

***NATIVE AMERICANS AND
THE NATURAL WORLD***

Grades 10-12

Social Studies
Elective Curriculum

VINELAND PUBLIC SCHOOLS
VINELAND, NJ
2009

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SOCIAL STUDIES PURPOSE AND GOALS

As defined by the National Council for the Social Studies, "Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences.

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

In order to carry out the purpose of social studies education, the Vineland Public Schools Social Studies Program focuses on the following goals, adapted from the Mission Statement and Goals of the Vineland Public Schools, New Jersey Social Studies Core Course Proficiencies and the New Jersey Social Studies Curriculum Content Standards.

The curriculum is consistent with district goals and the goals of the Social Studies program K-12. Learning objectives incorporate the New Jersey Content Standards and Proficiencies in Social Studies, Grades 9-12. NJCCCS 6.1: Social Studies Skills are integrated throughout the course in all lessons. NJCCCS 6.2-6.6 are listed after the objectives for each unit as appropriate.

These goals are to promote:

1. Development of thinking, writing and speaking skills essential to effective decisionmaking and problem solving that will enable our students to be rational, humane and lifelong learners.
2. Understanding of the common elements of culture and appreciation of cultural diversity.
3. Understanding of political principles and systems to encourage competent civic participation in a democratic society.
4. Understanding of the impact of science and technology on individuals and societies.
5. Reflective attitudes toward personal values, the values of others and the cultural values evident in students' own and other societies.
6. Understanding and appreciation of the interdependence of peoples and nations in a global society.
7. Understanding of how human beings view themselves and others, individually and in

groups.

8. Understanding of historical methods, divergent perspectives and interpretation, cause and effect relationships, change and continuity and turning points.
9. Appreciation of the humanities and the impact of aesthetic expression.
10. Understanding of economic principles and systems within a global context.
11. Geographic understanding, including an informal spatial view of the world and the interrelationship of humans and their environments.
12. Understanding of the obstacles and conflicts that prevent effective communication and cooperation among cultures and societies.
13. Recognition of the responsibility of government and individuals for the protection of human rights.

The units of study and student proficiencies that define each course are consistent with district and state objectives and reflect commitment to the Mission of the Vineland Public Schools to "enable students to become knowledgeable, skillful, life-long learners who are contributing citizens in our changing society."

Curriculum Committee

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NEW JERSEY CORE CURRICULUM CONTENT SOCIAL STUDIES STANDARDS

6.1 Social Studies Skills (infused throughout all units of the curriculum)

6.2 Civics

- A. Civic Life, Politics, and Government
- B. American Values and Principles
- C. The Constitution and American Democracy
- D. Citizenship
- E. International Education: Global Challenges, Cultures, and Connections

6.3 World History

- A. The Birth of Civilization to 1000 BCE (BC)
- B. Early Human Societies to 500 CE (AD)
- C. Expanding Zones of Exchange and Interaction to 1400 CE (AD)
- D. The Age of Global Encounters (1400-1750)
- E. The Age of Revolutionary Change (1750-1914)
- F. The Era of the Great Wars (1914-1945)
- G. The Modern World (1945-1979)

H. Looking to the Future (1980-present)

6.4 United States/New Jersey History

A. Family and Community Life

B. State and Nation

C. Many Worlds Meet (to 1620)

D. Colonization and Settlement (1585-1763)

E. Revolution and the New Nation (1754-1820)

F. Expansion and Reform (1801-1861)

G. Civil War and Reconstruction (1850-1877)

H. The Industrial Revolution (1870-1900)

I. The Emergence of Modern America (1890-1930)

J. The Great Depression and World War II (1929-1945)

K. Postwar Years (1945-1970)

L. Contemporary America (1968-present)

6.5 Economics

A. Economic Literacy

B. Economics and Society

6.6 Geography

A. The World in Spatial Terms

B. Places and Regions

C. Physical Systems

D. Human Systems

E. Environment and Society

PROFICIENCY

Satisfactory student achievement in each of the proficiencies listed in this curriculum shall be determined by student attainment of the 70% district-passing-standard. Such proficiency shall be measured by a multiplicity of evaluation techniques and activities that include, but are not restricted to the following:

