

**Activity Page 1.1****Use with Chapter 1****Letter to Family**

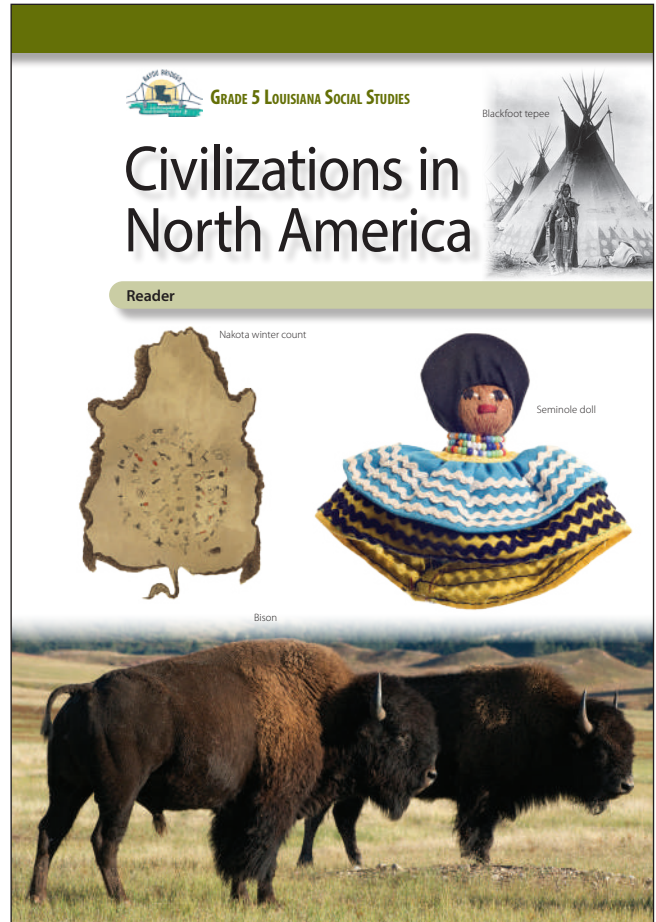
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about Native American civilizations. They will learn about the general cultures of the peoples of the Southeast, Plains, Northeast, Southwest, and West Coast.

In this unit, students will study the cultures of these various peoples, including the types of homes they lived in, the types of foods they ate, the types of clothing they wore and art they made, and other relevant aspects of society. They will analyze primary sources that reflect these cultures and make claims based on what they've learned.

As part of their exploration, students will learn about Indigenous religious and spiritual beliefs and practices. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1, 4, 5**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapters 1, 4, 5**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1, 4, 5**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapters 1, 4, 5**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1, 4, 5**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapters 1, 4, 5**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its purpose, message, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**



Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its purpose, message, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its purpose, message, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_

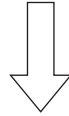
Date \_\_\_\_\_

**Activity Page 1.4**

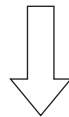
**Use with Performance Task**

**Claims and Evidence**

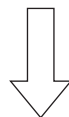
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*

