



NATIVE AMERICAN DWELLINGS

TEACHER VERSION

Subject Level:

Elementary School History

Grade Level:

2-3

Approx. Time Required:

60 minutes

Learning Objectives:

- Students will be able to observe differences among three types of Native American dwellings.
- Students will be able to write about differences they observed among three types of Native American dwellings.
- Students will be able to compare their observations about Native American dwellings to other information about the dwellings.

Activity Description

In this activity, students will look at historical images to learn about three types of Native American dwellings — teepees, pueblo adobe structures, and hogans. Students will make observations about the types of dwellings in the images. Then students will discuss their observations as a class.

Suggested Grade Level:

2-3

Approximate Time Required:

60 minutes

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Topics:

- Native American dwellings

Skills Taught:

- Analyzing visual data
 - Comparing and contrasting
 - Examining primary sources
-

Materials Required:

- The student version of this activity, 16 pages

Activity Items

The following items are a part of this activity. Items, their sources, and any relevant instructions for viewing them online appear at the end of this teacher version.

- Item 1: Images of Teepees
- Item 2: Images of Pueblo Adobe Structures
- Item 3: Image of a Hogan

For more information to help you introduce your students to the Census Bureau, read *"Census Bureau 101 for Students."* This information sheet can be printed and passed out to your students as well.

Standards Addressed

See charts below. For more information about the standards, read *"Overview of Education Standards and Guidelines Addressed in Statistics in Schools Activities."*

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

| Standard | Strand | Cluster |
|---|--------------------------------------|--|
| <p>CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> | <p>SL 2 - Speaking and Listening</p> | <p>Comprehension and Collaboration</p> |

UCLA National Standards for History: Standards for Grades K-4

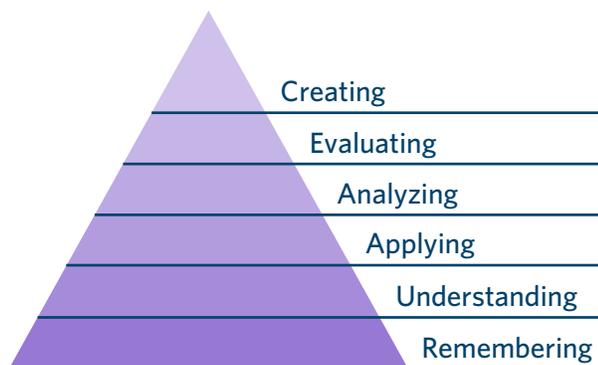
| Era | Standard |
|---|--|
| Topic 4: The History of Peoples of Many Cultures Around the World | <p>Standard 7A: The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.</p> <p>Standard 8A: The student understands the development of technological innovations, the major scientists and inventors associated with them, and their social and economic effects.</p> |

UCLA National Standards for History: Historical Thinking Standards

| Standard | Description |
|------------------------------|--|
| 1 - Chronological Thinking | <p>Distinguish between past, present, and future time. Students will make observations about and discuss Native American dwellings based on images from the past.</p> |
| 2 - Historical Comprehension | <p>Draw upon visual, literary, and musical sources. Students will examine images of Native American dwellings to better understand the Native American culture and way of life in a historical context.</p> |

Bloom’s Taxonomy

Students will **apply** their understanding of what a home means to them to make observations about the basic features of various Native American dwellings.



Teacher Notes

Before the Activity

Students must understand the following key terms:

- **Dwelling** – a house, apartment, or other type of home
- **Hogan** – a Navajo Indian dwelling, constructed in round, square, and cone shapes and made mostly from stone, wood, and dirt
- **Pueblo adobe structure** – a multilevel Pueblo Indian dwelling, made of adobe (a mud-like substance) and somewhat resembling a modern-day apartment building
- **Teepee** – a Great Plains Indian dwelling, shaped like a cone and supported by wooden poles with an outside covering made from animal hide (skin)

Students should have a basic understanding of the following concepts:

- Lives of Native Americans
- What “home” means to students

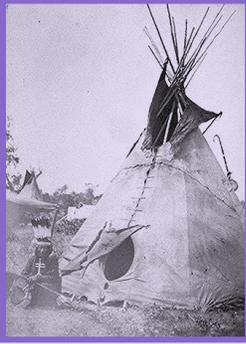
Teachers will create three stations, one for each of the three Native American dwelling types and the corresponding tribe: teepee for Great Plains Indians, pueblo adobe structure for Pueblo Indians, and hogan for Navajo Indians. The appropriate images, which appear at the end of this activity, should be placed at each station.

Teachers will create an anchor chart for each type of Native American dwelling to facilitate student discussion. An anchor chart is a poster that is often hung in a prominent area of the classroom, with key themes or topics that students need to know. Teachers will write headings on the anchor chart then fill it in with students, asking them to provide answers where they can.

