



**NATIVE**

**AMERICANS:**

who are they today?

prepared by:

Tressa Brown

Karen Cheser

Kathy Dickinson

Paula Whitmer



**KENTUCKY DEPARTMENT OF EDUCATION**

CAPITAL PLAZA TOWER 500 MERO STREET FRANKFORT, KENTUCKY 40601

Kevin M. Noland, Interim Commissioner  
(502) 564-4770

February 29, 2000

Native American Heritage Commission:

I want to take this opportunity on behalf of the social studies teachers of Kentucky to thank you for funding this project. Teachers at the fourth grade level will benefit greatly from the work of the committee and their students will be the ultimate benefactors.

As you know, no unit can be declared finished. Teachers constantly reflect and adapt units to meet the needs of their students. Therefore, I would suggest that a teacher or teachers be identified to pilot this unit and give input on changes before it is released to all teachers in Kentucky. I would be glad to facilitate this process any way I can.

Again, please accept my gratitude for your support with the project.

Sincerely,

Robin Chandler  
Social Studies Consultant

RC:swt



Winner of the 1997 Innovations in American Government Award

An Equal Opportunity Employer M/F/D  
[www.kde.state.ky.us/](http://www.kde.state.ky.us/)



***Who are Native Americans Today?***  
**A Discipline-Based Unit in Social Studies**  
**Grades 4/5**

---

<b>Time:</b>	2-3 Weeks (But flexible: portions may be extended or narrowed)
<b>Themes:</b>	Native Americans/Stereotyping
<b>Organizer:</b>	How do Native American stereotypes influence perceptions of Native Americans today?
<b>Contacts:</b>	Tressa Brown Karen Cheser Kathy Dickinson Paula Whitmer Robin Chandler

---

**Rationale**

This unit is designed to help teachers overcome some of the present obstacles in teaching about Native Americans. Those problems center on a lack of easily accessible, accurate, and unbiased information for both teacher and student, which can result in the perpetuation of the most common and damaging stereotypes about Native Americans: that they exist primarily in the past, that any natives living today continue to live as they did in the past, that all American Indians look the same and have the same cultural background, and that there are no Native Americans in Kentucky today. To address the lack of information, the Kentucky Native American Heritage Commission has prepared and made available a new resource packet that should be used in conjunction with this unit plan. As students increase their knowledge of present and past Native American cultures, they will also be learning to identify and analyze stereotypical thinking wherever it occurs.

**OVERVIEW:**

**Organizer**

How do Native American Stereotypes influence perceptions of Native Americans today?

**Essential Questions**

- What are Native American stereotypes?
- There are hundreds of Native American tribes in the United States today. Around Kentucky (Ohio, Tennessee, Indiana, North Carolina, West Virginia), for example, there are groups of Shawnee, Cherokee, Miami, Lenape, Mingo, and others. What are they doing now?

- What contributions have Native Americans made to our lives?
- How have Native Americans affected the course of United States History?
- How are Native American traditions maintained?

### **Academic Expectations**

2.16, 2.17, 2.20

### **Program of Studies (Grade 4)**

#### ***Culture and Society (2.16 and 2.17)***

- Understand similarities and differences in the ways groups and cultures within Kentucky and regions of the United States address similar needs and concerns.
- Recognize the elements of culture using different groups from Kentucky's past and regions of the United States as examples.
- Recognize how tensions and conflict can develop between and among individuals, groups, and institutions.

#### ***Historical Perspective (2.20)***

- Explore different perspectives and interpretations of Kentucky history by using primary and secondary sources, artifacts, and time lines.
- Understand different groups throughout Kentucky's history and their reasons for exploring and/or settling in Kentucky.
- Recognize how lifestyles and conditions have changed over time in Kentucky.

### **Program of Studies (Grade 5)**

#### ***Culture and Society (2.16 and 2.17)***

- Understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups.
- Examine social interactions among diverse groups in the history of the United States.

#### ***Historical Perspective (2.20)***

- Recognize broad historical periods and eras of the history of the United States (i.e., Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Twentieth Century).
- Examine the historical contributions of individuals and groups.
- Recognize the significance of important symbols, monuments, patriotic songs, poems, and written passages in the history of the United States.

### **Core Content**

- SS-E-2.1.1: Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups.
- SS-E-2.2.1: All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.
- SS-E-2.4.1: As cultures emerge and develop, conflict and competition (e.g., disagreements, arguments, stereotypes, prejudice) may occur.
- SS-E-5.2.1: Native American cultures, both in Kentucky and the United States, had similarities (e.g., language, shelter, tools, foods, and clothing). and differences (e.g., gender roles, family organization, religion, values).
- SS-E-5.2.2: People explored and settled America and Kentucky for multiple reasons (e.g., freedoms opportunities, fleeing negative situations).
- SS-E-5.2.3: The way we live has changed over time for both Kentuckians and Americans because of changes in many areas (e.g., communication, innovations/inventions, homes, transportation, recreation, traditions, education).
- SS-E-5.2.4: The study of U.S. history is categorized into broad historical periods and eras (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Twentieth Century).

