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ABSTRACT

Lessons for students are presented in this handbook which covers library and media skills for grades K-9 using information about Native Americans and Eskimos as its theme. Skills units introduce the use of four types of dictionaries (beginning, subject, biographical, and geographical), tables of contents, encyclopedias, almanacs, and biographical indexes. Each unit includes objectives, materials needed, procedures for teaching, grade levels appropriate for the learning activities, student worksheets, and answers to worksheet questions. Objectives are correlated with the Montgomery County Public Schools curriculum and with two criterion-referenced tests. Approximately 40 worksheets provide alphabetizing practice, word searches crossword puzzles, and question-answer formats. Activities in the unit on geographical dictionaries, appropriate for grades 4 and up, teach objectives ranging from locating to interpreting information. Students answer questions using the table of contents and lists of abbreviations and map symbols, complete a chart showing Plains Indian names used as place names, and solve a word search containing 22 of those names. For teachers seeking more information on Native Americans and Eskimos, the handbook provides a selected bibliography of over 300 books for students, a list of periodicals, and a dictionary of 33 organizations that provide information. (JHZ)

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# Native American Eskimo

## Media Skills Handbook

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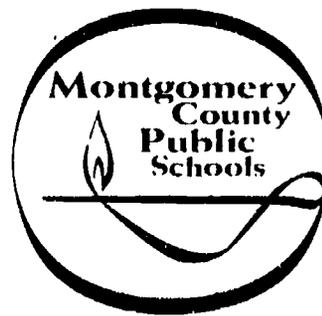
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Department of Instructional Resources  
School Library Media Programs

Montgomery County Public Schools, Silver Spring, Maryland

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NATIVE AMERICAN - ESKIMO  
MEDIA SKILLS HANDBOOK

Montgomery County Public Schools  
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## PREFACE

The Native American-Eskimo Media Skills Handbook has been developed by the staff of School Library Media Programs, Department of Instructional Resources, Montgomery County Public Schools (MCPS). The library media skills cited in the handbook have been correlated with the MCPS Goals of Education, the Instructional Objectives for Information Retrieval and Media Production, the Criterion-Referenced Assessment Banks (CRAB) 3, 6, and 9, and the Criterion-Referenced Inventories (CRI) 4, 7, and 10. The library media skills have also been designed to support a Board of Education priority dealing with the achievement of minority students.

This handbook includes a list of organizations that may be contacted for information about Native Americans and Eskimos, currently published periodicals, and a selected bibliography. Contained in each library media skill unit are the objectives, the CRAB and CRI assessment levels, the materials needed, a procedure for presentation, the activity, and the answers.

American Indian or Alaskan Native is identified as "a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition."\*

\*Student Data Manual, Pupil Accounting: Enrollments, Withdrawals, and Changes. Montgomery County Public Schools, Department of Management Information and Computer Services, Revised September 1984.

## CULTURES HAVE MORE THAN LANGUAGE PROBLEMS

Children from other cultures bring more than language problems with them to an American classroom, and the teachers must understand so that precious years of development are not wasted. One way many school districts prepare their teachers is by conducting special training sessions, such as the one the Reno (Nev.) Public Schools did last fall (1983) by cosponsoring a panel at the University of Nevada-Reno. Here are some of the thoughts the experts shared with their audience, as reported in the Washoe County School District staff newsletter, First Edition:

The hints ranged from "study a foreign language yourself" so you'll understand what the child is going through, to initiate a buddy system right away because kids relate quicker with other children. But the bulk of the session concentrated on those things teachers tend to overlook when dealing with a child from a different culture--attitudes and actions that were perfectly acceptable where they came from but can cause serious misunderstanding here.

For example, students are not supposed to say anything in class in Latin America, explained Sheila Rojas of the district's Curriculum Department. "They are supposed to sit and be very, very quiet, so it's quite a shock for them to find they can talk to you in class." Similarly, teachers may wonder why a child may not request extra help with problems. "In many cultures, that's not done," Rojas explained. "You would never go up to your teacher after class. The teacher comes to you."

The importance of body language should not be overlooked, added Richard Harjoe of the Nevada Urban Indians. For example, he explained, Native American students may avoid looking a teacher in the eye. "Native Americans are very, very reverent in any kind of group situation," he said. "I would never be offended if a child keeps looking at his feet. He is showing you respect."

Touch may also have different connotations, explained curriculum expert Shirley Altick, who recalled a summer when a large number of refugees from Saigon--some as young as 3--arrived in her program. "I would pat them on the head and do all the things you do with 3-year-olds," she said. "Then documents came in specifically stating that the Vietnamese did not like to be touched on the head. But rather than say anything to me, the Vietnamese parents and children had been making allowances for my stupidity."

There also can be quite a variation in values and attitudes. "A lot of times teachers will get upset if a student doesn't conform," Rojas said. "As a teacher, you need to respect and understand what's happening." For example, she said, if one Native American student could not answer a question, she would not ask another Native American the same question. "He would not answer it, even if he knew the answer," Rojas explained. "because he would not want to embarrass his friend."

Some class projects can have implications for the youngsters far beyond what the teacher might expect. One such case Rojas recalled involved an art project with white masks. A Native American student refused to participate, and further investigation revealed that the mask symbolized impending death to the child.

Vietnamese children whose foreheads were bleeding caused a flurry of paperwork because of another misunderstanding. "It turns out the Vietnamese scratch themselves because they believe it cures headaches," Altick explained, adding that teachers have also been surprised at the Vietnamese discipline method of pinching the child's arm until it raises welts. "I told one mother this could cause a problem," she recalled, "but she said, 'That doesn't hurt the child--that's flesh. You hit your children on the bottom--you could injure their spines for life.'"

Such cultural differences are not the only issues teachers face when a child from another culture enters their classroom. "Teachers are often very, very upset because the student just sits like a bump on a log and doesn't do anything," Rojas told the group. "This is nothing to worry about. It doesn't mean the student is not learning. Research shows one of the best ways to learn a language is to be bombarded by it."

For a student to begin speaking and participating, the situation must be as nonstressful as possible, and the experts urged that the teacher first establish a one-to-one relationship with the pupil. "Make sure they know you are aware of what they are going through," Rojas advised.

No matter how understanding a teacher is, the odds are that the students will be making more compromises and experiencing more difficulty and trauma than the teacher, the experts concluded. "They are willing to make many more allowances for you than you are required to make for them," Altick said.

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IT STARTS in the Classroom, published by the National School Public Relations Association, 1801 N. Moore St., Arlington, Va. 22209.

## BEGINNING DICTIONARY

### OBJECTIVES:

- II.D.2.a. The student will determine the purpose and content of dictionaries.
- II.D.9.a. The student will locate information arranged in alphabetical order.
- II.E.2. The student will use guide words or letters to locate the appropriate page for a given entry word.
- II.E.3. The student will locate specific entry words or names.
- II.E.7.b. The student will interpret information in dictionary entries (e.g., part of speech, word origin) of the beginning dictionary.

### WHERE ASSESSED:

CRAB 3	II.D.2.a.; II.E.3.; II.E.7.b.
CRI 4	II.D.2.a.; II.E.3.; II.E.7.b.
CRAB 6	II.D.2.a.; II.D.9.a.; II.E.3.
CRI 7	II.D.2.a.; II.D.9.a.

<u>Objective</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.D.2.a.	Grade 1	Grade 4
II.D.9.a.	Grade 2	Grade 4
II.E.2.	Grade 1	Grade 3
II.E.3.	Grade 2	Grade 4
II.E.7.b.	Grade 1	Grade 3

GRADE LEVEL: 2-3

### MATERIALS:

Beginning Dictionary, New York, Macmillan Publishing Company, Inc., 1981.

### PROCEDURE FOR PRESENTATION:

Introduce alphabetizing using the second letter.  
Introduce the use of illustrations in a dictionary.  
Introduce the use of guide words in a dictionary.

## Answers

### Alphabetizing

1. adobe  
arrow  
bow  
buffalo

canoe  
deer  
hogan  
loom

moccasins  
preblo  
tepee  
tomahawk

### Illustrations

1. a) 404  
b) 10  
c) 659  
d) 172

e) 644  
f) 36  
g) 308  
h) 376

2. a) 98  
b) 312  
c) 79

Acceptable student's illustrations and definitions

### Guide Words

1. 10, admittance/advantage
2. 312, horizon/horse
3. 149, couldn't/country
4. 656, toast/tomahawk
5. 376, loom/lost

## ALPHABETIZING

Dictionary words are in alphabetical order. Remember, when two words begin with the same first letter, look at the second letter of the words.

Can you write these words in a-b-c order?

### WORD BOX

moccasins	adobe	canoe	tepee
tomahawk	buffalo	hogan	arrow
pueblo	deer	bow	loom

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## ILLUSTRATIONS

1. A dictionary uses illustrations (pictures) to help show the meaning of a word.

Find these words in your dictionary. These words have illustrations.  
Write the page number for each word.

<u>Word</u>	<u>Page</u>	<u>Word</u>	<u>Page</u>
a) moccasin _____		e) tepee _____	
b) adobe _____		f) arrow _____	
c) totem _____		g) hogan _____	
d) deer _____		h) loom _____	

2. Find these words in your dictionary. Read the meaning for each word. They do not have illustrations. Write the meaning for each word and draw an illustration for the word. Color the illustrations.

<u>Word</u>	<u>Page</u>	<u>Your illustration</u>
a) canoe	_____	
_____		
_____		
_____		
_____		
_____		

Word

Page

Your Illustration

b) horse

\_\_\_\_\_

---

---

---

---

---

---

---

---

c) bow

\_\_\_\_\_

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## GUIDE WORDS

Guide words are helpers. They are at the top of each dictionary page in dark letters. The first guide word tells you the first word on the page. The second guide tells the last word on the page.

ball/blue

boat/brownie

ball - A round object used for games

boat - A small vessel that floats on water

barn - A building on a farm

boots - Leather covering for the feet

bird - An animal with feathers and wings

bracelet - Jewelry worn around the wrist

blue - The color of the sky

brownie - A small, dark chocolate cake

Look at the words. Find these words in the dictionary. Write the page number for each word. Write the guide words that are on that page.

<u>Word</u>	<u>Page</u>	<u>Guide Words</u>
1. adobe	_____	_____
2. horse	_____	_____
3. council	_____	_____
4. tomahawk	_____	_____
5. loom	_____	_____

## WEBSTER'S NEW GEOGRAPHICAL DICTIONARY

### OBJECTIVES:

- II.D.2.a. The student will determine the purpose and content of dictionaries.
- II.D.5. The student will distinguish between word-by-word and letter-by-letter order.
- II.D.6. The student will identify the organization of a particular reference.
- II.D.7. The student will identify how access is provided to the information in a particular reference (e.g., index approaches).
- II.D.9.a. The student will locate information arranged in alphabetical order.
- II.E.3. The student will locate specific entry words or names.
- II.E.6. The student will distinguish between the content of a general and a special dictionary.
- II.E.7.g. The student will interpret information in dictionary entries (e.g., part of speech, word origin) of subject (e.g., science, foreign language) dictionaries.

