

Native American Unit

WebQuest Description: A study of the colonization of America from the perspective of the Native Americans

Grade Level: 6-8

Curriculum: Social Studies

Keywords: Native American, Indians, colonization, revolution, Columbus, new world

Published On: 2011-09-05 20:00:35

Last Modified: 2011-09-01 21:46:09

WebQuest URL: <http://zunal.com/webquest.php?w=112136>

Introduction

The colonists have arrived. . . You are a Native American and until that Columbus guy discovered your country in 1492, your people lived a relatively peaceful existence, with the exception of some tribal skirmishes. Now, it is 250 years later and the colonists have settled along the coastal region of the New World, and tensions are high between these newcomers and a place far away called England. You are aware that different tribes have different views on the westward expansion of the colonists and you want to attempt to unite the tribes either with the colonists or against the colonists. Your job is to travel to another tribe and attempt to convince its leaders to join your side. To do this effectively, you will have to research your own tribe's views, where the other tribe is located and how to get there, how best to go about convincing the other tribe, and what actions you will take to either support the colonists or fight the colonists as they move further into Native American territory.

Tasks

Day 1 Choose Your Tribe (American History) Today you will decide which tribe of which you want to be a member. You will research your tribe and its relations with the colonists. **Day 2 Take Me to Your Leader (Government)** Before you start out on your journey to unite the tribes either for or against the colonists, you must get permission from your leaders to go. Research the structure of leadership for your tribe and create an organizational chart showing the hierarchy of leadership. You will then write a letter asking for permission to travel to other tribes. **Day 3 Plot Your Course (Geography)** On a blank map of the United States, you will locate your tribe's territory and the tribe's territory that you will be traveling to. You will mark important land features that exist between your location and the other tribe's location. You will then determine the best route to take to get to the other tribe. **Day 4 Danger Ahead (World History)** You are aware that in the past 250 years, Native Americans have had to deal with attempts by several different European nations to take over native territory. You want to be prepared in case your journey takes you into areas that have been conquered by Europeans. You will create a time line of important events in Native American history that involved other countries. **Day 5 You Come Bearing Gifts (Economics)** You understand that in order to convince the other tribe to unite with your tribe, you will have to "pay" its leaders. You will research the items Native Americans used to barter with and, using PowerPoint will create a presentation that will advertise one item you want to use for bartering. An in-class activity will follow.

Process

Exploratory Introduction Essential Questions: 1. Why have civilizations succeeded and failed? 2. What factors influenced the development of civilizations and nations? **Process Steps** **Step 1** - Pair up with your reading buddy. Print out the attached KWL chart. Write in what you and your partner already know about Native Americans during the Colonial period under the K section. List at least 5 facts each. **Step 2** - With your reading buddy, brainstorm what you would like to learn about Native Americans during the Colonial period and write those ideas under the W section of the chart. List at least 2 items each. **Step 3** - Review the vocabulary for this lesson. **Step 4** - Take turns reading *The Very First Americans* by Cara Ashrose aloud to each other. **Step 5** - In your journal, summarize *The Very First Americans* in 2 paragraphs or more. **Development** **Step 6** - Choose your tribe. Become a virtual member of the Seneca, Shawnee, Delaware, Conestoga, Cherokee, or Iroquois tribes. **Step 7** - Research your tribe. The resources on this page will get you started, but you can use your own resources as well. Create a poster illustrating important aspects of your tribe. Your poster should answer the following questions. 1. Where did your tribe live? 2. Was your tribe friendly or hostile toward the colonists? 3. Were there any major battles involving your tribe? 4. Did your tribe have any special customs or beliefs? 5. Is your tribe still in existence today? 6. How would a member of your tribe be identified? 7. What did members of your tribe live in? 8. If your tribe still exists today, where is its reservation if there is one? 9. Did your tribe specialize in any skill or product? 10. What was the name of one leader from your tribe? **Step 8** - Present your poster to the class. **Expansion** **Step 9** - Print out the attached Venn diagram. **Step 10** - In the circle on the left, write in at least 3 characteristics that are exclusive to Native Americans. **Step 11** - In the circle on the right, write in at least 3 characteristics that are exclusive to the Colonists. **Step 12** - In the area where the circles overlap, write in at least 3 characteristics that belong to both Native Americans and the Colonists. **Step 13** - With your reading buddy, discuss your Venn diagrams and your answers. **Step 14** - In your journal, write 2 paragraphs that compare and contrast the Native Americans with the Colonists using the information from your Venn diagram.

