Native Americans,
How Did They Live?

Lorraine Kelly,
Washington Park Middle School

Overview

Students learn how to analyze Native American life histories from The Library of Congress’ Edward S. Curtis’s The North American Indian digital photograph collection and prints from Robert Griffing's entire collection. Using the primary sources of Griffing’s paintings and Curtis’ photographs (taken in the late 1800’s and early 1900’s) groups of students will analyze Native culture and construct presentations using the photos and research information. Each group of students will present a different region of the United States, teaching the rest of the class about their regional group.

Objectives

Objectives and procedures should be mirror image.

Objectives should contain verb and be measurable which would help with assessment.

Rubric could be developed and used.

- Students will analyze the primary source documents from the Library of Congress using photographs of Edward S. Curtis and the paintings of Robert Griffing. (Use photo analysis work sheets)
- Given a specific topic of study for that region (i.e. homes, natural resources and environment, clothing, food, and arts and technology) Students will use the photos and prints to discern environmental influences on food sources, natural resources used in home building and clothing design.
- The students will examine reference material provided by the teacher. They will find facts and critical thinking skills to make inferences and support their findings.
- Students will construct (good!) a poster representing their research findings for their presentation.
- Students will give a public speaking presentation.

Recommended Grade Level

Ex: Students will construct a poster listing 4 food sources and 2 natural resources used in home building and clothing design for a specific region citing three primary source documents.

5th Grade

Time Requirements

This unit includes six lessons using primary sources to examine cultural differences between the Native American regions in the United States. The primary source documents along with suggested focus questions may be used in a variety of ways, including cooperative learning, individual or group work. In preparation for the following lessons, teachers should review the online documents and suggested extended readings to determine appropriateness for their class. Before beginning each lesson, teachers should ensure that students understand the historical context.

PA Academic Standards

Academic Standards for Geography

Basic Geography Literacy
7.1.6 A,B

Physical Characteristics of Places and Regions
7.2.6 A,B

Human Characteristics of Places and Regions
7.3.6 A,B
Academic Standards for History

Historical Analysis and Skills Development
8.1.6 A,B,C,D

Pennsylvania History
8.2.6 A,B,D

United States History
8.3.6 A,B,D

World History
8.4.6 A,B

Academic Standards for Reading, Writing, Speaking and Listening

Learning to read Independently
1.1.5 A,G

Reading Critically in All content Areas
1.2.5 A,B

Reading, Analyzing and Interpreting Literature
1.3.5 A

Types of Writing
1.4.5 B

Quality of Writing
1.5.5 A,B,F,G

Speaking and Listening
1.6.3 A,B,C,D,E,F

Characteristics and Functions of the English Language
1.7.3 A,C

Research
1.8.5 B,C

Resources

The Library of Congress’ Edward S. Curtis's The North American Indian digital photograph collection
http://memory.loc.gov/ammem/award98/ienhtml/curthome.html

Robert Griffing's entire collection

Recommended Indian tribe genealogy for each tribe listed in Curtis’ volumes:

Procedures

Lesson One and Two are focused on a study of the primary source documents from the Library of Congress using photographs of Edward S. Curtis and the paintings of Robert Griffing. Students are placed in groups by regions of North America. Each student within the group is given a specific topic of study for that region (i.e. homes, natural resources and environment, clothing, food, and arts and technology) Students will analyze the photos to discern environmental influences on food sources, natural resources used in home building and clothing design.

Lesson Three and Four involves the students examining reference material provided by the teacher. They will find facts and critical thinking skills to make inferences to support their findings from the photographs and create a clear picture of the culture they are investigating.

Lesson Five -- The students will construct a poster using photocopies. They will add information developed from their analysis of the photos. Students will research for their presentation and determine the order of speakers for their group. They will examine a grading rubric for the presentation.

Lesson Six -- The groups will present their information to the rest of the class, allowing all students to be exposed to the Western U.S. Native cultures.

Evaluation Process

- Observation of group work and participation
- Rubric evaluation of presentation to the class
- Oral questions to individual students

Modifications and Adaptations:

Handicap Student:
- preferential seating
- frequent monitoring and attention
- multisensory techniques
- frequent reviews

Gifted Student:
- role playing
- extended curriculum
- help other students