

## **VIRGINIA INDIAN LIFE**

**SOLs Covered: 1.6, 1.1, 2.4, 2.2**

**Overarching Concepts:** Community, Location, Environment/Physical Surroundings, Climate, Seasons, Resources, Past and Present.

### **Objectives of Presentation:**

\*1.6 Discuss or describe the role of physical environment on the Powhatan Indians. Include land forms, bodies of water, seasons, weather, climate on food, shelter, clothing, transportation and recreation.

\*1.1 Understand everyday life in different places and times and recognize that people, places and things change over time. (Construct a timeline to show sequence and change.)

\*2.2 The students will use map skills to locate regions where Indians live in North America (Powhatans/Eastern Woodlands, Sioux/Great Plains, Pueblo Indians/Southwest)

\* 2.4 Contrast and compare the tribes in each region with those in other areas giving special attention to nomadic (Sioux) and settled or agricultural tribes (Pueblo). Include plants, animals, homes, food, occupations, transportation. List the cultural contributions of American Indians to American Lifeways (art, language, food, legends, stories.)

### **Terms/Definitions:**

Region

Climate\*

Environment\*

Resources\*

Physical Surroundings (land forms, bodies of water)

North America\*

Virginia\*

Great Plains

Southwest

Atlantic Ocean\*

Chesapeake Bay\*

James River\*

York River\*

Rappahannock River

Potomac River

Community\*

Powhatan\*

Pueblo\*

Sioux\*  
Artifact\*  
Shelter (native houses)  
    Teepees (tipi)\*  
    Pueblo (house)\*  
    Yehakin\*  
Nomadic\*  
Settled\*  
Agricultural\*  
Transportation\*  
Clothing\*  
Leisure\*  
Children  
Education (How does one learn the necessary skills to be a member of the community?)  
Everyday Life  
Culture  
Past, Present, Future\*  
Contrast and Compare\*

**Notable Persons:**

Chief Powhatan (Wahunsenacah)\*  
Pocahontas\*  
John Smith  
John Rolfe

**Overview of the Lesson:** (Utilizing native voice, primary sources, artifacts in a hands-on lesson.)

**Materials:** American Indian flute music (tape), pictures of artifacts, wall map of the US (can use butcher block paper), baskets, sample pottery, pictures of animals, “origin” story.

**Procedure:**

1. Play flute music softly while giving the introduction to the lesson.
2. Read the origin story.
3. Introduce core concepts using the large map of the US.  
Group students and distribute baskets with cut-outs of animals, native houses.  
Students may participate in creating the cut-outs.
4. Proceed with lesson on regions of U.S., etc.
  - a) Southwest (rabbits, coyotes, deer, eagles and other birds, Pueblo Houses).
  - b) Plains (bison, antelope, deer, elk, coyote, horses, eagles and other birds, tipi)
  - c) Eastern Woodlands (rabbits, deer, wolf, eagles and other birds. Yehakins.)Be sure to place a sufficient number of houses on the map to emphasize “the community” of each region.

5. Allow children to place cut-outs on the maps. Revise placement if needed.
6. Focus on Eastern Woodlands: Include primary source documents “Village of Secota” from John White illustrations.

7. Contrast and Compare Powhatan (17<sup>th</sup> century lifeways) with contemporary lifeways

Community:  
Shelter:  
Transportation  
Food  
Clothing  
Work  
Leisure  
Children

- 7a. Construct a timeline to record the order in which events occurred. (To show sequence and change over time.)

8. Contemporary Discussion:

Important Questions:

1. Are there still Indians today?
2. What contributions have Indians made to our culture?

9. **Optional topics:**

a) Powhatan Place Names (in the Commonwealth of Virginia)

b) Brief Lesson on Bald Eagles (important symbol to all contemporary American Indian tribes, and to our nation.)

**Activities:**

1. Language arts: Story writing about life in a Powhatan Village.
2. Art project: Create cut-outs for the map project.