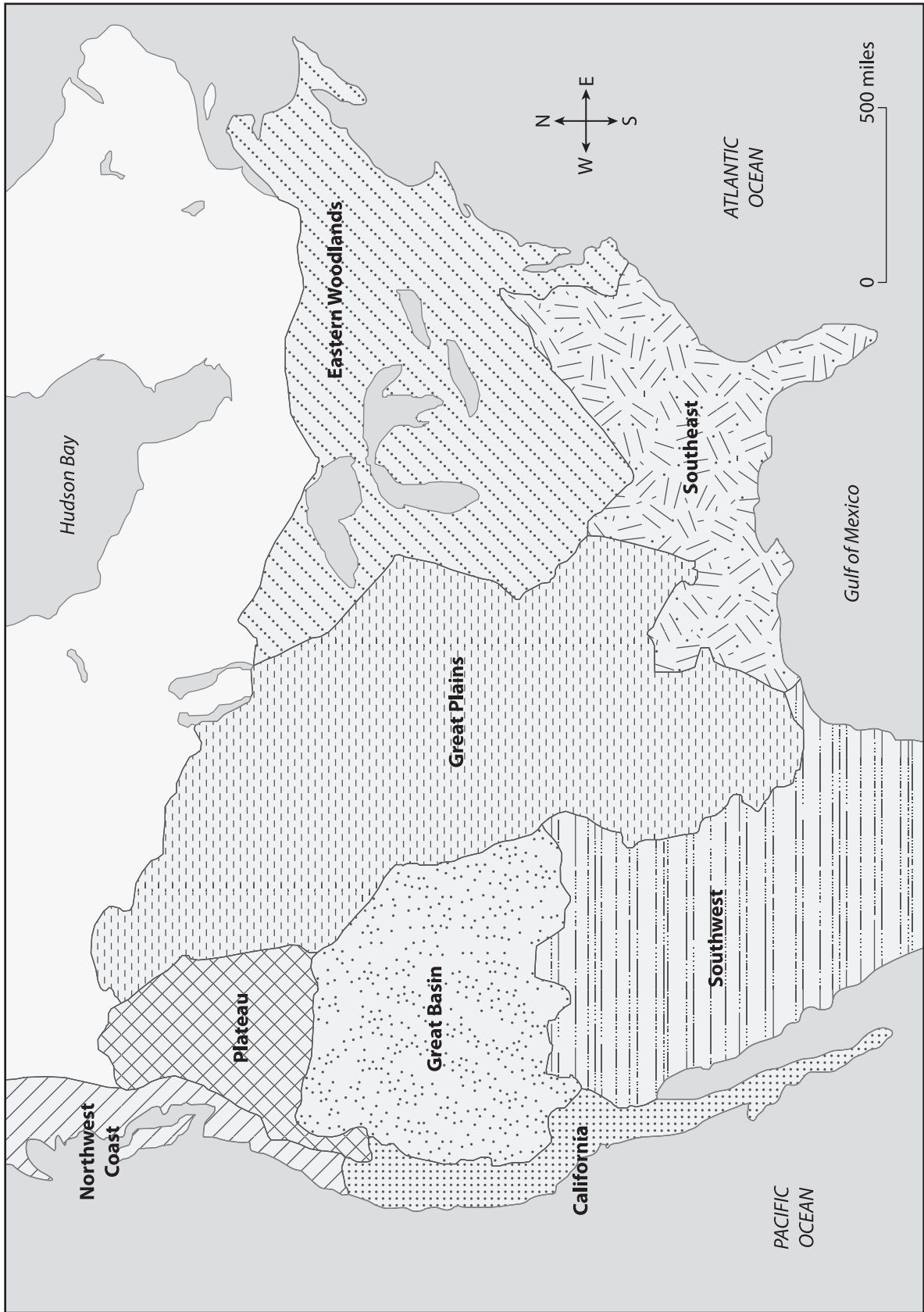


**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

### Native American Culture Regions

Name \_\_\_\_\_ Date \_\_\_\_\_



## Activity Page 2.1

## Use with Chapters 1–2

## Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- |       |     |                 |    |   |
|-------|-----|-----------------|----|---|
| _____ | 1.  | ritual          | a) | plant materials, such as straw, laid over each other  |
| _____ | 2.  | confederacy     | b) | a fence made of sharpened wooden posts  |
| _____ | 3.  | palisade        | c) | a group of people who share the same language, customs, beliefs, and leadership                       |
| _____ | 4.  | clan            | d) | a ceremonial fasting time   |
| _____ | 5.  | civil           | e) | an act that a person must complete to join a group  |
| _____ | 6.  | thatch          | f) | a group of people, organizations, or countries that join together for a common cause                  |
| _____ | 7.  | harvest         | g) | a religious ritual that involves fasting and dancing  |
| _____ | 8.  | supernatural    | h) | to gather crops at the end of the growing season  |
| _____ | 9.  | busk            | i) | related to the government, not religious or military organizations                                    |
| _____ | 10. | bison           | j) | a home made by stretching animal skin around poles in the shape of a cone                             |
| _____ | 11. | awl             | k) | beyond the world and laws of nature that can be seen or observed                                      |
| _____ | 12. | tribe           | l) | a large animal similar to a cow or ox   |
| _____ | 13. | sign language   | m) | an act or series of actions done in the same way in a certain situation, such as a religious ceremony |
| _____ | 14. | tepee           | n) | a religious leader who can talk to spirits  |
| _____ | 15. | calumet         | o) | a group of families claiming a common ancestor  |
| _____ | 16. | initiation rite | p) | the belief that objects, places, and creatures all possess a specific spiritual essence               |
| _____ | 17. | band            | q) | a religious ritual that involves going into the wilderness to get help from a spirit guide            |
| _____ | 18. | animism         | r) | a sharp, pointed tool used for sewing and making holes  |
| _____ | 19. | shaman          | s) | a pipe smoked ceremonially to signal a peace agreement  |
| _____ | 20. | sweat lodge     | t) | a building where water is poured over hot rocks to make steam   |
| _____ | 21. | vision quest    | u) | a group of people who work together for a goal  |
| _____ | 22. | Sun Dance       | v) | a language that uses gestures instead of speech   |