Here is example content to include on an anchor chart about teepees:

Native American Dwellings

Teepee



Who used it?

The Great Plains Indians

Why was it used?

The teepee was easy to take down and put back up quickly, and it was easy to carry. The Great Plains Indians needed to move around a lot to follow the buffalo — an animal they hunted — so they could bring the teepees with them wherever they went.

What was it made of?

The teepee cover was made from animal hide (skin), usually buffalo. The poles supporting the teepee were made of wood.

Teachers will repeat the process to create anchor charts for the pueblo adobe structure and hogan.

Teachers will show students the observation sheet and pictures, then model one observation — for example, “This part of the home looks like it was made of wood”; “This could be the entrance of the home.”

Teachers will explain to students that they will fill out a new observation sheet at each station and that each station has pictures of a different type of Native American dwelling. Teachers will also explain that students can redraw what they see in the pictures or that they can draw specific elements of the home, such as a ladder or entrance, in the boxes on the observation sheet. They can also write about what they see on the lines provided on the observation sheet.

Teachers will tell students that they will spend about 15 minutes at each station.

During the Activity

Teachers will divide students into three groups (one for each station). Then teachers will instruct students to go to their first station.

Teachers will facilitate discussions as students make observations at each station and record their findings on their observation sheets. Teachers could ask the following guiding questions:

- Why do you think they used these kinds of homes?
- What do you think this is (pointing to a specific part of the dwelling)?
- What do you think this was made of?
- What do you think life was like in this home?

Teachers should direct students to move to the next station after 15 minutes. Then, another 15 minutes later, teachers should direct students to move to their last station.

After the Activity

When students are done writing and drawing, teachers should gather the class, asking them to share what they saw at each station.

After the class discussion, teachers should ask students to reflect on what “home” means to them and on the diversity of Native American dwellings.

Extension Ideas

- Teachers could read to students from books on Native American history that focus on dwellings and home life.
- Teachers could ask students to write about the three types of Native American dwellings. Possible writing prompts include:
 - What was life like for the [Great Plains, Pueblo, or Navajo] Indians?
 - Describe the home of a [Great Plains, Pueblo, or Navajo] Indian.
 - Why did the [Great Plains, Pueblo, or Navajo] Indians use a [teepee, pueblo adobe structure, or hogan]?

Student Activity

Printable student versions are available [here](#).

Activity Item

The following items are part of this activity and appear at the end of this student version.

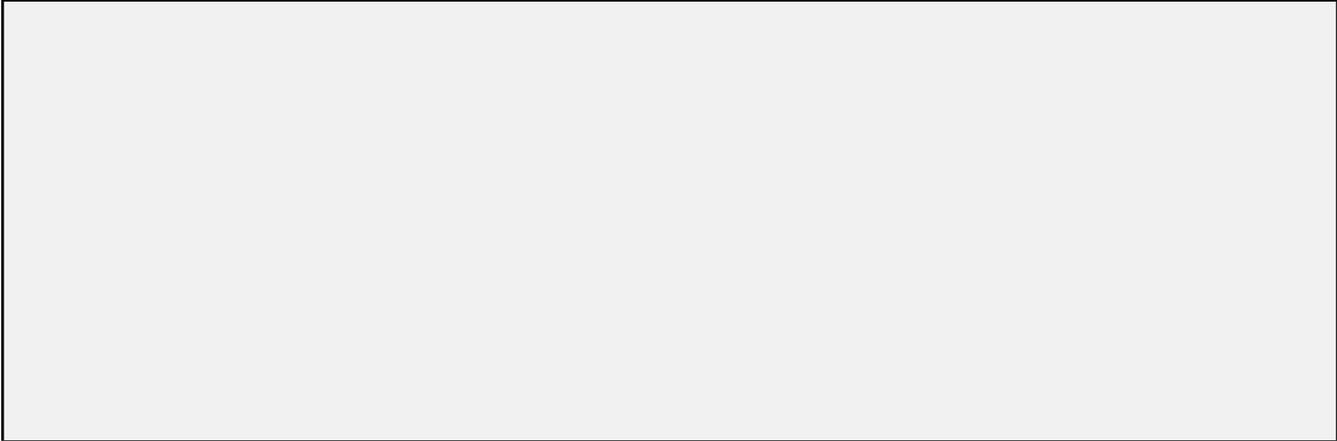
- Item 1: Images of Teepees
- Item 2: Images of Pueblo Adobe Structures
- Item 3: Image of a Hogan

Student Learning Objectives

- I will be able to observe differences among three types of Native American dwellings.
- I will be able to write about differences I observed among three types of Native American dwellings.
- I will be able to compare my observations about Native American dwellings to other information about the dwellings.

