

America's First People series, Mankato, MN; Red 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.

Maryland State Curriculum

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.c Explain how available resources affect specialization and trade
- 4.B.1.a Examine how different economic systems, traditional, command, market, and mixed answer the basic economic question of what, how, and for whom to produce
- 4.B.1.b Describe examples of decisions in traditional economies, such as the economic roles of men and women

Common Core Standards for Reading Informational Text

- RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI7 Draw on information from multiple print sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Objective: Students will be able to 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.

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)

traditional economy: a system wherein economic decisions that people and groups make to answer the basic question of “what”, “for whom” and “how” generally repeat the decisions made at an earlier time or by an earlier generation

Additional vocabulary: culture, nomadic

Teacher Materials

- Items such as rice, pine nuts, woven cotton cloth, a clay pot, a woven basket, yarn or wool
- Transparency of Resource Sheet 1: *Traditional Goods of a Native American People*
- Copy of Resource Sheet 2: *Tri-fold of Resources*

Student Materials

- 1 copy of Resource Sheet 1: *Traditional Goods of a Native American People*

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.

Development

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. Define "traditional economy." Explain that each book focuses on a unique tradition of their culture that distinguishes them from other groups. Re-read 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 the traditional economy of a particular Native American tribe and the resources they needed to produce this good.
7. Display a transparency of Resource Sheet 1: *Traditional Goods of a Native American People* 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 Resource Sheet 2: *Tri-fold of Resources*)

Traditional Goods of a Native American People

Native American Tribe or Nation: _____

Cultural Tradition: _____ **Good Produced:** _____

Natural Resources	Capital Resources


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.

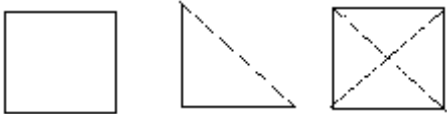
Trifold

1. Cut a sheet of construction paper into a square 10" x10".
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.

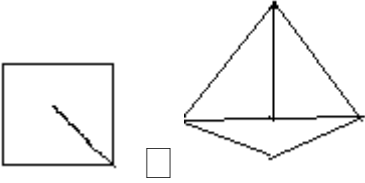
2



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

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

Natural Resources	Capital Resources
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