American Indian Tribes
Webquest
By: Rikki Baxter
Introduction

American Indian tribes have been living in our nation long before it was discovered. These people have made a significant impact on the land we call America. The Native Americans are located in five main regions across the United States: Desert Southwest, Pacific Northwest, Eastern Woodlands, Arctic, and the Great Plains region. With this webquest, you will have the opportunity to discover several different aspects about specific Native American tribes and their regions.
Task

You and a group of at least five of your classmates are traveling back in time to research a specific tribe. To truly understand how these people live and how you will accustom to their culture, you will use your research skills to compile information about their region, food, clothing, shelter, and customs or traditions. Each person will be assigned a specific task in the research process. Your group will choose a tribe in one of the five main regions to share what you learned with the rest of the class. You may choose to create a PowerPoint presentation or a photo story to present your findings. You will also use your knowledge to find, create, and display models of essential items used by the tribes. With your group, you will also write a three day journal to describe specific characteristics of that tribe and what you learned while being a part of the tribe.
Process

1.) You will be assigned to a group with least five other students and a region to conduct research on. The five regions are:

- Desert Southwest
- Pacific Northwest
- Eastern Woodlands
- Arctic
- Great Plains

2.) In your group, agree on a tribe that you will research. You will need to explore several different resources in order to select one that interests your group. Use these resources to help you choose one. These resources may also help you in your investigation as well.

- [http://www.native-languages.org/states.htm](http://www.native-languages.org/states.htm)
- [http://www.learner.org/interactives/historymap/indians.html](http://www.learner.org/interactives/historymap/indians.html)

3.) Using multiple resources, collect data. Each person in your group will be assigned a specific task. If there are six members in the group, that person will be a storyteller. Be descriptive and include pictures.

- **Geographer:** This person is responsible for finding where the tribe lived. You must include geographic features such as landforms and bodies of water. How were the people affected by the area of land?
- **Builder:** This person will find information about the types of homes the tribe used as shelter. Consider the materials you would need if you were construct one similar.
• **Nutritionist:** This member will be in charge of researching what the people used as their food source. Were they hunters or gatherers?

• **Tailor:** You will be responsible for finding out what the people used as clothing. How did they make it? What materials were necessities?

• **Storyteller:** This student will research some of the stories or legends that were popular in this particular tribe. They will choose a favorite and share it in the presentation. Use your background knowledge to think about why these stories were created. Were there any significant events or leaders that may have influenced it?

4.) Create a PowerPoint or Photo story.

• This will be your way of presenting your information to the class. Before finalizing it, make sure your group checks over the rubric. Your presentation must last at least ten minutes. Be prepared to answer questions from your classmates and the teacher.

5.) Find or create, and display models that were essential items to this American Indian tribe. Your teacher is happy to help supply materials for constructing any item or give you ideas of where to find them. Use your imagination and creativity! These item(s) will be displayed during your presentation to the class. You must be prepared to explain and/or demonstrate the item.

6.) With your group, you will need to write a three day journal entry. Each entry needs to be at least one paragraph long (about five sentences). This is where you will write as if you were a part of the tribe. Grammar, punctuation, and good use of description are important in this step. Your journal entries will be attached to the PowerPoint or Photo story. Remember the stages of the writing process before completing the final product. If you need a quick reminder of the process, use this link.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>15</th>
<th>10</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Rehearsed with fairly smooth delivery that holds audience attention most of the time.</td>
<td>Delivery not smooth, but able to maintain interest of the audience most of the time.</td>
<td>Delivery not smooth and audience attention often lost.</td>
</tr>
<tr>
<td>Requirements</td>
<td>All requirements are met and exceeded.</td>
<td>All requirements are met.</td>
<td>One requirement was not completely met.</td>
<td>More than one requirement was not completely met.</td>
</tr>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Interesting, well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.</td>
<td>Delivery not smooth, but able to hold audience attention most of the time.</td>
<td>Delivery not smooth and audience attention lost.</td>
</tr>
<tr>
<td>Group Participation</td>
<td>Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.</td>
<td>Each student in the group can clearly explain what information s/he is responsible for locating.</td>
<td>Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.</td>
<td>One or more students in the group cannot clearly explain what information they are responsible for locating.</td>
</tr>
</tbody>
</table>

Rubric created on rubistar.4teachers.org
Conclusion

CONGRATULATIONS! You have completed the webquest on American Indian tribes. I hope you were able to gain a deeper understanding of the culture and lifestyles of the Native Americans. Native Americans have a major impact on United States history. Use the information you learned to think about how you, your family, and/or community may be directly influenced by the Native American cultures or traditions.
This webquest is designed for 5th grade students, but may easily be altered for 6-8th grade.

South Dakota State Standards:

5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes.

Common Core Reading and Language Arts Standards:

CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Higher Order Thinking Skills:

- Evaluation
- Synthesis
- Analysis
- Comprehension
- Knowledge

Multiple Intelligences:

- Interpersonal learners will enjoy this webquest as they will be working with a group of students.
- Spatial/Visual learners will benefit from this activity as they will be analyzing pictures that reflect the tribe.
- Linguistic learners will be addressed as the group presents their PowerPoint or Photo Story.