Observations About Teepees

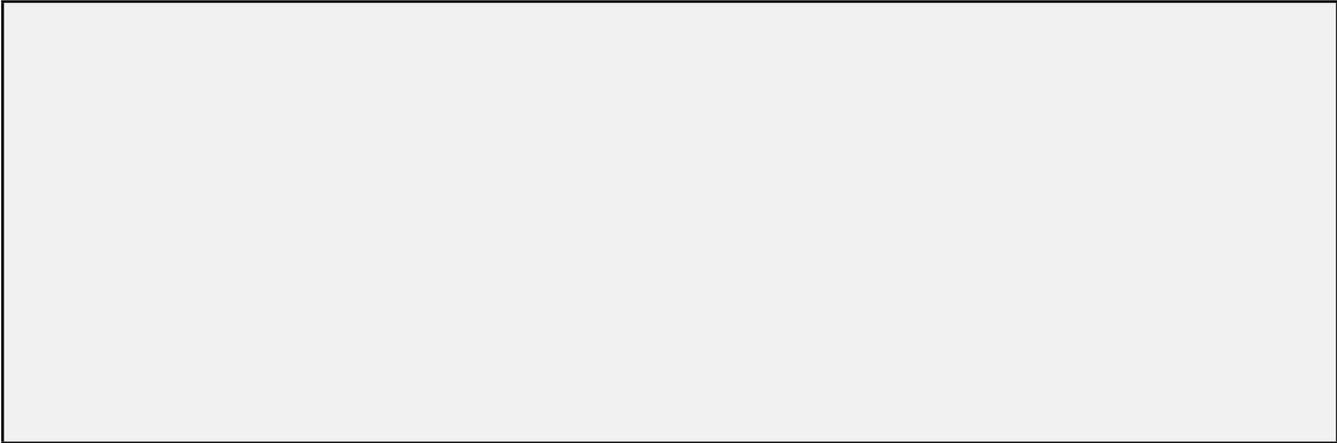
Draw and write about teepees:



Handwriting lines consisting of 15 horizontal lines for writing observations.

Observations About Pueblo Adobe Structures

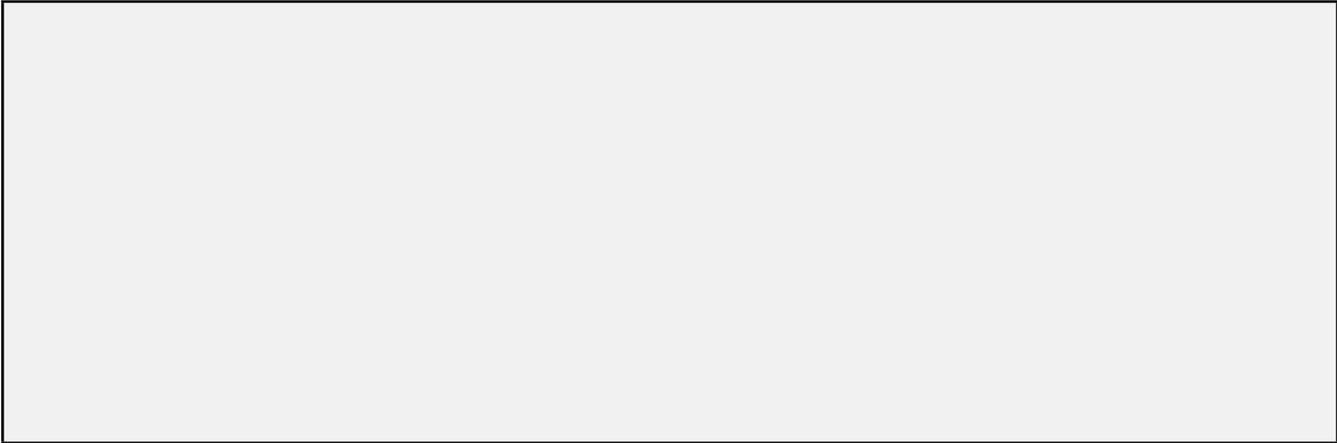
Draw and write about pueblo adobe structures:



Horizontal lines for writing.

Observations About Hogans

Draw and write about hogans:



Handwriting lines consisting of 15 horizontal lines for writing observations.

Item 1: Images of Teepees

Fort Belknap Agency, Montana. United States Indian Police, Assinaboine Sioux and Gros Ventres.
Assinaboine Sioux Indian Village. 1890.



www.census.gov/prod/www/decennial.html

To retrieve the image electronically, go to the link above. Click on "Census of Population and Housing, 1890," then "Final Reports," then the full document link for "Volume 10: Report on Indians Taxed and Indians Not Taxed in the United States (except Alaska)." Once the zip file downloads, open 1890a_v10-14.pdf from it. The image is on the final page of the PDF.