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1 (continued)**

**Use with Chapters 1–2**

- |       |            |                |   |
|-------|------------|----------------|---|
| _____ | <b>23.</b> | war bonnet     | <b>w)</b> an article worn on the head and decorated with eagle feathers                 |
| _____ | <b>24.</b> | sacred         | <b>x)</b> touching the body of an enemy warrior without killing him                     |
| _____ | <b>25.</b> | medicine wheel | <b>y)</b> holy or religiously important   |
| _____ | <b>26.</b> | counting coup  | <b>z)</b> an object or artwork that symbolizes the four directions using certain colors |

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 5.1**

**Use with Chapters 3–5**

**Domain Vocabulary: Chapters 3–5**

**Use the words in the word bank to complete each sentence.**

nutrition	wigwam	longhouse	sachem	wampum	cliff dweller
canyon	kiva	adobe	wickiup	hogan	yucca
	potlatch	totem pole	olla		

1. A(n) \_\_\_\_\_ was the type of home most often used by people who lived around the Great Lakes.
2. The three sisters provided people with good \_\_\_\_\_.
3. A(n) \_\_\_\_\_ might last days or weeks.
4. Pueblo peoples built homes made of \_\_\_\_\_.
5. Fibers from the \_\_\_\_\_ can be woven into clothing.
6. Food or water could be stored in a(n) \_\_\_\_\_.
7. Belts made of \_\_\_\_\_ could symbolize a person's standing in their clan.
8. A(n) \_\_\_\_\_ was dug into the ground to help keep it cool.
9. A(n) \_\_\_\_\_ was covered in bark and could house several generations of families.
10. Every nation in the Haudenosaunee Confederacy was led by its own \_\_\_\_\_.
11. The figures on a(n) \_\_\_\_\_ can represent families, values, and supernatural beings.
12. Apache people lived in a type of home called a(n) \_\_\_\_\_.
13. A(n) \_\_\_\_\_ has a river flowing at the bottom of it.
14. The term \_\_\_\_\_ refers to the type of home used by the Ancestral Pueblo.
15. A traditional Diné home is called a(n) \_\_\_\_\_.

## Assessment: Chapter 1—Peoples of the Southeast

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.



Which geographic feature had the greatest effect on the Cherokee people? (5.7, 5.13.a, 5.13.b)

- a) Appalachian Mountains
- b) Mississippi River delta
- c) Atlantic Ocean
- d) Gulf of Mexico

2. Use the image to answer the question.





Which nation's people made these items? (5.13.c)

- a) the Catawba
- b) the Seminole
- c) the Cherokee
- d) the Mississippians

3. How is a person's clan determined in the cultures of the Southeast? (5.13.c)

- a) by birth
- b) by a test
- c) by personal choice
- d) by a religious leader

4. In Southeast nations, why were parts of towns designated as red and white? (5.13.c)

- a) One part was responsible for farming, and the other was responsible for hunting.
- b) One part was responsible for war, and the other was responsible for peace.
- c) One part was for villagers, and the other was for travelers.
- d) One part was for men, and the other was for women.

