

Tribes of North America

Haida

Ojibway

Algonquin

Iroquios

Cherokee

Hopi

Seminole

SAMPLE

*Note: Location of each tribe is an approximation as they vary according to time in history and specific clans.

“Tribes of North America” was created as a book for students to study just a few of the tribes who have occupied North America.

To make the book have students take a paper bag, cut it and tuck the edges and tuck up the top (like a ball). Once you spread the pages flat again, you have now created the cover of your book (resembling animal skin).

Copy each of the pages describing the different tribes and glue them between the paper bag. The craft activities can be created and done on opposite pages (as described in the specific page).

- You may want to include page 20 to support the Hopi Native American tribe. The students to color directly on the page.
- You may want to include a copy of page 4 for the student book so they have the directions for the Indian game.

SAMPLE

Much information obtained about the different tribes was gathered from the website:
<http://www.native-languages.org/kids.htm>

The **Hopi** Native American tribe lived in the Southwest part of North America.

The land there was very dry. Since they were farmers, they had to build their villages along rivers so that their crops of corn, beans, and squash could grow. They also hunted rabbit and deer.

The language used by the Hopi was different from other Native American languages.

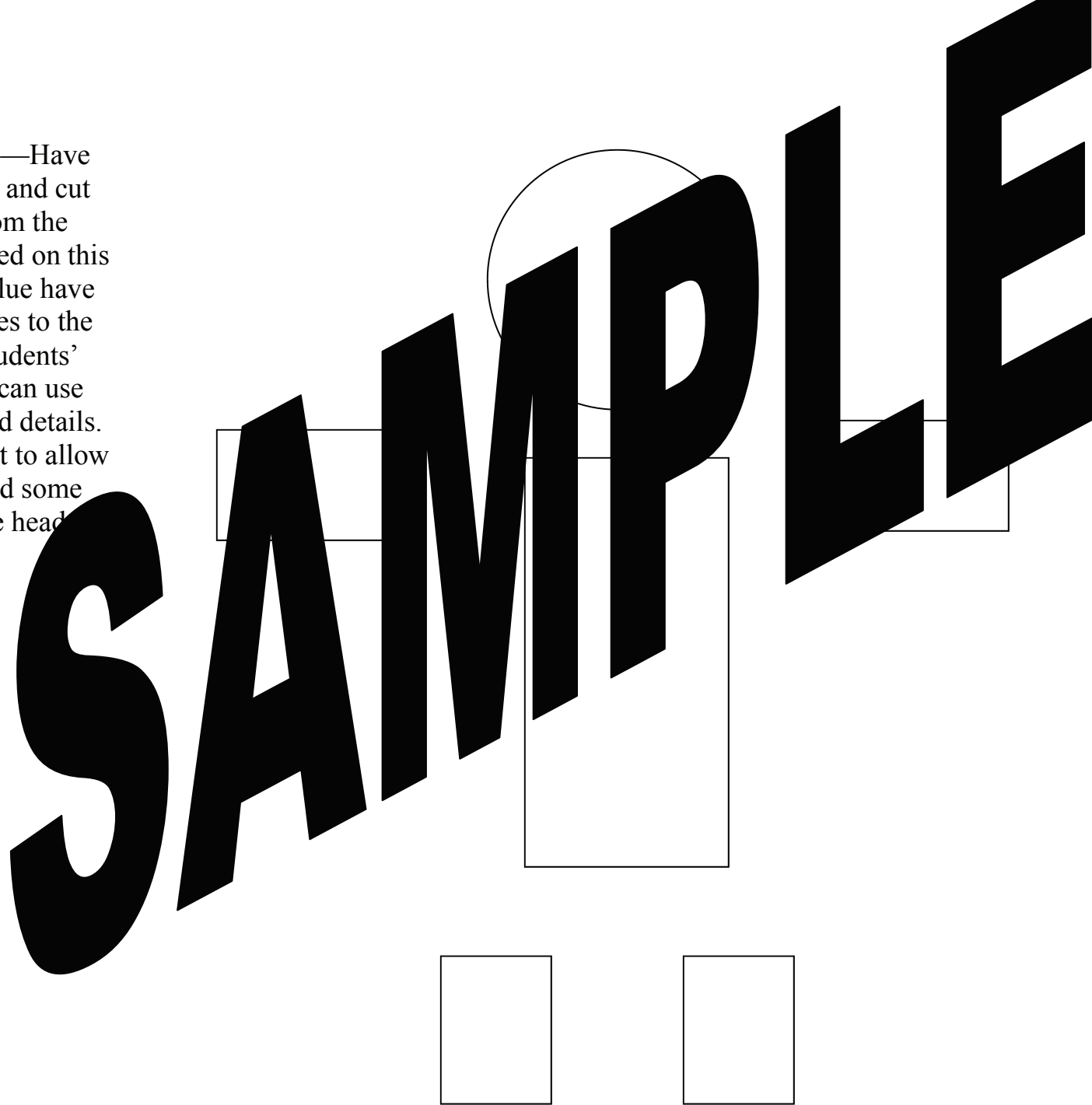
Their homes were called **kivas** and were built from earth and rock. Kivas had several rooms and many families lived together.