Key Vocabulary Words for Day 1

Colonialism - A policy by which a nation maintains or extends its control over foreign dependencies.

Hostile - Feeling or showing enmity or ill will. Native - Being a member of the original inhabitants of a particular place. Territory - A geographic region, such as a colonial possession, that is dependent on an external government. Tribe - A unit of sociopolitical organization consisting of a number of families, clans, or other groups who share a common ancestry and culture and among whom leadership is typically neither formalized nor permanent.

Process for Day 2 - Take Me to Your Leader

Exploratory Introduction Essential Questions 1. Why are there greater challenges and opportunities when multiple groups interact? 2. Why are national and global viewpoints sometimes different? 3. What evidence can you find of effective or ineffective governments in the past and the present? Process Steps Step 1 - Review the vocabulary for this lesson. Step 2 - Open the hierarchical organizational chart for the United States government. Step 3 - With a partner, examine the chart and discuss who has the most amount of power in the government and who has the least amount of power. Step 4 - In your journal, write 2 paragraphs about which position in the United States government you would like to hold. Development Step 5 - Using the resources on this page and your own research, identify the hierarchical organization of your tribe. Step 6 - Using Microsoft Word or publishing software, create a chart similar to the one for the United States government for your tribe. Step 7 - Identify the leader of your tribe and give him or her a name. Step 8 - Using Microsoft Word, write a letter to your leader seeking permission to travel to other tribes. Give justification for your journey. Make sure you include a proper greeting and salutation. Expansion Step 9 - Using the two hierarchy charts you have for this lesson (the one provided to you and the one you created for your tribe) compare and contrast the United States governmental structure with the Native American governmental structure using the form entitled Governmental Comparison Chart. Step 10 - In your journal, write at least 2 paragraphs about which government you would choose if you were able to select one for a new country. Explain why you made that choice.

Key Vocabulary Words for Day 2

Hierarchy - Categorization of a group of people according to ability or status. Matriarch - A woman who rules a family, clan, or tribe. Patriarch - A man who rules a family, clan, or tribe. Predecessor - One who precedes another in time, especially in holding an office or position. Successor - One who replaces another in an office or a position.

Process for Day 3 - Plot Your Course

Exploratory Introduction Essential Questions 1. How has land been acquired by countries? 2. How have geographic factors influenced human settlement and economic activity? 3. In what ways are places on Earth interdependent? Process Steps Step 1 - Review the vocabulary words for this lesson. Step 2 - Watch the attached Brain Pop Video. Step 3 - In your journal, write at least 2 paragraphs that summarize the video. Development Step 4 - Using ArcGIS map making software, create a map that indicates where your tribe was located during the Colonial period. Be sure to label the area and color it to show the boundaries of your tribe's territory. Step 5 - Choose one of the other tribes from Day 1 and locate that tribe's territory on your map. Be sure to label the area and using a different color from the one you used for your tribe, color the area to show the boundaries of the other tribe's territory. Step 6 - Use the mapping software tools to place physical features of the land in the area surrounding both tribes. Include mountains, plains, forests, and other distinguishing features that might have played a role in where the tribes established their villages. Step 7 - Determine which route you will take from your tribe's territory to the other tribe's territory. Plot your course with a dotted or colored line. Be prepared to defend the route you choose to your chief. Step 8 - Save, print, and share your map (to your teacher's email address). Expansion Step 9 - Share your map with your reading buddy. Explain why you chose the route you will travel. Your buddy might have some advice that would make your journey easier. Step 10 - Using the attached current map of the United States, locate the general area where your tribe was located in the Colonial period. Step 11 - Return to your saved map. Create another layer and label what exists in your tribe's territory now. Step 12 - Save your map as a new file, print it, and share it (to your teacher's email address). Step 13 - Using the resources here and your own research, find out where your tribe is located now. Step 14 - In your journal, write at least 2 paragraphs in which you provide possible reasons why your tribe is located where it is today instead of where it was in the Colonial period.