### WHERE ASSESSED:

CRAB 3	II.D.2.a.; II.E.3.
CRI 4	II.D.2.a.; II.E.3.
CRAB 6	II.D.2.a.; II.D.9.a.; II.E.3., 6.
CRI 7	II.D.2.a.; II.D.9.a.; II.E.6.
CRAB 9	II.D.5., 6., 7.
CRI 10	II.D.5., 6., 7.

<u>Objective</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.D.2.a.	Grade 1	Grade 4
II.D.5.	Grade 3	Grade 8
II.D.6.	Grade 5	Grade 8
II.D.7.	Grade 5	Grade 8
II.D.9.a.	Grade 2	Grade 4
II.E.3.	Grade 2	Grade 4
II.E.6.	Grade 4	Grade 6
II.E.7.g.	Grade 4	Grade 7

GRADE LEVEL: 4 up

For Grades 4-5, this may be a group activity. For Grades 6 and up, this can be an individual activity reviewing and reinforcing use of the geographical dictionary.

### MATERIAL:

Webster's New Geographical Dictionary, Springfield, Ma.: Merriam, 1980.

## PROCEDURE FOR PRESENTATION:

These activities are sequential. Individually, the student completes all activities. As a group activity, the names may be divided among the students and a class chart compiled. The information from the class chart can be used to complete the second activity, What's in a Name? The answers from this activity are the basis for the word search of the Plains Indians.

## EXTENSION IDEAS:

Computer: If the students have access to an Apple computer, the PFS File and PFS Report, information from the Webster's New Geographical Dictionary may be compiled to develop a database. Activities 2 and 3 can be completed from the database.

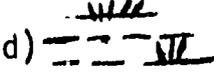
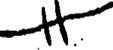
Bar graphs can be developed to show the comparative heights of mountains and the lengths of rivers, names with the most countries, mountains, and so on.

Communication: Students can write to the Chamber of Commerce in one of the cities or counties for cultural information about Indians.

Mapping: On a map of the United States, with the aid of an atlas, locate and label the information from the chart.

Answers

Using the Table of Contents

1. Answer depends upon the edition of the Webster's New Geographical Dictionary owned by the media center.
2. a) XIV  
b) XXVII  
c) XXVIII
3. a) County seat; parish seat; borough seat  
b) Capital  
c) River  
d) Counties  
e) Mounts, mountains  
f) Population
4. a) Town  
b) Dam  
c) Desert
5. a)  d)   
b)  e)   
c) 
6. a) 527                      d) 908  
b) 735                      e) 1,234  
c) 567                      f) 1,349

Answers

Plains Indian Names

(Abbreviations: mtn.-mountains co. -county cos.-county seat  
r.-river st.-state t.-township)

CHART

Arapaho	(town) (mtn.) (co.)	Arapaho, Oklahoma Arapahoe Peak, Colorado Arapahoe Co. (Colorado)
Assiniboine	(r.) (mtn.)	Canada Canada
Blackfoot	(r.) (city) (mtn.)	Idaho Idaho Montana
Caddo	(co.) (lake)	Oklahoma, Louisiana (parish) Texas-Louisiana boundary
Cheyenne	(r.) (cos.) (t.) (city)	Wyoming Colorado, Kansas, Nebraska Oklahoma Wyoming
Cheyenne Wells	(t.)	Colorado
Comanche	(cos.) (city)	Kansas, Oklahoma, Texas Oklahoma, Texas
Crow		
Crow Peak	(mtn.)	South Dakota
Crow's Nest	(mtn.)	New York
Crowsnest Pass	(mtn.)	British Columbia
Crows Nest Peak	(mtn.)	South Dakota
Crow Wing	(r.)	Minnesota
Crow Wing	(co.)	Minnesota
Gros Ventre	(r.)	Wyoming
Iowa	(r.) (state) (cos.)	Iowa Iowa Iowa, Wisconsin
Iowa City	(city)	Iowa
Iowa Falls	(city)	Iowa
Iowa Park	(town)	Texas
Kansas	(r.) (st.) (city) (city)	Kansas Kansas Kansas Missouri
Kansas City	(city)	
Kansas City	(city)	
Kiowa	(cos.) (town)	Colorado, Kansas, Oklahoma Oklahoma

Mandan	(city)	North Dakota
Ogallala	(city)	Nebraska
Omaha	(city)	Nebraska
Omaha Beach	(beach)	Normandy, France
Osage	(r.)	Missouri
	(city)	Iowa
	(cos.)	Kansas, Missouri, Oklahoma
Osage City	(city)	Kansas
Pawnee	(r.)	Kansas
	(cos.)	Kansas, Nebraska, Oklahoma
	(city)	Nebraska
Pawnee City	(city)	Nebraska
Ponca	(city)	Nebraska
Ponca City	(city)	Oklahoma
Santee	(r.)	South Carolina
	(dam)	South Carolina
Sioux	(cos.)	Iowa, Nebraska, North Dakota
Sioux Center	(city)	Iowa
Sioux City	(city)	Iowa
Sioux Falls	(city)	South Dakota
Sioux Lookout	(town)	Canada
Sisseton	(city)	South Dakota
Teton	(r.)	Montana
Teton Range	(mtn.)	Wyoming
Wichita	(r.)	Texas
	(cos.)	Kansas, Texas
	(city)	Kansas
Wichita Falls	(city)	Texas
Wichita Falls Dam	(dam)	Texas
(see Big Wichita Dam)		
Wichita Mountains	(mtn.)	Oklahoma
Yankton	(co.)	South Dakota
	(city)	South Dakota

Answers

What's in a Name

1. Wichita
2. Yankton
3. Ponca
4. Sioux
5. Teton
6. Pawnee
7. Osage
8. Kiowa
9. Iowa
10. Santee
11. Blackfoot
12. Cheyenne
13. Omaha
14. Kansas
15. Mandan
16. Crow
17. Ogallala
18. Gros Ventre
19. Arapaho
20. Comanche
21. Assiniboine
22. Sisseton
23. Caddo



## USING THE TABLE OF CONTENTS

The Webster's New Geographical Dictionary contains an alphabetical listing and description of names and places in the world. The descriptions include the geographical location, some historical facts, and a pronunciation of each word.

1. What is the copyright date of the dictionary? \_\_\_\_\_
  
2. Using the Table of Contents, where will you find information about the following:
  - a) List of abbreviations \_\_\_\_\_
  - b) Map symbols \_\_\_\_\_
  - c) List of maps \_\_\_\_\_
  
3. Turn to the List of Abbreviations. Tell what the following abbreviations or symbols mean.

a)  _____	d) cos. _____
b) * _____	e) mts. _____
c) R. _____	f) pop. _____
  
4. Look at the list of map symbols. What do the following symbols mean?
  - a) o \_\_\_\_\_
  - b)  \_\_\_\_\_
  - c)  \_\_\_\_\_
  
5. Draw the symbol for these terms.
  - a) Indian reservation \_\_\_\_\_
  - b) Historical site, memorial, or monument \_\_\_\_\_
  - c) Falls \_\_\_\_\_
  - d) Swamps \_\_\_\_\_
  - e) Passes \_\_\_\_\_

6. On what page will you find the following maps?

a) Idaho \_\_\_\_\_

d) Pacific Ocean \_\_\_\_\_

b) Maryland \_\_\_\_\_

e) Turkey \_\_\_\_\_

c) Japan \_\_\_\_\_

f) Wyoming \_\_\_\_\_

## PLAINS INDIAN NAMES

Many places in the United States are named for the Plains Indians.

Use the Webster's New Geographical Dictionary to determine which Indian names have been used for cities, towns, states, counties, rivers, lakes, dams, mountains, and beaches. Place your answers on the chart. Be sure to include the name of the state.

Some names have been used more than once. Sometimes, other words as nest, falls, city, or park were added to the Indian name.

The Plains Indian names are:

Arapaho (Arapahoe)	Ogallala
Assiniboine	Omaha
Blackfoot	Osage
Caddo	Pawnee
Cheyenne	Ponca
Comanche	Santee
Crow	Sioux
Gros Ventre	Sisseton
Iowa	Teton
Kansas	Wichita
Kiowa	Yankton
Mandan	



## WHAT'S IN A NAME?

Answers for this activity can be found on the chart of Plains Indian Names.

1. Cities in Kansas and Texas  
River in Texas  
Dam in Texas  
Counties in Kansas and Texas  
Mountains in Oklahoma -----
2. City in Missouri  
County in South Dakota -----
3. Cities in Oklahoma and Nebraska -----
4. Counties in Iowa, Nebraska, and North Dakota  
Cities in Iowa (2), and South Dakota -----
5. Mountain range in Wyoming  
River in Montana -----
6. River in Kansas  
Counties in Oklahoma, Kansas and Nebraska -----
7. River in Missouri  
Cities in Kansas and Iowa  
Counties in Kansas, Missouri, and Oklahoma -----
8. Counties in Colorado, Kansas, and Oklahoma  
Town in Oklahoma -----
9. Counties in Iowa and Wisconsin  
River in Iowa  
Town in Texas  
Name of a state -----
10. Dam in South Carolina  
River in South Carolina -----
11. City in Idaho  
River in Idaho  
Mountain in Montana -----
12. Counties in Colorado, Kansas, and Nebraska  
Towns in Colorado and Oklahoma  
River in Wyoming  
City in Wyoming -----
13. City in Nebraska  
Beach in Normandy, France -----
14. Cities in Missouri and Kansas  
River in Kansas  
Name of a state -----

- 15. City in North Dakota -----
- 16. Mountains in South Dakota,  
New York, and British Columbia  
County in Minnesota  
River in Minnesota -----
- 17. City in Nebraska -----
- 18. River in Wyoming -----
- 19. County in Colorado  
Mountain in Colorado  
Town in Oklahoma -----
- 20. Cities in Oklahoma and Texas  
Counties in Kansas, Oklahoma, and Texas -----
- 21. River in Canada  
Mountain in Canada -----
- 22. City in South Dakota -----
- 23. County in Oklahoma  
Lake on Texas-Louisiana border -----

USE THESE ANSWERS FOR THE WORD SEARCH OF THE PLAINS INDIANS.

## PLAINS INDIANS

X I O X F U F L H J Z A S S I N I B O I N E Q M G  
Y A R A P A H O K H V C X F X N Q K A O L I A P G  
O F M F S E B W R K Z R T E X S I S S E T O N U Y  
P A W N E E P O I P B K S S N P W X P J U I B G A  
M F V V T E T O N Y D C X C Y U S E Y O K C G K N  
D U M G X E M M J S T O I H U W N T B E N N F O K  
K A N S A S A J S A L M X K I V Q U T O O C P Y T  
T L J H N T M C F F U A Y Q E H R I S T C N A B O  
I F H A P Z I O W A Z H G Y X R P I K I P U L F N  
P Q Z Z S A O K T K G A B I O F U N I T O H W I H  
T A Q I M S Y N Q C N H E R S E A E B S R U W T U  
U O L D R C U I H A F E Z I A Y E I A Y V M X D U  
Q P O G A L L A L A R G I Y G T C Q Q B M D Y I U  
S O Z T W W S N J Y Q X X Z E H S A N T E E Y V B  
W W C C Y T A G K T L O O A I T E J D T Y F V U C  
I Y Z D Z M I H R O Y U S I M M W U P D F F S C O  
C J A K V A A A P O A Q R P I E F N U S O X T Q M  
H E B V B F E N M N S G B F J X C V I K X U C Q A  
I S V D O G C W D O E V K I O W A R V M G P H A N  
T B X Q Z W G E H A C A E A I G V H O S V W E G C  
A B K C L M G J S D N F D N W O D N V W M R Y Z H  
X S P M B T P L J C J P D D T N W X X V X I E D E  
T W W E L N T F M E D J X H U R T A L F O W N F B  
F V E K R M K D T P G J B L C W E C J I K K N L E  
B L A C K F O O T G K U M J E G I E G N V F E Z E

There are 22 names of the Plains Indian groups here.  
Can you find them?  
Use the names from the activity on What's in a Name?

