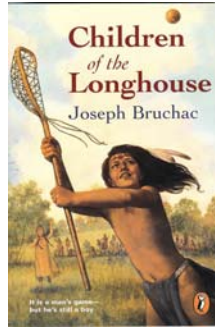


## Children of the Longhouse Literature Lesson Unit



by  
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### FEATURED SELECTION:

Bruchac, J. (1998). *Children of the longhouse*. New York, NY: Puffin

The story is set in the 15<sup>th</sup> century with a boy and his twin 11-year-old sister growing up as Native Americans in the Mowhawk Tribe. The story begins with the Native American boy, Ohkwa're, and his twin sister overhearing some boys planning to start a battle with the Anen'taks, a neighboring tribe. Ohkwa're tells on them on order to save his village from a war but then the boys begin to bully him. The lead boy, Grabber, and his friends will do anything they can to hurt Ohkwa're, especially during the village-wide game of Tekwaarathon (lacrosse). His wise sister counsils him on the appropriate course of action to take against the boys, and Ohkw're decides that the most peaceful course of action is the right course of action. In the end, all is well as Ohkw're wins his game of Tekwaarathon and saves one of the village elders.

### RELATED MATERIALS:

- Baker, O. (1985). *Where the buffaloes begin*. New York, NY: Puffin
  - This picture book is the legend of how the American bison came into being as told by Native Americans, the central characters in *Children of the Longhouse*. American bison once roamed all of throughout the United States including Indiana, which has the American bison on the state seal.
- Bealer, A. (1996). *Only the names remain*. New York, NY: Brown
  - Native Americans all across the United States were forced to relocate, even those in the Eastern part of the United States where *Children of the Longhouse* takes place. The Trail of Tears, a large component of the nonfiction book *Only the Names Remain*, is only one dramatic example of such relocations.
- Dennis, Y. (2002). *Children of Native America today*. Watertown, MA: Charlesburg Publishing
  - The book is a contemporary comparison of Native American children and teenagers today and their historical counterparts. *Children of the Longhouse* focuses on two young children from the 1400s while this nonfiction book is able to draw a comparison between the two.
- Goble, P. (1987). *Buffalo woman*. New York, NY: Aladdin
  - Goble's picture book contains the legend of a great Native American hunter and his struggle to find wife and son. The book resonates with *Children of the Longhouse's* central theme as well as keeping the central charters in a Native Americans tribe.
- Waters, K. (1996). *Tapenum's day: A Wampanoag Native American boy*. New York, NY: Scholastic Press
  - The Wampanoag Indians were a tribe that was located throughout Indiana, as well as much of the Eastern United States. The story is in line with the Native American theme as well as the idea of what it was like to be a Native American back when Europeans were first beginning to come to the United States.

### GOALS:

- The students will enjoy reading a historical fiction novel.
- The students will learn about what life was like for Native Americans before Europeans settled in the United States.
- The students will improve reading comprehension skill.
- The students will be able to make connections between themselves and the books they read.

- The students will appreciate a culture different from their own.

## SKILLS

- The students will learn the comprehension strategies of prediction and connection.
- Student will be able to draw a map of Indiana and label the major rivers and landform formations.
- Student will be able to use a scale on map to conduct measurements.
- Students will be able to identify where in Indiana certain groups of Native Americans lived.
- Student will be able to write fictional compositions with a Native American theme.

## ACADEMIC STANDARDS

Social Studies 4.1.1	Identify and compare the major early cultures that existed in the region prior to contact with Europeans.
Social Studies 4.1.2	Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
Social Studies 4.3.1	Use latitude and longitude to identify physical and human features of Indiana.
Social Studies 4.3.4	Map and describe the physical regions of Indiana and identify major natural resources and crop regions.
Social Studies 4.3.6	Physical Systems: Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).
English 4.1.7	Use context to determine the meaning of unknown words.
English 4.3.2	Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.
English 4.3.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.
English 4.3.7	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.
English 4.5.1	Write narratives that: <ul style="list-style-type: none"> <li>• include ideas, observations, or memories of an event or experience.</li> <li>• provide a context to allow the reader to imagine the world of the event or experience</li> <li>• use concrete sensory details</li> </ul>
English 4.5.2	Write responses to literature that: <ul style="list-style-type: none"> <li>• demonstrate an understanding of a literary work.</li> <li>• support statements with evidence from the text.</li> </ul>