1. Teacher-made tests/quizzes
2. Class participation
3. Homework assignments
4. Research papers/reports
5. Projects
6. Writing assignments (stress prewriting skills using graphic organizers)
7. Oral reports and presentations
8. Notebooks/journals
9. Portfolios
10. Cooperative group projects/activities
11. Role playing
12. Interpretation/creation of maps, charts, graphs, tables, cartoons

Course Description: *Native Americans and the Natural World* introduces students to the field of cultural anthropology, and it focuses specifically on the ways in which the first Americans adapted their physical environments to meet their needs. To that end, the study of Human Geography, which is the way in which people interact with their environment, is especially important. This course concentrates on how cultures evolved over time in what is now the United States and evaluates the impact and influence of European culture to Native American culture.

Native Americans and the Natural World begins with an investigation into the reasons why ancient people crossed the land bridge between Asia and North America, and how they disseminated throughout that is now North America. We will discuss Native Americans by region: East, Southeast, Plains, and West/Southwest. It is important to note that this course, due to its breadth of content over time and geographic area, is not exhaustive. It is instead intended to be one that uses specific examples as a means by which to understand larger concepts or groups within the geographic regions. This course will evaluate the ways in which Native Americans were affected by their interactions with Europeans, while focusing on the political effects of these interactions.

Finally, we will also discuss more modern issues facing Native Americans. Topics include assimilation to reservation life, education, gambling, alcoholism, art/music production, and stereotypes involving sports teams, universities and mascots.

Native Americans and the Natural World Enduring Understandings

Human Geography is the study of how humans interact with their environment

Native Americans interacted with their environment differently according to their geographic location

Native Americans reacted differently to the influx of Europeans and European culture

Native Americans continue to have relevance in modern America even as they struggle with issues of assimilation

Unit 1: Anthropology and Early Settlements in North America: Essential Questions:

How can the field of Anthropology best be explained?

How did the first people come to what is now North America and create the first settlements?

Student Proficiencies:

- 1.1 Define culture as a system of beliefs, knowledge, institutions, customs/traditions, languages, and skills shared by a group of people
- 1.2 Define anthropology and the different fields of study within Anthropology

- 1.3 Compare the field of Anthropology with Archaeology and History
- 1.4 Discuss the reasons why the study of Native Americans is best done from an anthropological perspective
- 1.5 Map the routes by which people traveled across the land bridge between Asia and North America into their traditional locations throughout North America
- 1.6 Discuss the ways in which ancient Americans evolved into different groups and the motivations for doing so
- 1.7 Describe the subsistence practices of the earliest people in North America

Unit 2: The East Region- Essential Questions:

- 1) How did climate and geography affect the way Native Americans in the East region adapted to meet their needs throughout history?**
- 2) How were the lives of Native Americans affected by interactions with Europeans?**

GEOGRAPHY/CULTURE

- 2.1 Map the geographic location of major Eastern tribes, to include the Iroquois, Mohawk, Seneca, Chippewa, Delaware/Lenape, Mohican, and Shawnee
- 2.2 Analyze the historical backgrounds of the first tribes who inhabited the eastern region of North America
- 2.3 Evaluate the topography, landforms, and natural resources of the East region prior to European settlements
- 2.4 Describe how climate and geography influenced the way of life of Native American tribes in the East region of the U.S.
- 2.5 Give examples of how family life, clothing, food, housing, and traditions varied among the Native American tribes reflected life in the Eastern Region
- 2.6 Analyze the religious beliefs and forms of governments of tribes from the Eastern Region
- 2.7 Describe tools used by Native Americans throughout the East region before the arrival of Europeans
- 2.8 Describe how different geographic factors influenced settlement patterns of tribes in the East region.