They believed that **kachinas** were good spirits, and could send rain. They would have special ceremonies where Hopi men would dress up as **kachinas** and dance around as they asked for good crops. **Kachinas** were also used to teach the children about their religion.

Hopi children were busy helping around the village, but still found time to play. One of their favorite games was called the “**Bowl Game**” where students would add up numbers on chips tossed up in the air and caught with the bowl.

Hopi art included baskets, textile weaving, jewelry and pottery

Kachina dolls—Have students trace and cut out shapes from the tracers included on this page. Then glue them the pieces to the page in the students' books. They can use markers to add details. You may want to allow students to add some feathers to the head well.



The **Seminole** Native Americans lived in the Southeastern part of North America.

They lived in the lowlands of “The Everglades” in Florida. They used the waterways spearing fish with dugout canoes made from cypress.

They were also hunters and farmers. They hunted deer, turkeys, rabbits, and turtles with bows and arrow. On the farm they raised squash, and beans.

Their homes were called chickees. They were made from wooden posts and palmetto fibers for the roof. Sometimes they were built on stilts to keep them out of the water of the Everglades.

The language of the Seminoles was based on Muskogean and Creek which were very similar to each other.

Seminole children had many chores and little time for play. When they did find time to play, they enjoyed paper dolls and wooden toys. The teenage boys liked to play lacrosse. The mothers carried their babies on their back in cradleboards.

The Seminole artwork included baskets, woodcarvings, beadwork and patchwork designs.

Have students create a chickee home by using craft sticks for the pilts. They can use them tear rectangular strips of brown paper or paper bags to glue on to make the roof.

SAMPLE

The **Cherokee** Native Americans lived in the Southeastern part of North America, but many were forced to move to Oklahoma in the 1800's along what is known as the Trail of Tears.

They were farmers harvesting beans, squash, corn, and tobacco. They also gathered berries, nuts, and fruit from the lands. The men hunted deer, turkey, and small game with bows and arrows as well as blowguns.

They lived in villages usually along rivers. Their houses were strong and made of rivercane and plaster with thatched roofs.

Their language is the Cherokee Indian language created by a Cherokee Scholar named Sequoyah.

Cherokee children had many games to play for fun, but they did have dolls, toys and games to play. Cherokee children played a game where they threw a dart through a hoop. Adult men and teenagers liked to play horse. Many children enjoyed hunting and fishing with their fathers. Mothers often carried their babies on their backs with cradleboards.

Storytelling is an important part of their culture. There are many traditional legends and fairy tales originating from the Cherokees.

Cherokee art included pipe carving, rivercane baskets, pottery, beadwork, and gourd art.