5. What was the purpose of the sport of stickball? Select the **two** correct answers. (5.13.c)

- a) to bring children into adulthood
- b) to gain political standing
- c) to choose a new chief
- d) to settle disputes
- e) to have fun

6. What is celebrated at the midsummer busk? (5.13.c)

- a) the corn harvest
- b) the invention of stickball
- c) the initiation into a new clan
- d) the formation of the Creek Confederacy

7. Use the image to answer the question.



Who created this syllabary? (5.13.c)

- a) Sequoyah
  - b) Sacagawea
  - c) chiefs of the Creek Confederacy
  - d) Europeans who studied the Creeks
8. What is the significance of the syllabary?
- a) It made the Cherokee language easier to pass on.
  - b) It helped Cherokees negotiate with Americans.
  - c) It helped the Cherokees keep their language secret.
  - d) It allowed for Cherokees to make favorable trade deals.

Use the T-chart to answer questions 9 and 10.

Cherokee	Catawba

9. Which detail belongs in the Cherokee column?

- a) spoke Siouan
- b) fished shellfish
- c) used shells as tools
- d) had a written alphabet

10. Which detail belongs in the Catawba column?

- a) built palisades
- b) played stickball
- c) held a midsummer busk
- d) were part of the Creek Confederacy

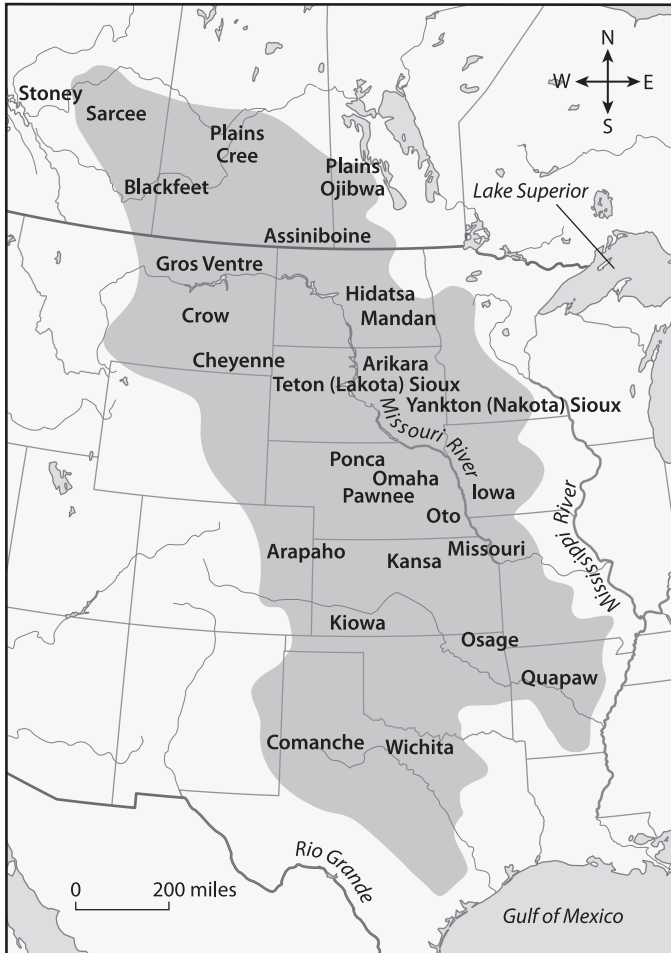
**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

How did forming a confederacy help the Creek peoples? Make a claim, and support it with evidence from the chapter. **(5.5, 5.5.a, 5.5.c, 5.13.c)**

## Assessment: Chapter 2—Peoples of the Plains

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.



Which geographic features are most of the groups on the map close to? Select the **two** correct answers. (5.13.b)

- a) Lake Superior
- b) Rio Grande
- c) Missouri River
- d) Gulf of Mexico
- e) Mississippi River

2. Use the image to answer the question.



How did the peoples of the Plains treat this animal? (5.13.c)

- a) They rode them into battle.
  - b) They used them to carry supplies.
  - c) They worshipped them as sacred beings.
  - d) They used them for food and raw materials.
3. What did Plains peoples develop for communication between nations? (5.13.c)
- a) slang
  - b) sign language
  - c) written language
  - d) picture language
4. Use the image to answer the question.



