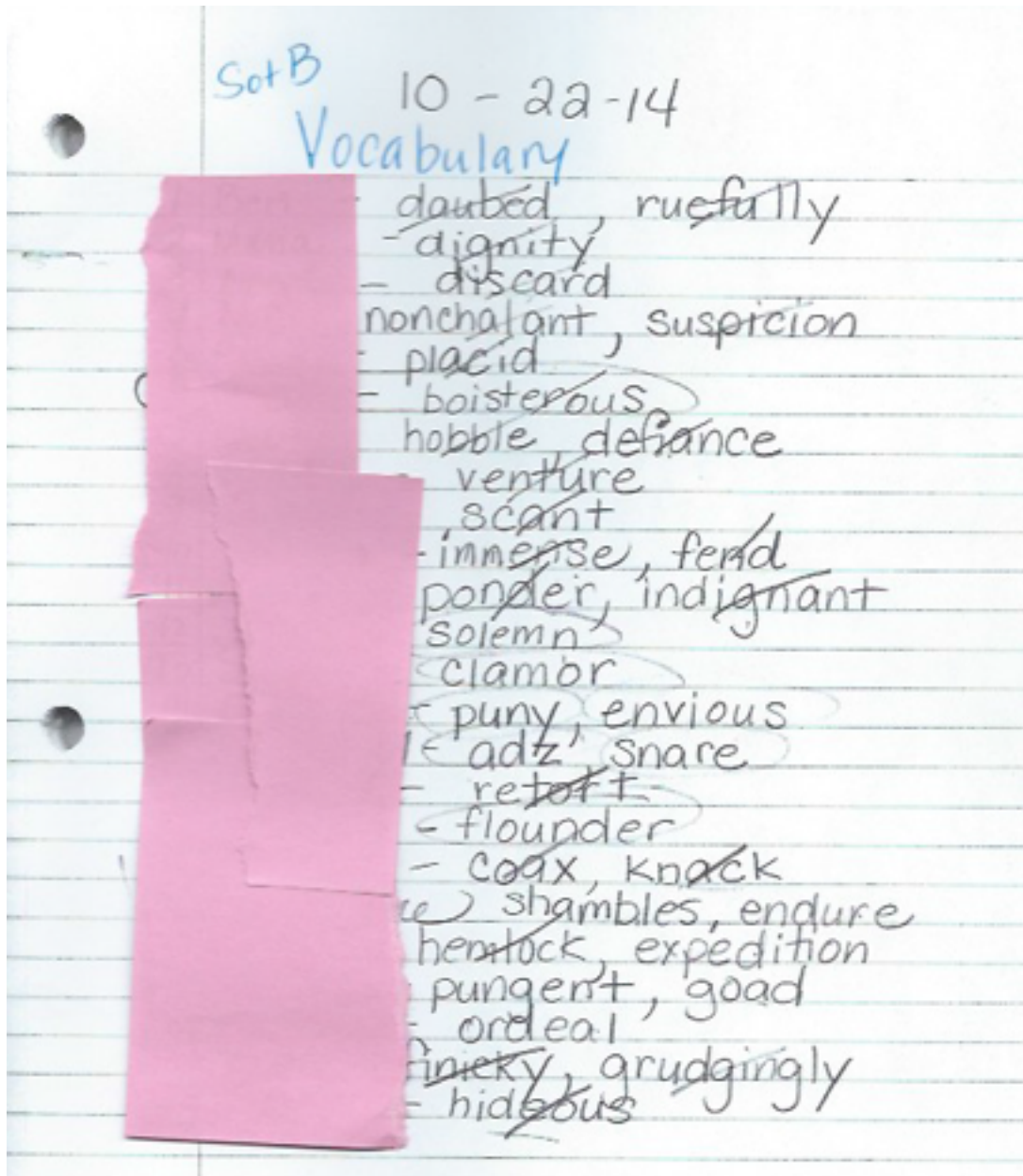


Resource Used: Vocabulary List



# Resources Used: Editing Checklist for Self- and Peer Editing

Author's Name: \_\_\_\_\_  
 Peer's Name: \_\_\_\_\_

Date: \_\_\_\_\_  
 Date: \_\_\_\_\_

## Editing Checklist for Self- and Peer Editing

Directions: Edit your written work using the Self-Edit column, fixing any errors you notice. Then, have a peer complete the Peer Edit column while you observe.

	Self-Edit		Peer Edit		Comments and Suggestions
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
Capital letters	Quotation marks are included where needed.		Quotation marks are included where needed.		
Grammar	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Spelling	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		

# Resources Used: Answer Sheet for Native American Cards

Name \_\_\_\_\_ # \_\_\_\_\_

RECORD YOUR ANSWERS TO THE QUESTIONS ON THE STORY CARDS IN THE APPROPRIATE PLACE.