SAMPLE



	A	E	I	O	U	V
	D _a	R _e	T _i	Ḍ _o	Ṫ _u	i _v
G/K	S _{ga} Ḑ _{ka}	F _{ge}	Y _{gi}	A _{go}	J _{gu}	E _{gv}
H	Ḥ _{ha}	Ṗ _{he}	Ḍ _{hi}	F _{ho}	Ḥ _{hu}	Ḑ _{hv}
L	W _{la}	Ḑ _{le}	F _{li}	Ḑ _{lo}	M _{lu}	Ḑ _{lv}
M	Ḥ _{ma}	Ḑ _{me}	H _{mi}	Ḑ _{mo}	Y _{mu}	
N	Ḑ _{na} ṫ _{hna} Ḑ _{nah}	Ḑ _{ne}	h _{ni}	Z _{no}	Ḑ _{nu}	Ḑ _{nv}
QU/KW	Ṫ _{qua}	Ḑ _{que}	Ṗ _{qui}	Ṫ _{quo}	Ḑ _{quu}	Ḑ _{quv}
S	Ḥ _{sa} Ḑ _s	Ḑ _{se}	B _{si}	F _{so}	Ḑ _{su}	R _{sv}
D/T	Ḑ _{da} W _{ta}	S _{de} ṫ _{te}	J _{di} J _{ti}	V _{do}	S _{du}	Ḑ _{dv}
DL/TL	Ḑ _{dla} Ḑ _{tla}	L _{tle}	C _{tli}	Ḑ _{tlo}	Ḑ _{tlu}	P _{tlv}
TS/J	G _t sa	Ṫ _t se	h _t si	K _t so	J _t su	C _t sv
W	G _w a	Ḑ _w e	Ḑ _w i	Ḑ _w o	Ḑ _w u	Ḑ _w v
Y	Ḑ _y a	B _y e	Ḑ _y i	Ḑ _y o	G _y u	B _y v

	A	E	I	O	U	V
	D _a	R _e	T _i	Ḍ _o	Ṫ _u	i _v
G/K	S _{ga} Ḑ _{ka}	F _{ge}	Y _{gi}	A _{go}	J _{gu}	E _{gv}
H	Ḥ _{ha}	Ṗ _{he}	Ḍ _{hi}	F _{ho}	Ḥ _{hu}	Ḑ _{hv}
L	W _{la}	Ḑ _{le}	F _{li}	Ḑ _{lo}	M _{lu}	Ḑ _{lv}
M	Ḥ _{ma}	Ḑ _{me}	H _{mi}	Ḑ _{mo}	Y _{mu}	
N	Ḑ _{na} ṫ _{hna} Ḑ _{nah}	Ḑ _{ne}	h _{ni}	Z _{no}	Ḑ _{nu}	Ḑ _{nv}
QU/KW	Ṫ _{qua}	Ḑ _{que}	Ṗ _{qui}	Ṫ _{quo}	Ḑ _{quu}	Ḑ _{quv}
S	Ḥ _{sa} Ḑ _s	Ḑ _{se}	B _{si}	F _{so}	Ḑ _{su}	R _{sv}
D/T	Ḑ _{da} W _{ta}	S _{de} ṫ _{te}	J _{di} J _{ti}	V _{do}	S _{du}	Ḑ _{dv}
DL/TL	Ḑ _{dla} Ḑ _{tla}	L _{tle}	C _{tli}	Ḑ _{tlo}	Ḑ _{tlu}	P _{tlv}
TS/J	G _t sa	Ṫ _t se	h _t si	K _t so	J _t su	C _t sv
W	G _w a	Ḑ _w e	Ḑ _w i	Ḑ _w o	Ḑ _w u	Ḑ _w v
Y	Ḑ _y a	B _y e	Ḑ _y i	Ḑ _y o	G _y u	B _y v