Item 1: Images of Teepees (Continued)

Little Big Mouth, a medicine man, seated in front of his lodge near Fort Sill, Oklahoma, with medicine bag visible from behind the tent. 1869-70.



<https://catalog.archives.gov/id/518908>

Item 1: Images of Teepees (Continued)

Grand Portage Reservation, Minnesota. La Pointe Agency, Wisconsin. Chippewa men in unusual dress (attempt to look like wild Indians) and houses of clapboards. Chippewa Indians camped in birch-bark lodges or shelters. 1890.



(G. A. Newton, photographer, Duluth.)

1890.

GRAND PORTAGE RESERVATION, MINNESOTA, LA POINTE AGENCY, WISCONSIN.

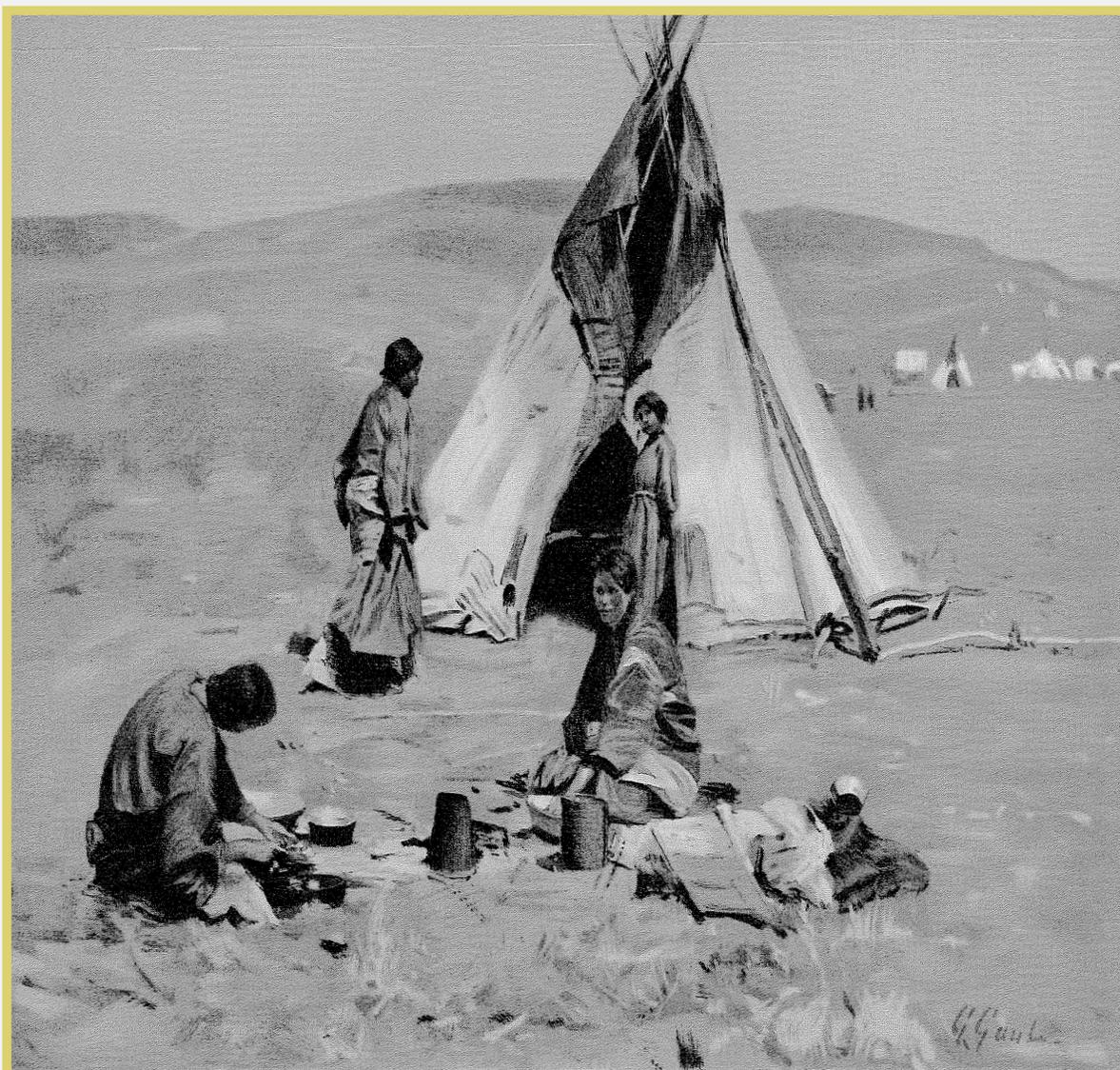
CHIPPEWA MEN IN UNUSUAL DRESS (ATTEMPT TO LOOK LIKE WILD INDIANS), AND HOUSES OF CLAPBOARDS.
CHIPPEWA INDIANS CAMPED IN BIRCH-BARK LODGES OR SHELTERS.

