



Daily Lives and Culture of Native Americans

Objective: Students will learn about the first inhabitants of present West Virginia as well as the tribes that later used the region for hunting.

GRADE LEVEL

Eighth Grade

TIME REQUIRED

Two to three class periods

GUIDING QUESTIONS

1. Who were the Native Americans who lived in West Virginia?
2. What evidence is there in West Virginia of the Woodland Culture?
3. What was the daily life of Native Americans like?

STRATEGIC VOCABULARY

cultivated
nomads
inhabitants
culture

LESSON ACTIVITIES

1. Have students brainstorm as a group to determine their background knowledge of Native Americans. Have them write anything pertaining to Native Americans on the board. Be sure to include items like food, clothing, weapons, housing etc.
2. Have the students read the article “Prehistoric People” at <http://www.wvencyclopedia.org/articles/1913>. They need to pay close attention to the dates so that they can create their own timeline. There is a link on the main page taking them to a map of West Virginia and key locations. The students will need to add these locations to a basic outline map of West Virginia.
3. Have students create a travel brochure inviting new tourists to see the Indian mounds and archeological sites in West Virginia. Here are some articles that students can use:
 - St. Albans Archeological Site: <http://www.wvencyclopedia.org/articles/153>
 - Grave Creek Mound: <http://www.wvencyclopedia.org/articles/2150>
 - Cotiga Mound: <http://www.wvencyclopedia.org/articles/1609>
 - South Charleston Mound: <http://www.wvencyclopedia.org/articles/520>



- May Moore Mound: <http://www.wvencyclopedia.org/articles/1593>
 - Buffalo Archeological Site: <http://www.wvencyclopedia.org/articles/693>
4. Have the students read the following articles to assist in their comprehension of Indians and the different tribes that were most active in the area that is now West Virginia:
- Indians: <http://www.wvencyclopedia.org/articles/841>
 - Mingo: <http://www.wvencyclopedia.org/articles/1830>
 - Shawnee: <http://www.wvencyclopedia.org/articles/383>
 - Cherokee: <http://www.wvencyclopedia.org/articles/1126>
 - Iroquois: <http://www.wvencyclopedia.org/articles/912>
 - Senecas: <http://www.wvencyclopedia.org/articles/236>
5. Have them write down three interesting facts about each tribe. Have students create an origami pamphlet (see instructions). Have students list the key tribes and information gathered from the above articles to each page of the pamphlet.

WEST VIRGINIA NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES

SOCIAL STUDIES

- SS.8.15 Investigate climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps and evaluate the impact of people's lives and settlement patterns using Geographical Information Systems, topographical maps, climate and census maps.
- SS.8.20: Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.
- Differentiate between the cultures and daily life of the Native Americans.
 - Summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers.
- Explain the role of western Virginia in the French and Indian War.

Lesson plan created by Tina Myers, Poca Middle School, Putnam County, tmyers@access.k12.wv.us



Directions for Making Origami Pamphlet

Materials, per student

- 1 sheet of paper
(8 1/2" x 11" or 11" x 17")
- Scissors

Directions

1. Fold the sheet of paper in half, using the hot dog fold
2. Open flat, smoothing the paper.
3. Fold in half the other way, using the book fold.
4. Curl one open edge to the fold. Crease.
5. Flip over.
6. Curl the other edge to the fold. Crease. Turn your paper so that it is in the shape of a "W."
7. Cut the fold line in the middle of the "W" to the point where the folds meet. The cut will look like a monster mouth.
8. Fold back. Then open the "mouth" completely so that the paper takes on the shape of an open book.
9. Close the book.