Key Vocabulary Words for Day 3

Extinct - No longer existing or living. Feature - A prominent or distinctive aspect, quality, or characteristic. Migrate - To move from one country or region and settle in another. Settlement - A small community. Boundary - Something that indicates a border or limit.

Process for Day 4 - Danger Ahead

Exploratory Introduction Essential Questions 1. What questions help us understand the development and interaction of peoples in the Western Hemisphere? 2. How can different sources on the same topic vary and how can we determine which sources are most helpful in interpreting the past? 3. How does the author or creator of a source influence the interpretation? 4. How has land been acquired by countries? Process Steps Step 1 - Review the vocabulary for this lesson. Step 2 - Watch the attached YouTube video. Step 3 - In your journal, write at least 2 paragraphs that discuss how your perception of Native American history differs from the perspective of the video's creator. Step 4 - Read your journal entry to your reading buddy. Step 5 - With your reading buddy, discuss why the creator's version of Native American history might differ from yours. Step 6 - Together, come up with three reasons that account for the difference in perspective. Each of you write those reasons in your journals. Development Step 7 - Individually, research the various countries that have been involved in taking land from the Native Americans. Use the resources here as well as your own research. Step 8 - Draw or use publishing software to create a timeline showing when each of at least five countries took over territory from the Native Americans. Use different colors to identify each country. Step 9 - Look at the maps showing the different areas in what would become the United States that were occupied by European countries in Colonial times. Step 10 - Determine if the route you

chose to travel crosses territory that might bring you into contact with these foreigners. Step 11 - Using Microsoft Word, write a speech to give to any foreigners you might encounter during your travels to show them that you are not hostile. Step 12 - Practice giving your speech to your reading buddy. Three or four students will be selected at random to present their speeches to the class. Expansion Step 13 - Read the article entitled Race and Ethnicity: Government Policy Toward Native Americans. Step 14 - Consider the reservation system implemented by the government in the 1800s. How would life today be different for Native Americans if they had not been forced onto reservations? How would life today be different for you if Native Americans had not been forced onto reservations? Step 15 - In at least 2 paragraphs, write your answers to these questions in your journal.

Key Vocabulary Words for Day 4

Annex - To incorporate (territory) into an existing political unit such as a country, state, county, or city. Conquer - To defeat or subdue by force, especially by force of arms. Reservation - A tract of land set apart by the federal government for a special purpose, especially one for the use of a Native American people. Sovereign - Self-governing; independent. Treaty - A formal agreement between two or more states, as in reference to terms of peace or trade.

Process for Day 5 - You Come Bearing Gifts

Exploratory Introduction Essential Questions 1. How do different systems address the production of goods? 2. How are scarce resources distributed in different types of economic systems? 3. How do different economies control the means of production and distribution of goods and services? Process Steps Step 1 - Review the vocabulary for this lesson. Step 2 - With your reading buddy, read the first three sections of the attached article about the bartering system. Step 3 - Together, brainstorm ideas about what items Native Americans might have bartered to get what they needed. Write your ideas down on a small poster board. Step 4 - Watch the attached YouTube video about bartering. Step 5 - In your journal, write at least 2 paragraphs about the benefits and drawbacks of the bartering system based on what you have read in the article and seen in the video. Development Step 6 - Using the resources here and your own research, determine your tribe's primary item or items used for bartering. Step 7 - Create a PowerPoint presentation with a minimum of 5 slides that will serve as a commercial for your item. Pretend you will use this commercial to convince the tribe you will be visiting that your item is something they want. Step 8 - Send your PowerPoint presentation to your teacher's email address. Expansion Step 9 - In class, you will play the Barter Game. Each student will have brought in an item from home that they are willing to trade in order to gain another item from a fellow classmate. Step 10 - You will draw numbers to see who gets first choice for bartering. The first person will attempt to barter his or her item for another item he or she desires. Step 11 - Each student will have three attempts at bartering his or her item. If no deal can be made, the item stays with the original owner unless it is bartered for during another student's turn. Step 12 - In your journal, reflect on the in-class activity. In at least 2 paragraphs, mention whether you are happy with the trade you made or if you did not get what you want. Step 13 - In groups of five, discuss how bartering could become relevant again in today's economy. Be prepared for one person from the group to present your group's ideas with the rest of the class.