## WHAT'S IN A SUBJECT DICTIONARY?

### OBJECTIVES:

- II.D.2.a. The student will determine the purpose and content of dictionaries.
- II.D.5. The student will distinguish between word-by-word and letter by-letter order
- II.D.6. The student will identify the organization of the content of a particular reference
- II.D.7. The student will identify how access is provided to the information in a particular reference (e.g., index approaches)
- II.D.9.a. The student will locate information arranged in alphabetical order.
- II.E.3. The student will locate specific entry words or names.
- II.E.6. The student will distinguish between the content of a general and a special dictionary.
- II.E.7.g. The student will interpret information in dictionary entries (e.g., part of speech, word origin).

### WHERE ASSESSED:

- CRAB 3 II.D.2.a; II.E.3.
- CRI 4 II.D.2.a; II.E.3.
- CRAB 6 II.D.2.a; II.D.9.a; II.E.3,6.
- CRI 7 II.D.2.a; II.D.9.a; II.E.6.
- CRAB 9 II.D.5,6,7.
- CRI 10 II.D.5,6,7.

<u>Objective</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.D.2.a.	Grade 1	Grade 4
II.D.5.	Grade 3	Grade 8
II.D.6.	Grade 5	Grade 8
II.D.7.	Grade 5	Grade 8
II.D.9.a.	Grade 2	Grade 4
II.E.3.	Grade 2	Grade 4
II.E.6.	Grade 4	Grade 6
II.E.7.g.	Grade 4	Grade 7

GRADE LEVEL: 8 up

MATERIALS:

A Concise Dictionary of Indian Tribes of North America by Barbara Leitch,  
Algonac, Mich., Reference Publications, Inc., 1979.

PROCEDURE FOR PRESENTATION:

The activity can be done by an individual or by a small group, as schools are apt to have only one copy of the dictionary.

## Answers

### WHAT'S IN A SUBJECT DICTIONARY

#### A Concise Dictionary of Indian Tribes of North America

1. 1979
2. Vine Deloria, Jr.
3. a) Page 259  
b) Page 292  
c) Page 123  
d) Page 380  
e) Page 195
4. a) Page 551  
b) Page 556  
c) Front end sheets: left-hand page
5. a) 1 page  
b) 88 pages
6. a) Northwest Coast  
b) Plains  
c) Eastern Woodlands
7. Great Basin, page 493
8. a) 4000, 3  
b) Bear, Sun
9. 161, lithograph, crossing a river, flathead, Library of Congress  
423, pencil sketch, Tecumseh, Shawnee, Smithsonian Institution's National Anthropological Archives  
412, watercolor, village, Secotan, Library of Congress  
484, drawing, Buffalo Tamer with 3 scalps, Tunica, Smithsonian Institution's National Anthropological Archives  
53, photograph, placating spirit of slain eagle, Assiniboin, Library of Congress  
304, photograph, men working on an irrigation system, Navajo, Economic Development Administration

#### Subject Dictionary

1. a) 2  
b) Page 140  
c) Page 545
2. Any three of these: Chitimacha, Delaware, Micmac, Ojibwa  
Sisseton, Wahpeton, Yankton
3. Any three of these: on clothing, on corpses' faces, on faces, on pottery, as insect repellent

A CONCISE DICTIONARY OF INDIAN TRIBES OF NORTH AMERICA

A Concise Dictionary of Indian Tribes of North America contains an alphabetical listing and description of all past and present North American Indian tribes. The descriptions include brief accounts of each tribe's history, religion, language, and geographic location. To become more familiar with the organization and content of the dictionary, answer the following questions:

1. What is the copyright date of the dictionary? \_\_\_\_\_

Use the Table of Contents to answer Questions 2-5.

2. Who wrote the Introduction? \_\_\_\_\_

3. On what page will you find information about the following tribes?

a) Massachuset \_\_\_\_\_

b) Nanticoke \_\_\_\_\_

c) Comanche \_\_\_\_\_

d) Pueblo \_\_\_\_\_

e) Eskimo \_\_\_\_\_

4. On what pages will you find the following maps?

a) Southwest tribes \_\_\_\_\_

b) Arctic coast tribes \_\_\_\_\_

c) Language groups \_\_\_\_\_

5. How many pages are included for:

a) The glossary \_\_\_\_\_

b) The index \_\_\_\_\_

6. Locate the map or tribal cultural groups and list the term assigned to the following tribes:

a) Nootka \_\_\_\_\_

b) Cheyenne \_\_\_\_\_

c. Iroquois \_\_\_\_\_

7. The Ute tribe is part of the \_\_\_\_\_  
cultural group. A description of the Ute begins on page \_\_\_\_\_

8. Read the description of the Ute to fill in the blanks.

a) In the late 1970s about \_\_\_\_\_ Ute were located on  
\_\_\_\_\_ reservations.

b) Ute ceremonies included the \_\_\_\_\_ and the \_\_\_\_\_  
Dances.

c) When they became Buffalo hunters, the Ute lived in \_\_\_\_\_  
made of buffalo skins.

A Concise Dictionary of Indian Tribes of North America (cont.)

9. Concise Dictionary of Indian Tribes of North America contains numerous current and historic illustrations (in black and white) such as photographs, drawings, paintings, and engravings. Look at the illustrations on the pages listed and fill in the chart.

(HINT: To determine the source of an illustration or where the author located it, look for the small, lightly printed name under the description or at the corner of the illustration.)

Page	Type of Illustration (Sketch, photo, etc.)	Content of Illustration	Tribe	Source of Information
Sample 439	photograph	dugout canoe	Snohomish	Bureau of Indian Affairs
161				
423				
412				
484				
53				
304				

## SUBJECT DICTIONARY

To access the information in ways other than by tribe name, A Concise Dictionary of Indian Tribes of North America has an extensive name, subject, and geographic location index. Use the index to answer the following questions:

1. Locate the entries under "women" to fill in the blanks:
  - a) There are approximately \_\_\_\_\_ columns of printed entries under "women."
  - b) Information on the role of women in the Creek tribe begin on page \_\_\_\_\_.
  - c) Information about Zuni women as property owners begins on page \_\_\_\_\_.
2. List three tribes which believed in the Great Spirit?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
3. List three ways paint was used by Indians.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_

## TABLE OF CONTENTS

### OBJECTIVES:

- II.A.1.i. The student will identify the index.
- II.B.2.p. The student will explain the function of the index.

### WHERE ASSESSED:

CRAB 3, 6  
CRI 4, 7

<u>Objectives</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.A.1.i.	Grade 2	Grade 3
II.B.2.p.	Grade 2	Grade 3

GRADE LEVEL: 4-6

### MATERIALS:

The table of contents from Sports and Games the Indians Gave Us by Alex Whitney, New York, David McKay Co. Inc., 1977.

### PROCEDURE FOR PRESENTATION:

Introduce the use of the table of contents in a book.

Answers

Table of Contents

1. 2; Ball games
2. 6; Winter Sports & Games  
41
3. Yes; VI
4. 9
5. Major Indian Tribes of the North American Continent  
Common Metric Equivalents and Conversion  
Selected Bibliography  
Index
6. 8
7. 6, Winter Sports and Games; 9, How To Make Indian Equipment
8. 2, Ball games; 10
9. 5, Water Sports

## TABLE OF CONTENTS

A table of contents is an ordered list of chapter titles with their page numbers at the front of a book.

### CONTENTS

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1. Our American Indian Heritage	1
2. Ball Games	5
3. Acrobatic and Endurance Contests	15
4. Dexterity and Marksmanship Games	25
5. Water Sports	35
6. Winter Sports and Games	41
7. Guessing Games	47
8. Games of Chance	51
9. How to Make Indian Gaming Equipment	57
Common Metric Equivalents and Conversions	76
Selected Bibliography	77
Index	79

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Directions: Use the sample table of contents from Sports and Games the Indians Gave Us by Alex Whitney, New York, David McKay Co., 1977, to answer the following questions:

1. Which chapter might tell of playing basketball? \_\_\_\_\_
2. You wish to read about tobogganing. What chapter might have this information? \_\_\_\_\_  
On what page does this chapter begin? \_\_\_\_\_
3. Does this book contain a map? \_\_\_\_\_  
On what page? \_\_\_\_\_
4. How many chapters are in this book? \_\_\_\_\_

5. Besides the map and chapters, what other information is listed in the TABLE OF CONTENTS?

---

---

---

---

6. How many chapters are about games or contests? \_\_\_\_\_

7. To play ice hockey, which chapter or chapters will you need to read?

---

8. Some Indian children played lacrosse.\* What chapter might give information on this game? \_\_\_\_\_

(\*Use a dictionary to find the meaning of this word.)

How many pages are in the chapter? \_\_\_\_\_

9. Indian males often competed in canoe races. What chapter heading might have information about canoes? \_\_\_\_\_

---

## GAMES IN THE INDEX

### OBJECTIVES:

- II.A.1.h. The student will identify the table of contents.
- II.B.2.o. The student will explain the function of the table of contents.

### WHERE ASSESSED:

CRAB 3, 6  
CRI 4, 7

<u>Objectives</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.A.1.h.	Grade K	Grade 2
II.B.2.o.	Grade 2	Grade 3

GRADE LEVEL: 4-6

### MATERIALS:

Sample of the index from Sports and Games the Indians Gave Us by Alex Whitney, New York, David McKay Co., Inc., 1977.

### PROCEDURE FOR PRESENTATION:

Introduce the use of an index in a book.

This can be an introductory activity for fourth graders or a reinforcing activity for fifth, sixth, or seventh graders.

\*\*\*Question 8 may be used as a "stretching activity" for more capable fourth grade students.

### EXTENSION IDEAS:

Index Your Own. Students may index their own work. A class may write reports as a unit project, i.e., "Indians Who Live in Maryland" or "A Day in Rome." The individual reports should be typed as chapters and the pages consecutively numbered. The chapters may then be subdivided between small groups of student indexers. The student indexers should identify topics and their corresponding page numbers in the chapters. A cover and a title page should be designed and a table of contents compiled. The five segments (cover, title page, table of contents, chapters, and index) can then be bound into a class book by the students or a bindery. If the pages are dittoed or xeroxed, then each student can have a personal copy of the book.