#1	#2	#3	#4	#5
1 <u>a</u>	1 _____	1 _____	1 _____	1 _____
2 <u>b</u>	2 _____	2 _____	2 _____	2 _____
3 <u>c</u>	3 _____	3 _____	3 _____	3 _____
4 <u>b</u>	4 _____	4 _____	4 _____	4 _____
5 <u>c</u>	5 _____	5 _____	5 _____	5 _____
6 <u>c</u>	6 _____	6 _____	6 _____	6 _____

#6	#7	#8	#9	#10
1 _____	1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____	6 _____

#11	#12	#13	#14	#15
1 _____	1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____	6 _____

#16	#17	#18	#19	#20
1 _____	1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____	6 _____

#21	#22	#23	#24	#25
1 _____	1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____	6 _____

- 2 -

Resource Used: Native American Cards Example of Card 1

page 1-4



Before history was written down by man, there were people who lived in Indiana. Scientists know much about the first people from studying their artifacts. Artifacts are the remains of tools, weapons, art and skeletons left by the first people in Indiana.

A huge sheet of ice called a glacier spread southward from the Arctic Circle. As it grew larger, the level of the sea dropped and the water between Siberia and Alaska became dry land.

About twelve thousand years ago, small bands of people crossed the dry sea into what is now Alaska. The small groups spread out over North America, hunting game such as the long-horned bison and the woolly mammoth. These early people used stone tools to kill and butcher the animals. Sometimes the small bands would join together for protection and to hunt the large animals.

As the glacier melted and the land became warmer and drier, some of the large animals dis-

appeared. The early people also had to make some changes in their way of living.

The early people who lived in the woodlands below the Great Lakes could find plenty to eat. Hundreds of animals such as deer, bears, beavers, rabbits, fish, turtles, turkeys and other fowl lived in the streams and dense forests.

These early people also discovered that parts of some plants could be eaten. There were lots of walnuts, hickory nuts, acorns, wild berries and roots to eat. In addition to the things that they found, they began to plant crops such as corn, beans, squash and pumpkins.

When these people began to raise their own food, they didn't have to move all the time. They had time to make better tools and weapons. With their extra time, they carved beautiful objects of stone, bone, wood and shells. They made both wind and stringed musical instruments and decorated pottery and tools. They also

thought about life and death, where they had come from and where they were going. This kind of thinking led to their form of religion. To worship their gods, they built mounds of earth formed into shapes like snakes or other animals.

By digging in the ground, scientists have found the artifacts of five pre-historic cultures in Indiana. The first people were wandering hunters who lived along the streams of southern Indiana. They ate the meat of shellfish they found in the streams, and threw the shells into a pile. After a while the piles got very large, so they were called Shell Mound Indians.

The next two groups were more advanced than the Shell Mound people. The Adenas (A-dē'na) and Hopewell Indians raised some of their own food and lived in more permanent villages. They were religious people and built great mounds of earth as part of their worship. These people were good artists and craftsmen. They made

beautiful jewelry and decorated their tools and pottery.

Next came the group scientists call the Middle Mississippian Indians. Like the Adenas and Hopewells they farmed, stored food, and were craftsmen and good artists. These people lived in large villages of 1,000 people or more and had a strong system of government. They also built large pyramids out of earth as temples to their gods. The last group before written history began was the Fort Ancient tribe. Their life was very similar to that of the earlier people.

Why these cultures faded away, no one knows. War-like tribes may have forced them to move. Lack of food or changes in climate may have brought an end to these cultures. Whatever the reason, each group lived in Indiana for many years and then vanished, leaving only their remains to tell their story.

HOW WELL DID YOU READ?

Put the letter of the correct answer in your activities booklet.

1. The remains of tools, weapons, art and skeletons of earlier people and animals are called:
  - a. archeologists
  - b. artifacts
  - c. pyramids
2. It is generally believed that the first people came to North America by crossing a dry sea that connected Siberia to:
  - a. Japan
  - b. Indiana
  - c. Alaska
3. The first pre-historic people who are known to have lived in Indiana were called:
  - a. Shell Mound Indians
  - b. Miami Indians
  - c. Middle Mississippi Indians
4. The large mounds of earth that the Hopewell Indians built were used to:
  - a. keep out their enemies
  - b. keep their food cool in summer
  - c. worship their gods
5. The pre-historic people who lived in large villages and were ruled by a strong government were the:
  - a. Shell Mound Indians
  - b. Middle Mississippi Indians
  - c. Potawatomi Indians
6. The pre-historic Indians faded away:
  - a. because they went back to Siberia
  - b. because they couldn't find any food in Indiana
  - c. for reasons which are not

## Resources Used: Prehistoric Native American Readings



### PALEO

Thousands of years ago as the climate was warming, the first wandering families of prehistoric Indians arrived in present day Indiana. The ancient ones followed the melting glacial streams southwards through tundra and evergreen forest, hunting the mammoth, mammoth, bear, jaguar, carabidops, ground sloth, elk, bison, stink ox, beaver and other animals.

