



Lesson: Meeting Needs Long Ago

(To follow Amplify CKLA K, Knowledge 6: Native Americans,
Lesson 7: A Native American Alphabet)

At a Glance

In this lesson, students will identify the resources Abenaki people used long ago to meet their needs and describe the activities adults and children did to create food, clothing, and shelter.

Primary Focus Objectives

- Students will listen to non-fiction texts about Abenaki needs and resources.
- Students will play a game to sort Abenaki needs and resources.
- Students will draw and write/dictate about a need and a resource.

Formative Assessment

- Need and Resource Sort
- Need and Resource Picture

Standards

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Materials

Focus Text: [Learn It! "Abenaki Life," p. 1-2](#)

Focus Text Facts: Abenaki Needs and Resources Long Ago

Needs and Resources card set

Need and Resource Match worksheet

Optional Focus Text: [Abenaki Games and Toys](#)

Optional: prepared cardboard triangles, string, large pompoms

Time Needed

One or two 30-40 minute class sessions

Learning Activity

1. **Read the Focus Text.** Introduce the topic of this lesson to students by projecting the Focus Text selection "Abenaki Life," and reading it aloud to students. (5 minutes)
2. **Explore the Focus Text Facts.** Project or distribute copies of the Focus Text Facts "Abenaki Resources and Needs Long Ago" and explore the content with students as a whole group or in small groups. (10 minutes)



3. **Play the sorting game.** Distribute resource cards to students and work together to sort them into the correct need category. *(15 minutes)*
4. **Make a need/resource connection.** Allow students to select a need and support them as they draw and write/dictate about a resource the Abenaki used long ago to meet that need. *(25 minutes)*
5. **Optional: Read about and play an Abenaki game.** Read "Abenaki Games and Toys" aloud to students. Help them construct and play with a version of an Abenaki toy. *(20 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students learn about some of the natural resources in New Hampshire and how Abenaki people used these resources to meet their basic needs. This lesson reinforces and extends concepts in Amplify CKLA K, Knowledge 6: Native Americans, Lesson 7: A Native American Alphabet, in which students identify the food, clothing, and shelter of indigenous people from different regions. An optional extension explores how Abenaki children developed skills that would help them meet their needs as adults.

Read the Focus Text

The recommended pages in "Moose on the Loose," Unit 2: The Abenaki Before 1600, provide a simple introduction to the way Abenaki people long ago used the natural resources available where they lived to meet the needs of food, clothing, and shelter. Take time to explore the images that accompany the text with students. Discussing what students observe and wonder about the pictures will be a good preparation for the sorting game.

Explore the Focus Text Facts

The Focus Text Facts handout is intended to provide a strong visual model of how natural resources were used in many ways by Abenaki people. Consider sharing this page with small groups to allow students opportunities to talk about what they notice. Use the Mason's Challenge question to help students make a personal connection to the material.

Play a sorting game

Prepare for this step by printing and cutting out the provided card deck. Begin by only using the need categories of food, clothing, and shelter. Distribute the resource cards to students. Some of the cards show raw resources and others show ways the resources are used. Sit in a circle and place the three need cards in the middle. Take turns having students share their resource card and decide as a group which category it fits. Students may discover the resource card can be used in multiple ways, in which case they can place it between the two need cards. Students can replay this game in small groups or independently. If students are ready for a challenge, add the remaining need cards.

This is a good place to pause if dividing the lesson across two class sessions.