Answers

Games in the Index

1. Alphabetical order
2. Numbers in italics indicate pages which have illustrations (or similar answer).
3. In the back of a book
4. Yes  
6, 7, 59, 60, 74, 75
5. Children's sports and games
6. Women's sports and games

<u>Yes</u>	<u>No</u>
darts	toboggan
Atl-Atl	logrolling
canoes	swimming
marksman contests	push-of-war
jumping frog	parcheesi

8. (The student may choose any 5 of the 10 names.)

Blackfoot	17, 26, 31, 43
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Hopi	3, 23, 29, 34, 68, 69
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Pawnee	10, 27, 31
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Toltec	2, 3, 12, 17, 28, 47

Most references - answer will vary depending on individual chart.  
Least references - answer will vary depending on individual chart.

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\* Numbers in *italics* indicate pages on which illustrations appear.

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## WHAT IS AN INDEX?

An **index** is an alphabetical listing of all the important topics or illustrations for a printed work such as a book. Each subject is followed by the page number or numbers to help locate the information.

### SAMPLE

subject	page(s)
cats	4, 7, 12, 32
horses	22 - 24
mammals	2, 15, 22, 32, 40

The index can help you to locate specific information very quickly.

Directions: Use the index on pages 34 and 35 from Sports and Games the Indians Gave Us by Alex Whitney, New York, David McKay Co., Inc., 1977, to answer the following questions:

1. How is this index arranged? \_\_\_\_\_
2. What does the \* mean on the bottom of the first INDEX page?  
\_\_\_\_\_
3. Where is the index usually located in a nonfiction book? \_\_\_\_\_
4. Does this book have information on the game LACROSSE? \_\_\_\_\_  
On what pages? \_\_\_\_\_
5. Is there information about games played by boys and girls? \_\_\_\_\_  
What is the heading? \_\_\_\_\_
6. Women did more than cook the food, tend the gardens, and make clothing.  
Under what heading would you find information about women's recreation?  
\_\_\_\_\_

7. Which of these subjects are illustrated in the book? Write yes or no beside each subject.

- |                         |                    |
|-------------------------|--------------------|
| _____ darts             | _____ push-of-war  |
| _____ toboggan          | _____ swimming     |
| _____ marksman contests | _____ logrolling   |
| _____ Atl-Atl           | _____ parcheesi    |
| _____ canoes            | _____ jumping frog |

8. Compare the games and sports of several Indian nations by selecting the names of five groups of Indians from this list and filling in the chart.

- |           |          |
|-----------|----------|
| BLACKFOOT | KIOWA    |
| CHIPPEWA  | MAYA     |
| CREE      | PAWNEE   |
| HOPI      | TLINGLIT |
| IROQUOIS  | TOLTEC   |

<u>Indian Nation</u>	<u>Pages</u>	<u>How many pages?</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

9. a) Which group has the most references? \_\_\_\_\_
- b) Which group has the least references? \_\_\_\_\_

\*If you have this book in your media center, use it to read more about the games. Illustrate the games that your Indian groups played. Tell how the games (i.e., rules, equipment, playing techniques) differ from today.



## ESKIMOS IN THE ENCYCLOPEDIA

### OBJECTIVES:

- II.F.1. The student will use letter/number on spine to locate a specific volume.
- II.F.2. The student will locate articles in the volume.
- II.F.3. The student will locate index within a set of encyclopedias.
- II.F.4. The student will use guide words to locate articles.
- II.F.5. The student will locate entry words in the index.
- II.F.6. The student will use subentries in the index.
- II.F.7. The student will interpret information in the index entry.
- II.F.8. The student will identify key words when determining parameters of a topic.
- II.F.9. The student will invert names of persons.
- II.F.10. The student will identify captions, photographs, pictures, maps, graphs, and charts.
- II.F.11. The student will distinguish purpose of photographs, pictures, maps, graphs, and charts.
- II.F.12. The student will use headings and subheadings as an aid to skimming an article.
- II.F.13. The student will use cross references such as "See" and "See also."
- II.F.14. The student will distinguish between a main heading and a subheading.
- II.F.15. The student will use study aids at the ends of articles.

### WHERE ASSESSED:

- |               |                         |
|---------------|-------------------------|
| CRAB 3, CRI 4 | II.F.1.-6., 9.-10.      |
| CRAB 6        | II.F.4.-7., 9., 13.-15. |

ObjectivesIntroductory LevelMastery Level

II.F.1.	Grade 1	Grade 2
II.F.2.	Grade 2	Grade 4
II.F.3.	Grade 3	Grade 4
II.F.4.	Grade 2	Grade 4
II.F.5.	Grade 2	Grade 5
II.F.6.	Grade 2	Grade 4
II.F.7.	Grade 3	Grade 6
II.F.8.	Grade 2	Grade 4
II.F.9.	Grade 2	Grade 4
II.F.10.	Grade 1	Grade 3
II.F.11.	Grade 3	Grade 6
II.F.12.	Grade 3	Grade 5
II.F.13.	Grade 3	Grade 5
II.F.14.	Grade 3	Grade 5
II.F.15.	Grade 3	Grade 6

GRADE LEVEL: 3 and up

MATERIALS:

World Book (WB), Chicago, Ill.: World Book-Childcraft International, Inc. 1979

Compton's (C), Chicago, Ill.: F.E. Compton Co., 1981

New Book of Knowledge (NBK), Danbury, Conn.: Grolier Inc., 1983

Activity sheets.

Crossword Magic, Apple II Plus, 48K. Sunnyvale, Calif.: L&S Computerware, 1981.

Teacher Utilities, vol. 1. Apple II Plus, 48K. St. Paul, Minn.: Minnesota Educational Computing Consortium, 1981.

PROCEDURES:

(a) "Eskimos in the Index" does not use an encyclopedia volume. It may be presented as a large or small group activity.

(b) "Using the Index" and "Using Guide Words" may be completed using World Book (WB), Compton's (C), or New Book of Knowledge (NBK).

(c) "Using the Index" is a small group activity.

(d) "Using Guide Words" may be a large group activity if the media specialist assigns different topics, one for each volume. The answers will vary according to the volume.

(e) "Headings," "Skimming" and "Illustrations" are based upon the World Book. However, some of the answers may be found in Compton's or New Book of Knowledge. These are small group activities.

Answers

ESKIMOS IN THE ENCYCLOPEDIA

Eskimos in the Index

- |                   |                    |
|-------------------|--------------------|
| 1. Clothing       | E: 156-157; C: 246 |
| 2. Housing        | H: 257             |
| 3. Kayak          | E: 158             |
| 4. Clothing       | E: 156-157; C: 246 |
| 5. Transportation | E: 158-159         |
| 6. Food           | E: 157-158         |

Using the Index

	<u>WB</u>	<u>C</u>	<u>NBK</u>
1.	K: 206	E: 287-8	C: 99
2.	I: 40	E: 286, 287; S: 156, 157, 158, 228	H: 172-3, A: 303
3.	E: 276	E: 286-7	F: 157
4.	yes	no	no
5.	G: 377	G: 237; E: 285, 286, 289	G: 367, 369-71
6.	E: 276	I: 134	no

Using Guide Words

1. Answer will vary as, Compton's, New Book of Knowledge, or World Book.

	<u>C</u>	<u>NBK</u>	<u>WB</u>
2.	26	21	22
3.	yes	yes	no
4.	E-Eye	E	E
5.	285	284	276
6.	Ericsson	Eskimos (Inuit)	Eskimo
7.	no one	Derek G. Smith	David Damas
8.	(p. 292-3) Estonian S.S.R. (p. 58-59) Economics (p. 300-1) Etiquette	Essays-Etching Ecuador-Edison, Thomas A. Ethiopia	Ether-Ethics Education  Etruscans- Etymology

## Answers

### Headings

1. p. 276
2. Land of the Eskimos  
Traditional Way of Life  
History  
Eskimos Today
3. Group Life
4. Land of the Eskimos
5. Language

### Skimming

1. Inuit  
People
2. Alaska  
Canada  
Greenland  
Russia
3. Frame sled--Alaska and Siberia  
Plank sled--Canada and Greenland
4. Kayak - 1 person  
Umiak - 10-12 people
5. 17  
The area in which they live.
  - 1) Baffinland Eskimos
  - 2) Bering Strait Eskimos
  - 3) Caribou Eskimos
  - 4) Copper Eskimos
  - 5) East Greenland Eskimos
  - 6) Greenland Eskimos
  - 7) Igloolik Eskimos
  - 8) Labrador Eskimos
  - 9) Labrador Coast Eskimos
  - 10) Mackenzie Eskimos
  - 11) Netsilik Eskimos
  - 12) North Alaskan Eskimos
  - 13) Pacific Eskimos
  - 14) Polar Eskimos
  - 15) Sadlirmuit Eskimos
  - 16) Siberian Eskimos
  - 17) Southwestern Alaskan Eskimos

### Illustrating the Life of the Eskimos

1. (p. 278b) diagram Marion Pahl  
(p. 284) photograph Steve McCutcheon  
(p. 277) map World Book Map
2. Contrasts traditional and modern fishing methods.
3. (Answers will vary)  
stove refrigerator table pots  
desks chairs blackboard posters  
snowmobiles truck houses

## ESKIMOS IN THE INDEX

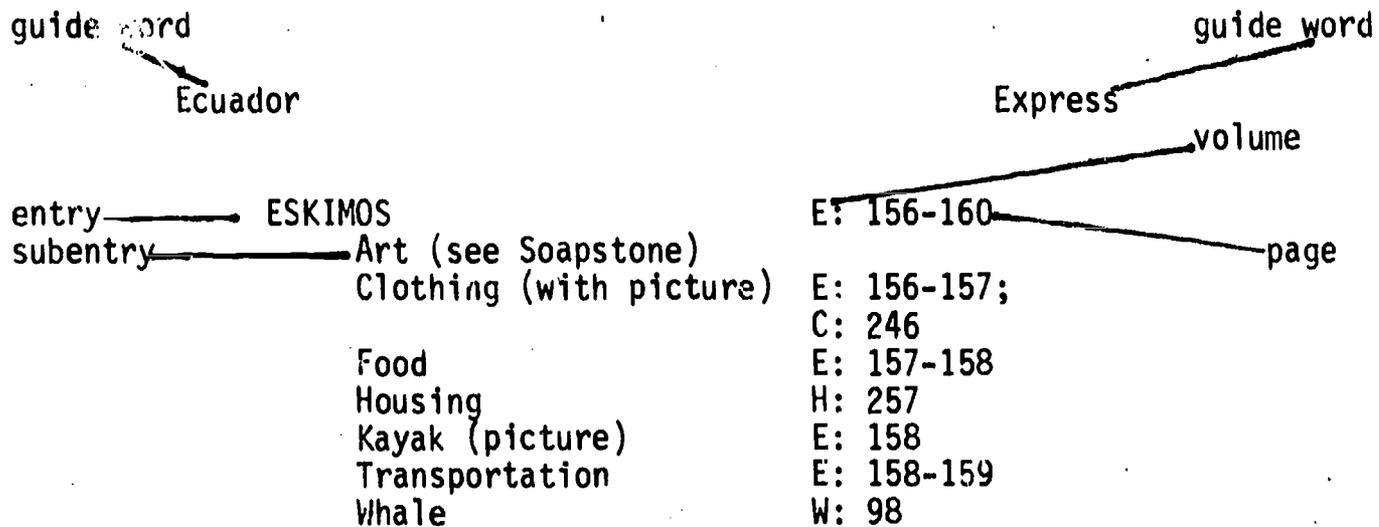
An **index** is a part of the book used to find the page number of a specific topic or illustration.