- 2.9 List the natural resources important to Native Americans in the East region and explain the reasons for their importance to the survival of tribes in the East region.
- 2.10 Describe the first settlements and pre-European culture of major tribes in the East region.
- 2.11 Explain the role of myths, legends, and animals Eastern Indians' culture
- 2.12 Assess the means of transportation and tools that the major Eastern tribes used
- 2.13 Give examples of how family life, clothing, food, housing, and traditions vary among the Native American tribes in the Eastern Region
- 2.14 Explain who Pocahontas and Powhatan were and why each is a noteworthy figure in American history

HISTORY

- 2.15 Explain the reasons why conflicts existed between some Native People in the East region and European settlers
- 2.16 Assess the impact of the major events of the tribes such as The Iroquois Confederacy and the Great Law of Peace, the removal of Indians from the East and the participation of American Indians in 1835.
- 2.17 Assess the impact of interactions between Europeans and Native Americans in terms of population and cultural change
- 2.18 Evaluate the website for the Lenape tribe (www.lenapelifeways.com) and discuss the current culture of the Lenape tribe

Unit 3: Southeastern Tribes- Essential Questions:

- 1) How did Southeastern tribes adapt to their environment to meet their needs?**
- 2) How did Southeastern tribes assimilate to or resist European influences?**

Student Proficiencies

GEOGRAPHY/CULTURE

- 3.1 Map the geographic location of the major tribes (Choctaw, Chickasaw, Cherokee, Creek, Seminole) of the southeast region.

- 3.2 Compare the distinct geographic features of the environment of the southeastern tribes.
- 3.3 Evaluate how environments such as the Everglades and woodlands created variations in southeastern tribal culture.
- 3.4 Identify the major animals of the southeastern region that were important to Southeastern tribes
- 3.5 Describe the importance and production of animal pelts for economic and domestic use.
- 3.6 Discuss the impact of the introduction maize to Native American settlement in the Southeast.
- 3.7 Compare the crops harvested and the environmental challenges faced by Native American farmers in the Southeast region.
- 3.8 Compare and contrast the hunting and fishing patterns of the southeastern tribes.
- 3.9 Discuss the impact of the introduction of European animals and plants to the southeastern tribes
- 3.10 Evaluate the effect of European contact with Native Americans and the reasons why this contact was so devastating

HISTORY

- 3.11 Analyze the early patterns of human settlement in the southeastern region.
- 3.12 Discuss the ancient origins of the southeastern tribes and practice of “mound building”
- 3.13 Examine the transition from hunting/gathering peoples to stable agricultural societies in the southeast region
- 3.14 Research the impact of early contact between Native Americans and with Spanish conquistadors
- 3.15 Identify the early relationship between Spanish explorers and southeastern Native Americans
- 3.16 Describe the role of southeastern tribes in the French & Indian War and the alliances formed with Europeans.
- 3.17 Examine the impact of the American Revolution on the southeastern tribes and treaties, and the concessions made by tribes
- 3.18 Evaluate the importance of Tecumseh to American History

- 3.19 Examine the formation of nations amongst the southeastern tribes
- 3.20 Discuss the impact of the idea of ‘Manifest Destiny’ and its impact on Native Americans of the Southeast region.
- 3.21 Examine the impact of the Indian Removal Act and the role of the southeastern tribes in its implementation.
- 3.22 Examine the attempt to assimilate by some southeastern tribes and the concept of becoming “civilized”
- 3.23 Discuss the impact of the Trail of Tears and the conditions faced by migrating tribes.
- 3.24 Discuss the resistance to removal by tribes including the Cherokee and the Seminoles.
- 3.25 Examine the motivations and outcome of the Seminole Wars
- 3.26 Identify reasons for the alignment of some southeastern tribes with the confederacy during the Civil War.
- 3.27 Describe the impact of the Dawes Act and the redistribution of Indian territory in the late 19th century.
- 3.28 Describe the struggle of southeastern tribes’ struggle to remain distinct in Oklahoma, Mississippi, and Florida territories in the 20th century.