	A	E	I	O	U	V
	D _a	R _e	T _i	Ḍ _o	Ṫ _u	i _v
G/K	S _{ga} Ḑ _{ka}	F _{ge}	Y _{gi}	A _{go}	J _{gu}	E _{gv}
H	Ḥ _{ha}	Ṗ _{he}	Ḍ _{hi}	F _{ho}	Ḥ _{hu}	Ḑ _{hv}
L	W _{la}	Ḑ _{le}	F _{li}	Ḑ _{lo}	M _{lu}	Ḑ _{lv}
M	Ḥ _{ma}	Ḑ _{me}	H _{mi}	Ḑ _{mo}	Y _{mu}	
N	Ḑ _{na} ṫ _{hna} Ḑ _{nah}	Ḑ _{ne}	h _{ni}	Z _{no}	Ḑ _{nu}	Ḑ _{nv}
QU/KW	Ṫ _{qua}	Ḑ _{que}	Ṗ _{qui}	Ṫ _{quo}	Ḑ _{quu}	Ḑ _{quv}
S	Ḥ _{sa} Ḑ _s	Ḑ _{se}	B _{si}	F _{so}	Ḑ _{su}	R _{sv}
D/T	Ḑ _{da} W _{ta}	S _{de} ṫ _{te}	J _{di} J _{ti}	V _{do}	S _{du}	Ḑ _{dv}
DL/TL	Ḑ _{dla} Ḑ _{tla}	L _{tle}	C _{tli}	Ḑ _{tlo}	Ḑ _{tlu}	P _{tlv}
TS/J	G _t sa	Ṫ _t se	h _t si	K _t so	J _t su	C _t sv
W	G _w a	Ḑ _w e	Ḑ _w i	Ḑ _w o	Ḑ _w u	Ḑ _w v
Y	Ḑ _y a	B _y e	Ḑ _y i	Ḑ _y o	G _y u	B _y v

	A	E	I	O	U	V
	D _a	R _e	T _i	Ḍ _o	Ṫ _u	i _v
G/K	S _{ga} Ḑ _{ka}	F _{ge}	Y _{gi}	A _{go}	J _{gu}	E _{gv}
H	Ḥ _{ha}	Ṗ _{he}	Ḍ _{hi}	F _{ho}	Ḥ _{hu}	Ḑ _{hv}
L	W _{la}	Ḑ _{le}	F _{li}	Ḑ _{lo}	M _{lu}	Ḑ _{lv}
M	Ḥ _{ma}	Ḑ _{me}	H _{mi}	Ḑ _{mo}	Y _{mu}	
N	Ḑ _{na} ṫ _{hna} Ḑ _{nah}	Ḑ _{ne}	h _{ni}	Z _{no}	Ḑ _{nu}	Ḑ _{nv}
QU/KW	Ṫ _{qua}	Ḑ _{que}	Ṗ _{qui}	Ṫ _{quo}	Ḑ _{quu}	Ḑ _{quv}
S	Ḥ _{sa} Ḑ _s	Ḑ _{se}	B _{si}	F _{so}	Ḑ _{su}	R _{sv}
D/T	Ḑ _{da} W _{ta}	S _{de} ṫ _{te}	J _{di} J _{ti}	V _{do}	S _{du}	Ḑ _{dv}
DL/TL	Ḑ _{dla} Ḑ _{tla}	L _{tle}	C _{tli}	Ḑ _{tlo}	Ḑ _{tlu}	P _{tlv}
TS/J	G _t sa	Ṫ _t se	h _t si	K _t so	J _t su	C _t sv
W	G _w a	Ḑ _w e	Ḑ _w i	Ḑ _w o	Ḑ _w u	Ḑ _w v
Y	Ḑ _y a	B _y e	Ḑ _y i	Ḑ _y o	G _y u	B _y v

SAMPLE

The **Iroquois** Native Americans lived in the Eastern Woodlands of North America and were fierce warriors.

They were farmers, hunters, and fishermen as well. They did most of their farming by harvesting corn, squash and beans. They also gathered wild berries and herbs. Men did most of the hunting shooting elk and deer using bows and arrows. Women used fish traps, spears and spears when fishing.