What is this type of home called? (5.13.c)

- a) tepee
- b) wigwam
- c) longhouse
- d) earth lodge

5. Use the image to answer the question.



What did sharing a calumet signal? (5.13.c)

- a) offer to marry
  - b) desire to trade
  - c) declaration of war
  - d) intention to become chief
6. What kind of relationship did Plains children have with their grandparents? (5.13.c)
- a) serious and respectful
  - b) competitive
  - c) distant
  - d) joking
7. Which group in Plains societies was mainly responsible for building and maintaining earth lodges? (5.13.c)
- a) children
  - b) women
  - c) elderly people
  - d) men
8. What religious belief did most Plains peoples share? (5.8)
- a) There exists one all-powerful god.
  - b) The chief's power comes from the gods.
  - c) A spirit exists in all people, animals, and things.
  - d) Doing good deeds brings rewards in the afterlife.

9. Use the image to answer the following question.



What does this item represent? (5.13.c)

- a) the political standing of the person who made it
- b) important events that occurred in the past
- c) offerings made to the gods
- d) items owed in a trade

10. Use the image to answer the question.



What do the feathers in this head covering represent? (5.13.c)

- a) enemies killed in battle
- b) brave deeds
- c) age
- d) wealth

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

The bison was at the center of life on the Plains.

Support or refute this claim using evidence from the chapter. (5.5, 5.5.a, 5.13.c)



## Assessment: Chapter 3—Peoples of the Northeast

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.



Which nations would have been most likely to live in longhouses? Select the **two** correct answers. (5.13.c)

- a) Abenaki
  - b) Delaware
  - c) Erie
  - d) Huron
  - e) Menominee
2. What were the three sisters? (5.13.b)
- a) Haudenosaunee chiefs
  - b) guiding principles
  - c) crops
  - d) lakes

3. Use the image to answer the question.



What was this type of home called? (5.13.c)

- a) earth lodge
- b) longhouse
- c) tepee
- d) wigwam

4. Use the image to answer the question.



Who would live in a home like this? (5.13.c)

- a) one family
- b) an entire clan
- c) several families
- d) all the warriors in a town

5. Use the excerpt to answer the question.

Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south and one to the west. The name of these roots is The Great White Roots and their nature is Peace and Strength. If any man or any nation outside the Five Nations shall obey the laws of the Great Peace and make known their disposition to the Lords of the Confederacy, they may trace the Roots to the Tree and if their minds are clean and they are obedient and promise to obey the wishes of the Confederate Council, they shall be welcomed to take shelter beneath the Tree of the Long Leaves.

Which group included this description of the Tree of Great Peace in its constitution? (5.13.c)

- a) the Three Sisters
  - b) the Creek Confederacy
  - c) the Grand Medicine Society
  - d) the Haudenosaunee Confederacy
6. What do dodems mean to the Ojibwe? (5.13.c)
- a) They are sacred objects used in rituals.
  - b) They mark the edges of each clan's territory.
  - c) They tell the story of where the Ojibwe come from.
  - d) They explain how each clan's people should behave.
7. What do priests in the Grand Medicine Society do? (5.8)
- a) fight attackers
  - b) perform rituals
  - c) teach about their medicine
  - d) make decisions for the group
8. What is the principle of the seventh generation? (5.13.c)
- a) Each seventh generation is to form a new clan.
  - b) A home should be built to last seven generations.
  - c) Decisions should be made with the seventh generation in mind.
  - d) Each generation is responsible for one of the seven grandfathers.
9. Use the image to answer the question.



What was used to make the beads in this wampum belt? (5.13.c)

- a) metal
- b) tree bark
- c) clamshells
- d) animal bone

10. What did Eastern Woodlands men wear to show which nation they belonged to? (5.13.c)

- a) hats
- b) war bonnets
- c) wampum belts
- d) leather moccasins

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

How did the Haudenosaunee Confederacy bring peace to its member nations? Make a claim, and support it with evidence from the chapter. (5.5, 5.5.a, 5.5.c, 5.13.c)

