



**National Park Service
Rock Creek Park
Curriculum Based Program
The Native Woodland Peoples of the Rock Creek Valley**

Pre-lesson Activities

Appropriate for 1-3 grades:

Lesson 1 - A Snapshot in Time

Students in grades 1-3 may have a difficult time grasping the abstract concept of time. To facilitate their understanding, have the teacher model this activity in the classroom, and assign this activity later as a homework assignment with sharing in the classroom.

Have the teacher bring in pictures of herself/himself when she was a newborn, a baby, a toddler, a preschooler, in elementary school, secondary school, junior high school, high school, college, married, with children, etc. (as age permits). The teacher will construct an easy timeline (permanent or temporary on the chalkboard) starting with her birth until the present day. Then, he/she will place pictures accordingly along the timeline to compare the past with the present. What is old? What things were present or absent in our culture (tv's, cellphones, DVD's, records, tapes, etc.)? How did people dress? What types of work did people do? What did people do to relax and have fun? Where did people get their food and water?

Assignment: The students will construct a short timeline of their family history and bring in pictures of themselves at various ages, and of parents and grandparents. (Note: this activity should be adapted as needed for foster or adoptive children). Have the students think about the past (look at some of the questions in the teacher's example). Each student can present their timeline with pictures to the rest of the class.

Afterwards, explain to the class that on their field trip to the park, they will be learning about Native Woodland Peoples who lived in this area over 400 years ago - a long, long time ago; before their grandparents, and their grandparents' grandparents...

Lesson Two - Survival in the Environment: Past and Present

a) Discuss with students the basic elements humans need for survival – true for Native Woodland Peoples and true for us today (water, food, clothing, shelter).

b) Use the following questions to guide discussion of how we meet those needs today:

Where do we get our water? How does it get to us? Do we have to live near a stream or river to get our water? Is the water we drink the same as stream or river water? How is it different? Does anyone live near a stream or river? Why don't we drink the stream or river water?

How do we get our food? Is it usually in a package? Where does it come from; near or far? How does it get to us? Does anyone have a garden with fruit or vegetables? Does anyone fish or hunt? Has anyone been to a farm or orchard to pick fruit or vegetables (like a pumpkin patch to pick a pumpkin)?

Where do we get our clothing today? What is our clothing made of? Where is our clothing made? Who makes it? Is it made by hand or machine? What materials is it made from? Where do those materials come from? What do we wear in the winter? What do we wear in the summer? Do you or does anyone in your family weave or sew?

What do we live in? What are our homes made of? Who made them? When were they made? How do we keep cool in the summer and warm in the winter? Has anyone ever camped in a tent? What was that like?

c) Discuss ways we learn about life of people in the past and how they met these same human needs then: archeological evidence (e.g. artifacts) and primary sources (pictures, journals, and documents). Distinguish primary sources from secondary sources (such as textbooks and encyclopedias).

Lesson 3 - Pictures as Primary Sources

Early European explorers to this area met the Native Woodland Peoples. John White traveled with explorers to Roanoke Island in North Carolina and he drew pictures of the Native Peoples. His pictures are documents we still have today that were recorded at the time Native Peoples populated this area. These pictures are called primary documents. Historians believe that the Indians John White drew in 1580 were culturally similar to those living in this area. We can look at copies of these pictures today to learn about the Native Americans who lived in the area about 400 years ago.

Primary sources are “eyewitness” accounts or “on- the-scene” records, pictures, documents, or artifacts. They may be old or new, but must have been produced by people who lived during the period of study and were part of the experience. Examples of primary sources may include diaries, letters, photographs, tools, weapons, or ornaments.

We are going to study some of these pictures to see what they can tell us about the life of the Native Woodland Peoples. First, we will do an activity with pictures from today.

Arrange the class into groups of 3 or 4 students. Pass an old magazine to each group, as well as recording forms for each student.

a) Have each group quickly look for a picture with people doing a familiar activity (i.e. children playing in the park). Have the students tear the picture out of the magazine, and pretend that they live on another planet and have to describe what the people are doing in the picture.

First Graders:

Look at the picture overall and describe what is happening. What do you see? Give it a title.

Second and Third Graders:

Look at the picture overall and describe what is happening. Give it a title.

Imagine the picture is divided into four segments. Examine the picture and use the following grid to record what you find in each square.

Have students keep a list of what is identified on the form provided. Have groups share and discuss findings.

b) Give each group copies of several John White drawings (available at http://jefferson.village.virginia.edu/vcdh/jamestown/images/white_debry_html/jamestown.html) . Also pass out recording forms. Have them look closely at each picture, one at a time.

First Graders:

Look at the picture overall and describe what is happening. What do you see? Give it a title:

Second and Third Graders:

a) Look at the picture overall and describe what is happening. Give it a title:

b) Imagine the picture is divided into four squares. Examine the picture and use the following grid to record what you find in each area. Look carefully in each square for evidence of objects, activities and people.

All grades:

Look for evidence of food, clothing, tools, homes, transportation. Ask what materials students see in use in each picture and where the people might have obtained them.

Circulate and facilitate this pair-share activity, assisting students as they examine and interpret the sources. Helpful questions may include: What do you see in the picture? What are the people doing? Where did they live? How do you think the people built the structure? Why do you think the village was surrounded by spikes? What does this suggest to you about their lifestyle? What was their lifestyle like? What did they eat? What were their houses like? How did they obtain their food? How did they dress and ornament themselves? What roles did men and women play?

Have students keep a list of what is identified on the form provided. The teacher may wish to lead a whole class discussion, giving students an opportunity to share their observations and conclusions about the Woodland peoples.

[table for use with activity](#)

- Teachers may find extra copies of “Studying a Historical Picture” grid – (from Maryland Historical Society’s “How to Interpret a Picture” at <http://www.mdhs.org/teachers/worksheets.html>).
- Teachers may find images at Virtual Jamestown website: http://www.virtualjamestown.org/images/white_debry_html/jamestown.html