They lived in villages in houses called longhouses. Longhouses were large wigwag-like frame buildings covered in elm bark. One longhouse could be over a hundred feet long and could house 60 people.

Many Iroquois children went to school and fishing with their fathers. They had many chores, but found time to play with their friends. They played with wooden dolls, and games. The boys and adult men enjoyed playing lacrosse. The men typically carried their babies on their backs in cradleboards.

At one time the Iroquois fought among themselves. With the help of a peacemaker, the Iroquois nations came to live in peace and buried their weapons underneath the “Tree of Peace”. The tree is a symbol of peace with its roots stretching out to all who wanted to find peace. An eagle sat on top of the tree watching for danger.

Iroquois art includes mask carving, beadwork, and porcupine quill. They also crafted wampum from purple and white beads.

SAMPLE



Students will create a tree of peace by tearing up pieces of brown paper for the trunk and green for the top of the tree. Once glued down to make a tree, they will cut out the eagle and place him on the top of the tree. Then cut 3 or 4 white squares of paper for the students to write on. As they will demonstrate peace and have them glue their squares on the tree.

There are two different eagle choices below along with several choices for end of class use.

SAMPLE



The **Pomo** Native Americans are located in the Northern part of what is known as California. They were a friendly and only went to war when their proper rights were ignored.

They were primarily hunters and gathers along the coast. They ate seeds, berries, and nuts. They also hunted fish and small animals such as quail, doves, and woodpeckers with a variety of weapons including snare traps, spears, sling balls, bows and arrows and clubs.

They lived in villages. Their homes were made of poles covered with dried grass or bark. These homes were very sturdy.

Because they lived in a mild climate, they didn't wear much clothing. When they did have colder weather, they stayed warm by wearing rabbit robes.

Grandparents watched the children while the parents found food. The Pomo people were very devoted to their children. One game often played by the Pomo children was the Indian Stick Game. This game was played by dropping three sticks and seeing which sides landed facing up.

Pomo art included cradles, toys, and dolls. Basketry was an important part of the Pomo culture. Young girls practiced these skills by making miniature baskets.

SAMPLE



SAMPLE

Give students 3 craft sticks to create the stick game often played by the Portuguese Native Americans. On the first stick, draw zigzags down one side and leave the other side blank. On the second stick draw zigzags down one side and leave the other side blank. On the third stick draw zigzags down one side and leave the other side blank.

To play the Indian Stick Game, you flip the sticks on the ground. Points are given by how the sticks fell on the ground. Use the chart to keep track of your points.

Sticks fell	Points
3 blank	0
1 blank and 1 zigzag	1
1 blank and 1 dotted	3
1 zigzag and 1 dotted	2
2 zigzags and 1 blank	2
1 blank, 1 zigzag, 1 dotted	1

Also give have them create a pocket to glue down on the page to hold their sticks for safe keeping.

A student friendly copy of this book is included on the next page.

To play the Indian Stick Game, you drop all three sticks on the ground. Points are given by how the sticks fell on the ground. Use beans to keep track of your points.

Sticks fell with:	points
All 3 blank	
2 blank and one zigzag	
2 blank and one dot	
2 zigzag and one blank	
2 zigzag and one dot	
1 blank, 1 zigzag, 1 dot	

SAMPLE

The **Sioux** Native Americans were located in the central plains of North America. The Sioux along with the Cheyenne, won the great victory at Little Bighorn River and are among the most famous of Native Americans.

They lived in large buffalo-hide tents called tepees. They were able to set them up and take down quickly making moving to new locations easy.

They were originally corn farmers, but when they hunted they hunted buffalo, elk, and deer using bows and arrows, spears and war clubs. The men were also warriors protecting their families.

Many Sioux children were growing up with their fathers. They had many chores, but also found time to play with dolls and toys. The boys and young men played lacrosse. The mothers carried the children on their backs with cradle boards.