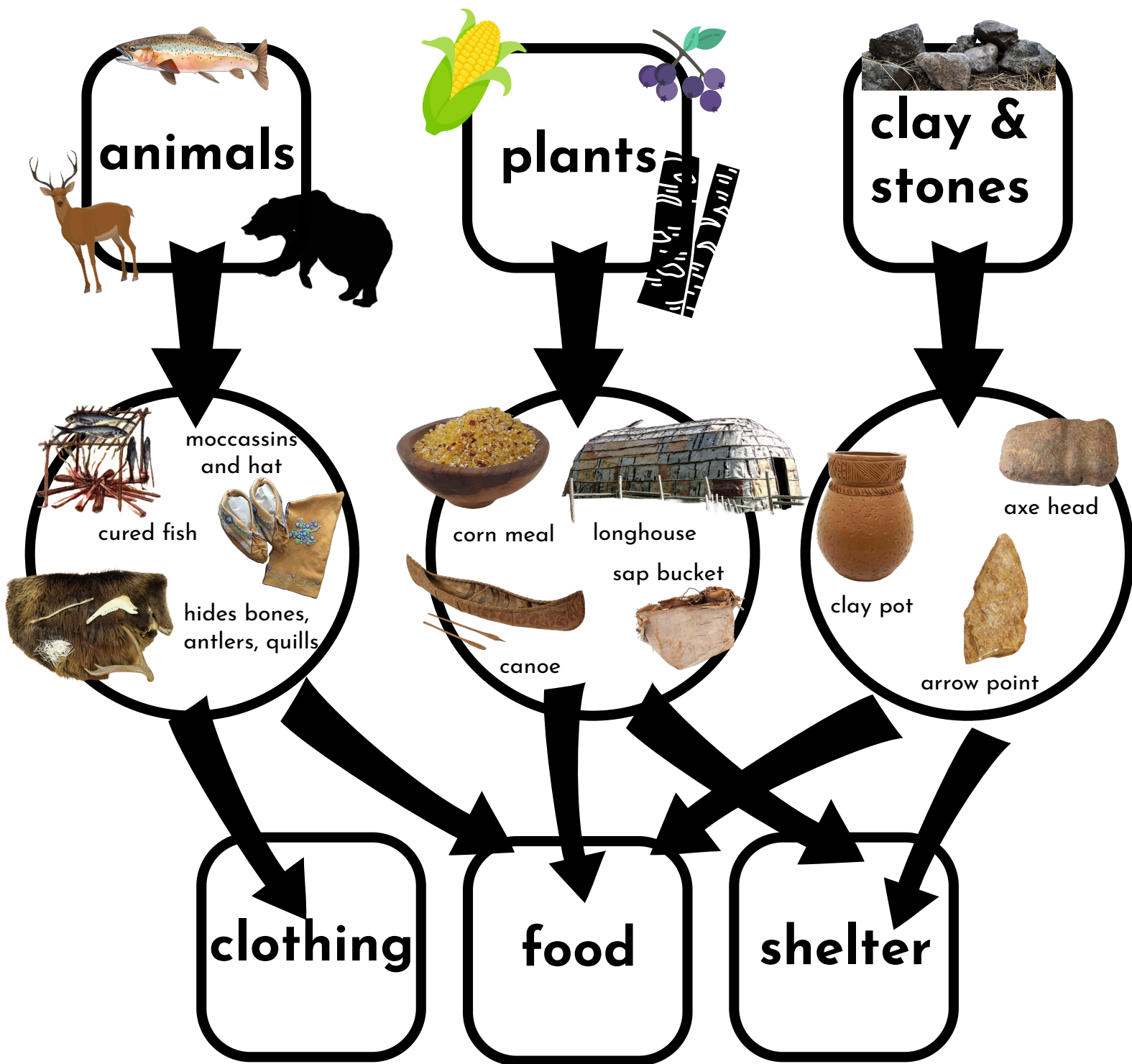
Make a need/resource connection

Provide students with a copy of the Need and Resource Match sheet. Assign a basic need to each student, let them pick one, or have them choose a food, shelter, or clothing card from a cup or other container. Explain to students that in the space provided, they need to draw a resource that would help meet that need and either write or dictate to a teacher an explanation of their drawing. Spread out the resource cards, sorted or not, for students to examine. Display completed work sorted by need.

Optional: Read about and play an Abenaki game

Read aloud "Abenaki Games and Toys" to students. Discuss how games helped Abenaki children learn important skills. Provide students with prepared cardboard triangles (reference the photo), a length of string, and a pompom. Help students tie the string to the cardboard and the pompom. Give them time to practice this hand-and-eye coordination game.

Abenaki Resources and Needs Long Ago






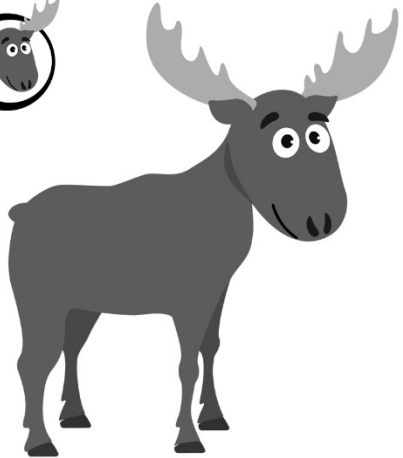

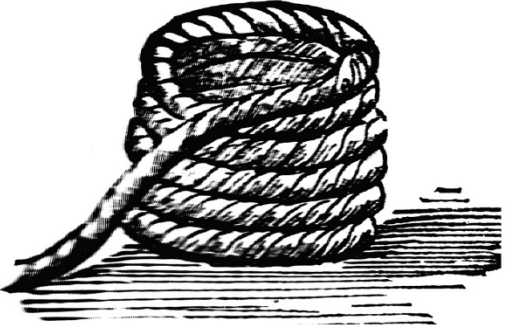


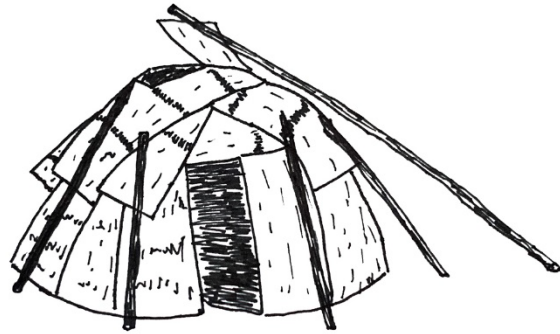
Mason's Challenge

This chart shows only a few of the many ways Abenaki people used resources to meet their needs long ago. Think about what you use for food, clothing, and shelter. How is it different from what the Abenaki used long ago? How is it similar?