Culture

- 3.29 Identify the role of the “miko” or civil chief within tribal organization.
- 3.30 Compare the incorporation of chiefdoms and the progression of tribal organizations in the Southeastern region.
- 3.31 Examine the democratic town council structure of government incorporated by most southeastern tribes.
- 3.32 Discuss the culture surrounding the warrior class of the southeastern tribes.
- 3.33 Explain the role of nature in Southeastern tribal art.
- 3.34 Compare birth, marriage, and death customs of southeastern tribes
- 3.35 Compare celebrations and festivals associated with harvests, including the Corn and Hunting dances of the Seminoles.

Religion

- 3.36 Identify the role of animal spirits within each tribe's spiritual belief system
- 3.37 Compare various concepts of the after-life amongst southeastern tribes
- 3.38 Discuss the impact of Christianity on the southeastern tribes.
- 3.39 Observe the expression of spirituality through art of Southeastern tribes, especially sculpture.

TOOLS/TECHNOLOGY

- 3.40 Discuss the introduction of European weapons, including rifles and metal objects, on Native American life in the Southeast region

CURRENT ISSUES

- 3.41 Debate the "mascot controversy" and the use of Native American imagery by colleges and professional sports teams

Unit 4: The Great Plains Region

Essential Questions:

- 1) **How did the bison affect the culture of the Plains tribes?**
- 2) **How are tribes of the Plains region still struggling with issues of assimilation?**
- 3) **Compare the overall detrimental effects of U.S. policy towards Native Americans to other cases of genocide.**

Student Proficiencies:

GEOGRAPHY/CULTURE

- 4.1 Identify the major Native American tribes of the Great Plains
- 4.2 Map the traditional and current locations of Plains tribes
- 4.2 Describe how climate and geography influenced the way of life of the Plains tribes
- 4.4 Explain the reasons for the nomadic lifestyle of the Plains tribes
- 4.5 Contrast the nomadic lifestyle of the Plains' tribes with other tribes' lifestyles
- 4.6 Examine modes of transportation used by the Plains tribes
- 4.7 Describe the adaptations of Plains tribes to their local environment

- 4.8 Examine cultural differences and similarities of various Plains tribes
- 4.9 Evaluate the impact of the bison to Plains tribes
- 4.10 Compare the ways Plains tribes adapted their environment for hunting bison
- 4.11 Identify religious ceremonies and symbols used by the Plains tribes
- 4.12 Discuss the importance of the Sun Dance to Plains tribes
- 4.13 Examine the symbolism of animals within tribal life of the Plains Indians
- 4.14 Explain the cultural importance of the Ghost Dance
- 4.15 Identify significant artwork of the Plains Indians
- 4.16 Juxtapose the family life of the Plains Indians with tribes in other regions
- 4.17 Evaluate the importance of the introduction of the horse by Spanish explorers
- 4.18 Assess the impact of Europeans on the Plains tribes

HISTORY

- 4.19 Examine federal laws, such as the Dawes Severalty Act and their impact on tribal life
- 4.20 Evaluate the policies of Indian removal toward the Plains tribes
- 4.21 Compare attitudes of and assimilation and resistance among the Plains tribes
- 4.22 Discuss the process by which Plains tribes were motivated or forced to go to reservations
- 4.23 Identify and discuss the American Indian Movement (AIM) and its goals
- 4.24 Examine the impact of the crisis at Wounded Knee
- 4.25 Identify important figures, such as Geronimo, Sitting Bull, Red Cloud, Crazy Horse and their legacies
- 4.26 Evaluate levels of alcoholism and substance abuse on Indian reservations in the modern era
- 4.27 Hypothesize why Plains tribes still struggle with issues such as alcoholism and poor levels of education

Unit 5: The South West Region-Essential Questions:

What role did physical geography and climate play in shaping the way that Native Americans in the Southwest interacted with, and adapted to, their environment?