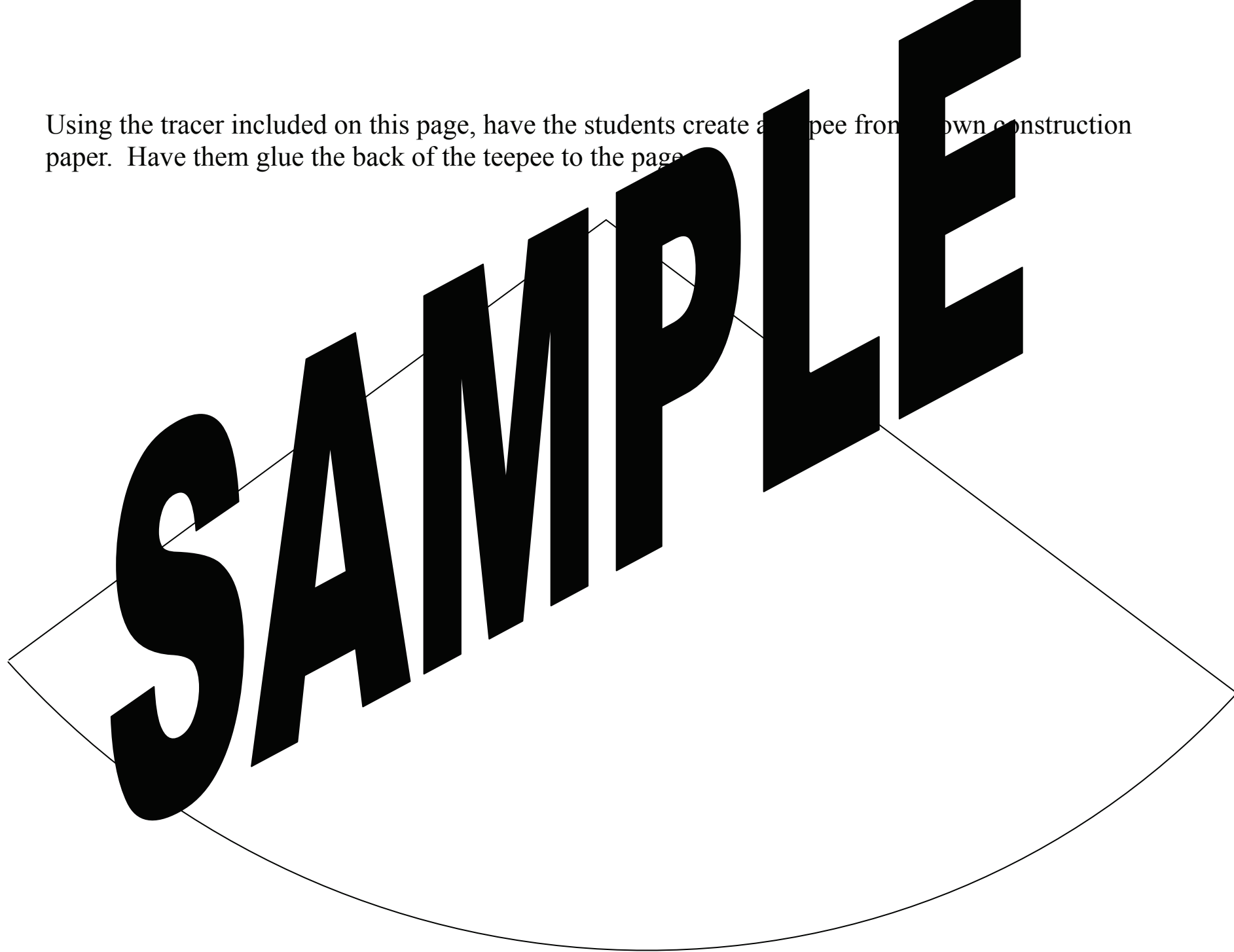
The Sioux spoke many different languages, but when trading with other tribes in the Great Plains they spoke Plains Indian languages to communicate.