Key Vocabulary Words for Day 5

Barter - To trade goods or services without the exchange of money. Commodity - Something useful that can be turned to commercial or other advantage; an article of trade or commerce. Demand - The amount of a commodity or service that people are ready to buy for a given price. Scarcity - Insufficiency of amount or supply. Supply - The amount of a commodity available for meeting a demand or for purchase at a given price.

Conclusion

Congratulations! You have successfully prepared for and taken a journey in the Colonial period from the perspective of the Native Americans of the time. During this unit, you have: 1. Researched a tribe that was prominent in the American territories in the 1700s. 2. Researched the governmental organization of a Native American tribe. 3. Researched the regions where Native Americans lived and created a map to show where at least two Native American tribes were located in Colonial America. 4. Researched the role of various European countries in taking land from the Native Americans and learned how that land eventually became the United States. 5. Researched the economic system known as bartering and created a PowerPoint presentation to advertise an item that was likely used for trade between Native American tribes or between the Native Americans and the colonists. Reflection Now is the time to look back over the unit and think about what you have learned. Step 1 - Write at least 4 paragraphs in your journal summarizing the lessons in this unit and describing your favorite activity. Also include what you would do differently if you were teaching this unit. Step 2 - Fill out "L" section on KWL chart from Day 1 with what you have learned in this unit. Step 3 - Take the quiz on the next page of the Webquest. Step 4 - Play Hangman to become more familiar with the vocabulary words for this unit. Be prepared for a spelling and vocabulary test before the next unit begins. Extension If you are interested in learning more about the Native Americans, consider these questions and activities: 1. What would the United States be like today if the Native Americans were given a position in the American government after the revolution? 2. Using the site below, learn how to make a dream catcher, gather supplies, and make one of your own. Bring it to class to discuss. 3. What is a main source of income for Native American tribes today? How does it differ from the bartering system used in the Colonial Days? 4. Write a screenplay based on the scenario presented in this unit. Give your classmates roles in the play and present it to the rest of the class. 5. Immigration is a hot-button issue today. What would have happened if the Native Americans did not allow immigration in the Colonial period?

Evaluation

Please refer to the rubric as you complete your assignments, as this will be the basis for your letter grade. There are 12 assignments in this unit. Each assignment is worth 5 points for a total of 60 points. The quiz is worth 15 points. The entire unit is worth 75 points. The points correspond to the following grades: 68 - 75; A60 - 67; B53 - 59; C45 - 52 D0 - 44. In addition, you will choose one assignment to include in your social studies portfolio. It is suggested that you select your best work, as your portfolio is considered a showcase portfolio, and you want to always include the work that demonstrates your best efforts. You also have the option of revising one of the assignments before your final grade is issued. Finally, an extension assignment for extra credit can be completed, but you cannot get a higher grade than 100% for the entire unit. Be prepared to present your idea for an extension assignment to your teacher for approval.

Category and Score					Score
				Total Score	

Teacher Page

Materials: Book: The Very First Americans by Cara Ashrose
 Large poster boards
 Small poster boards
 Journals
 Microsoft Word
 Microsoft PowerPoint
 Microsoft Publisher
 One item to be used for bartering for each student
Tip: Have students bring in their bartering items on the first day of the unit. Have them displayed on a table throughout the unit so students know what is available to barter.

Differentiation:
 For ESL students: 1. Pair ESL students with native speakers whenever buddies are required or for entire unit if interpretation is required
 2. Allow ESL students to write only 1 paragraph per journal entry
 3. Adjust pacing of unit, extend unit to 10 days if necessary
 4. Choose ESL students to present oral assignments for their groups to incorporate speaking component
 5. Allow beginning ESL students to write assignments in their native languages
 6. Be sure to include ESL students' perspectives regarding Native Americans whenever possible
 7. Allow beginning ESL students to illustrate concepts instead of write them out in their journals
 8. Allow students to videotape responses to questions and journal entries if oral skills are superior to writing skills

For students with ADHD: 1. Allow students with ADHD to work in pairs for entire unit
 2. Assign students with ADHD special jobs during group work to ensure they stay engaged
 3. Allow students with ADHD to write only 1 paragraph per journal entry
 4. Adjust pacing of unit, extend unit to 10 days if necessary