What impact did contact with Europeans have on traditional Native American cultures?

To what extent have Southwest Native Americans been able to retain their traditional cultures in modern America?

Student Proficiencies:

GEOGRAPHY

- 5.1 Map the boundaries of the Southwest region in relation to modern North American political divisions. (Arizona, New Mexico, Southern Colorado, Northern Mexico).
- 5.2 Describe and map the physical geography of the Southwest region including topography, landforms, climate, natural resources and vegetation.
- 5.3 Hypothesize the impact of geography and climate on the lifestyles of people living in the Southwest region historically and in modern times.
- 5.4 List and map the traditional locations of Southwestern tribes including the Pueblo, Hopi, Zuni, Navajo (Dine') and Apache.
- 5.5 Describe the location and characteristics of modern Native American communities in the Southwest.

HISTORY

- 5.6 Describe how tribes in the Southwest such as the Pueblo, Hopi and Zuni descended from ancient Native civilizations including the Anasazi, Hohokum and Mogallan.
- 5.7 Explain how environmental adaptation was reflected in the life and culture of the Anasazi including the building of cliff dwellings, the cultivation of corn, squash and beans and the making of pottery.
- 5.8 Explain the importance of the Hohokum's development of the use of canals and irrigation for farming in the Southwest.
- 5.9 Describe how tribes such as the Navajo and Apache migrated into the South West from the North West.
- 5.10 Identify ways in which tribes such as the Navajo were influenced by the culture of existing Southwestern tribes.

- 5.11 Describe how Southwestern tribes utilized natural resources prior to contact with the Spanish including cultivating maize and weaving cotton.
- 5.12 Provide examples of early European contact with Native people in the Southwest.
- 5.13 Analyze how the introduction of sheep and horses by the Spanish changed traditional culture.
- 5.14 Evaluate the impact of European contact on the tribes of the Southwest.
- 5.15 Examine conflicts between the Navaho and Apache tribes and the U.S. government in the 1860's.
- 5.16 Discuss how title rights to this region's water and mineral resources lay at the root of the confrontation between native and white cultures.
- 5.17 Examine how native societies were restricted to increasingly smaller reservations—most lacking access to traditional natural resources.

CULTURE AND ART

- 5.18 List similarities and differences in the social structure and family organization of various Southwestern tribes.
- 5.19 Compare and contrast the different social roles for men and women in various Southwestern tribes.
- 5.20 Describe the importance of agriculture to the tribes of the Southwest.
- 5.21 Describe how the arid climate in many places made cultivating food difficult and how irrigation and technology was used to overcome these difficulties.
- 5.22 Compare and contrast the daily life of various Southwestern tribes including food gathering and food preparation, the building of homes and the use of various tools to accomplish these tasks.
- 5.23 Discuss the importance of weaving to Southwest culture and how the introduction of sheep and wool changed traditional practices.
- 5.24 Describe the methods used by Southwestern tribes to create pottery.
- 5.25 Examine how turquoise and silver were used in the art and culture of the Southwestern tribes historically and in the modern world.
- 5.26 Evaluate how European contact changed traditional art and culture.

RELIGION

- 5.27 Discuss the importance of traditional religious beliefs to the life and culture of the Southwestern tribes.
- 5.28 Identify the spiritual beliefs of the Southwestern tribes including respect for the earth, the belief in an Almighty spiritual force and the belief in Kachina among the Hopi.
- 5.29 Explain how Southwestern Native religious beliefs were expressed in shrines, objects and ceremonies.
- 5.30 Examine creation legends of the Southwestern tribes including the emergence of humans from the *sipapu*.
- 5.31 Evaluate the impact of the introduction of Christianity to the tribes of the Southwest by the Spanish.
- 5.32 Compare and contrast how different tribes used tools and technology to meet the everyday needs of their societies.
- 5.33 Discuss the importance of Native American communities in the modern Southwest.
- 5.34 Discuss challenges facing Native Americans in the Southwest today.

