Example
books	<b>handwritten:</b> <u>The Secret Garden</u> by Frances Hodgson Burnett <b>word processed:</b> <i>The Secret Garden</i>
movies and television series	<u>Homeward Bound</u> from Walt Disney Pictures <i>Homeward Bound</i>
works of art: paintings, photographs, statues	<u>Mona Lisa</u> by Leonardo da Vinci <i>Mona Lisa</i>
chapters	“The Key to the Garden” (chapter 7 of <i>The Secret Garden</i> )
short poems	“A Bird Came Down the Walk” by Emily Dickinson
songs	“Sakura” (a Japanese folksong depicting spring)

## Recommended Resources for Native Americans

### Books

#### For Students

*Children of the Tipi: Life in the Buffalo Days*, edited by Michael Oren Fitzgerald (Wisdom Tales, 2013) ISBN 978-1937786090

*Custer's Last Battle: Red Hawk's Account of the Battle of the Little Bighorn*, by Paul Goble with foreword by Joe Medicine Crow (Wisdom Tales, 2013) ISBN 978-1937786113

*Eyewitness Books: North American Indian*, by David S. Murdoch (DK Children, 2005) ISBN 978-0132133616

*The Horse and the Plains Indians: A Powerful Partnership*, by Dorothy Hinshaw Patent with photographs by William Muñoz (Clarion Books, 2012) ISBN 978-0547125510

*If You Lived with the Indians of the Northwest Coast*, by Anna Kamma and illustrated by Pamela Johnson (Scholastic Books, 2002) ISBN 978-0439260770

*Meet Chistopher: An Osage Indian Boy from Oklahoma*, by Genevieve Simermeyer with photographs by Katherine Fogden (National Museum of the American Indian and Council Oak Books, 2008) ISBN 978-1571782175

*Meet Lydia: A Native Girl from Southeast Alaska*, by Miranda Belarde-Lewis with photographs by John Harrington (National Museum of the American Indian and Council Oak Books, 2004) ISBN 978-1571781475

*Meet Mindy: A Native Girl from the Southwest*, by Susan Secakuku with photographs by John Harrington (National Museum of the American Indian and Council Oak Books, 2003) ISBN 978-0836837940

*Meet Naiche: A Native Boy from the Chesapeake Bay Area*, by Gabrielle Tayac with photographs by John Harrington (National Museum of the American Indian and Council Oak Books, 2002) ISBN 978-1582700724

*Stories of the Sioux*, by Luther Standing Bear (Bison Books, 2006) ISBN 978-0803293359

*A Timeline History of Early American Indian Peoples*, by Diane Marczely Gimpel (21st Century, 2014) ISBN 978-1467736381

*Trickster: Native American Tales, A Graphic Collection*, edited by Matt Dembicki (Fulcrum Publishing, 2010) ISBN 978-1555917241

*Walking on Earth and Touching the Sky: Poetry and Prose by Lakota Youth at Red Cloud Indian School*, by Timothy P. McLaughlin with paintings by S.D. Nelson (Harry N. Abrams, 2012) ISBN 978-1419701795

#### For Teachers

*Do All Indians Live in Tipis?: Questions and Answers from the National Museum of the American Indian*, introduction by Wilma Mankiller (National Museum of the American Indian and HarperCollins, 2007) ISBN 978-0061153013

### Websites

#### For Students

Tracking the Buffalo: Stories from a Buffalo Hide Painting  
<http://americanhistory.si.edu/buffalo/>

Culture Quest: Infinity of Nations  
<http://nmai.si.edu/exhibitions/infinityofnations/culturequest/>

Native Words, Native Warriors: Code Talkers  
<http://www.nmai.si.edu/education/codetalkers/>

Lakota Dictionary  
<http://www.lakotadictionary.org/nldo.php>

#### Videos

Video: Horses  
<http://vimeo.com/80826401>

“The Pledge of Allegiance” Spoken in Five Native American Languages  
<https://www.youtube.com/watch?v=q1HmUm2AOdw>

Hoop Dance—Lakota Sioux  
<http://www.loc.gov/item/ihas.200196492/>

Primary Source: Full Text of the Hopi Petition and Accompanying Documents  
<http://research.archives.gov/description/300340>