Sioux art included beadwork, quillwork, buffalo-hide paintings as well as pottery and ceremonial pipes.

SAMPLE



Using the tracer included on this page, have the students create a teepee from their own construction paper. Have them glue the back of the teepee to the page.



The **Ojibway** Native Americans were located in the northern part of North America.

Some Ojibway lived in the forests near rivers and lakes. The others lived in the plains. The Ojibways living near the rivers and lakes had homes called wigwams and were made of birch bark. They traveled along the rivers in canoes also made of birch bark. The Ojibway living in the plains had homes called teepees which were made of buffalo-horn.

The Ojibways living in the plains hunted buffalo as a main source of food for making bows and arrows and clubs. The Ojibways living near rivers and lakes had a variety of crops like rice and corn while also hunting for fish and some game. They also gathered wild fruits and berries.

The Ojibway children enjoyed playing and fishing with their fathers. They had many chores, but made time to play with dolls and toys. The older boys liked playing a game called lacrosse. They often carried their babies on their backs using cradleboards.

Ojibway art included beadwork especially of flowers, along with crafts made from birch bark such as boxes and baskets. The Ojibways are also well known for their creation of dream catchers. It was believed that if a dream catcher was hung above your bed it would protect you from nightmares.

SAMPLE



Creating a dream catcher: Using small paper plates, cut a large circle taking out most of the inner part of the plate. Then punch holes along the inside edge of the circle. Give some yarn and have them string back and forth across the plate and through the holes. This allows them to create the inner part of the dream catcher. You may want to allow them to make some beads as you do this. Also punch some holes along the bottom of the plate and allow them to hang some yarn from the bottom. Using markers and/or crayons, students can color the web portions of the plate to create a design or pattern of their choice. Once completed, students can glue the dream catchers to the page in their book.

SAMPLE

The **Haida** Native Americans were located on the Pacific Northwest Coast.

They were hunters, gatherers and fishermen. They caught fish and sea mammals using fishing poles and canoes made from cedar logs, as well as dugout and wooden rafts. They hunted for deer, birds and small game using bows and arrows. The women gathered berries, roots, seaweed and shellfish. The men also had to hunt for food. It was necessary to protect their families.

They lived in rectangular plank houses with steeply pitched roofs. Some houses were as long as 100 feet. As many as 50 people could live in one house.

They spoke a language called Haida, which is a language that included many sounds which are not part of the English language.