For different learning styles: 1. Allow students to approach you with alternate assignments that accomplish the same goal
 2. Allow students to illustrate concepts instead of write them out in their journals
 3. Allow students to videotape responses to questions and journal entries in addition to writing them if students express themselves better that way; use videotaped responses for grading purposes
 4. Allow students to type responses to questions and journal entries instead of writing them

For students with physical disabilities: 1. Ensure safe and adequate access to computer
 2. Allow students to record responses in the best way for them (i.e. tape recording, typing, videotaping, having someone else write out their answers)
 3. Allow students with physical abilities to work with a buddy for the entire unit, particularly for students who are visually impaired so that the assignment can be read to them and their answers can be recorded

For advanced or gifted students: 1. Require 3 or more paragraphs per journal entry
 2. Require one of the extension activities on the conclusion page
 3. Have advanced students "teach" portions of the lessons by pairing them up with struggling students
 4. Have students find other books relevant to the topics presented in the WebQuest using the Internet. Obtain at least one of those books for the students and assign it to be read.

Language Arts Integration
 1. Reading book
 2. Reading articles
 3. Reading buddies' work
 4. Listening to buddies read
 5. Listening to videos
 6. Listening to classroom presentations
 7. Speaking during group interactions
 8. Speaking to buddies
 9. Speaking during presentations
 10. Writing in journals
 11. Writing letter
 12. Writing speech

Standards

Credits

Other

Colorado State Standards for Social Studies

This unit satisfies the following Colorado State Social Studies Standards for 6th Grade:

Standard 1 - History
 Concept 1 - Analyze and interpret historical sources to ask and research historical questions
 Evidence Students can:
 a. Identify ways different cultures record history
 b. Interpret documents and data from multiple primary and secondary sources while formulating historical questions
 c. Critique information to determine if it is sufficient to answer historical questions

Standard 1 - History
 Concept 2 - The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another
 Evidence Students can:
 a. Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere
 b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, colonizers of countries in the Western Hemisphere, and the Colombian Exchange
 c. Identify examples of the social, political cultural, and economic development in key areas of the Western Hemisphere

Standard 2 - Geography
 Concept 1 - Use geographic tools to solve problems
 Evidence Students can:
 a. Use longitude, latitude, and scale on maps and globes to solve problems
 b. Collect and analyze data to interpret regions in the Western Hemisphere
 c. Ask multiple types of questions after examining geographic sources
 d. Interpret and communicate geographic data to justify potential solutions to problems
 e. Distinguish different types of maps and use them in analyzing an issue