Unit 6: The West (Great Basin, Plateau and California)-Essential Questions:

What role did physical geography and climate play in shaping the way that Native Americans in the Western regions interacted with, and adapted to, their environment?

What impact did contact with Europeans have on traditional Native American cultures?

To what extent have Western Native Americans been able to retain their traditional cultures in modern America?

Student Proficiencies:

GEOGRAPHY

- 6.1 Map the boundaries of the Plateau region in relation to modern North American political divisions (Washington, Oregon and Idaho).
- 6.2 Describe and map the physical geography of the Plateau region including topography, landforms, climate, natural resources and vegetation.
- 6.3 Hypothesize the impact of geography and climate on the lifestyles of people living in the Plateau region historically and in modern times.
- 6.4 List and map the traditional locations of tribes in the Plateau region including the Nez Perce, the Ute and the Umatilla.

- 6.5 Describe the location and characteristics of modern Native American communities in the Plateau region.
- 6.6 Map the boundaries of the Great Basin region in relation to modern North American political divisions. (Utah, Nevada, parts of Wyoming and Colorado).
- 6.7 Describe and map the physical geography of the Great Basin region including topography, landforms, climate, natural resources and vegetation.
- 6.8 Hypothesize the impact of geography and climate on the lifestyles of people living in the Great Basin region historically and in modern times.
- 6.9 List and map the traditional locations of tribes in the Great Basin region including the Shoshone, Paiute and Mono.
- 6.10 Describe the location and characteristics of modern Native American communities in the Great Basin region.
- 6.11 Describe and map the physical geography of California including topography, landforms, climate, natural resources and vegetation.
- 6.12 Hypothesize the impact of geography and climate on the lifestyles of Native people living in California historically and in modern times.
- 6.13 List and map the traditional locations of tribes in the California region including the Hupa, the Shasta, the Cumash, the Salina, the Maidu and the Miwok.
- 6.14 Describe the location and characteristics of modern Native American communities in the California region.
- 6.15 Explain how the different resources and climate in each Western region influenced the lifestyle of various Western tribes.

HISTORY

- 6.16 Describe the social organization of tribes in the Western region prior to contact with Europeans.
- 6.17 Describe early Spanish exploration of California.
- 6.18 Describe the stated goals of early Spanish missions and evaluate their impact on Native Americans in California.
- 6.19 Explain the impact of European diseases on Native Americans in the West.

- 6.20 Explain why the Spanish exerted more influence on Native Americans in California than in other areas of the West.
- 6.21 Describe meetings between Western tribes such as the Shoshone and Nez Perce by Lewis and Clark's expedition.
- 6.22 Write a short biography of Sacajawea and explain her role in the Lewis and Clark expedition.
- 6.23 Discuss how Mormon settlement in and around Utah caused conflict with Native people.
- 6.24 Examine how the discovery of the Comstock Lode fueled the destruction of Native American culture in the Great Basin.
- 6.25 Discuss the life of Wovoka and describe the impact of the Ghost Dance and the "Indian Messiah Movement."
- 6.26 Examine how native societies were restricted to increasingly smaller reservations—most lacking access to traditional natural resources.

CULTURE AND ART

- 6.27 List similarities and differences in the social structure and family organization of various Western tribes.
- 6.28 Compare and contrast the different social roles for men and women in various Western tribes.
- 6.29 Compare and contrast the wide range of food sources that were important to the Western tribes.
- 6.30 Compare and contrast the daily life of various Western tribes including food gathering, hunting and food preparation, the building of homes and the use of various tools to accomplish these tasks.
- 6.31 Evaluate how the availability of natural resources influenced the foods eaten, the homes built, the materials used and numerous other aspects of daily life.
- 6.32 Discuss the importance of basket weaving for many Western tribes.
- 6.33 Compare and contrast the art forms of various Western tribes.