www.census.gov/prod/www/decennial.html

To retrieve the image electronically, go to the link above. Click on "Census of Population and Housing, 1890," then "Final Reports," then the full document link for "Volume 10: Report on Indians Taxed and Indians Not Taxed in the United States (except Alaska)." Once the zip file downloads, open 1890a_v10-13.pdf from it. The image is on the final page of the PDF.

Item 1: Images of Teepees (Continued)

Sioux Camp. Standing Rock Agency, North Dakota. September 1890.



Reynolds & Reynolds Co. N.Y.

SIOUX CAMP.

GILBERT GAUL.

STANDING ROCK AGENCY, NORTH DAKOTA, SEPTEMBER, 1890.

https://www2.census.gov/prod2/decennial/documents/1890a_v10-22.pdf

To access the image electronically, go to the link above. Scroll to the page immediately before Page 523 of the original document (the page with the image is not numbered).

Item 2: Images of Pueblo Adobe Structures

Acoma Pueblo, New Mexico. Circa 1930-1940.

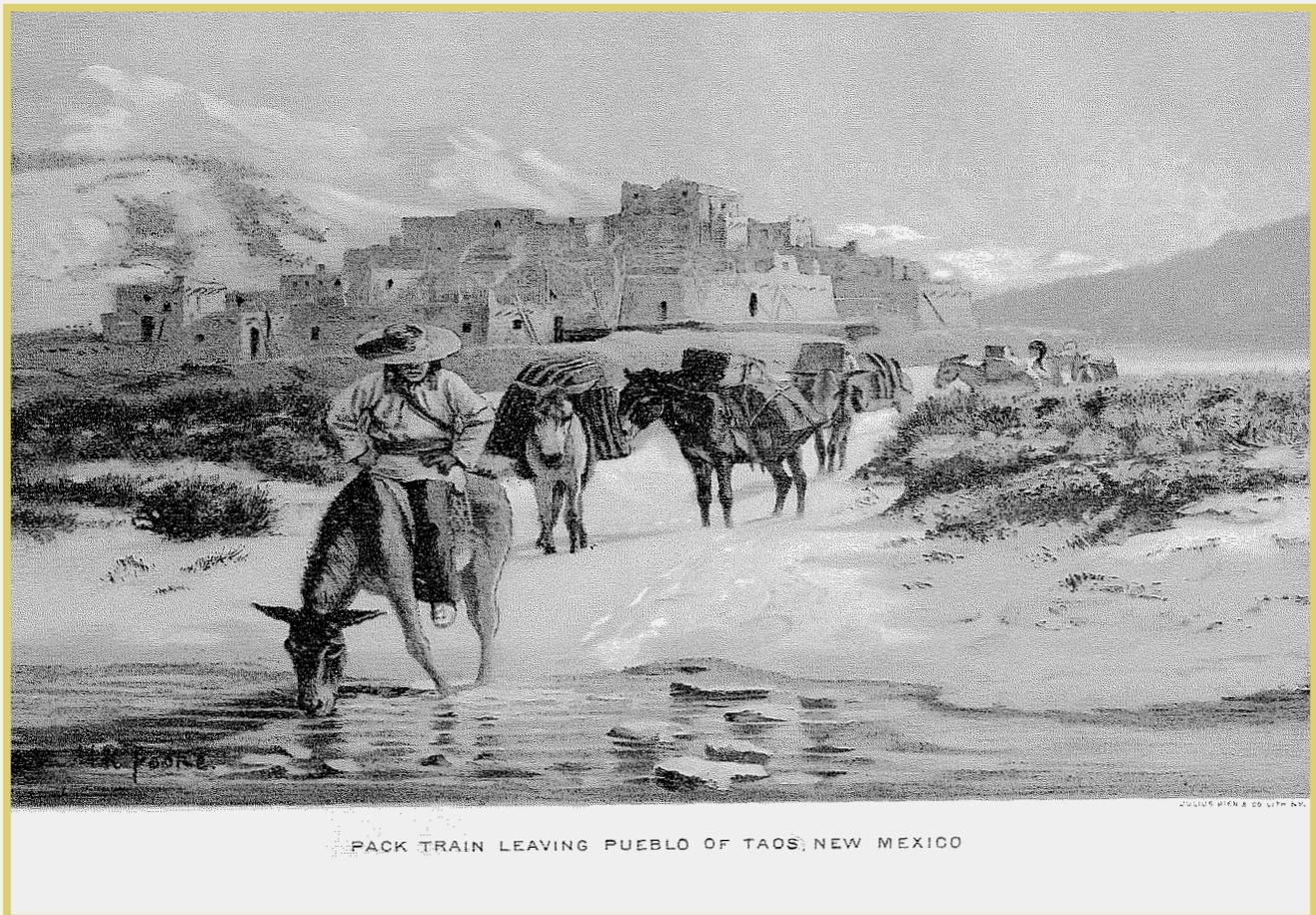


www.archives.gov/research/ansel-adams

To access the image electronically, go to the link above. Click on the link for the first image in the collection, "Acoma Pueblo, New Mexico."

Item 2: Images of Pueblo Adobe Structures (Continued)

Pack Train Leaving Pueblo of Taos, New Mexico. 1890.

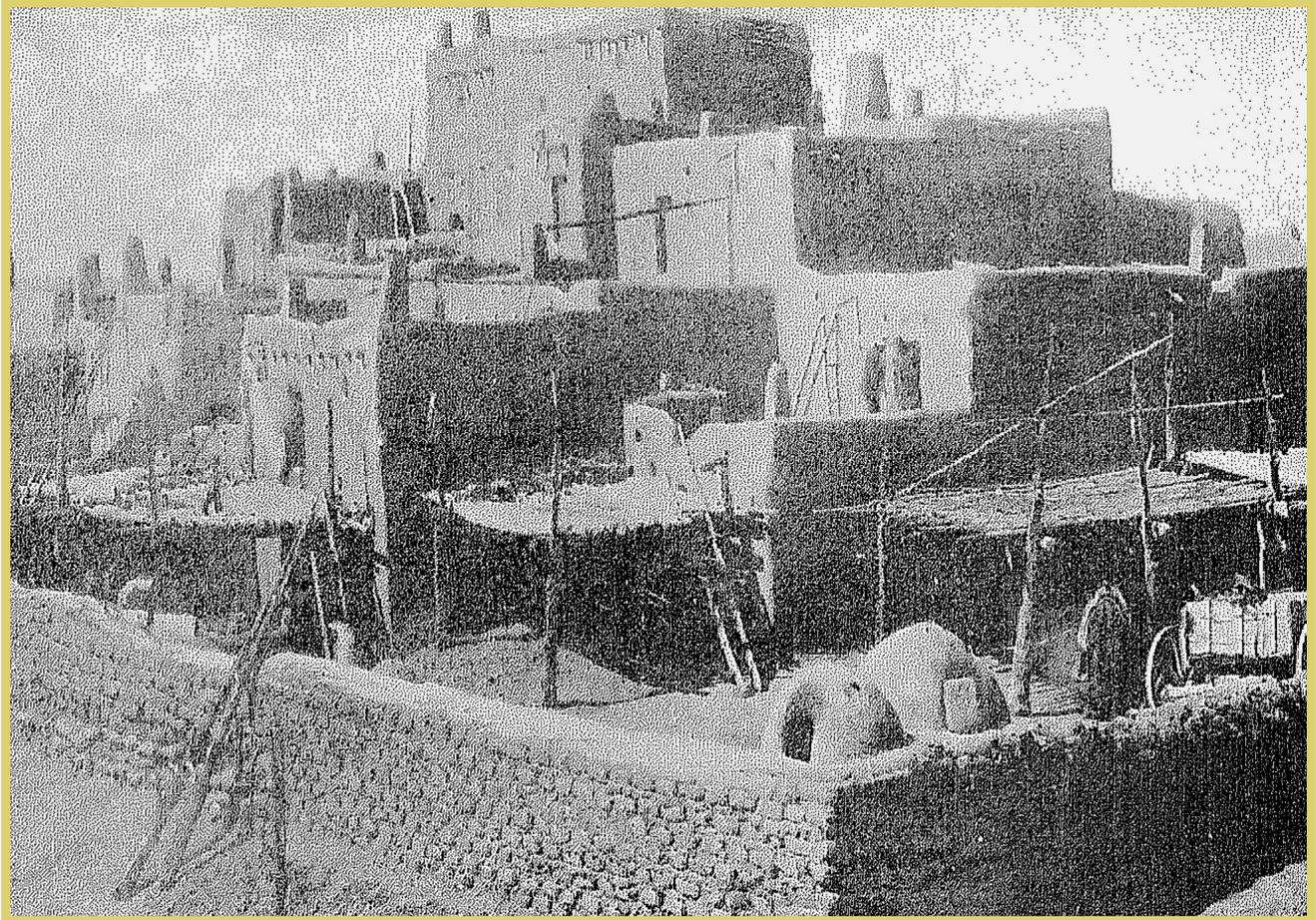


www.census.gov/prod/www/decennial.html

To retrieve the image electronically, go to the link above. Click on "Census of Population and Housing, 1890," then "Final Reports," then the full document link for "Volume 10: Report on Indians Taxed and Indians Not Taxed in the United States (except Alaska)." Once the zip file downloads, open 1890a_v10-16.pdf from it. The image is on Page 35 of the PDF.

