

Classroom Spice

Volume 4, Issue 1 Dr. Jeanne Mather, Editor

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Native American Tribes

As a change from our usual trivia quiz, enclosed on page two you will find a word search of tribal names obtained through CLEARVIEW.com. This site provides numerous educational materials on a variety of topics. Be sure and check it out. You may find the following background information on some of the tribes, obtained from *Scholastic's Encyclopedia of the North American Indian*, by James Ciment and Ronald LaFrance, to be useful in utilizing the activity more fully.

Abenaki is a tribe which lived in Maine and Vermont. They are of the Algonquian language group. Their life ways included hunting and gathering, and their own name for themselves was *Wapanaki*.

The **Aleut** are well known Alaskan Indians who did sea hunting and fishing. Because of the severe weather, the early Aleut built their homes partially underground, sliding down a pole from the roof to enter the dwelling.

The **Apache** are Southwest Indians. They were nomadic hunters and gatherers. The Chiricahua chief Goyathlay, known to many as Geronimo, was imprisoned and died at Fort Sill, Oklahoma.

The **Arapaho** were farmers and hunters, who settled predominantly in Oklahoma and Wyoming. Their Sun Dance ritual involving fasting, buffalo hunts, flesh piercing, and sun-gazing was a four-day summer ceremony of prayer and

thanks.

The **Calusa** lived along the Gulf Coast of Florida. Their life ways included fishing, gathering, and trading. They lived in thatched wooden houses, and were virtually eliminated by 1700 between wars with the Spanish and Carib, and associated disease and war.

The **Cherokee**, of Oklahoma and North Carolina, were farmers and hunters who lived in log houses and were of the Iroquoian language. They are well-known for their participation in the Trail of Tears and Sequoya, their Cherokee scholar.

The **Cheyenne** were planters and hunters who lived in earth lodges from the Dakotas to Oklahoma. They are associated with Chief Black Kettle and the Dog Soldiers.

The **Choctaw** were farmers who lived in Alabama and Mississippi before removal to Oklahoma. It was Allen Wright, a Choctaw, who suggested the name "Oklahoma" for the Indian Territory.

The **Comanche** were plains Indians. These hunters were of the *Uto-Aztecan Numic* language family. Comanche Chief Quanah Parker led

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Leading Our Students Through Difficult Times

The following information is excerpted from Scholastic's "Leading Our Students through Difficult Times" on What's Online at Scholastic.com, and is appropriate for 2nd-8th grades. Many of the resources will also be valuable for secondary teachers and some activities may be adaptable as well.

"Getting Along" is a conflict resolution mini-play (in PDF format) from the Scholastic Professional Book Caring, sharing and Getting Along. teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LAY0AS.

Pen pals are a wonderful way for students to reach out to the world. Help your students sign up for one by using Classport, Scholastic's international Web site. Many teachers around the world, including numerous Arabic countries, are looking for pen pals for their students. Enroll your class today at teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0Gwq0Af

A great resource is Global

Kids Connection to explore the history of different countries. It's available at teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LA30Ao.

America Unites: Join the Discussion—Your students can send messages and pictures of support and hope, and share opinions and stories about the events of September 11.

teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LA40Ap or replace the last four characters with **z0Az** or **o0Ao** for a different grade focus.

You can also join discussions with your peers in Scholastic's Professional Bulletin Board. Exchange teaching materials, ideas on tolerance education, and personal stories in response to the recent terrorist attack. teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LNX0Ae

For resources to address the recent real-world events in your classroom, including articles on diversity education,

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What is an aa

Dear Educator: This worksheet # 4LD 1010, is courtesy of CLEARVUE. It may only be reproduced for use in the classroom or other non-commercial educational purposes. For additional free resources go to <http://www.CLEARVUE.com> or call 1-800-253-2788.

Name _____

NATIVE AMERICANS—Word Search of Tribal Names

Objective:

- To learn about some human characteristics of the United States
- To introduce students to Native American tribal names

See if you can find all the Native American tribes listed. Circle each name as you find it in the puzzle.

Abenaki

Aleut

Algonquin

Apache

Arapaho

Calusa

Cherokee

Cheyenne

Choctaw

Comanche

Creek

Crow

Dakota

Erie

Han

Hopi

Ingalik

Iroquois

Massachuset

Navajo

Omaha

Osage

Pomo

Shoshone

Sioux

Timucua

Ute

Wichita

C	R	O	W	C	O	M	A	N	C	H	E
S	H	O	S	H	O	N	E	E	R	I	E
M	A	S	S	A	C	H	U	S	E	T	C
A	L	G	O	N	Q	U	I	N	E	X	H
R	U	Q	S	C	H	E	R	O	K	E	E
A	T	N	A	V	A	J	O	I	Z	T	Y
P	E	U	G	H	W	C	Q	N	A	I	E
A	P	A	E	A	I	A	U	G	D	M	N
H	O	P	I	N	C	L	O	A	A	U	N
O	M	A	H	A	H	U	I	L	K	C	E
J	O	C	D	Z	I	S	S	I	O	U	X
L	C	H	O	C	T	A	W	K	T	A	B
A	L	E	U	T	A	B	E	N	A	K	I

For extra fun: See how many names of modern cities, states, and countries you can find that come from the names on the left. Give yourself 5 points for every name you list without using an atlas. Give yourself one point for every place name you find by using an atlas.

(Tribes—cont'd from page 1)

the battle to save Texas buffalo herds from extermination by white buffalo hunters.

The *Creek* were also farmers who settled in Oklahoma after removal from the Southeast. They are associated with the Green Corn Ceremony and the Stomp Dance.

