

**America's First People** series, Mankato, MN; Read Brick Learning, 2003-2004  
*The Ojibwa: Wild Rice Gatherers* by Therese DeAngelis (ISBN 0-7368-5766-4)  
*The Shoshone: Pine Nut Harvesters of the Great Plain* by Kristin Thoennes Keller  
 (ISBN 0-7368-5769-9)  
*The Sioux: Nomadic Buffalo Hunters* by Rachel A. Koestler-Grack (ISBN 0-7368-5770-2)  
*The Iroquois: Longhouse Builders* by Rachel A. Koestler-Grack (ISBN 0-7368-5764-8)  
*The Pueblo: Southwestern Potters* by Mary Englar (ISBN 0-7368-5767-2)  
*The Navajo: Weavers of the Southwest* by Therese DeAngelis (ISBN 0-7368-5765-6)  
*The Seminole: Patchworkers of the Everglades* by Rachel A. Koestler-Grack  
 (ISBN 0-7368-5768-0)  
*The Choctaw: Stickball Players of the South* by Rachel A. Koestler-Grack  
 (ISBN 0-7368-5762-1)  
*The Cherokee: Native Basket Weavers* by Therese DeAngelis (ISBN 0-7368-5784-2)  
*The Inuit: Ivory Carvers of the Far North* by Rachel A. Koestler-Grack (ISBN 0-7368-5763-X)

**Literature Annotation:** The series of books selects one cultural aspect of the American Indian nation or tribe and explains that unique tradition or characteristic in depth. Each book also has directions for a game, food, and craft or activity related to the culture of the group. The last chapter of each book tells about the people today. Throughout this series of books, the authors use detailed pictures and drawings to illustrate the text.

**Grade Level:** Grade 4

**Duration:** 1 lesson or 60 minutes

**Economic Concepts:** Production, Specialized work

**Maryland Voluntary State Curriculum (VSC)**

**Economic Standard:** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- 4.A.2.b. Describe how available resources affected specialization and trade (Grade 5)
- 4.B.1.a. Identify examples of tradition, such as the roles of men and women (Grade 5)

**Peoples of the Nations and World Standard:** Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.

- 2.A.1.a. Describe how environment and location influenced the cultures and lifestyles (Grade 5)

**Geography Standard:** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- 3.D.1.a. Compare ways Native American societies used the natural environment for food, clothing, and shelter (Grade 5)

**Reading Standard:** Students will use a variety of strategies to understand what they read (construct meaning).

- 3.A.1.a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities and time periods (Grade 5)

**Lesson Objective:** Students will describe how limited economic resources (natural, human, and capital) are used to produce goods by identifying the economic resources used in production activities of the Native Americans.

### **Economic Vocabulary**

**interdependence**-The condition in which events in one part of the community, state, nation, or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and, hence, the need to exchange resources, goods and services with other producing and consuming units.

**specialization**-the production of a narrower range of goods and services than is consumed by an individual or group.

**specialized work**-the narrower range of defined skills or labor used to produce a part of a product; involves the division of tasks and dependence on other workers to complete the production of the good or service.

**economic resources** -the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

**natural resources**- The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

**human resources**-The health, strength, talents, education and skills that humans can use to produce goods and services.

**capital resources**-the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (money is not a capital resource)

### **Additional vocabulary**

culture  
nomadic

### **Materials**

#### **Teacher Materials:**

- Items such as rice, pine nuts, woven cotton cloth, a clay pot, a woven basket, yarn or wool
- Transparency of "Traditional Goods of a Native American People," Resource Sheet 1

#### **Student Materials:**

- 1 copy of "Traditional Goods of a Native American People," Resource Sheet 1

### **Lesson Development:**

Motivation: Display objects such as rice, pine nuts, woven cotton cloth, a clay pot, basket, and yarn or wool. Ask students to identify the items. Ask students to explain how these items might be important to people.

### **Activities:**

1. Display the following vocabulary terms: economic resources, natural resources, capital resources, human resources, and production. Discuss the meaning of each term. Be sure students understand that the economic resources are natural, capital and human resources, and that these resources are used in production of a good or service. Display a chart or transparency of the production formula, natural resources + capital resources + human resources = product.