#### For Teachers

American Indian Perspectives on Thanksgiving  
[http://nmai.si.edu/sites/1/files/pdf/education/thanksgiving\\_poster.pdf](http://nmai.si.edu/sites/1/files/pdf/education/thanksgiving_poster.pdf)

Harvest Ceremony: Beyond the Thanksgiving Myth  
[http://nmai.si.edu/sites/1/files/pdf/education/NMAI\\_Harvest\\_Study\\_Guide.pdf](http://nmai.si.edu/sites/1/files/pdf/education/NMAI_Harvest_Study_Guide.pdf)

National Geographic: Native American Horses  
<http://ngm.nationalgeographic.com/2014/03/horse-tribes/quammen-text>

National Museum of the American Indian Lesson Plans  
<http://www.nmai.si.edu/explore/foreducatorsstudents/classroomlessons/>

American Indian Library Association  
<http://ailanet.org/>

General Information on Native American Cultures  
<http://www.history.com/topics/native-american-history/native-american-cultures>

Assimilation through Education—Primary Sources from the Library of Congress  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/>

North-South-East-West: American Indians and the Natural World  
<http://www.carnegiemnh.org/online/indians/about.html>



# Core Knowledge Language Arts Amplify.

## Editorial Staff

Susan Lambert, Vice President, CKLA  
Julie Weintraub, Senior Account Manager  
Elizabeth Wade, PhD, Managing Curriculum Developer  
Patricia Erno, Managing Curriculum Developer  
Jamie Raade, Senior Curriculum Developer  
Amber McWilliams, ELL Specialist  
Christina Cox, Copy Editor  
Julia Cantuaria, Associate Marketing Manager

## Project Management

Matthew Ely, Director of Operations  
Jennifer Skelley, Senior Producer  
Leslie Johnson, Associate Project Manager

## Design and Graphics Staff

Todd Rawson, Design Director  
Julia Sverchuk, Creative Director  
Erin O'Donnell, Senior Designer

## Contributors

Ann Andrew, Desirée Beach, Leslie Beach, Brian Black, Stephanie Cooper, Tim Chi Ly, Nicole Crook, Stephen Currie, Kira Dykema, Carol Emerson, Jennifer Flewelling, Mairin Genova, Marc Goldsmith, Christina Gonzalez Vega, Stephanie Hamilton, Brooke Hudson, Carrie Hughes, Sara Hunt, Rowena Hymer, Jason Jacobs, Leslie Johnson, Annah Kessler, Debra Levitt, Bridget Looney, Christina Martinez, Sarah McClurg, Julie McGeorge, Evelyn Norman, Chris O'Flaherty, Cesar Parra, Leighann Pennington, Heather Perry, Tim Quiroz, Maureen Richel, Jessica Richardson, Carol Ronka, Laura Seal, Cynthia Shields, John Starr, Carmela Stricklett, Alison Tepper, Karen Venditti, Carri Waloven, Michelle Warner, Rachel Wolf

Center for  
Early Reading  
Amplify.

# Core Knowledge Language Arts Core Knowledge Foundation

## Series Editor-in-Chief

E. D. Hirsch Jr.

## President

Linda Bevilacqua

## Editorial Staff

Mick Anderson  
Robin Blackshire  
Laura Drummond  
Emma Earnst  
Lucinda Ewing  
Sara Hunt  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Tonya Ronayne  
Deborah Samley  
Kate Stephenson  
Elizabeth Waffler  
James Walsh  
Sarah Zelinke

## Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

## Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

## Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.



**Expert Reviewer**

Jeffrey L. Hantman

**Illustration and Photo Credits**

Apache Girl 1903 (photo) / Universal History Archive/ UIG / Bridgeman Images: Cover/i  
Bryan Beus: 4  
Daniel Hughes: 3  
Dustin Mackay: 11  
Mary Parker: 2  
Shutterstock: 1

© 2015 The Core Knowledge Foundation  
and its licensors

**[www.coreknowledge.org](http://www.coreknowledge.org)**

Revised and additional material  
© 2017 Amplify Education, Inc. and its licensors

**[www.amplify.com](http://www.amplify.com)**

All Rights Reserved.

Core Knowledge Language Arts and CKLA are  
trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this  
book strictly for illustrative and educational  
purposes and are the property of their  
respective owners. References herein should  
not be regarded as affecting the validity of said  
trademarks and trade names.