List of Suggested Books and Videos

Note: This is a list of suggested books and videos. It is not implied that all of these resources are necessary for the unit. Instead, the teacher should select from those that are available at his/her particular location.

NON-FICTION BOOKS:


Ciment, James, PhD, and Ronald LaFrance, PhD. Scholastic Encyclopedia Of The North American Indian. New York: Scholastic, Inc., 1996.


Teacher Created Materials: *Thematic Unit on Native Americans*.

**FICTION BOOKS:**


**MUSIC VIDEO**

EDUCATIONAL VIDEOS

Good, short, video that focuses on all 5 regions. California Intermountain region is called Far West region in this video. 10 minutes

Little advanced, but will do with teacher input and clarification.

About 10 minutes. Shows a Plains Indian boy and family. Good.

Boy Of The Seminoles (Indians Of The Everglades). Coronet Film and Video, 1956.
About 10 minutes. Seminole boy finds a baby alligator and wants to keep it as a pet. Asks dad, but decides to return the alligator. Shows way of life and Everglade environment.

People Of The Desert, Rainbow Educational, 1993.
24 minutes. A good video about the Anasazi. A little advanced, teacher clarification needed at some points.

Woodland Indians Of Early America, Coronet, 1980.
10 minutes. - Good, on 2nd grade level; mentioned the wigwam as the home, not the longhouse.
SS.A.1.1.1.2.1
The student knows similarities and differences among selected Native American cultures from different regions and times.
SS.A.3.1.2.2.1

The student knows some works of art that reflect the cultural heritage of the community or country.
SS.B.2.1.1.2.1

The student understands ways climate, location, and physical surroundings affect the way people live.
<table>
<thead>
<tr>
<th><strong>Vocabulary Words and Meanings (for Big Word display)</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Climate</strong> – The usual weather of a place</td>
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<tr>
<td><strong>Culture group</strong> – A group of people who live in the same region and have the same way of life</td>
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</tbody>
</table>
Informational text –
Printed words that tell steps to complete a task or facts about subjects or topics

Location –
A particular place
Matrix –
A way of arranging a lot of information in columns and rows

Natural resources –
Valuable things in nature
Physical surroundings –
The things found in nature and the layout of the land surrounding a particular location.

Region –
An area of land
Native Americans –
The first Americans; Indians

Volume –
The loudness of your voice
Tone –
Changing the sound of your voice when you say different kinds of sentences

Phrasing –
Grouping words you speak in a way that makes your speech easy to understand
Eye Contact –
Looking at the people who are listening to you while you speak

Gestures –
Moving your hands or body to make your speech more interesting to those who are listening
Vocabulary List

1. Climate – the usual weather of a place.
2. Culture group – a group of people who live in the same region and have the same way of life.
3. Informational text – printed words that tell steps to complete a task or facts about subjects or topics.
4. Location – a particular place.
5. Matrix – a way of arranging a lot of information in columns and rows.
6. Natural resources – valuable things in nature.
7. Physical surroundings – the things found in nature and the layout of the land surrounding a particular location.
8. Region – an area of land.
10. Volume – the loudness of your voice.
11. Tone – changing the sound of your voice when you say different kinds of sentences.
12. Phrasing – grouping words you speak in a way that makes your speech easy to understand.
13. Eye Contact – Looking at the people who are listening to you while you speak.
14. Gestures – Moving your hands or body to make your speech more interesting to those who are listening.
Parent Note

Dear Parent,

Our class is beginning an integrated Social Studies and Language Arts unit on Native Americans. We will learn many interesting facts. The following Grade Level Expectations will be covered in this unit:

SS.A.1.1.1.2.1 The student knows similarities and differences among selected Native American cultures from different regions and times (for example, nomadic groups, agricultural groups, city building, relationship with the environment).

SS.A.3.1.2.2.1 The student knows some works of art that reflect the cultural heritage of the community or country (for example, paintings, statues).

SS.B.2.1.1.2.1 The student understands ways climate, location, and physical surroundings affect the way people live (for example, food, clothing, shelter, transportation, recreation).

LA.A.2.1.3.2.1 The student reads informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).

LA.C.3.1.1.2.1 The student uses volume, phrasing, and intonation appropriate for different situations (for example, large or small group settings, sharing oral stories, dramatic activities).

LA.C.3.1.1.2.2 The student speaks for different purposes (for example, informing, entertaining, expressing ideas).

LA.C.3.1.4.2.1. The student uses eye contact and appropriate gestures to enhance oral presentations.

Goal 3 Standards: Information managers, Creative and Critical Thinkers, and Effective Communicators.

Your student is encouraged to discuss class activities with you on a daily basis. Also, attached is a vocabulary list of some “Big Words” we will learn. If you have any Native American information or items that your child could bring to class to share, please notify me. We will plan a convenient time for it to be shared.

Sincerely,
Map Transparency
Region Labels

Northeast Woodlands

Plains

Northwest Coast