The index is arranged alphabetically like a dictionary.

It includes:

The **entry word** is the main topic.

The **subentry** is a more specific entry under the main entry.



Use the sample index to answer the following questions.

Give the subentry, volume and page you can find information about:

	Subentry	Volume: Page
1.	Clothing _____	_____
2.	Housing _____	_____
3.	A picture of a kayak _____	_____

In what volume do you think you will find information about

	Subentry	Volume: Page
4.	how children dress? _____	_____
5.	how Eskimos travel? _____	_____
6.	what Eskimos eat? _____	_____

## USING THE INDEX

To find the answer to the following, use the main entry--ESKIMOS. You may use the index of Compton's, New Book of Knowledge, or World Book encyclopedias. Circle the name of the encyclopedia you decide to use.

1. In what volume is there a picture of a kayak?

---

2. What subentry or subentries will give information about Eskimo housing?

Subentry

Volume: Page

---

---

3. In what volume can you locate a picture of children at work or play?

---

4. Under the main entry of ESKIMOS, is there a reference to Knud Rasmussen?

---

5. What volume has an article about Eskimos in Greenland?

---

6. What volume will contain maps about Eskimos?

Name of Map

Volume: Page

---

---

---

---

## USING GUIDE WORDS

A **guide word** is a word or words at the top of a page to indicate the entries found on that page. Guide words are usually in the top left and right hand corner of the page. When illustrations are on these areas of the page, the guide words may be omitted.

Answer the following questions about ESKIMOS.

1. What is the name of the set of encyclopedias you are using?

---

2. How many volumes are there in the set?

---

3. Does each volume have a separate index?

---

4. In what volume is the article about Eskimos?

---

5. On what page does the article start?

---

6. What are the guide words on the page?

---

7. Who wrote the article?

---

8. What are the guide words on

pp. 292-293 \_\_\_\_\_

pp. 58-59 \_\_\_\_\_

pp. 300-301 \_\_\_\_\_

## HEADINGS

Most articles in an encyclopedia are divided into separate sections to help locate information. The sections are main heading and subheading.

A **main heading** is a word or phrase, usually in dark print or centered over written material. It tells the subject being discussed. It is at the beginning of each section.

A **subheading** divides an article. Subheadings help you find special information within a section. Short articles may not have a subheading.

Use the World Book article on ESKIMOS to answer the following questions.

1. On what page does the article start?

---

2. What are the four main headings?

---

---

---

3. What subheading has information about traditional family life?

---

4. What main heading has information about how cold it is where the Eskimos live?

---

5. What subheading has information about Eskimos speaking to each other?

---

## SKIMMING

Skim (quickly read) the article on ESKIMOS to locate the answers.

1. Most Eskimos prefer to be called by another name.

What is that name? \_\_\_\_\_

What does it mean? \_\_\_\_\_

2. Where do most of the Eskimos or Inuits live today?

\_\_\_\_\_  
\_\_\_\_\_

3. Name the traditional sleds used. Which Eskimos used each sled?

Sled

Eskimo

\_\_\_\_\_  
\_\_\_\_\_

4. Eskimos used boats as a form of transportation. Name the 2 types and tell how many people could ride in each boat.

Boat

Number of People

\_\_\_\_\_  
\_\_\_\_\_

5. Looking at the map on page 277, there are how many different groups of Eskimos?

\_\_\_\_\_

How were the groups named?

\_\_\_\_\_

Write the names of the groups in alphabetical order.

---

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## ILLUSTRATING THE LIFE OF THE ESKIMO

Encyclopedias use diagrams, illustrations, maps and photographs to help explain information in an article.

Use the World Book to answer the following questions.

1. Look at the words under each picture on the following pages. The words tell the name of the person or company responsible for the picture. This is called a "credit."

	<u>Type of Illustration</u>	<u>Credit</u>
p. 278b	_____	_____
p. 284	_____	_____
p. 277	_____	_____

2. Look at the photographs on page 276. What does the caption tell you?

\_\_\_\_\_

3. The photographs on page 282 show the Eskimos life today. What things in the photograph are similar in most communities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## MAKE A CROSSWORD PUZZLE OR WORD FIND

Students can make a crossword activity by using a computer crossword software package as Crossword Magic. Each student selects a word, writes a short definition, and enters it into computer. The number of words entered depends on the level of the students. Several groups of students may develop different puzzles. These words may also be used to make a word search using a software package as Teacher Utilities, vol. 1.

### Suggested Eskimo Words

spear  
harpoon  
fish  
polar bear  
Arctic  
berries  
goggles  
husky  
sled  
drums  
carving  
shaman  
tug-of-war  
walrus  
igloo  
parka  
runner

trawler  
caribou  
Greenland  
seal  
snowhouse  
winter  
snow  
blubber  
soapstone  
kayak  
umiak  
wrestling  
stories  
snowmobile  
Aleut  
husky  
oil

legends  
tundra  
flowers  
whale  
whitefish  
cod  
trout  
ducks  
ptarmigans  
mittens  
boots  
sacks  
jacket  
Eskimo  
Alaska  
sodhouse  
blubber

## ALIVE IN THE BIOGRAPHICAL DICTIONARY

### OBJECTIVES:

- II.D.2.a. The student will determine the purpose and content of dictionaries.
- II.D.5. The student will distinguish between word-by-word and letter by-letter order.
- II.D.6. The student will identify the organization of the content of a particular reference.
- II.D.7. The student will identify how access is provided to the information in a particular reference (e.g., index approaches).
- II.D.9.a. The student will locate information arranged in alphabetical order.
- II.E.3. The student will locate specific entry words or names.
- II.E.6. The student will distinguish between the content of a general and a special dictionary.
- II.E.7.h. The student will interpret information in dictionary entries (e.g., part of speech, word origin) in a biographical dictionary.

### WHERE ASSESSED:

- CRAB 3 II.D.2.a; II.E.3.
- CRI 4 II.D.2.a; II.E.3.
- CRAB 6 II.D.2.a; II.D.9.a; II.E.3,6.
- CRI 7 II.D.2.a; II.D.9.a; II.E.6.
- CRAB 9 II.D.5,6,7.
- CRI 10 II.D.5,6,7.

<u>Objective</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.D.2.a.	Grade 1	Grade 4
II.D.5.	Grade 3	Grade 8
II.D.6.	Grade 5	Grade 8
II.D.7.	Grade 5	Grade 8
II.D.9.a.	Grade 2	Grade 4
II.E.3.	Grade 2	Grade 4
II.E.6.	Grade 4	Grade 6
II.E.7.h.	Grade 4	Grade 7

GRADE LEVEL: 8 up

**MATERIALS:**

Webster's Biographical Dictionary, Springfield, Ma.: G. & C. Merriam Co., 1972.

**PROCEDURE FOR PRESENTATION:**

The activity can be done by an individual or by a small group, as schools are apt to have only one copy of the dictionary.

Answers

Alive in the Biographical Dictionary

1. Webster's Biographical Dictionary  
G. & C. Merriam Co., 1972
2. Yes
3. No
4. Yes, 1663
5. a) Dwight David Eisenhower, 1953-61  
b) Richard Nixon  
c) Earl Warren  
d) Joseph M. Martin, 1953-55  
Sam Rayburn 1955-61  
e) George M. Humphrey  
Robert B. Anderson  
f) Thomas Jonathan Jackson  
George Westinghouse  
Wilbur Wright

Famous Native Americans

1. To act as interpreter and guide
2. 1767
3. Yes Sagoyewatha
4. Massachusetts
5. No
6. Oklahoma
7. Little Big Horn
8. 49; 5
9. Pocahontas
10. American Revolution; captain

## THE BIOGRAPHICAL DICTIONARY

A **biographical dictionary** is one which provides various kinds of information about a person's life.

1. Give the following information about the biographical dictionary you are using:

Title \_\_\_\_\_

Publisher \_\_\_\_\_ Copyright Date \_\_\_\_\_

2. Is there a table of contents? \_\_\_\_\_
3. Is there an index? \_\_\_\_\_
4. Is there a listing of TABLES? \_\_\_\_\_ On what page? \_\_\_\_\_
5. Use the TABLES to answer the following questions:

- a) Name the 34th President of the United States.

\_\_\_\_\_ Term \_\_\_\_\_

Identify the people who were his:

- b) Vice President \_\_\_\_\_

- c) Chief Justice \_\_\_\_\_

- d) Speaker of the U.S. House of Representatives

\_\_\_\_\_ Term \_\_\_\_\_

\_\_\_\_\_ Term \_\_\_\_\_

- e) Secretary of Treasurer

\_\_\_\_\_

\_\_\_\_\_

- f) Hall of Fame for Great Americans, 1955

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## FAMOUS NATIVE AMERICANS

Use Webster's Biographical Dictionary to answer the following questions:

1. Why was Sacajawea hired by Lewis and Clark?

\_\_\_\_\_

2. When was Black Hawk born? \_\_\_\_\_

3. Did Red Jacket have another name? \_\_\_\_\_

Write the name. \_\_\_\_\_

4. In what state was Massasoit born? \_\_\_\_\_

5. Was Pocahontas alive in 1835? \_\_\_\_\_

6. Where did Geronimo live after fighting Captain Crook?

\_\_\_\_\_

7. Name the battle in which Crazy Horse fought.

\_\_\_\_\_

8. How old was Gall when he became a judge at the Indian Agency's Court of Indian Offenses? \_\_\_\_\_

How many years was he a judge? \_\_\_\_\_

9. What was the name of Powhatan's daughter? \_\_\_\_\_

10. In what war did Joseph Brant fight? \_\_\_\_\_

What was his military rank? \_\_\_\_\_

## ALMANAC

### OBJECTIVES:

- II.A.1.h. The student will identify the table of contents.
- II.A.1.i. The student will identify the index.
- II.B.9. The student will use copyright to determine currency of material.
- II.D.2.c. The student will determine the purpose of content of almanacs.
- II.D.4. The student will identify alternative entry words for the topic being investigated.
- II.D.6. The student will identify the organization of the content of a particular reference.
- II.D.7. The student will identify how access is provided to the information in a particular reference (e.g., index approaches).
- II.D.8. The student will use information in introductory pages and explanatory notes as aids to locating and interpreting information.
- II.D.9.a. The student will locate information arranged in alphabetical order.
- II.G.3. The student will use index to locate specific information.
- II.G.4. The student will use bold face headings to locate relevant segment of the page.
- II.G.5. The student will use captions and headings to locate information presented in tables.

### WHERE ASSESSED:

- CRAB 3 II.A.1.h.-i.
- CRAB 6 II.B.9.; II.D.2.c.; II.D.4, II.D.9.a.; II.G.3., 4.
- CRAB 9 II.D.6, 7.