### **Culminating Event**

#### ***Group***

Student will work in groups to create an exhibit to be displayed in the school prior to Open House showing a non-stereotypical image of Native Americans. Student displays will reflect Native Americans of the past and present in a historically accurate way. Include information about their traditions and contributions both past and present. This display shall be free of stereotypes. Students may use Powerpoint, Hyperstudio, photographs, brochures, new articles, etc. The display will include visual materials as well as written descriptions explaining the artifacts in the exhibit. The group should determine what the exhibit will look like and assign roles accordingly.

The role each person played should be clearly distinguished in the display.

	<b>CONTENT</b>	<b>SKILLS</b>	<b>COMMUNICATION</b>
<b>Proficient</b>	<ul style="list-style-type: none"> <li>• Content is accurate.</li> <li>• No stereotypic content included.</li> <li>• Exhibits broad knowledge of concepts included in the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Works cooperatively as a group with clear roles.</li> <li>• Distinguishes past from present.</li> <li>• Effectively uses technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of presentation is communicated clearly.</li> <li>• Awareness of broad audience is evident</li> </ul>
<b>Apprentice</b>	<ul style="list-style-type: none"> <li>• Reflects some content inaccuracies.</li> <li>• Some stereotypic content included.</li> <li>• Exhibits basic knowledge of concepts included in the unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Works as a group with some division of labor evident.</li> <li>• Some ability to distinguish past from present.</li> <li>• Some use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of presentation or exhibit is communicated.</li> <li>• Minimal awareness of audience.</li> </ul>
<b>Novice</b>	<ul style="list-style-type: none"> <li>• Content inaccuracies present.</li> <li>• Stereotypic content included.</li> <li>• Exhibits a minimal knowledge of the concepts included in the unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>• No clear roles or division of labor evident in group.</li> <li>• Problems distinguishing past from present.</li> <li>• minimal to no use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of presentation or exhibit is unclear.</li> <li>• Minimal to no awareness of audience.</li> </ul>

**Only proficient exhibits will be displayed for the school and community. You will have a chance once your exhibit has been graded to make revisions.**

***Individual***

Write a feature article for the local newspaper explaining the exhibit and its purpose to the community. The Kentucky Holistic Scoring Guide will be used to score this piece. Feature articles are portfolio appropriate pieces of writing. An example of a feature article has been included. (Keep in mind this feature article example was written by an adult therefore, it just serves as an example of the form.)

# KENTUCKY WRITING ASSESSMENT

## Holistic Scoring Guide

Portfolio ID \_\_\_\_\_

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> <li>• Limited awareness of audience and/or purpose</li> <li>• Minimal idea development; limited and/or unrelated details</li> <li>• Random and/or weak organization</li> <li>• Incorrect and/or ineffective sentence structure</li> <li>• Incorrect and/or ineffective language</li> <li>• Errors in spelling, punctuation, and capitalization are disproportionate to length and complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of communicating with an audience for a specific purpose; some lapses in focus</li> <li>• Unelaborated idea development; unelaborated and/or repetitious details</li> <li>• Lapses in organization and/or coherence</li> <li>• Simplistic and/or awkward sentence structure</li> <li>• Simplistic and/or imprecise language</li> <li>• Some errors in spelling, punctuation, and capitalization that do not interfere with communication</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on a purpose; communicates with an audience; evidence of voice and/or suitable tone</li> <li>• Depth of idea development supported by elaborated, relevant details</li> <li>• Logical, coherent organization</li> <li>• Controlled and varied sentence structure</li> <li>• Acceptable, effective language</li> <li>• Few errors in spelling, punctuation, and capitalization relative to length and complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a purpose and maintains clear focus; strong awareness of audience; evidence of distinctive voice and/or appropriate tone</li> <li>• Depth and complexity of ideas supported by rich, engaging, and/or pertinent details; evidence of analysis, reflection, insight</li> <li>• Careful and/or subtle organization</li> <li>• Variety in sentence structure and length enhances effect</li> <li>• Precise and/or rich language</li> <li>• Control of spelling, punctuation, and capitalization</li> </ul>