Item 2: Images of Pueblo Adobe Structures (Continued)

Taos Pueblo. 1890.

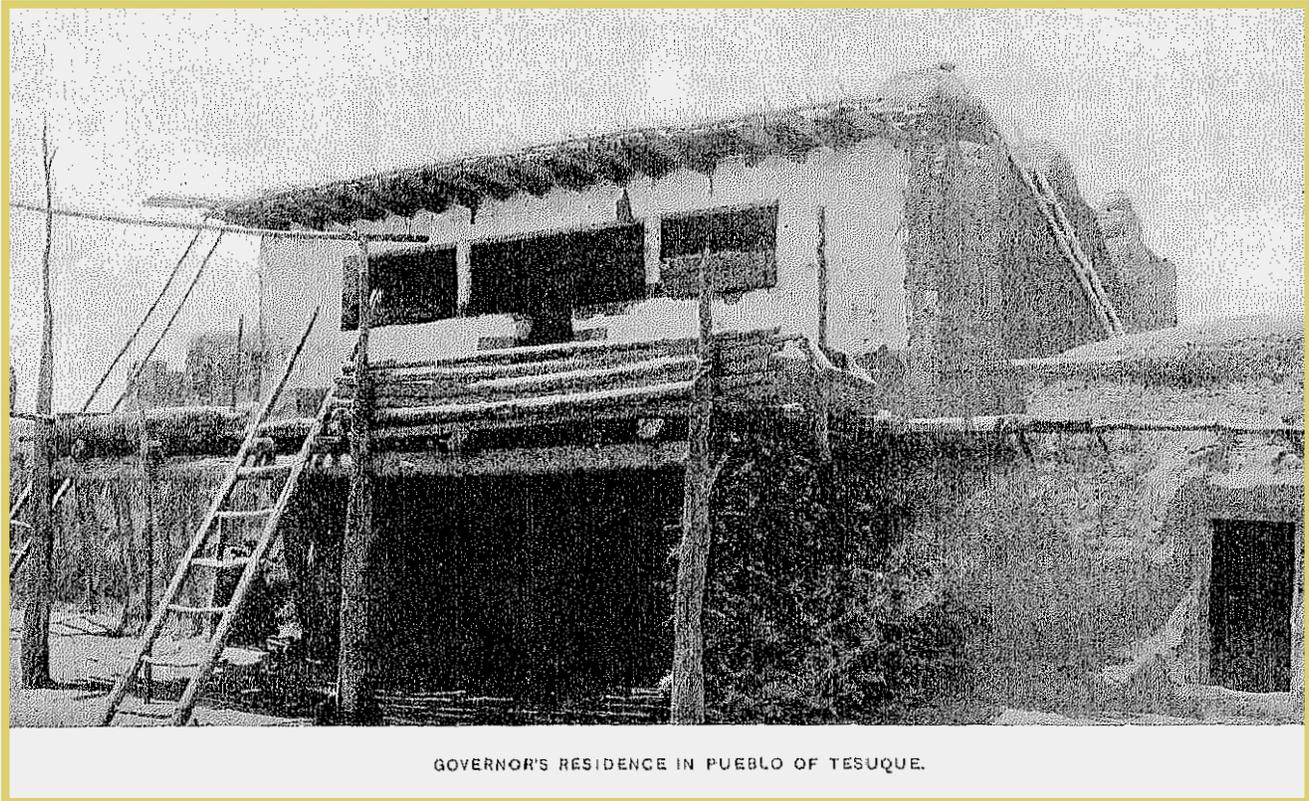


www.census.gov/prod/www/decennial.html

To retrieve the image electronically, go to the link above. Click on "Census of Population and Housing, 1890," then "Final Reports," then the full document link for "Volume 10: Report on Indians Taxed and Indians Not Taxed in the United States (except Alaska)." Once the zip file downloads, open 1890a_v10-17.pdf from it. The image is on Page 2 of the PDF.

Item 2: Images of Pueblo Adobe Structures (Continued)

Governor's Residence in Pueblo of Tesuque. 1890.