<u>Objectives</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.A.1.h.	Grade K	Grade 2
II.A.1.i.	Grade 2	Grade 3
II.B.9.	Grade 2	Grade 5
II.D.2.c.	Grade 3	Grade 5

<u>Objectives</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.D.9.a.	Grade 2	Grade 5
II.G.3.	Grade 3	Grade 5
II.G.4.	Grade 3	Grade 6
II.D.4.	Grade 3	Grade 6
II.D.6.	Grade 5	Grade 8
II.F.7.	Grade 5	Grade 8
II.L.2.	Grade 2	Grade 7
II.G.5.	Grade 3	Grade 6

GRADE LEVEL: 4-7

MATERIALS USED:

worksheets

The World Almanac & Book of Facts, 1985, New York: Newspaper Enterprise Association, Inc., 1985.

PROCEDURE:

The library media specialist should present or review the function and parts of an almanac.

INFORMATION IN THE INDEX may be a large group activity.

The other activity sheets as THE ALEUTIAN ISLANDS, LOCATING THE INFORMATION, and DEFINITIONS IN THE ALMANAC are small group activities depending upon the quantity of World Almanacs, 1985 available. However, other almanacs may be used, but the amount of information may vary.

## Answers

### Information in the Index

1. Maryland
2. Cities, education, farming, government, population, trees
3. a) population  
b) education  
c) farming

### The Aleutian Islands

1. a) Aleutian Islands  
b) none  
c) 626  
d) Kiska - 110 square miles  
Amchitka - 121 square miles  
Kanaga - 135 square miles  
Tanaga - 209 square miles
2. Unimak - 1,600 square miles
3. 6,821 square miles
4. Pacific Ocean

### Locating the Information

<u>Heading</u>	<u>Subheading</u>	<u>Page</u>	<u>Answer</u>
1. Temperature	Highest, Lowest Normal	761	-79.8 degrees F. Jan. 23, 1971
2. Time	Cities, North America	760	7:00 A.M. 9:00 A.M. 6:00 A.M.
3. Alaska	Schools	244 244	53 89,413 6,793
4. Alaska	Indians, American (pop.)	441	1 6 Aleut, Eskimo, Athapaskan, Haida, Tlingit, Tsimpshian
5. Mountains		623	McKinley (20,320 feet) Foraker (17,400 feet)

Answers

- |  |               |                |                         |
|--|---------------|----------------|-------------------------|
| 6. Postal Service,<br>U.S.               | Abbreviations | 774            | AK                      |
| 7. Zip codes<br>or<br>States of the U.S. | Zip codes     | 257<br>257-285 | 99502<br>99801<br>99701 |
| 8. Area codes,<br>telephones             |               | 257-285        | 907                     |
9. Answers may vary depending on the almanac that is used.

Definitions in the Almanac

1. a) Alaska or States of the U.S.  
 b) Name, origin of Names, origin of  
 c) 436 436  
 d) Russian for ~~Alakshak~~; means "peninsula," "great lands," or "land that is not an island"
  
2. a) Aleutian Islands  
 b) Volcanoes  
 c) 621  
 d) Zone along the west coast of the Americas from Chile to Alaska and on the east coast of Asia from Siberia to New Zealand
  
3. a) Alaska or Tribes, Amer. Indian  
 b) Indians, American (pop.) none  
 c) 441 441  
 d) group of persons bound by blood ties; share the same social, political, and religious views living within a definite territory (or similar answer)  
 e) group of persons living within a village or community and sharing similar social, political and religious views (or similar answer).
  
4. a) Canada  
 b) Eskimos  
 c) 697  
 d) Inuit - means "the people"  
 Inuit Tapirisat, 1971

## INFORMATION IN THE INDEX

An **almanac** is a reference book containing yearly statistical information, tables, charts, and general information.

A **main heading** is a word or phrase, usually in dark print or centered over written material, indicating the subject being discussed.

A **subheading** is one of the subdivisions into which a main heading is divided.

### General Index

<b>Maryland</b> .....	263
Cities.....	263
Education.....	264
Farming.....	263
Government.....	262
Population.....	266
Trees.....	265

Use the sample index page to answer questions about Maryland.

1. What is the main heading on the sample index page? \_\_\_\_\_

2. What are the subheadings? \_\_\_\_\_

3. You want to find out:	<u>What is the Subheading?</u>
a) how many people live in Maryland	_____
b) the number of schools in Maryland	_____
c) the number of acres used for growing corn	_____

## THE ALEUTIAN ISLANDS

Use the General Index to help you answer the following questions:

1. Write the names of the four smaller islands that make the Aleutian Islands:

a) Heading \_\_\_\_\_

b) Subheading \_\_\_\_\_

c) Page \_\_\_\_\_

d) Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What is the name of the largest island?

\_\_\_\_\_

3. What is the total area of the Aleutian Island?

\_\_\_\_\_

4. Where are the Aleutian Islands located?

\_\_\_\_\_



Question	Heading	Subheading	Page	Answer
5. Name the two highest mountains.				
6. What is the post office abbreviation?				
7. What is the zip code for: Anchorage? _____				
Juneau? _____				
Fairbanks? _____				
8. What is the area code for Alaska:				
9. Give the following information about the almanac that you used:				
Title _____				
Copyright Date _____				
Location of the General Index _____				
Table of Contents and/or a Quick Reference Index _____				

## DEFINITIONS IN AN ALMANAC

Use an almanac to locate the following information about Alaska:

1. What is the meaning of the word "Alaska?"

- a) Heading \_\_\_\_\_
- b) Subheading \_\_\_\_\_
- c) Page \_\_\_\_\_
- d) Answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is a "ring of fire" as it applies to volcanoes?

- a) Heading \_\_\_\_\_
- b) Subheading \_\_\_\_\_
- c) Page \_\_\_\_\_
- d) Answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What was the original meaning of "tribe?"

- a) Heading \_\_\_\_\_
- b) Subheading \_\_\_\_\_
- c) Page \_\_\_\_\_
- d) Answer \_\_\_\_\_  
\_\_\_\_\_

What does the word "tribe" mean today?

- e) \_\_\_\_\_  
\_\_\_\_\_

4. Eskimos also live in Canada. What is another name for Eskimos? What organization represents Eskimo interests?

Heading \_\_\_\_\_

Subheading \_\_\_\_\_

Page \_\_\_\_\_

Answer \_\_\_\_\_

## USING THE BIOGRAPHY INDEX

### OBJECTIVES:

- II.D.1. The student will identify the similarities and differences between the reference collection and the nonfiction collection.
- II.D.3. The student will determine the appropriate reference for a particular purpose.
- II.D.5. The student will distinguish between word-by-word and letter-by-letter order.
- II.D.6. The student will identify the organization of content of a particular reference.
- II.D.7. The student will identify how access is provided to the information in a particular reference.
- II.D.8. The student will use information in introductory pages and explanatory notes as aids to locating and interpreting information.
- II.D.9.a. The student will locate information in alphabetical order.
- II.D.11. The student will distinguish the types of index approaches in the same title.
- II.E.3. The student will locate specific entry words or names.
- II.E.6. The student will distinguish between the content of a general and a special dictionary.
- II.E.7.g. The student will interpret information in dictionary entries (e.g., part of speech, word origin).
- II.K.2. The student will locate pages which list symbols and abbreviations.
- II.K.3. The student will decode symbols and abbreviations in entries.
- II.K.4. The student will use cumulative supplements.
- II.L.1.1. The student will state characteristics of indexes.

### WHERE ASSESSED:

- |        |  |
|--------|--|
| CRAB 3 | II.E.3.                                    |
| CRI 4  | II.E.3.                                    |
| CRAB 6 | II.D.9.a; II.E.3, 6.                       |
| CRI 7  | II.D.9.a; II.E.6.                          |
| CRAB 9 | II.D.5, 6, 7.; II.K.2.; II.K.3.; II.L.1.1. |
| CRI 10 | II.D.5, 6, 7.; II.K.2.; II.K.3.; II.L.1.1. |

<u>Objectives</u>	<u>Introductory Level</u>	<u>Mastery Level</u>
II.D.1.	Grade 2	Grade 5
II.D.3.	Grade 4	Grade 6
II.D.5	Grade 3	Grade 8
II.D.6.	Grade 5	Grade 8
II.D.7.	Grade 5	Grade 8
II.D.8.	Grade 3	Grade 7
II.D.9.a.	Grade 2	Grade 5
II.D.11.	Grade 6	Grade 9
II.K.2.	Grade 5	Grade 6
II.K.3.	Grade 5	Grade 6
II.K.4.	Grade 5	Grade 6
II.L.1.1.	Grade 7	Grade 9

GRADE LEVEL: 7-9

MATERIALS NEEDED:

Biography Index - Sample page  
This is a compilation of several volumes.

"Abbreviations" and "Periodicals and Publishers" excerpted from Biography Index sample sheet.

Activity worksheets.

## Answers

### The Biographical Index

1. Barnett, Franklin
2. Southwest printers, 1968
3. 43, bibliography, illustration, portraits
4. Cox, G.D.
5. American Princess in London
6. American History Illustrated, 13, 4-7
7. October, 1978
8. portrait, illustrations

### Citations About Native American Women

1. The year, 1971 (or similar answer)
2. Editor
3. Bibliography  
Illustrated  
Portrait  
Page

4. Name	Author of Article	Title of Magazine	Date of Publication	Page
a) Maria Tallchief	1) Hall, S.M. 2) Madden, K. 3) Terry, W.	People Vogue Sat. Review	August 13, 1979 March 1982 May 29, 1971	95-6+ 366 43
b) Annie Wauneka	none	Ladies Home Journal	May 1976	75
c) Buffy Sainte Marie	none	Time	March 28, 1977	66

### Using the Biography Index

1. a) Molly Brant - 1735 - 1796
- b) Viola Jimulla: The Indian Chieftess

	Title	Pages
2. a)	Indians of Today	39
b)	Indians of Today	54-5
c)	Great North American Indians	145
d)	American Indian Women	162-8
3. a)	Pauline Johnson	f) Bright Eyes
b)	Pocahontas	g) Buffy Sainte Marie
c)	Sacagawea	h) Maria Tallchief
d)	Annie Wauneka	i) Nancy Ward
e)	Sarah Winnemucca	
4. a)	Sacagawea	1 (98 years old)
b)	Nancy Ward	2 (87 years old)
b)	Sarah Winnemucca	4 (47 years old)
d)	Anne	3 (75 years old)
5. a)	62 years old	c) 83 years old
b)	42 years old	d) 64 years old



CROSSWORD ANSWERS:

- 1 Across: ROBERTA CAWSON
- 2 Down: TITILACA
- 3 Across: MARJORIE S
- 4 Across: MOLLY BRANT
- 5 Across: AMANDA CROWE
- 6 Across: ANNI E W A U N E K A
- 7 Across: ETHELMONTURE
- 8 Across: MURIEL WRIGHT
- 9 Down: ARLY MUSGROVE
- 10 Down: GERTY
- 11 Down: VIOLET
- 12 Down: BERTY
- 13 Down: JIMMIE
- 14 Down: MARIAN
- 15 Down: CAGAWEA
- 16 Down: TAYLOR
- 17 Down: LAINER
- 18 Down: BRUNEL
- 19 Down: HELENE
- 20 Down: EVELYN
- 21 Down: ANNE
- 22 Down: SHERIFFS
- 23 Down: RAINIER
- 24 Down: HAWKINS
- 25 Across: PAULINE JOHNSON
- 26 Down: MARY
- 27 Down: NANCY
- 28 Down: SHERIFFS
- 29 Down: SHERIFFS
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- 99 Down: SHERIFFS
- 100 Down: SHERIFFS



## Answers

### First Names

1. Dolly
2. Gertrude
3. Molly
4. Letitia
5. Amanda
6. Esther
7. Viola
8. Pauline
9. Betty
10. Susan
11. Roberta
12. Ethel

13. Mary
14. Helen
15. Elsie
16. Elaine
17. Marjorie
18. Wilma
19. Nancy
20. Annie
21. Sarah
22. Muriel
23. Evelyn

## Biography Index

- AKERS, Dolly Smith, 1902-** state legislator and Indian leader  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p39
- ANNE, fl 1650-1725.** Pamunkey chief  
Dockstader, Frederick J. *Great North American Indians*. Van Nostrand Reinhold '77 p227 bibl ll
- BONNIN, Gertrude (Simmons) 1875-1938.** American Indian author, editor and lobbyist  
Dockstader, Frederick J. *Great North American Indians*. Van Nostrand Reinhold '77 p40-1 bibl ll por
- BRANT, Molly, 1735?-1795.** Mohawk leader  
Archibald, Mary. *Molly Brant (1735-1795)*. Dundurn press '77 4p bibl ll  
Graymont, Barbara. *Biography*. (In *Dictionary of Canadian biography*, v4. Univ. of Toronto Press '79 p416-19) bibl
- BRIGHT Eyes (Susette La Flesche) 1854-1909.** advocate of Indian rights  
Dockstader, Frederick J. *Great North American Indians*. Van Nostrand Reinhold '77 p 143-4 bibl por  
Gray, Dorothy. *Women of the West. Les Femmes* '76 p97-108 bibl
- Juvenile literature
- Kulkin, Mary-Ellen. *Her way*. Am. lib. assn. '76 p 171-2 bibl
- CALDWELL, Letitia,** Menominee Indian leader  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p452
- CROWE, Amanda M. 1928-** sculptor and wood carver  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p64-5 por
- HORNE, Esther (Burnett) 1909-** teacher and youth leader  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p386-7 por
- JIMULLA, Viola, 1878-1966.** Yavapai Indian  
Barnett, Franklin. *Viola Jimulla: the Indian chieftess, a biography*. Southwest printers '68 43p bibllog ll pors
- JOHNSON, Emily Pauline (Takahionwake) 1861-1913.** Canadian Indian poet  
Dockstader, Frederick J. *Great North American Indians*. Van Nostrand Reinhold '77 p 125-6 bibl ll por
- Juvenile literature
- Hartley, Lucie. *Pauline Johnson: the story of an American Indian*. Dillon '78 61p ll pors
- JUMPER, Betty Mae Tiger, 1923-** Seminole Indian leader  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p283-4 por
- LAFLESCHE, Susan, 1895-1916.** Omaha Indian physician  
Dockstader, Frederick J. *Great North American Indians*. Van Nostrand Reinhold '77 p 145 bibl por
- LAWSON, Roberta (Campbell) 1878-1940.** song writer and clubwoman  
Dockstader, Frederick J. *Great North American Indians*. Van Nostrand Reinhold '77 p 145-6 bibl por
- MARTINEZ, Maria (Montoya) 1887-** potter  
Peterson, Susan. *Living tradition of Maria Martinez*. Harper '77 300p bibl ll  
Watkins, T. H. *Legacy of hands*. ll por *Am Heritage* 29:36-7 O '78
- Juvenile literature
- Kulkin, Mary-Ellen. *Her way*. Am. lib. assn. '76 p 195-6 bibl
- MONTURE, Ethel Brant,** public relations counsel  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p438 por
- MUSGRAVE, Mary, 1700-1762?** Indian leader and interpreter  
Gridley, Marion E. *American Indian women*. Hawthorn '74 p33-5
- PETERSON, Helen L. (White) 1915-** government official and Indian leader  
Gridley, Marion E. *Contemporary American Indian leaders*. Dodd '72 p 150-5 por  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p399-800 por
- PICOTTE, Susan (La Flesche) 19th cent.** American Indian leader and physician  
Gridley, Marion E. *American Indian women*. Hawthorn '74 p74-9 por
- POCAHONTAS, 1595?-1617.** American Indian princess  
Cox, G. D. *American princess in London*. ll por *Am Hist Illus* 12:4-7+ O '78  
Dockstader, Frederick J. *Great North American Indians*. Van Nostrand Reinhold '77 p215 bibl por  
Jefferson, M. *History's bride*. ll *Newsweek* 88: 104+ N '76  
Mossiker, Frances. *Pocahontas: the life and the legend*. Knopf '78 383p bibl ll pors
- Juvenile literature
- Kulkin, Mary-Ellen. *Her way*. Am. lib. assn. '76 p228-30 bibl  
Richards, Dorothy Fay. *Pocahontas, child princess; ll*. by John Nelson. *Childrens press* '78 32p
- RAMOS, Elaine (Abraham) educator**  
Gridley, Marion E. *American Indian women*. Hawthorn '74 p 162-8 por
- RICKLEFS, Eisle Gardner, 1920-** Hoopa Indian leader  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p302-3
- SACAGAWEA, 1786-1884.** American Indian guide  
Dockstader, Frederick J. *Great North American Indians*. Van Nostrand Reinhold '77 p248-9 bibl  
Gray, Dorothy. *Women of the West. Les Femmes* '76 p5-20 bibl por
- Juvenile literature
- Burt, Olive Wooley. *Sacajawea*. (Visual blog) Watts '78 57p bibl ll  
Kulkin, Mary-Ellen. *Her way*. Am. lib. assn. '76 p252-3 bibl  
Skold, Betty Westrom. *Sacagawea*. Dillon press '77 74p ll pors maps
- SAINTE-MARIE, Buffy, 1942?-** Cree Indian singer and song writer  
People. ll por *Time* 109:66 Mr 28 '77
- Juvenile literature
- Bowman, Kathleen. *New women in entertainment*. Creative educ. '76 p 12-19 pors
- TALLCHIEF, Maria, 1925-** dancer  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p292-3 por  
Hall, S. M. *Teacher*. ll pors *People* 12:95-6+ Ag 13 '78  
Madden, K. *Chicago with new muscle... in the arts*. ll por *Vogue* 172:366 Mr '82  
Terry, W. *Dancer's composer*. por *Sat R* 54:43 My 29 '71  
Whittle, E. *50 Plus beauty: interview*. ll por *50 Plus* 19:36-7 N '79
- Juvenile literature
- De Leeuw, Adele Louise, *Maria Tallchief: American ballerina; ll*. by Russell Hoover. Garrard '71 144p por  
Tobias, Tobl. *Maria Tallchief; ll*. by Michael Hampshire. Crowell '70 32p por
- TALLCHIEF, Marjorie, 1927-** dancer  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p294 por
- VICTOR, Wilma L.** American Indian educator and government official  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p309-11 por
- WARD, Nancy, ca 1785-1822.** Cherokee Indian leader  
Gridley, Marion E. *American Indian women*. Hawthorn '74 p38-48
- Juvenile literature
- Felton, Harold W. *Nancy Ward, Cherokee; ll*. by Carolyn Bertrand. Dodd '76 89p map
- WAUNKA, Annie (Dodge) 1910-** Navaho Indian leader  
Gridley, Marion E. *Contemporary American Indian leaders*. Dodd '72 p 186-94 por  
Gridley, Marion E. ed. *Indians of today*. I.C.F.P. Inc. '71 p381-2 por  
Gridley, Marion E. *American Indian women*. Hawthorn '74 p 119-30 por  
Women of the year 1976. por *Ladies Home J* 93:75 My '76
- Juvenile literature
- Nelson, Mary Carroll. *Annie Wauneka*. Dillon press '72 68p ll pors

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WINNEMUCCA, Sarah, 1844-1891, Palute Indian leader  
Gehm, Katherine. Sarah Winnemucca, most extraordinary woman of the Palute Nation. O'Sullivan Woodside & co. '76 196p bibl 11 por  
Gridley, Marion E. American Indian women. Hawthorn '74 p64-80 por  
Richey, Elinor. Eminent women of the West. Howell-North bks '75 p 125-51 por  
-Excerpt with title Sagebrush princess with a cause: Sarah Winnemucca. 11 por Am West 12:30-3+ N '75  
    Juvenile literature  
Waltrip, Lola, and Waltrip, Rufus. Indian women. McKay '66 p66-76 bibliog

WRIGHT, Muriel H. historian  
Gridley, Marion E. ed. Indians of today. I.C.F.P. inc. '71 p409-10 por  
YELLOW ROBE, Evelyn, otolaryngologist  
Gridley, Marion E. ed. Indians of today. I.C.F.P. inc. '71 p481-2 por

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## ABBREVIATIONS USED IN BIOGRAPHY INDEX CITATIONS

Ag	August
Ap	April
b	born
bibl	bibliography
bio	biography
bks	books
ca	circa
d	died
D	December
ed	editor
Fe	February
Fl	flourished
il, ill	illustrate, illustrator
Ja	January
Je	June
Jl	July
Mr	March
My	May
N	November
nd	no date
O	October
p	page
por	portrait
S	September
univ	university
v	volume
+	continued on later pages

## PERIODICALS AND PUBLISHERS

Am Hist Illus	American History Illustrated
Am lib assn	American Library Association
Am West	American West
Creative educ	Creative Education
I.C.F.P.	International Cultural Foundation Press
Ladies Home J	Ladies Home Journal
Les	Les Femmes
Newsweek	Newsweek
People	People
Saturday Review	Saturday Review
Time	Time
Vogue	Vogue

## A BIOGRAPHICAL INDEX

A **biographical index** lists material about a person's life and indicates the books or periodicals in which they are to be found. Biographical material may include letters, obituaries, articles, books, or collective biographies.

**JIMULLA, VIOLA**, 1878-1966, Yavapai Indian Barnett, Franklin. Viola Jimulla; the Indian chieftess; a biography. Southwest printers '68 43 p. bibliog il pors

1. Who wrote the biography of Viola Jimulla? \_\_\_\_\_
2. Who published the biography and when? \_\_\_\_\_
3. How many pages are in the biography? \_\_\_\_\_  
It includes a bibliog, \_\_\_\_\_  
an il \_\_\_\_\_ and pors \_\_\_\_\_.

(Check the list of abbreviations and the list of periodicals and publishers on page 73 for the complete spelling.)

