

**Domain-Based Unit Overview**

**Title of Domain: Native Americans Kindergarten**

**Learning Time: 13 days**

**Big Idea**

*Native American cultural practices were influenced by geographical location and how people obtained their food. (CKHG, p1)*

**What Students Need to Learn (CKHG, p2)**

- The cultures of the Eastern Woodlands, American Southwest, and Pacific Northwest Native Americans:
  - how they lived
  - what they wore and ate
  - what their homes were like
  - what their beliefs and stories were/are
  - what their status is today

**MN Academic Standards**

*0.3.2.3.1 1. Identify the physical and human characteristics of places, including real and imagined places. For example: Physical characteristics— landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.*

*0.4.2.4.1 1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.*

**Pre-Assessment**

[KWL chart on the SMARTboard.](#)

<b>Domain Lesson 1</b>	Chapter 1:“Little Rabbit of the Eastern Woodlands” (CKHG, p11) 2 days
<b>MN Academic Standards</b>	<p><i>0.3.2.3.1 1. Identify the physical and human characteristics of places, including real and imagined places. For example: Physical characteristics— landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</i></p> <p><i>0.4.2.4.1 1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.</i></p>
<b>Objectives</b>	Describe how the Eastern Woodlands people used their environment. Locate the area where the Eastern Woodlands people lived on a U.S. map.
<b>Vocabulary</b>	woodlands, longhouse, hunting, white-tailed deer, animal, furs, feast
<b>Procedure</b>	<p>Day 1:</p> <ul style="list-style-type: none"> <li>● Distribute AP 1.2 Help students to locate the continents of North America and Europe on the World Map (AP 1.2), after first demonstrating the locations of these same continents on the globe.</li> <li>● Ask students to try to find the location of the United States on the continent of North America on the World Map (AP 1.2), as you demonstrate its location on the globe.</li> <li>● Explain that in this unit, students will meet Native Americans who lived long, long ago. Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.</li> <li>● Distribute Map of Native American Areas (AP 1.3), pointing out that it is a map of what would become the United States.</li> <li>● Have students color the Eastern Woodlands area on AP 1.3 green. Tell students that they are going to hear first about some Eastern Woodlands people who lived long ago. Explain you are going to pretend that you have a special time machine so that you can all travel back in time to visit the Eastern Woodlands in the northeastern part of what is now the United States. Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . .</li> </ul>

	<p>2 . . . 1 . . . Back to the Eastern Woodlands of long, long ago!,” and then ask students to open their eyes.</p> <ul style="list-style-type: none"> <li>• Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Tell them that the title of this chapter is “Little Rabbit of the Eastern Woodlands.”</li> <li>• TURN AND TALK—How did Little Rabbit’s family get food and clothes?</li> <li>• Distribute copies of Letter to Family (AP 1.1) for students to take home.</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>• Make a Longhouse using paper scraps, crayons and empty shoe boxes.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	Chapter 2: “Little Rabbit Goes Fishing” (CKHG p.23)
<b>MN Academic Standards</b>	<i>0.4.2.4.1 1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.</i>
<b>Objectives</b>	Describe how Eastern Woodlands people used their environment for food, clothing and shelter.
<b>Vocabulary</b>	canoe, paddles
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Remind students where the Eastern Woodlands are located by showing the classroom copy of Map of Native American Areas (AP 1.3).</li> <li>• Ask students what they learned about Little Rabbit and his family in the first chapter of the story; i.e., where and how they lived.</li> <li>• Distribute copies of the Student Book. Ask students to turn to page 6 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Little Rabbit Goes Fishing.”</li> <li>• TURN AND TALK—What does the story of Little Rabbit tell you about what he and his family did every day?</li> <li>• Show clips from “The Wampanoag Way”</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>

<b>Writing</b>	<i>If Applicable</i>
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<b>Domain Lesson 3</b>	Chapter 3: “Una and Len of the American Southwest” (CKHG p.31)
<b>MN Academic Standards</b>	<p><i>0.3.2.3.1 1. Identify the physical and human characteristics of places, including real and imagined places. For example: Physical characteristics— landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</i></p> <p><i>0.4.2.4.1 1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.</i></p>
<b>Objectives</b>	Describe how the Ancestral Pueblo use their environment for food, clothing and shelter.
<b>Vocabulary</b>	apartment buildings, corn, crop
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Tell students that the next group of Native Americans they will learn about lived in the southwestern part of what is now the United States. On a globe or wall map, point out the southwestern part of the United States; i.e. the Four Corners area, where Colorado, New Mexico, Arizona, and Utah meet, as well as Texas. Then use the Map of Native American Areas (AP 1.3) to point out the outlined area of the Southwest. Have students find the area on their own copies of the map and color it brown.</li> <li>● Distribute copies of the Student Book. Ask students to turn to page 10 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Una and Len of the American Southwest.”</li> <li>● TURN AND TALK—What was Una’s home like?</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>● Read <u>Coyote</u> by: Gerald McDermott</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<u>Coyote</u> by: Gerald McDermott
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	Chapter 4: “Una and Len Celebrate Spring” (CKHG p.40)
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<b>MN Academic Standards</b>	<p><i>0.3.2.3.1 1. Identify the physical and human characteristics of places, including real and imagined places. For example: Physical characteristics— landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</i></p> <p><i>0.4.2.4.1 1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.</i></p>
<b>Objectives</b>	Describe how the Ancestral pueblo built shelter and got food.
<b>Vocabulary</b>	soil, seeds, rows, squash, bean, rain, god, flute, harvested, stored, yucca, ached
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Take out Map of Native American Areas (AP 1.3), and invite students to point out the area where the Southwest Native Americans lived. Remind students that this is the area where Una and Len and the Ancestral Pueblo lived long, long ago.</li> <li>• Distribute copies of the Student Book. Ask students to turn to page 14 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Una and Len Celebrate Spring.”</li> <li>• TURN AND TALK—Who was Kokopelli, and why was he important to the Ancestral Pueblo?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	Chapter 5 “Hilki of the Pacific Northwest” (CKHG p.48) 2 days
<b>MN Academic Standards</b>	<p><i>0.3.2.3.1 1. Identify the physical and human characteristics of places, including real and imagined places. For example: Physical characteristics— landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</i></p>