SCORING CRITERIA
<p><b>PURPOSE/AUDIENCE:</b> The degree to which the writer maintains a focused purpose to communicate with an audience by:</p> <ul style="list-style-type: none"> <li>• adhering to the characteristics (e.g., format, organization) of the form</li> <li>• employing a suitable tone</li> <li>• allowing a voice to emerge when appropriate</li> </ul>
<p><b>IDEA DEVELOPMENT/SUPPORT:</b> The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using:</p> <ul style="list-style-type: none"> <li>• logical, justified, and suitable explanation</li> <li>• relevant elaboration</li> <li>• related connections and reflections</li> <li>• idea development strategies (e.g., bulleted lists, definitions) appropriate for the form</li> </ul>
<p><b>ORGANIZATION:</b> The degree to which the writer creates unity and coherence to accomplish the focused purpose by:</p> <ul style="list-style-type: none"> <li>• engaging the audience and establishing a context for reading</li> <li>• placing ideas and support in a meaningful order</li> <li>• providing effective closure</li> </ul>
<p><b>SENTENCES:</b> The degree to which the writer creates effective sentences that are:</p> <ul style="list-style-type: none"> <li>• varied in structure and length</li> <li>• constructed effectively</li> <li>• complete and correct</li> </ul>
<p><b>LANGUAGE:</b> The degree to which the writer demonstrates:</p> <ul style="list-style-type: none"> <li>• word choice                             <ul style="list-style-type: none"> <li>◀ strong verbs and nouns</li> <li>◀ concrete and/or sensory details</li> <li>◀ language appropriate to the content, purpose, and audience</li> </ul> </li> <li>• concise use of language</li> <li>• correct usage/grammar</li> </ul>
<p><b>CORRECTNESS:</b> The degree to which the writer demonstrates:</p> <ul style="list-style-type: none"> <li>• correct spelling</li> <li>• correct punctuation</li> <li>• correct capitalization</li> <li>• appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)</li> </ul>

### COMPLETE/INCOMPLETE PORTFOLIOS

- A portfolio is incomplete if it does not contain:
- Writing in each category
  - Reflective (Letter to Reviewer), Personal, Literary, and Transactive
  - Required number of pieces in each category
    - ◀ 4<sup>th</sup> grade – 4 pieces
    - ◀ 1 in each category
    - ◀ 7<sup>th</sup> and 12<sup>th</sup> grade – 5 pieces
    - ◀ 1 in each category plus
    - ◀ 1 extra in either personal, literary, or transactive
  - Completed Table of Contents
  - Title, Category, Study Area, & Page Number for each piece
  - Signed Student Signature Sheet
  - Required number of Content Piece(s) (pieces from content areas other than English/language arts)
    - ◀ 4<sup>th</sup> and 7<sup>th</sup> grade – at least 1 content piece
    - ◀ 12<sup>th</sup> grade – at least 2 content pieces
- A portfolio is also incomplete if any pieces
- are proven to be plagiarized.
  - are different from those listed in the Table of Contents.
  - are written in a language other than English.
  - demonstrate only computational skills.
  - consist of only diagrams or drawings.
  - represent a group entry.
- If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category.



# WHEELS IN ART AND HISTORY

by Marjorie Jackson

**P**ERHAPS THE GREATEST invention of all time was the simple wheel, which first rolled its way across Mesopotamia 5,000 years ago. In all of nature there is nothing like it. This means that the wheel is a totally original human invention.

People must have noticed that an ox could drag more weight than it could carry and that heavier loads could be moved with rollers beneath. Rollers eventually became massive rounds cut from tree trunks, with holes near the centers and branches passed through for axles. These early wheels wobbled and squeaked and rumbled straight

ahead, because there was no way to turn them and no way to stop them!

Fortunately, wheels improved over the centuries. We can see how they evolved by looking at works of art from different periods of history.

**T**he four-wheeled chariot in this 4,500-year-old carving from Ur (above) has wheels made from planks of wood. Pegs attach the wheels to the axle. The Sumerian artist carved in wood, a precious material in the desert. The work has been enriched with inlaid shells, blue lapis lazuli, and red-orange carnelian stones. Count the legs and ears of the donkeys and you'll find that it took four to pull the chariot. The artist shows the breast band stretching around all four necks but, actually, each animal had its own harness. As the donkey pulled, the harness slid up to rest on its windpipe, and the harder the donkey pulled, the more it choked! Hundreds of years would pass before someone thought of moving the harness back to rest on strong shoulder muscles.

MESOPOTAMIA IS THE LAND BETWEEN THE TIGRIS AND EUPHRATES RIVERS. IT'S IN MODERN-DAY IRAQ. THE SOUTHERN PART OF MESOPOTAMIA INCLUDED THE LAND OF SUMER AND THE CITY OF UR!