Standard 2 - Geography
 Concept 2 - Human and physical systems vary and

interactEvidenceStudents can:a. Classify and analyze the types of connections between placesb. Identify physical features and explain their effects on people in the Western Hemispherec. Give examples of how people have adapted to their physical environmentd. Analyze positive and negative interactions of human and physical systems in the Western HemisphereStandard 3 - EconomicsConcept 1 - Identify and analyze different economic systemsEvidenceStudents can:a. Describe the characteristics of traditional, command, market, and mixed economic systemsb. Explore how different economic systems affect job and career options and the population's standards of livingc. Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependenceStandard 4 - CivicsConcept 1 - Analyze the interconnectedness of the United States and other nationsEvidenceStudents can:a. Discuss advantages and disadvantages of living in an interconnected worldb. Examine changes and connections in ideas about citizenship in different times and placesc. Describe how groups and individuals influence the government and other nationsd. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nationse. Analyze political issues from both a national and global perspective over timef. Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issuesStandard 4 - CivicsConcept 2 - Compare multiple systems of governmentEvidenceStudents can:a. Describe different forms of governmentb. Identify how different forms of government relate to their citizensc. Compare the economic components of different forms of governmentd. Compare various forms of governments and the liberties of their citizensThis unit satisfies the following voluntary National Council of Social Studies standards for 6th grade:History - Historical Thinking StandardsStandard 1: Chronological ThinkingA. Distinguish between past, present, and future time.E. Interpret data presented in time lines and create time lines.F. Reconstruct patterns of historical succession and duration; explain historical continuity and change. Standard 2: Historical ComprehensionA. Identify the author or source of the historical document or narrative and assess its credibility.D. Differentiate between historical facts and historical interpretations.F. Appreciate historical perspectives. G. Draw upon data in historical maps.Standard 3: Historical Analysis and InterpretationA. Compare and contrast differing sets of ideas.B. Consider multiple perspectives.E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence. H. Hold interpretations of history as tentative.J. Hypothesize the influence of the past.Standard 4: Historical Research CapabilitiesA. Formulate historical questions.B. Obtain historical data from a variety of sources.F. Support interpretations with historical evidence.Standard 5: Historical Issues - Analysis and Decision-MakingA. Identify issues and problems in the past.B. Marshal evidence of antecedent circumstances.C. Identify relevant historical antecedentsD. Evaluate alternative courses of action.E. Formulate a position or course of action on an issue.F. Evaluate the implementation of a decision.History - US History Content StandardsEra 1Standard 1 - Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450Standard 2 - How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoplesEra 4Standard 1 - United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native AmericansStandard 2 - How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensionsHistory - World History Content StandardsEra 6Standard 4 - Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750 Era 7Standard 4 - Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914GeographyStandard 1 - How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial PerspectiveStandard 2 - How to Use Mental Maps to Organize Information About People, Places, and Environments in a Spatial ContextStandard 4 - The Physical and Human Characteristics of PlacesStandard 5 - That People Create Regions to Interpret Earth's ComplexityStandard 6 - How Culture and Experience Influence People's Perceptions of Places and RegionsStandard 9 - The Characteristics, Distribution, and Migration of Human Population on Earth's SurfaceStandard 11 - The Patterns and Networks of Economic Interdependence on Earth's SurfaceStandard 12 - The Processes, Patterns, and Functions of Human SettlementStandard 13 - How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's SurfaceStandard 15 - How Physical Systems Affect Human SystemsStandard 17 - How to Apply Geography to Interpret the PastStandard 18 - How to Apply Geography to Interpret the Present and Plan for the FutureCivics and GovernmentStandard 1 - What are Civic Life, Politics, and Government?A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?B. What are the essential characteristics of limited and unlimited government?D. What are alternative ways of organizing constitutional governments?Standard 2 - What are the Foundations of the American Political System?B. What are the distinctive characteristics of American societyD. What values and principles are basic to American constitutional democracy?Standard 4 - What is the Relationship of the United States to Other Nations and to World Affairs?A. How is the world organized politically?B. How has the United States influenced other nations and how have other nations influenced American politics and society?EconomicsStandard 1 - ScarcityProductive resources are limited. Therefore, people can not have all the goods and services they want; as a result, they must choose some things and give up others.Standard 2 - Decision MakingEffective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.Standard 3 - AllocationDifferent methods can be used to allocate goods and services. People acting individually or collectively must choose which methods to use to allocate different kinds of goods and servicesStandard 5 - TradeVoluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.Standard 6 - SpecializationWhen individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.Standard 7 - Markets and PricesA market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.Standard 8 - Role of PricesPrices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives. Standard 9 - Competition and Market StructureCompetition among sellers lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for

them. Technology Standard 1 - Demonstrate creativity and innovation Standard 2 - Communicate and collaborate Standard 3 - Conduct research and use information Standard 4 - Think critically, solve problems, and make decisions Standard 5 - Use technology effectively and productively