Need and Resource Sort Card Set

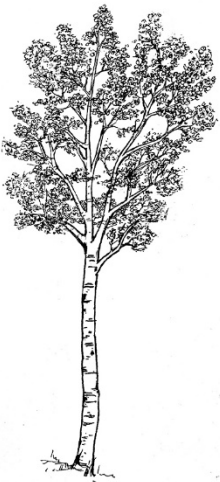
  <p>medicines</p>	  <p>sugar maple tree</p>
  <p>mammals like deer, moose, beaver, and fox</p>	  <p>cordage (all sizes of rope)</p>



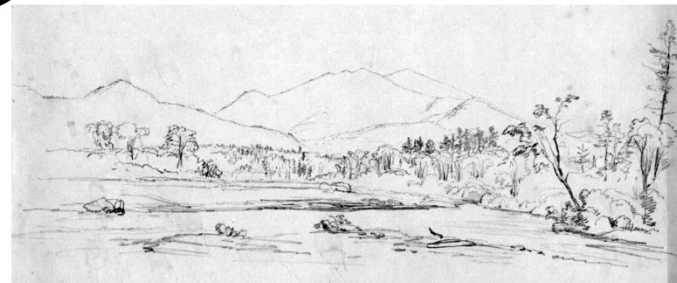
wigwams and longhouses



stone tools
(spear point,
adze, gouge,
arrowhead)



birch
tree



riverbank clay



bone tools
(scrapers, carvers, needles)