## Assessment: Chapter 4—Peoples of the Southwest

### A. On your own paper, write the letter that provides the best answer.

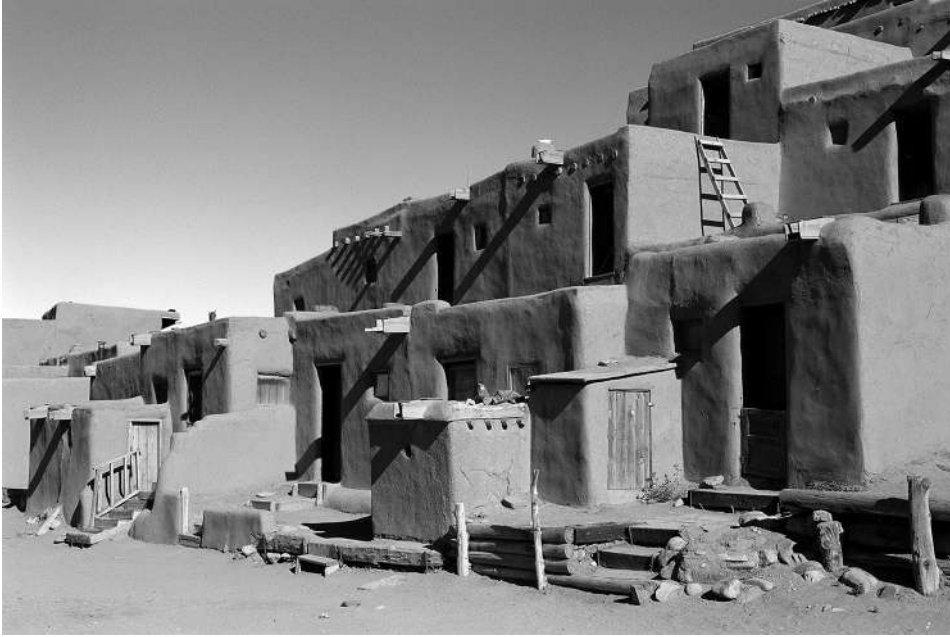
- How did Pueblo peoples use their natural surroundings to construct housing? (5.13.b)
  - They dammed rivers to clear land.
  - They built all structures underground.
  - They used local clay to make adobe for bricks.
  - They built wickiups from available plants and animal skins.
- Which statement best describes the Apache's relations with the Diné? (5.13.b)
  - They ignored the Diné.
  - They raided Diné villages.
  - They were friendly trade partners.
  - They constantly warred with the Diné.
- Use the map to answer the question.



What geographic features did most of the peoples on the map live near? (5.13.b)

- rivers
- valleys
- oceans
- mountains

4. Use the image to answer the question.



Which people would be most likely to live in a building like this? (5.13.c)

- a) Plains peoples
  - b) Pueblo tribes
  - c) Apache
  - d) Diné
5. What is true of a Pueblo clan? Select the **two** correct answers. (5.13.c)
- a) Each clan only eats certain foods.
  - b) Each clan has its own religious rituals.
  - c) Each clan occupies and controls its own village.
  - d) Each clan is responsible for governing one area of life.
  - e) Each clan partners with a similar clan in another village.
6. What two main groups are the Pueblo peoples divided into? (5.13.c)
- a) the Holy People and the Earth Surface People
  - b) the eastern group and the western group
  - c) the cliff dwellers and the kiva dwellers
  - d) the ancestors and the experts