	<i>0.4.2.4.1 1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.</i>
<b>Objectives</b>	Describe how the Pacific Northwest people used their environment for food, clothing and shelter.
<b>Vocabulary</b>	hatchets, spear, spearfishing
<b>Procedure</b>	<p>Day 1</p> <ul style="list-style-type: none"> <li>Review with students what they have learned about the Abenaki of the Eastern Woodlands and the Ancestral Pueblo of the Southwest.</li> <li>Take out teacher and student copies of Map of Native Americans Areas (AP 1.3). Point to the area where the Eastern Woodlands people lived.</li> <li>Ask students to share what they remember about Little Rabbit’s life:</li> <li>Point to the area where Native Americans of the Southwest lived. Ask students to share what they remember about Una’s life:</li> <li>Now help students find the area on the map where the Pacific Northwest Native Americans lived. Ask students to color that area yellow. Explain that today, they will learn about Hilki, a boy from a Kwakiutl (/kwah*kee*OO*tul/) community in the Pacific Northwest.</li> <li>Distribute copies of the Student Book. Ask students to turn to page 18 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Hilki of the Pacific Northwest.”</li> <li>TURN AND TALK—What tools did Hilki and his family use to get food?</li> </ul> <p>Day 2: <u>Raven: A Trickster Tale of the Pacific Northwest</u> (CKHG p.54)</p> <ul style="list-style-type: none"> <li>Read: <u>Raven: A Trickster Tale from the Pacific Northwest</u></li> <li>Ask questions</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<u>Raven: A Trickster Tale from the Pacific Northwest</u>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 6</b>	Chapter 6: “Hilki Goes Fishing” (CKHG p.55)
<b>MN Academic Standards</b>	<i>0.3.2.3.1 1. Identify the physical and human characteristics of places, including real and imagined places. For example: Physical characteristics— landforms (Rocky Mountains, Mount Everest),</i>

	<p>ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p> <p>0.4.2.4.1 1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.</p>
<b>Objectives</b>	Describe how the Pacific Northwest people depend on their environment.
<b>Vocabulary</b>	king salmon, sunset, village, smoked, stored
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Use the teacher copy of Map of Native American Areas (AP 1.3) to remind students of the area where the Kwakiutl and Hilki’s family lived.</li> <li>● Distribute copies of the Student Book. Ask students to turn to page 22 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Hilki Goes Fishing.”</li> <li>● TURN AND TALK—How did Hilki, his father, and his brothers catch the king salmon?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 7</b>	Chapter 7: “Hilki and the New Totem Pole” (CKHG p.62) 2 days
<b>MN Academic Standards</b>	0.4.2.4.1 1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.
<b>Objectives</b>	Recognize a totem pole and describe the importance of woodcarving.
<b>Vocabulary</b>	totem poles, potlatch, face masks
<b>Procedure</b>	<p>Day 1</p> <ul style="list-style-type: none"> <li>● Introduce “Hilki and the New Totem Pole”</li> <li>● Distribute copies of the Student Book. Ask students to turn to page 26 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Hilki and the New Totem Pole.”</li> </ul>

	<ul style="list-style-type: none"> <li>● TURN AND TALK—Why were totem poles important to Hilki and his people?</li> </ul> <p>Day 2: Pacific Northwest Native American Totem Pole</p>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<u><b>Cross-Curricular Connections</b></u>	
<b>Art</b>	<ul style="list-style-type: none"> <li>● Look and discuss Northwest American Indian totem poles.</li> <li>● Understand the purpose of totem poles through the symbols used and materials they are built from..</li> <li>● ART PRODUCTION: Build and construct a totem pole</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>● Read and discuss “Children of the Earth and Sky: Five Stories About Native American Children,” “If You Lived With the Indians of the Northwest Coast,” “Corn is Maize”</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>● Listening activity on a recording of Native American music.</li> <li>● Different types of Native American instruments, how they were used, and what materials were used to create them.</li> <li>● Dramatize a Native American folk tale by using instruments to create sound effects.</li> </ul>
<b>P.E.</b>	<ul style="list-style-type: none"> <li>● Lacrosse Egg Toss, Lacrosse Relays, Noodle Javelin Throw</li> </ul>