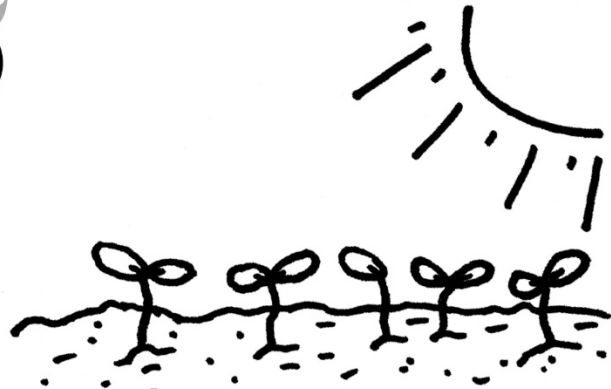
leggings,
breechcloths,
cloaks



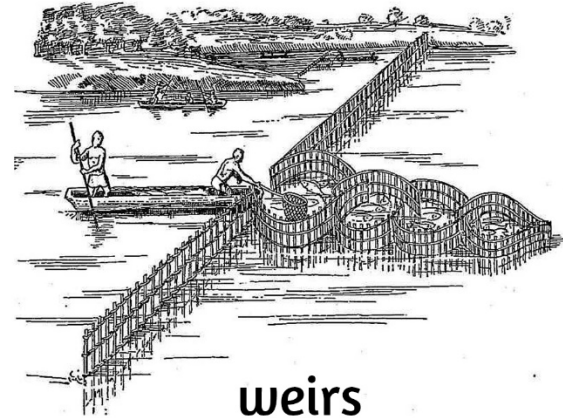
wild berries and nuts



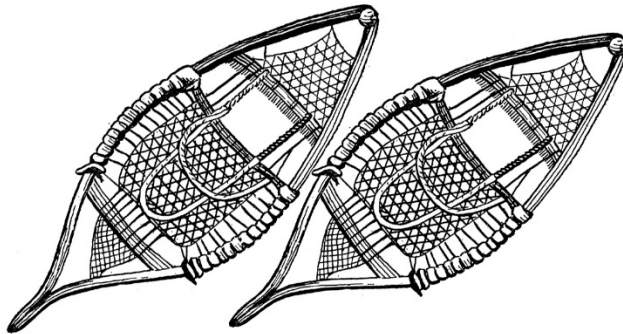
mats and baskets



soil left after clearing forest



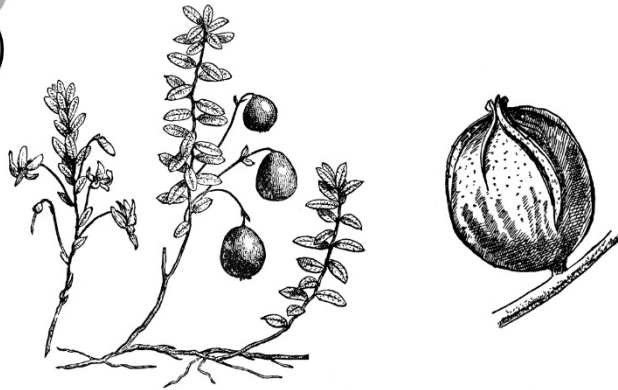
weirs



snowshoes



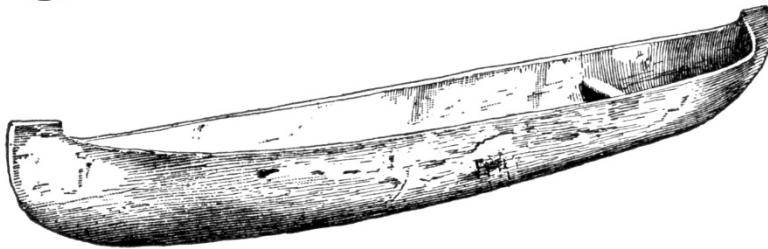
ivers, lakes, and ponds



preserves and nut cakes



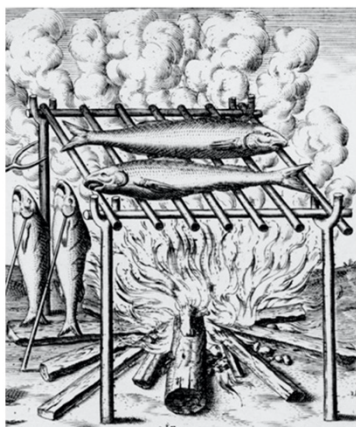
edible plants
like ferns
and seeds



dugout canoe



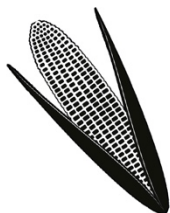
pottery



smoked
meat
and fish



antiseptic plant
material like
sphagnum moss
and balsam
fir sap



crops
(squash, corn, and beans)



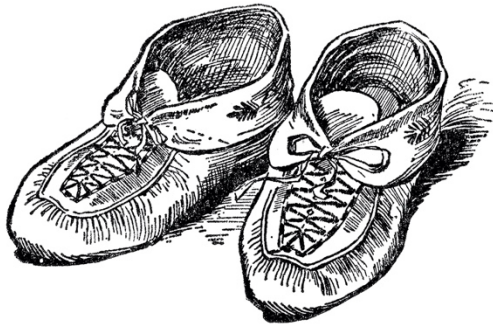
jobs for men,
women, and children



white pine tree



strong plants
like basswood,
milkweed,
and nettles



moccasins



birch bark canoe



HEALTHCARE



TRANSPORTATION



stories



**birch bark lined
storage pits**



EDUCATION



SHELTER



FOOD



CLOTHING



Need and Resource Match

ABENAKI GAMES AND TOYS

Abenaki kids in the Woodland period had toys to play with, just like you do. These games were fun, but they also helped kids learn the skills they needed when they were adults. Abenaki children learned how to take care of their families, how to hunt and fish, how to prepare food, and how to survive in the harsh climate. Many of these games are still played today!

The Abenaki played a version of both lacrosse and hockey. They had a different word for hockey, though. They called it shinny. You could move the ball, which was usually a stone or even a block of wood, with a stick or you could kick it, but you couldn't touch it with your hands.



Did you know that the Abenaki have played lacrosse for thousands of years? Sometimes entire villages played in games that lasted several days! Lacrosse sticks were made from real sticks with rawhide nets. No one had lacrosse pads or helmets, of course, so the game could get pretty rough.

All of the Abenaki toys were made from natural resources that they could find around them from plants and animals. Abenaki children had dolls made from corn husks. They played with spinning tops carved from wood, bone, or antler. This traditional toy is a birch bark triangle and ball. The object of the game was to hold one corner of the triangle and try to flip the ball into the hole.





Snow Snake



Imagine it is a cold winter day in your village. You hear someone calling out for a game of snow snake. You grab your snake—which is a carved piece of wood that you have decorated—and meet your friends at a spot where there is a hard, flat crust of snow.

Someone drags a log through the snow to make a path. Each person takes their turn throwing their snake down the path, just like skipping a stone on the water. The person whose snake glides the farthest wins!

Playing snow snake was a good way to practice throwing a spear, which you will need to do when you start hunting for your family.

Abenaki people still play snow snake today. Maybe you can teach your family to play it too!



Moose on the Loose™
Social Studies for Granite State Kids

