

Native American Village

The project developed an awareness and appreciation of early Native American life and provided an opportunity for students to experience pre-Columbian life.

Curriculum/State Standard

The project follows the guidelines for problem based learning in the area of history.

Overview

The students participated, in sequential order, in study and activities focused on the pre-Columbian culture and lifestyle.

Objectives

- Construct a replica of pre-Columbian life, including a building structure and livestock.
- Design and make era clothing.
- Invite schools in the area to a pre-Columbian celebration.
- Photograph and journal the progress of the project.

Materials

Straw, plants, reeds, fencing, fabric and costume accessories, wood and paint.

Readiness Activity

We studied the pre-Columbian lifestyle, environment, and living conditions, preparing students with the concept of the project.

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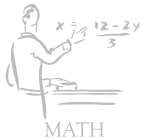
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

2

MONTHS

\$935

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Sue McCracken
St. George Parish School
144 West 5th Street, Stockton, CA 95206

“Native American Village” project continued...

Strategies/Activities

Two tepees were built according to architectural styles and scale found on the Internet. Tepees were covered with paper to reduce cost, and the project was built inside because of the outside elements. The canoe was built to one-half scale. The most difficult challenge in construction was obtaining the shape of the bow. We duplicated a lake with fish and natural plants to replicate a natural environment. Straw was laid for the ground covering surrounding the tepees. Bows and arrows were fashioned out of natural materials, as well as spears, to catch fish. Feathers, string and tree limbs were the main materials. Chicken and beef bones, made of paper mache, were used both for “decoration” and as artifacts that could be found at the site. A large variety of baskets were used both as carriers, bowls, and containers. Foods purchased were corn, a mixture of squashes, and simple breads. Designing the livestock was a big challenge. We created small creatures: squirrels, rabbits, and raccoons. Material for the creatures was an expensive component. Authentic period clothing was designed and sewn. The women wore long skirts and simple tops, decorated with beads, feathers and silver jewelry. Anklets, wrist beads and hair decorations and headpieces were also created. Boys wore decorated vests and short skirts.

Culminating Activity

All grades (K-8) in the school and a nearby public school were invited to a presentation and viewing of the Native Village put on by the 6th grade.

Evaluation

At the end of the project, a paper entitled “Pre-Columbian Life” was written by each student describing what was learned and how that changed his/her appreciation for life during the time period. Each student made an oral presentation to the class detailing his/her individual part of the project.