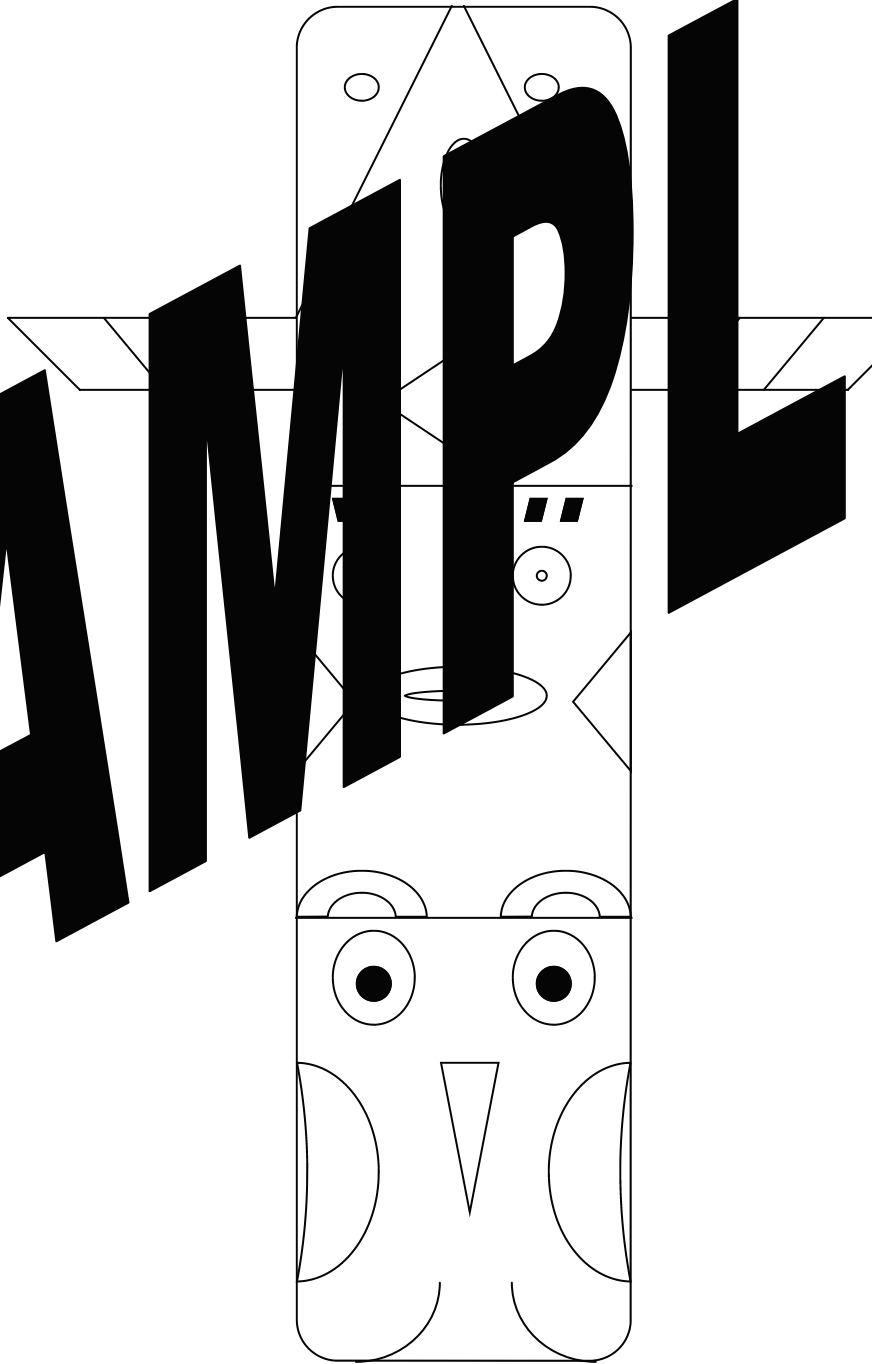
Haida children learned to hunt and fish with their fathers. They had many chores, but found time to play. The mothers carried their babies on their backs in cradleboards.

Haida art included basketry and woodcarving. The Haida people are particularly well-known for their impressive totem poles.

Storytelling was a very important part of the Haida culture.

SAMPLE

SAMPLE



SAMPLE

The **Algonquin** Native Americans were located in the Far North part of North America.

They lived in villages in birch bark homes called wigwams. During the winter they split up into hunting camps living in smaller cone-shaped wigwams made from birch bark.

During the winter months they wore mittens, caribou and moose boggans and snowshoes to help them travel.

There were many forests and lakes where they could hunt and fish. When fishing, they would stab the fish from the canoe through a hole in the ice. When hunting, they would set traps to catch deer and other small animals. They didn't farm or garden because they moved around a lot collecting food for their families. They gathered berries and wild plants and traded with other tribes for corn.

Many of the Algonquin children enjoyed hunting and fishing with their fathers. They had many chores and they played with toys, games, dolls and miniature cradleboards for carrying their dolls in the same way that women carried their babies on their back using cradleboards.

Some bands of the Algonquin people were English-speaking, some were French-speaking while others spoke the native Algonquin Language considered a musical language.

Algonquin art included beadwork and basketry.

SAMPLE



Using brown construction paper and some yarn, have students trace and cut the following rectangle and form into a toboggan. Use tape to attach yarn to the top.

Additional copies of the toboggan are included in the resource pack.

SAMPLE

SAMPLE