The Paleo Indian lived in Indiana along the rocky cliffs of the Ohio River valley especially near the Falls of the Ohio as well as the lower Wabash River valley and the east and west forks of the White River. We have learned the first Indians on the land used fire, made sewing awls and made stone, wood and bone tools. The Paleo Indian made a unique flint stone point for spears and knives. The sharp point was chipped or "flaked" on both sides and is nearly the only evidence we have of the Paleo culture in Indiana.

Illustration: Skating the Mammoth



Illustration: Skating the Mammoth





## ARCHAIC

The Archaic Indian period was a time of great change. At first, the Archaic people lived in wandering bands, fished, hunted and gathered wild plants but in time their lives changed to a more rooted village life.

They lived along the Ohio, Wabash and White river valleys. The pure freshwater of the rivers were better to catch than the salt water of the sea. The pure freshwater of the rivers were better to catch than the salt water of the sea. The pure freshwater of the rivers were better to catch than the salt water of the sea. The pure freshwater of the rivers were better to catch than the salt water of the sea.

The atlatl or spear thrower allowed Archaic hunters to throw their spears further and with great force. The projectile points were triangular-shaped, stemmed or "notched" and lacked the fluted edge of Paleo points.

They lived in pole huts, cliff shelters and caves. Copper from Lake Superior and marine shells from the Gulf of Mexico were traded among friendly tribes. Gardens of squash and gourds were harvested. Bone whistles were carved and wild dogs were domesticated.

Illustration: Caribering Shellfish





### BURIAL MOUND WOODLAND

As the Archaic Indian became more settled into village life, a new cultural phase emerged that spanned 1,000 years and became known as the Woodland Mound Builder. The new culture originated in the Ohio River valley and its tributaries of northeast Ohio.

They are known for their building of rounded earth mounds where they buried their dead. Mound building was common along the bluffs of the Ohio, Walash, White and Kanakee river valleys. Mounds State Park near Anderson, Indiana features a Great Mound near the White River west fork.

It was a time of near peace. The two cultural periods of the Mound Builders are known as Adena and Hopewell. Both cultivated maize or corn, squash, beans and tobacco, made pottery, developed the bow and arrow and traded with other tribes from the Great Lakes south to the Gulf of Mexico, and from the Appalachian Mountains west to the Rocky Mountains. Artisans and craftsmen created projectiles, tools and ornaments made from Great Lakes copper, shells from the Gulf of Mexico, Rocky Mountain obsidian, Appalachian mica and chert and galena from Illinois.