### • Pre-reading

- Students will create a KWL chart at their table groups regarding what they know about Native Americans. After several minutes, the teacher will draw a giant KWL chart on the board and one student from each group will come up and add information from their groups' KWL chart.
  - Students will be assessed by their participation in the groups and class activity.
- Play students the online video clip at <http://www.youtube.com/watch?v=YxE7TQGXAjQ> of a pow wow dance competition (or other YouTube video clips of dancing, flute playing, or the First People's indigenous games)
- Play the ESPN video clip of Native American's playing lacrosse at <http://www.youtube.com/watch?v=mJJmnnsKDNk> – explain to students how important lacrosse is to the book *Children of the Longhouse*, just as it is important to the individuals in the video clip.

### • Reading

- The instructor will read aloud the first chapter and then the class will read individually or with a buddy (on alternating days).
- After Chapters 3,5, 7, and 9 the class will stop and have a grand discussion as well as small table group or reading group discussions about what is happening in the book.
  - Students will be assessed by their participation in the discussion.
- Students will keep a timeline of the events in the story to add to as they read and discuss the chapters.

### • Responding

- Students will complete individually two response journal entries, one before Ch. 5 and one after Ch. 5. Students will be required to make at least two connections to the text as well as at least one prediction.

- Students will be assessed on whether they made connections and a prediction. Students will also be assessed on their correct usage of grammar (such as punctuation, capitalization, etc.)
  - Students will finish to their group KWL charts based on the information they learned from reading the book. Once again, students will work in groups first before adding information together as a class.
    - Students will be assessed on their participation in the group and class activity.
- Exploring
  - Students will individually create a map of Indiana. Students will label their map of Indiana with the state capital, the highest point, lowest point, and major rivers or other landforms found in the state. The next day, students will research the plants and wildlife found in Indiana and include a brief 5-7 sentence description of what animals, plants, rivers, and landforms are found in Indiana. Students are to use the websites <http://www.locl.net/homes/tkmurphy/>, <http://www.wnit.org/outdoorelements/pdf/nativeplants.pdf>, and their social studies textbook. Students will also identify the tribes that lived in the region of Indiana using their textbooks or the website <http://www.native-languages.org/indiana.jpg>.
    - Students will be assessed by a rubric that ensures the created a map of Indiana, labeled all of the points, Indiana tribes, and created a summary containing the appropriate information.
  - Teachers will print off the map at [http://www.freewebs.com/kstevens/Native\\_American\\_map%5B1%5D.jpg](http://www.freewebs.com/kstevens/Native_American_map%5B1%5D.jpg) as well as <http://www.challengerindy.org/Lessons/states/US%20map.jpg>. After teaching students about longitude and latitude, students will identify the longitudinal and latitudinal points for tribes as selected by the teacher on a separate sheet of paper.
    - Students will be assessed on whether or not they correctly identified the points for a given tribe on their separate sheets of paper.
  - Teach students about using context clues to determine the meaning of unknown words. Select 10 unknown words from the text and give students the page numbers to locate the words. Have students work individually or with pairs to determine the meaning of the words. Have students write their answers for the meaning of the words, as well as why they think a word means what it does, down on another sheet of paper
    - Students assessed on whether or not their answers were correct.
  - Lesson on the main character and how to identify the narrator, motivation of character, etc. as well as identifying traits of the main character.
    - Students will draw a picture of the main character and label the character with his traits from the book (such as his ears could have an arrow pointing to them that say “character has excellent sense of hearing”). Students will be assessed on whether they included a minimum of 5 character traits or not.
- Applying
  - Students will individually select three projects to work on from the project “tic-tac-toe” board listed below and one of the projects will be presented to the class on the presentation day.
    - Each project will have an accompanying rubric