References Used by Author

Tribal History. (2001, November 28). Retrieved September 1, 2011, from SenecaIndians.com: http://www.senecaindians.com/seneca_tribal.htmThe Government of the Iroquois Nations. (2002). Retrieved September 2, 2011, from CradleBoard.org: http://www.cradleboard.org/curriculum/powwow/lessons/elemsocial/el_gv_ir.htmlDelaware Tribe. (2005, July 7). Retrieved September 2, 2011, from LenapeDelawareHistory.net: http://www.lenapedelawarehistory.net/mirror/delaware_tribes.htmThe conquest of the West in the USA. (2008). Retrieved September 2, 2011, from Memo Travel Through History: http://www.memoonline.com/en/article.aspx?ID=CON_EAC_005Native Americans and Indigenous Peoples. (2010). Retrieved September 4, 2011, from Native.net: http://www.native-net.org/Territorial_Acquisitions. (2010, September 9). Retrieved September 2, 2011, from Wikimedia.org: http://commons.wikimedia.org/wiki/File:U.S._Territorial_Acquisitions.pngCherokee Indians. (2011). Retrieved September 2, 2011, from Indians.org: <http://www.indians.org/articles/cherokee-indians.html>Dictionary. (2011). Retrieved September 2, 2011, from Yahoo! Kids: <http://kids.yahoo.com/reference/dictionary/english>Government. (2011). Retrieved September 2, 2011, from Shawnee-Tribe.com: <http://www.shawnee-tribe.com/government.html>Indian Tribes of the United States. (2011). Retrieved September 1, 2011, from Access Genealogy: <http://www.accessgenealogy.com/native/tribes/index.htm>My Map. (2011). Retrieved September 2, 2011, from ArcGIS: <http://www.arcgis.com/home/webmap/viewer.html>Our Government. (2011). Retrieved September 2, 2011, from Cherokee.org: <http://www.cherokee.org/OurGovernment/Default.aspx>United States 1789-03-1789-08. (2011, February 25). Retrieved September 2, 2011, from Wikimedia.org: http://commons.wikimedia.org/wiki/File:United_States_1789-03-1789-08.pngUnited States 1800-07-10-1802. (2011, February 25). Retrieved September 2, 2011, from Wikimedia.org: http://commons.wikimedia.org/wiki/File:United_States_1800-07-10-1802.pngAltoff, P., Fischer, F., DeGrow, B., Prichard, A., Elnicki, C., Stumbras-Ritchie, L., et al. (2009). Colorado Academic Standards Social Studies. Denver: Colorado Department of Education.BrainPop (Director). (2011). American Indians [Motion Picture].BrainPop (Director). (2011). Iroquois Confederacy [Motion Picture].Delorme, E. (2011). World Boundaries and Places. Retrieved September 2, 2011, from ArcGIS: <http://www.arcgis.com/home/webmap/viewer.html?services=a842e359856a4365b1ddf8cc34fde079>Keller, E. (1999, August 6). STRATEGIES FOR TEACHING STUDENTS WITH VISION IMPAIRMENTS . Retrieved June 5, 2011, from Eberly College of Arts and Sciences: http://www.as.wvu.edu/~scidis/text/vision_impair.htmlKendall, J. (2006). Small Group for English Instruction Language Learners. National Association of Secondary School Principals, 28-31.LeClaire, T. L. (1998). A Brief Overview of Native American Sovereign Nation Status. Reston: Native American Management Services Inc.McGrath, J. (n.d.). How Bartering Works. Retrieved September 4, 2011, from HowStuffWorks.com: <http://money.howstuffworks.com/bartering.htm>Musser, C. (2010, February 28). American Indians Killed in Colonial America. Retrieved September 1, 2011, from Native American History Suite 101: <http://www.suite101.com/content/american-indians-killed-in-colonial-america-a207311>Myers, C. B., Dougan, A. M., Baber, C. R., Dumas, W., Helmkamp, C. J., Lane, J. W., et al. (2002). National Standards for Social Studies Teachers. Silver Spring: National Council for the Social Studies.Attention Deficit in the Elementary School: Presenting Your Lessons. (n.d.). Retrieved June 4, 2011, from ADDinSchool.com: <http://www.addinschool.com/elementary/lessons.htm>Printable KWL Chart. (n.d.). Retrieved September 2, 2011, from Scholastic.com: <http://printables.scholastic.com/printables/f.jsp?id=35525>Printable Venn Diagram. (n.d.). Retrieved September 2, 2011, from Scholastic.com: <http://printables.scholastic.com/printables/f.jsp?id=35520>U.S. Government Organizational Chart. (n.d.). Retrieved September 4, 2011, from WashLaw: <http://www.washlaw.edu/doclaw/orgchart/mainog.html>Sasson, D. (2009, September 30). Strategies for Differentiating Instruction. Retrieved June 5, 2011, from Language Study: <http://www.suite101.com/content/strategies-for-differentiating-instruction-a154115>Sunal, C. S., & Haas, M. E. (2011). Social Studies for the Elementary and Middle Grades A Constructivist Approach. Boston: Allyn & Bacon.