Illustration: Burial of a Chief



Illustration: Burial of a Chief



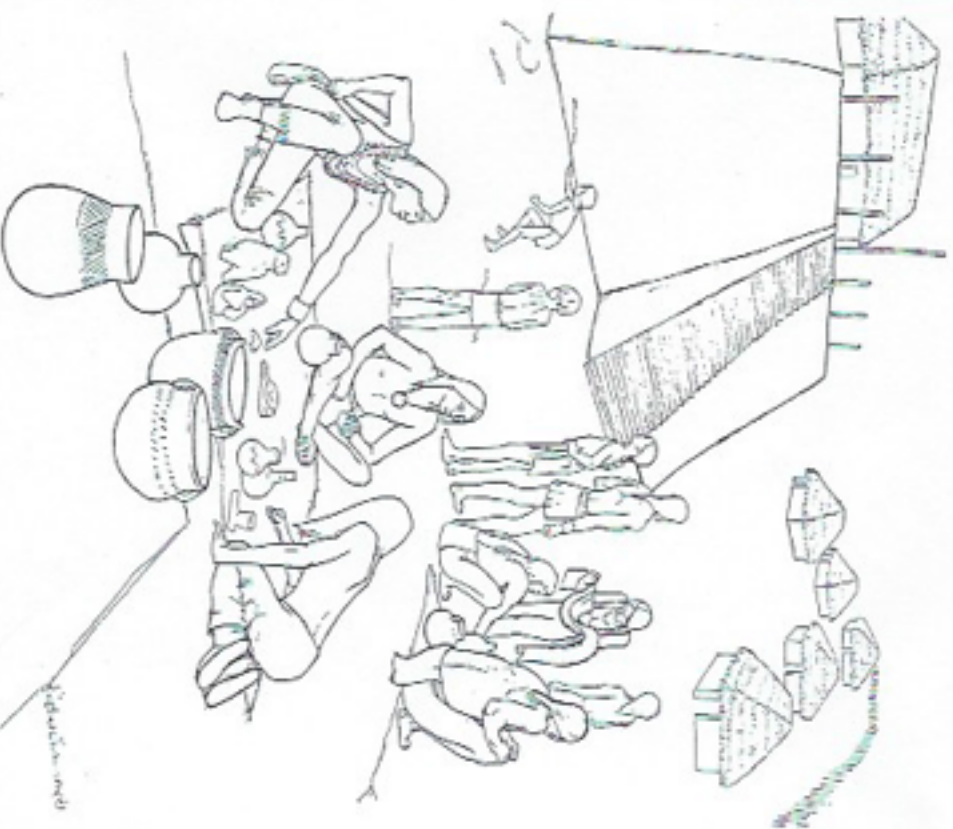
## MISSISSIPPIAN

Named for the river valley where most of their town centers were located, the Mississippian Indians once lived along the Wabash, and Ohio rivers in Poverty, Vanderburg, Warrick and Spencer counties. This was the last major cultural development among the prehistoric people of Indiana. The distinctive aspects of the culture are the unique forms of pottery, long distance trade, intensive horticulture, the rise of Chiefdoms, specialized labor, public works, science, art and the construction of platform or temple mounds.

Angel Mounds near Evansville, Indiana is a state memorial featuring a former Mississippian village. The mud and stick rectangular houses have central woven mats serving as a roof. Eleven mounds were built including a temple mound. An open level plaza gave the people a place to gather. A mud and rampart wall, wetlands and the Ohio River surrounded and protect the village.

Farming became very important with acres of squash, beans and maize or corn. Pottery and ornaments were created by craftsmen. They traded with similar friendly villages and cities further south and west including Cahokia, an Illinois State Historic site near East St. Louis. It remains a mystery why the village was abandoned and what happened to the villagers.

Illustration: Plaza and the Great Temple



## Resources Used: Literature Log Questions

Literature Log		<u>Sign of the Beaver</u> by Elizabeth George Speare	
Date	Finish Chapter: Group Leader	Do Reaction #	Reaction Complete?

Choose *one* of the following questions to write about for each meeting. Write 7-10 complete sentences that answer the question you chose. Remember to use *topic sentences, give examples, and write conclusions/opinions.*

1. How has Matt's life changed since he left his home in Quincy?
2. Should a family leave a 13-year-old alone in the wilderness? What are the differences between attitudes toward children now and at the time of the novel?
3. What does Matt believe the old Indian man is going to do when he reaches for Matt's throat to remove the bee needle? Why does Matt misinterpret his actions?
4. Do you agree or disagree with Attean's attitude toward learning to read? Is it important for him to learn to read English?
5. How do you feel about the way Attean treats his dog? Would Matt treat a dog differently?
6. Compare the two boys' attitudes toward the story of Robinson Crusoe. Why do they have different feelings about the main character?
7. Describe how Matt's and Attean's relationship has changed since the day they first met. How does Matt finally win Attean's respect?
8. How will Matt's experience of living on his own affect his life, even after being reunited with his family?
9. What attitudes toward women are reflected in the novel? Compare Matt's attitudes, Attean's attitudes, and the attitudes of people today.
10. Both Attean and Matt grow up in significant ways in the final chapters of the novel. Compare the ways the two boys become men.
11. Compare Matt and Attean's ideas about owning land. With whom do you agree?

**Resources Used: Teacher Notes for  
5 paragraph essay format**

They need their IDEAS notebooks

Format

5 paragraph that discuss 1 topic

1st P  
T.S. (Main Idea)

1. evidence A  
2. evidence B  
3. evidence C

INTRO  
2-3 sentences  
that tell reader  
what you'll be  
discussing

Evidence A Topic Sentence  
3-5 sentences / details  
descriptions

Evidence B  
3-5 sentences / details  
descriptions

Evidence C  
3-5 sentences / details  
descriptions

conclusion P  
Summarizes main topic of  
each P above &  
wraps them up.

BODY

## Resources Used: 5 Paragraph Essay notes to share

Sign of the Beaver 5 Paragraph

① Topic \* Favorite Character  
Matt or Attean

② Intro - 1st P  
2-3 sentences that tell reader what you are discussing in your composition.

③ Body of Essay  
3 P's that include details supporting your topic.  
(each P should discuss one aspect of the character that relates to why you like him the most.)

④ Ending P = Conclusion  
Similar to intro but do not use same words  
- summarizes main point of your essay

Then  
Proofread your essay

Look for - complete sentences  
- staying on topic (focused)  
- grammar / punctuation  
- word tense  
- Sub / verb agreement  
- spelling errors

Next show / partner edit.  
Finally (correct) type to publish