Native American Research Project

Step 1: A Native American tribe will be assigned to you in class. (Wednesday, August 29)

Step 2: Begin researching information about your tribe. We will spend two days in the library/computer lab gathering materials and beginning research (Thursday and Friday). Record the information you find in the Life Grid. Remember to focus your research on the tribe as it was during the Pre-Columbian time period (pre-1492). You will be looking for four different types of information:

- **Geographic** – This area will include information such as the physical characteristics of the area where your tribe dwelled, including such aspects as landforms, climate, vegetation, natural resources. Use your physical map of the U.S. and geographic worksheet to help you with this!

- **Economic** – This area will include the way people in this tribe traded goods and services, including their modes of transportation and how they got what they needed and wanted.

- **Political** – This area will include how leaders were determined and how decisions were made and enforced. How was the tribe governed? How were positions of power obtained?

- **Social** – This area will include the behavior of the people such as religion, education, roles, family structure, customs and traditions.

  *An MLA style Works Cited Page must be completed.*

Completed life grid will be due by the beginning of class on Monday, September 4th.

Step 3: Each student must make one artifact OR learn a myth or legend which explains particular aspects of the Indian culture that they have researched.

  - **Artifacts**: You will create a replica of a handmade item that would have been made or utilized by the tribe. You are encouraged to make the artifact as authentic as possible. For example, you might do a painting on a rock which would be representative of the art form of the Hopi. *See examples around my classroom!*

  - **Myths or Legends**: You must find and tell (not read!) an actual story from the tribe researched.

  - **Other?** Do you have another creative idea for how to share information about your tribe? Please see me for approval.
Step 4: Each student must write a two paragraph summary of the project. The first paragraph will be a brief description of the artifact or myth. You should include how you made the artifact, or a summary of the myth. The second paragraph will explain what aspects of your artifact or myth show geographical, political, social, or economic information that you gathered. Your myth or artifact must demonstrate information from at least three of these four categories. (Due Thursday, September 6th)

Step 5: Each student must present his/her artifact or myth and share the relationship of that artifact or myth to the culture. (Due Thursday, September 6th) For example, a person studying the Iroquois might present any of the following to explain the culture:

- create or share a myth about the “orenda,” the invisible spirit force, to show the belief system.
- build a longhouse to show the shelter, the method and material used within the Iroquois economy, and Iroquois clan and family structure.
- create clamshell beads to show the economic system and geographic resources.
- share the legend of Hiawatha with the class to explain the political system and social structure involving gender.

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<thead>
<tr>
<th>Step</th>
<th>Work Time</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Step One: Assignment of Tribe</td>
<td>In Class: Wednesday, August 29th</td>
<td>n/a</td>
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<tr>
<td>Step Two: Research and Complete Life Grid</td>
<td>In Class: Thursday and Friday (8/30 – 8/31)</td>
<td>Monday, Sept. 4th</td>
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<td>Homework: Thursday, 8/30 and Friday 8/31</td>
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<td>Step Three: Make project/learn myth</td>
<td>Homework: 9/4 and 9/5</td>
<td>Thursday, Sept. 6th</td>
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<td>Step Four: Write summary of project</td>
<td>Homework: 9/4 and 9/5</td>
<td>Thursday, Sept. 6th</td>
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<td>Step Five: Present project and summary</td>
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<td>Thursday, August 6th</td>
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