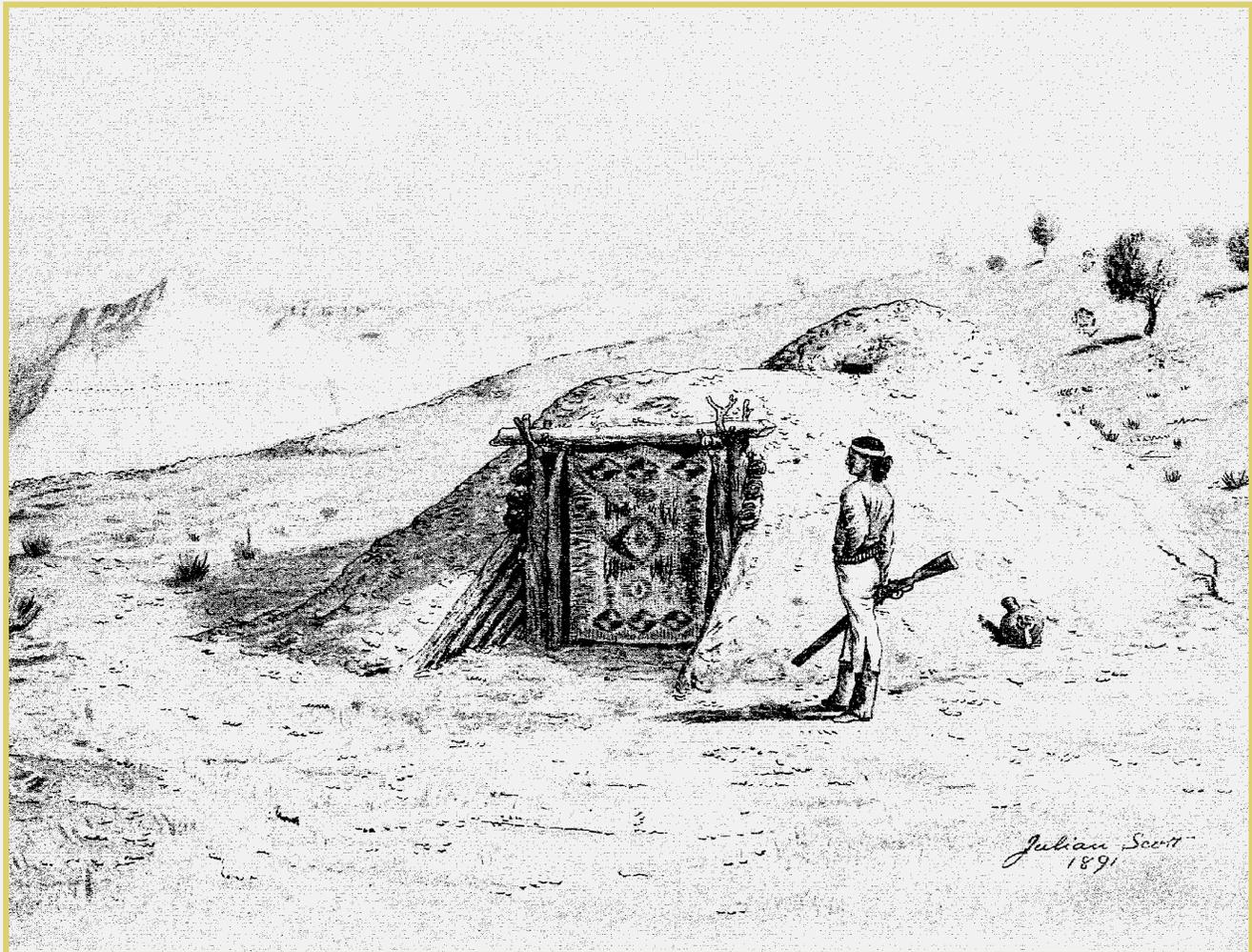


www.census.gov/prod/www/decennial.html

To retrieve the image electronically, go to the link above. Click on "Census of Population and Housing, 1890," then "Final Reports," then the full document link for "Volume 10: Report on Indians Taxed and Indians Not Taxed in the United States (except Alaska)." Once the zip file downloads, open 1890a_v10-17.pdf from it. The image is on Page 5 of the PDF.

Item 3: Image of a Hogan

Navajo Hogan or House. 1890.



www.census.gov/prod/www/decennial.html

To retrieve the image electronically, go to the link above. Click on "Census of Population and Housing, 1890," then "Final Reports," then the full document link for "Volume 10: Report on Indians Taxed and Indians Not Taxed in the United States (except Alaska)." Once the zip file downloads, open 1890a_v10-04.pdf from it. The image is on Page 20 of the PDF.