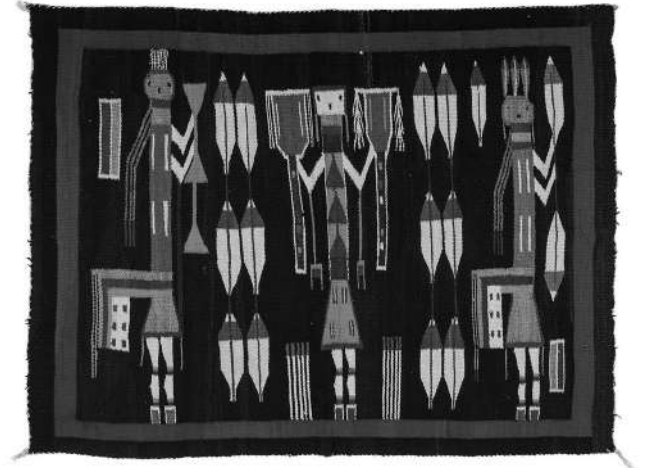
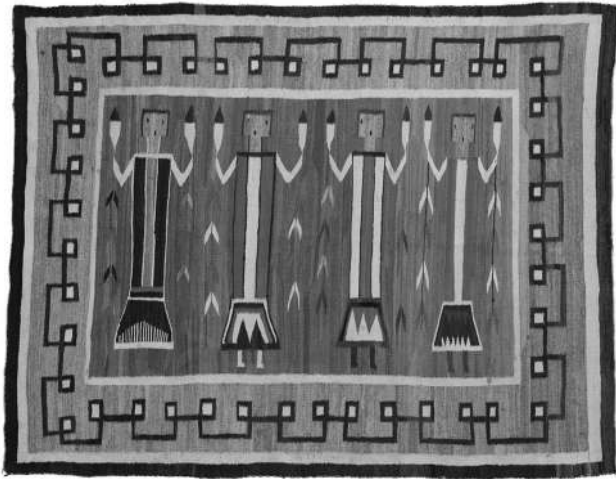
7. From where did the Apache migrate to the Southwest? (5.7)
- a) Europe
  - b) Canada
  - c) Central America
  - d) Eastern Woodlands
8. What are the Sierra Blanca, Three Sisters Mountains, Oscura Mountain Peak, and Guadalupe Mountains? (5.13.c)
- a) the sacred mountains of the Apache
  - b) the original home of the Ancestral Pueblo
  - c) the places where the Holy People come from
  - d) the sites of important battles between the Apache and Diné
9. Use the image to answer the question.



Which direction does the door of these types of homes traditionally face? (5.13.c)

- a) east
- b) north
- c) south
- d) west

10. Use the images to answer the question.



Who or what are the Diné communicating with as shown in these rugs? (5.8)

- a) clan leaders
- b) supernatural beings
- c) sacred mountains
- d) other Native American nations

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

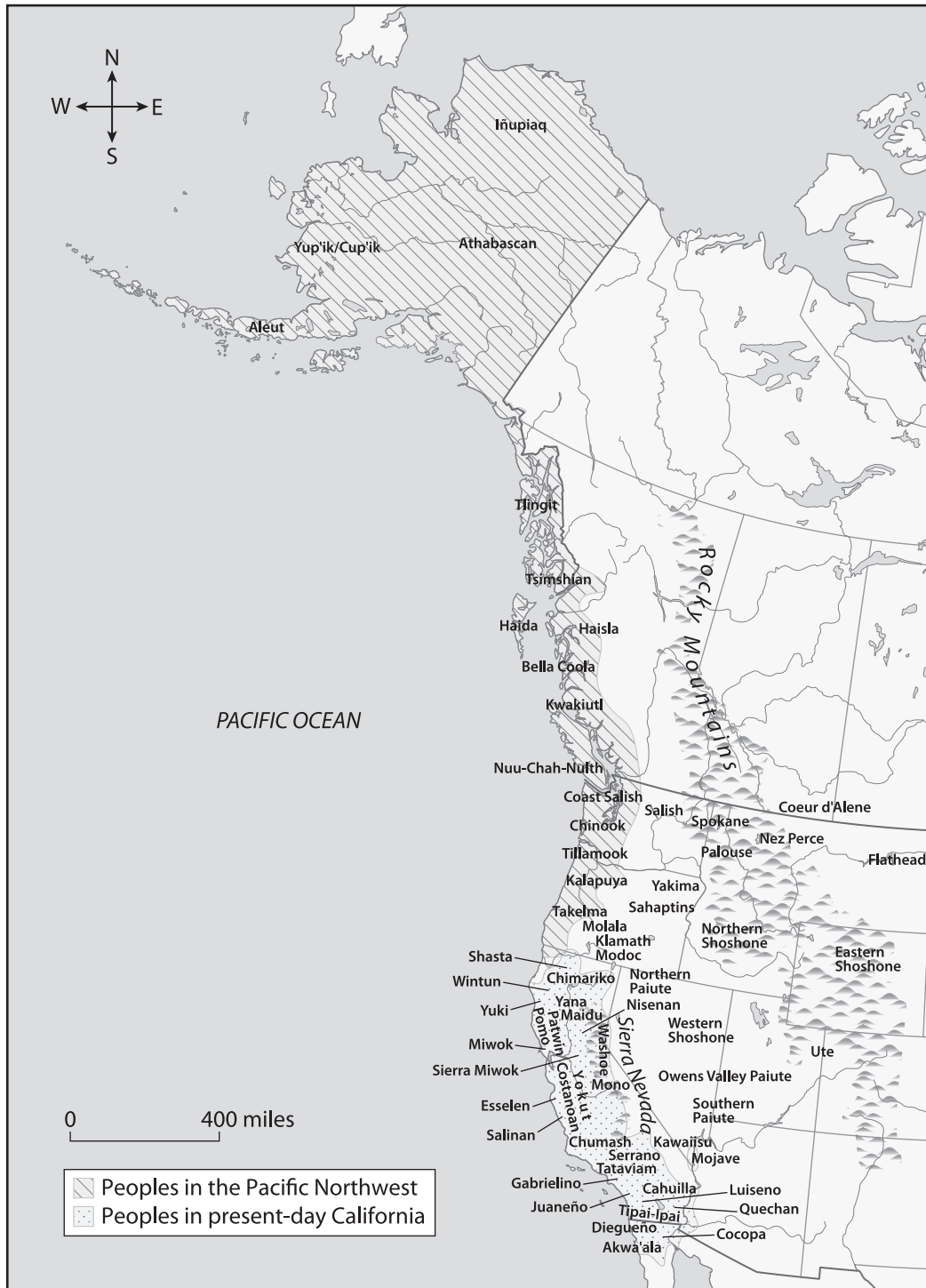
What are the main similarities and differences among the Pueblo, Apache, and Diné? Make a claim, and support it with evidence from the chapter. (5.5, 5.5.a, 5.5.b, 5.13.b, 5.13.c)