The *Hopi* were farmers of the Southwest, who lived in pueblos or cliff dwellings. They are well-known for their Kachina dolls, which traditionalists believe should never be sold, as they are part of their religious beliefs.

The *Iroquois* were hunters, traders, and farmers who lived in longhouses in the Northeast. The United States Constitution follows almost verbatim their constitution, “The Great Law of Peace,”

The *Massachuset* were farmers, fishers, and gatherers of the Northeast. Most were killed off before 1620 by smallpox. Many of the remaining were shipped to the Caribbean as slaves.

The *Navajo* were hunters and farmers of the Southwest. Most Navajo today live on America’s largest reservation (28,000 square miles covering 3 states). They are known for WWII Code Talking, as well as their basket, rug, and jewelry making.

The *Omaha* were Plains farmers and hunters, who lived in earth lodges. Susan LaFlesche was the first Native American woman physician.

The *Pomo* were hunters, fishers, and gatherers of California. They are known for their ecological projects including a native plant nursery.

The *Timucua* were one of the largest groups to live on the Gulf Coast, but by 1700 they had completely died off due to war, enslavement, and European disease.

The *Ute* were hunters and gathers of the Central Rocky Mountains. The Ute are known for lending their name to Utah, as well as raising sheep.

Scholastic Encyclopedia of the North American Indian, ISBN 0-590-22791-2, covers the culture and history of 149 tribes. The maps, illustrations, and resource guide are particularly wonderful. Check it out!

(Difficult Times—cont'd from page 1)

visit Scholastic Professional Resources at teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LA50Aq

100 Questions and Answers About Arab-Americans. This site can help you and your students answer some basic questions. teachermail.scholastic.com/cgi-bin3/flo?y=e0uxIV0Bgb0LA60ArHsy

Scholastic News Zone’s Special Report on stopping hate includes opinions sent in from students. Check it out at teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LAq0Aq

A World at Peace—Lesson plans that look at tolerance from “America Responds” at PBS.org.

Anti Arab Discrimination: What Teachers Can Do—Ideas, resources, and activities from Educators for Social Responsibility. teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LAr0Ar

Our students have discovered that there are people in the world who wish Americans harm. But they have also learned that everywhere there are people who are ready to help—firefighters, ordinary citizens, and our elected leaders. Have your students think about all the people ready and waiting to protect them.

- Talk with your students about what a hero is. Do they know any heroes or stories about them? What qualities do heroes share?
- Read some stories with your students about heroes: Ghandi, Thoreau, Abraham Lincoln, Martin Luther King, Rosa Parks, JFK, etc.
- Have your students write a story about an ordinary hero.

Set up a classroom bulletin board where students can post stories from the newspaper of heroic acts in everyday life.

teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LAs0As

Heroes Big and Small—This photojournalism activity explores the meaning of the new fireman statue at Ground Zero. From the NY Times lesson plans developed in

partnership with Bank St. College of Education. teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LA70As

A City of Heroes—For stories about heroic acts on September 11th see this Scholastic news story. teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LA80At

Each newscast and newspaper article these days makes reference to history, often to the events of WW II. “The terrorist attacks on September 11 were just like Pearl Harbor.” “We must be careful not to treat Arab-Americans like we did the Japanese-Americans.” “New York looks like London during the Blitz.” . We make sense of what is happening now by comparing and contrasting it to past events. Now is a great time to show students the importance of learning history.

- First ask students if there are any references they’ve heard in the news that they would like to know more about. Then, bring in a selection of articles for students to read and have them highlight any references they do not understand or any places they don’t know. Scholastic’s News Online has a number of articles that are just right for students—teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LAt0At
- Now divide the students into groups and have them each pick one topic they will research. For their research they should ask themselves, “What is this event, place or topic and what does it have to do with the events of September 11? How does it change the way I understand what is happening today?”

CNN—Current events articles for kids with discussion questions and activities on the September 11 attack, its connection to Pearl Harbor and past terrorist attacks, and more.

“Teachers Turn Tragedy into Lessons” offers suggestions on how classrooms are weaving current events into their curricula. teachermail.scholastic.com/cgi-bin3/flo?y=eHsy0uxIV0Bgb0LA10Am.

****Note—these sites may have a limited time accessibility, so act now!****



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n his ssue...

Native American Tribes; Leading Our Students Through Difficult Times; Kwanzaa

What is Kwanzaa?

Contrary to what many think, *Kwanzaa* is neither an African nor a Christmas celebration! Rather it is a unique “African American” celebration, which takes place between December 26th and Jaunuary 1st. Kwanzaa which means “first fruits of the harvest,” is intended to reaffirm the connections of African Americans with their African culture by drawing attention to the traditional African values related to family, community, commerce, and self-improvement.

Founded in 1966 by Dr. Maulana Karenga, it is based on seven guiding principles, *Nguzo Saba*, one for each day: **Umoja**, pronounced oo-mo-jah, means unity; **Kujichagulia**, koo-gee-cha-goo-lee-ya, means self-

determination; **Ujima**, oo-gee-mah, means Collective Work and Responsibility; **Ujamaa**, oo-jah-mah, means Cooperative economics; **Nia**, nee-yah, means purpose; **Kuumba**, koo-oom-bah, means creativity; and Imani, **ee-mah-nee**, means faith.

In celebrating Kwanzaa the following items are prominent, a candle holder; straw place-mat; fruits and vegetables; ears of corn—one per child in the household; communal unity cup, seven candles—one black, three green, and three red; and enriching gifts. The colors of Kwanzaa are black, red, and green. Note that gifts are traditionally educational or artistic in nature, and are usually given on January 1st. The Kwanzaa feast itself is celebrated on December 31st. For more information see Melanet on the web.

Answer key

Answer key for “Native Americans—Word Search of Tribal Names” (page 2)