**TIME SCHEDULE:**

<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Play online video clips of lacrosse, powwow dances, etc.</li> <li>• KWL Chart</li> <li>• Read aloud Ch. 1</li> <li>• Begin timeline</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Chapter 2-3</li> <li>• Grand discussion</li> </ul>	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>•Chapter 4</li> <li>•Create map of Indiana</li> </ul>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Chapter 5</li> <li>Response Journal #1 Due</li> <li>• Research plants, animals, tribes, and write summary for map</li> <li>• Grand discussion</li> </ul>	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Lesson on context clues to determine meaning of unknown words</li> </ul>
<p><b>Day 6</b></p> <ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Complete longitude and latitude activity</li> <li>• Grand discussion</li> </ul>	<p><b>Day 7</b></p> <ul style="list-style-type: none"> <li>• Chapter 8-9</li> <li>• Grand discussion</li> <li>• Lesson on character traits, motivation, voice</li> </ul>	<p><b>Day 8</b></p> <ul style="list-style-type: none"> <li>•Response Journal #2 Due</li> <li>•Timeline due</li> <li>•Work on Projects</li> </ul>	<p><b>Day 9</b></p> <ul style="list-style-type: none"> <li>• Work on projects</li> </ul>	<p><b>Day 10</b></p> <ul style="list-style-type: none"> <li>• Work on projects</li> </ul>
<p><b>Day 11</b></p> <ul style="list-style-type: none"> <li>• Work on projects</li> </ul>	<p><b>Day 12</b></p> <ul style="list-style-type: none"> <li>• Finish projects and present</li> </ul>			

ASSIGNMENT CHECKLIST:

*Children of the Longhouse*  
Native Americans Focus Unit

Name: \_\_\_\_\_

- \_\_\_\_\_ 1. Read *Children of the Longhouse*
- \_\_\_\_\_ 2. Create a map of Indiana
- \_\_\_\_\_ 3. Response Journal #1
- \_\_\_\_\_ 4. Write summary of plants, animals, and tribes found in Indiana
- \_\_\_\_\_ 5. Complete longitude and latitude activity
- \_\_\_\_\_ 6. Response Journal #2
- \_\_\_\_\_ 7. Complete timeline
- \_\_\_\_\_ 8. Select three projects from the tic-tac-toe board (activities must be selected in rows that are up and down, side to side, or diagonal)

My Projects Numbers are: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

1. Illustrate a scene from the book "Children of the Longhouse"	2. Read and prepare a book talk for one of the Native American legends from the "additional books (resources) table"	3. Imagine you visited Ohkwa're and his tribe. Write a story (four paragraphs of more) about what you and Ohkwa're did for a day.
4. Imagine you visited Ohkwa're and his tribe. Write a story (four paragraphs of more) about what you and Ohkwa're did for a day.	5. By yourself, complete the webquest at <a href="http://www.muncie.k12.in.us/webquest%20library/miami_indiansJenniferStacy.htm#Process">http://www.muncie.k12.in.us/webquest%20library/miami_indiansJenniferStacy.htm#Process</a> and create a PowerPoint presentation to share the facts that you learned about the Miami Indians and their location, housing, food, clothing, traditions, and, and tools.	6. Create a dictionary using at least 20 words from the book "children of the longhouse". Each entry should contain a picture of the item as well.
7. Listen to a few of the traditional Native American songs on the CD player in the listening center. Pick two of the songs and create a Venn Diagram to compare and contrast the songs.	8. Imagine you visited Ohkwa're and his tribe. Write a story (four paragraphs of more) about what you and Ohkwa're did for a day.	9. Learn one of the games from the website: <a href="http://www.wnit.org/outdoorelements/pdf/408_NativeAmerican_Ga.pdf">http://www.wnit.org/outdoorelements/pdf/408_NativeAmerican_Ga.pdf</a> . Once you know how to play, teach your game to one other classmate. Be sure to have you and your friend fill out a rubric to make sure you get credit for the project.