## Assessment: Chapter 5—Peoples of the West Coast

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.



1. What type of climate did the Tillamook people most likely experience? **(5.13.b)**
  - a) lots of rain with mild temperatures year-round
  - b) cool, wet winters and hot, dry summers
  - c) very cold winters and mild summers
  - d) extremely hot and dry all year
  
2. What were the main ways peoples of the West Coast found food? Select the **two** correct answers. **(5.13.b)**
  - a) fishing
  - b) growing corn
  - c) gathering
  - d) trading
  - e) hunting bison
  
3. Why might a chief hold a potlatch? **(5.13.c)**
  - a) to prepare for war
  - b) to celebrate a wedding
  - c) to make trades with other villages
  - d) to ask the spirits to help with a problem
  
4. What was the longest period a priest in the Kuksu religion might be in training? **(5.8)**
  - a) one year
  - b) five years
  - c) ten years
  - d) the priest's entire life
  
5. Use the image to answer the question.



What might the figures on an object like this represent? Select the **two** correct answers. **(5.13.c)**

- a) important dates
- b) dead chiefs
- c) families
- d) values
- e) tribes

6. Use the image to answer the question.



Why are Tlingit (Chilkat) robes like this one very expensive? (5.13.c)

- a) They take years to make.
  - b) They are made of rare materials.
  - c) A family can only have one at a time.
  - d) They require large quantities of materials to make.
7. What were ollas used for? (5.13.c)
- a) building homes
  - b) asking spirits for aid
  - c) storing food and water
  - d) showing the social status of the wearer
8. Use the image to answer the following question.



Where might a carving like this be found? (5.13.b)

- a) the Pacific Northwest
- b) the California mountains
- c) the Southern California coast
- d) the Southern California desert

Use the T-chart to answer questions 9 and 10.

Tlingit	Chumash

9. Which detail belongs in the Tlingit column?

- a) made ollas
- b) carved totem poles
- c) moved with the seasons
- d) used *toloache* for religious purposes

10. Which detail belongs in the Chumash column?

- a) held potlatches
- b) wove Chilkat robes
- c) made highly decorated boats
- d) lived in huge houses that held fifty people

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Why did none of the peoples of the West Coast farm? Make a claim, and support it with evidence from the chapter. (5.5, 5.5.a, 5.5.c, 5.13.b)