2. Have students identify the natural resources that are used to make each of the items on display. Since rice and pine nuts are actually natural resources, students still might say a pine tree or pine cones, and rice plants. Cotton, clay, and reeds or grass are used for the other items.
3. Show students some of the books in the series on America's First People. Read the names of the books and look at the illustrations on the covers. Ask students why the authors might have chosen these illustrations for the book. Possible answers include that it shows the people doing the work to make or get a good they want.
4. Tell students that these books are about different nations and tribes of American Indians. Explain that each book focuses on a unique tradition of their culture that distinguishes them from other groups. Reread the cultural tradition highlighted in the book subtitles, such as wild rice gatherers, pine nut harvesters, buffalo hunters, weavers, etc.
5. Ask students to identify some of the natural resources that these people are using to meet an economic want.
6. Tell students that they will be reading one of these books to find out about a unique tradition of a particular Native American tribe and the economic resources they needed to produce this good.
7. Display a transparency of "Traditional Goods of a Native American People," Resource Sheet 1 and distribute individual copies to students. Identify the information that students will be gathering from their reading and discuss how students will record the key points on the chart.
8. Assign students to a book and have them complete the resource sheet.
9. Have students jigsaw into small groups and share the information about the various tribes with each other.

**Assessment:**

Have students show the different resources used by their tribe to produce their good by drawing pictures on each section of a tri-fold. (You may use the directions on "Tri-fold of Resources," Resource Sheet 2.)

**Traditional Goods of a Native American People**

**Native American Tribe or Nation:** \_\_\_\_\_

**Cultural Tradition:** \_\_\_\_\_ **Good Produced:** \_\_\_\_\_

<b>Natural Resources</b>	<b>Capital Resources</b>

## Tri-fold of Resources

Follow the directions below for making a tri-fold. Then label each section of the tri-fold. Label one section as natural resources, one as capital resources, and one as human resources. Use the pictures on the next page or cut out pictures from magazines to show the different resources used to produce bread.

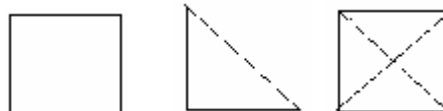
### Trifold

1. Cut a sheet of construction paper into a square 10" x 10".
2. Fold the upper left corner of the square down to the lower right corner, crease and unfold.
3. Now fold the upper right corner of the square down to the lower left corner, crease and unfold.
4. Cut on the fold line from the lower right corner to the center of the square.
5. Fold up along the horizontal midline fold and overlap the two bottom flaps. Draw or paste pictures onto the pyramid before gluing the flaps together.

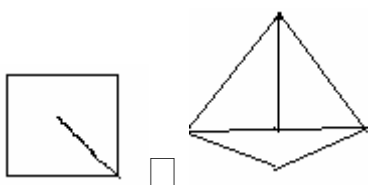
2



3



4



## Traditional Goods of a Native American People

**Native American Tribe or Nation:** Cherokee – Answer Key

**Cultural Tradition:** Basket Weavers

**Good produced:** Baskets

Natural Resources	Capital Resources
<p>Vines, such as honeysuckle</p> <p>Tree branches, such as white oak</p> <p>Tall woody grasses called river cane</p> <p>Buck brush</p> <p>Animal skin for leather handles</p> <p>Water</p> <p>Plants for dyes, such as bloodroot, black walnut, elderberries and butternut</p> <p>Wood for fire</p> <p>Water to boil vines, branches, cane and buck brush</p>	<p>Knife to cut cane and split it</p> <p>Dyes from plants</p>

## Traditional Goods of a Native American People

**Native American Tribe or Nation:** Ojibwa -- Answer Key

**Cultural Tradition:** Wild Rice Gatherers    **Good Produced:** Wild Rice

Natural Resources	Capital Resources
Wild rice plants	Wooden pole to steer canoe
Rivers and lakes	Long paddles called knockers
Wood for poles and paddles	Canoe
Flat rocks to dry rice	Tubs
Sheets of birchbark to dry rice	Baskets
Metal or wood for tubs	Paddles and poles to pound out rice
Wood for barrel	Paddles to stir rice so it doesn't burn
Water	Birchbark trays
Grass for baskets	Barrel called a "makakosag"
Birchbark for "makakosag"	Clean, new deerskin boots
Deerskin for boots	

## Traditional Goods of a Native American People

**Native American Tribe or Nation:** Shoshone Answer Key

**Cultural Tradition:** Pine Nut Harvesters      **Good Produced:** Pine Nuts

<b>Natural Resources</b>	<b>Capital Resources</b>
Pine cones from pinyon pine trees Wood for long poles Grass for baskets Sticky pitch from pine cones to waterproof baskets Dirt for fire pits Wood for fires Rocks to line the pit Stones to cook the pine nuts Water	Long poles Baskets

## Traditional Goods of a Native American People

Native American Tribe or Nation: Sioux -- Answer Key

Cultural Tradition: Nomadic Buffalo Hunters      Good Produced: Food, clothing, shelter, and tools

Natural Resources	Capital Resources
Buffalo Tall, thick grass Water and soil to grow grass Horses Rocks for arrowheads, scraping the skins Wood for drying racks, stakes, bows and arrows	Bows and arrows Drying racks