RELIGION

- 6.34 Discuss the importance of traditional religious beliefs to the life and culture of the Western tribes.

- 6.35 Explain how Southwestern Native religious beliefs were expressed in shrines, objects and ceremonies.
- 6.36 Evaluate the impact of the introduction of Christianity to Native Americans in the West.

TECHNOLOGY/ TOOLS

- 6.37 Compare and contrast how Western tribes used resources available in their regions to construct tools and weapons.
- 6.38 Compare and contrast how different tribes used tools and technology to meet the everyday needs of their societies.
- 6.39 Describe how the introduction of European products and technologies disrupted the manufacture of traditional tools and weapons.

CURRENT ISSUES

- 6.40 Discuss the importance of Native American communities in the modern Western Regions.
- 6.41 Discuss why there is a less significant Native American presence in California today than in other Western areas.

Unit 7: The Pacific Northwest- Essential Questions:

Describe the role that physical geography and climate played in shaping the way that Native Americans in the Pacific Northwest region interacted with, and adapted to, their environment.

What impact did contact with Europeans have on traditional Native American cultures?

To what extent have Pacific Northwestern Native Americans been able to retain their traditional cultures in modern America?

Student Proficiencies:

GEOGRAPHY

- 7.1 Map the boundaries of the Pacific Northwest region in relation to modern North American political divisions (Along the Western coastline from Southern Alaska to northern California).
- 7.2 Describe and map the physical geography of the Pacific Northwest region including topography, landforms, climate, natural resources and vegetation.

- 7.3 Hypothesize the impact of geography and climate on the lifestyles of people living in the Pacific Northwest region historically and in modern times.
- 7.4 List and map the traditional locations of tribes in the Pacific Northwest region including the Chinook, Haida, Nootka and Tlingit.
- 7.5 Describe the location and characteristics of modern Native American communities in the Pacific Northwest region.
- 7.6 Explain how the different resources and climate in the Pacific Northwest region influenced the lifestyle of various tribes.

HISTORY

- 7.7 Describe the social organization of tribes in the Pacific Northwest region prior to contact with Europeans.
- 7.8 Describe early European exploration of the Pacific Northwest.
- 7.9 Identify conflicts caused by competing claims for territory between the British, Spanish and American governments.

CULTURE AND ART

- 7.10 List similarities and differences in the social structure and family organization of various Pacific Northwestern tribes.
- 7.11 Compare and contrast the different social roles for men and women in various Western tribes.
- 7.12 Describe the importance of salmon fishing and other seafood on the life and culture of the Native Americans of the Pacific Northwest.
- 7.13 Describe the importance of cedar trees for building homes, canoes and other essential items.
- 7.14 Evaluate how the availability of natural resources influenced the foods eaten, the homes built, the materials used and numerous other aspects of daily life.
- 7.15 Identify examples of Pacific Northwestern art including the carving of totem poles, masks and baskets.

RELIGION

- 7.16 Discuss the importance of traditional religious beliefs to the life and culture of the tribes of the Pacific Northwest.
- 7.17 Explain how Pacific Northwestern Native religious beliefs were expressed in shrines, objects, ceremonies, rituals and legends.

TECHNOLOGY/ TOOLS

- 7.18 Describe how tribes made tools including tools for carving wood.
- 7.19 Compare and contrast how different tribes used tools and technology to meet the everyday needs of their societies.
- 7.20 Describe how the introduction of metal tools changed traditional practices.

CURRENT ISSUES

Native American Studies Websites

<http://www.nmai.si.edu/>

<http://www.ipl.org/div/natam/>

<http://www.artnatam.com/>

www.lenapelifeways.org