**POCAHONTAS**, 1595? - 1617, American Indian princess Cox, G.D. American princess in London. il por Am Hist Illus 13:4-7+ 0 '78

4. Who wrote the article about Pocahontas?  
\_\_\_\_\_
5. What is the name of the article?  
\_\_\_\_\_
6. The article can be found in the magazine entitled \_\_\_\_\_  
\_\_\_\_\_, volume \_\_\_\_\_, on pages \_\_\_\_\_.
7. The magazine was published \_\_\_\_\_.
8. The magazine also contains a por \_\_\_\_\_  
and other il \_\_\_\_\_.

CITATIONS ABOUT NATIVE AMERICAN WOMEN

1. What does '71 mean in the citation about Letitia Caldwell?  
\_\_\_\_\_
2. What does ed. mean in the citation about Esther Horne?  
\_\_\_\_\_
3. In the citation about Pauline Johnson, several abbreviations are used. What do they mean?
  - a) bibl \_\_\_\_\_
  - b) il \_\_\_\_\_
  - c) por \_\_\_\_\_
  - d) p \_\_\_\_\_
4. Look at the citations about the following women. Give information about the magazine articles that have been written about them. (Do not use abbreviations.)

Name	Author of Article	Title of Magazine	Date of Publication	Page
a) Maria Tallchief	1)	_____	_____	_____
	2)	_____	_____	_____
	3)	_____	_____	_____
b) Annie Wauneka	_____	_____	_____	_____
c) Buffy Sainte Marie	_____	_____	_____	_____

USING THE BIOGRAPHY INDEX

1. What book was written about:

- a) Molly Brant \_\_\_\_\_
- b) Viola Jimulla \_\_\_\_\_

2. Write the title of the book and the page numbers where you can find information about:

<u>Name</u>	<u>Title</u>	<u>Pages</u>
a) Dolly Smith Akers	_____	_____
b) Amanda Crowe	_____	_____
c) Susan LaFlesche	_____	_____
d) Elaine Ramos	_____	_____

3. Which women have "juvenile literature" written about them?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_
- i) \_\_\_\_\_
- j) \_\_\_\_\_

4. Of the following women, who lived the longest? (Number 1 to 4; 1 is the oldest.)

- a) Sacagawea \_\_\_\_\_
- b) Nancy Ward \_\_\_\_\_
- c) Sarah Winnemucca \_\_\_\_\_
- d) Anne \_\_\_\_\_

5. If the following women are still alive in 1985, how old will they be?

- a) Betty Mae Tiger Jumper \_\_\_\_\_
- b) Buffy Sainte Marie \_\_\_\_\_
- c) Dolly Smith Akers \_\_\_\_\_
- d) Maria Tallchief \_\_\_\_\_

NATIVE AMERICAN WOMEN

F E X T A B U C S A R A H W I N N E M U C C A M M  
 J K W E A S L Z E E T H E L M O N T U R E D T A U R  
 L A D O N N A H A R R I S D E L A E U A M C H R R I  
 B U F F Y S T M A R I E E F E W D R B S I T A I I E  
 E S T H E R H O R N E M Y H P R O S E B U D X A E  
 N A B N U W S O P L Y L E C P N L M R T L E A M L  
 S U A C A S S A R A N Y T E G H L I A M N O T A W  
 U N M J O N K L L B U B H E Y R Y Q T N C M V R R I  
 S O A Z M A C R C I S L G D F H A K Y B C S W T I  
 E S N R S A P Y B E C T I L A P K U Q R Y H K I G  
 T W D J A E R A W N N E R N E K E I N G S L I N H  
 T A A E C Y R I E A G I B N E A R C R E T C H E T  
 E L C M A I E L A D R L I R L J S L I A N D U Z F  
 D A R E J T T E R T O D B E O R O T A G I O V A N  
 P T O N A I S P A N A I S H W W F H R A N C E W O  
 O R W M W E N S U P E L R C I I N L N I G I S F R  
 C E E V E L Y N E X C E L L E N M D T S S A I G O  
 A B N P A R O G R A M M O C N T G L A O O M E R Y  
 H O W A S H I N G T O N R E H U D E A V N N S E C  
 O R O N D A R Y M O N T H L Y I I N S V I T R U C  
 N T I O N M A R Y M U S G R O V E A L B I S V I R  
 T F G E R T R U D E B O N N I N N F I A D C E P A  
 A R T M E N S U S E T T E L A F L E S C H E T T I  
 S N S W E S T E R B I C E H E L A I N E R A M O S  
 A N E B O O K D A N N I E W A U N E K A B E S T R

1. Alice Brown Davis
2. Dolly Akers
3. Evelyn
4. Maria Tallchief
5. Pauline Johnson
6. Sacajawea
7. Wilma Victor
8. Annie Wauneka
9. Buffy St. Marie
10. Gehrtrude Bonnin
11. Mary Musgrove
12. Pocahontas
13. Sarah Winnemucca

14. Womanchief
15. Bright Eyes
16. LaDonna Harris
17. Muriel Wright
18. Roberta Lawson
19. Susette La Flesche
20. Amanda Crowe
21. Elaine Ramos
22. Ethel Monture
23. Maria Martinez
24. Nancy Ward
25. Rosebud
26. Esther Horne

## FAMOUS NATIVE AMERICAN WOMEN

Clues:

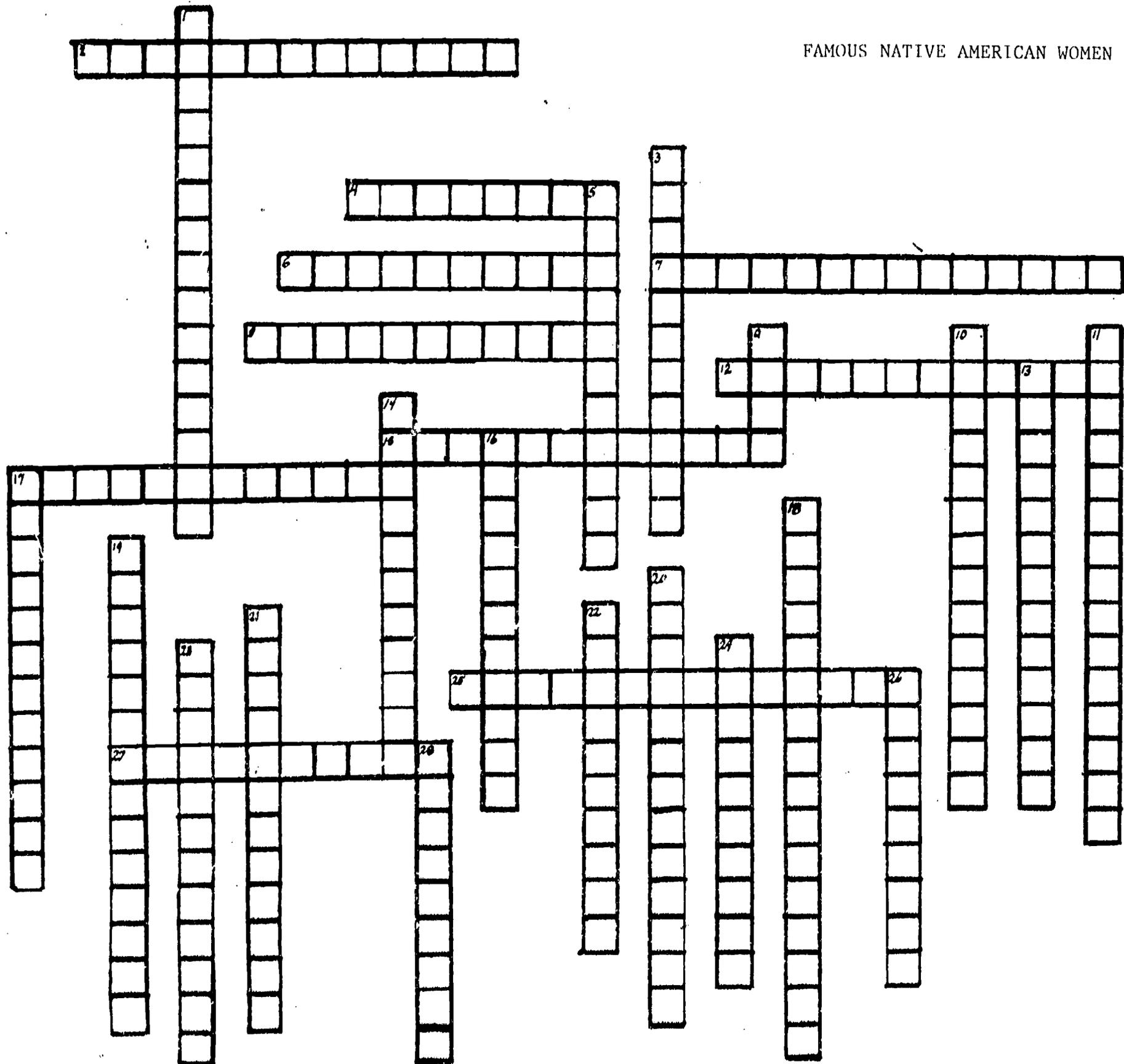
### ACROSS

2. Songwriter and clubwoman
4. Sister of 7 across
6. Mohawk leader
7. Dancer, born 1925
8. Sculptor and wood carver
12. Navaho leader
15. Public Relations Counsel
17. Historian
25. Poet
27. State legislator

### Down

1. Menominee leader
3. Educator and government official
7. Teacher and youth leader
9. Pamunkey chief
10. Leader and physician
11. Pawnee leader
13. Hoopa leader
14. Seminole leader
16. Educator
17. Leader and interpreter
18. Otolaryngologist
19. Author, editor, and lobbyist
20. Government official and leader
21. Singer and songwriter (abbreviate 2nd name)
22. Advocate
23. Chieftess
24. Princess
26. Cherokee leader
28. Guide

FAMOUS NATIVE AMERICAN WOMEN



## FIRST NAMES

Use the Biography Index to help you fill in the blank spaces.

1. Akers, \_\_\_\_\_
2. Bonnin, \_\_\_\_\_
3. Brant, \_\_\_\_\_
4. Caldwell, \_\_\_\_\_
5. Crowe, \_\_\_\_\_
6. Horne, \_\_\_\_\_
7. Jimulla, \_\_\_\_\_
8. Johnson, \_\_\_\_\_
9. Jumper, \_\_\_\_\_
10. LaFlesche, \_\_\_\_\_
11. Lawson, \_\_\_\_\_
12. Monture, \_\_\_\_\_
13. Musgrove, \_\_\_\_\_
14. Peterson, \_\_\_\_\_
15. Ricklefs, \_\_\_\_\_
16. Ramos, \_\_\_\_\_
17. Tallchief, \_\_\_\_\_
18. Victor, \_\_\_\_\_
19. Ward, \_\_\_\_\_
20. Wauneka, \_\_\_\_\_
21. Winnemucca, \_\_\_\_\_
22. Wright, \_\_\_\_\_
23. Yellow Robe, \_\_\_\_\_

## NATIVE AMERICAN TRAVELING TRUNK

This trunk may be booked through E&S. It circulates for one week and must be picked up and returned. Call 279-3271.

### POTTERY:

The white-based pottery is done by 'Dodie Kline, a full blooded member of the Isleta Pueblo, New Mexico, using the coil method but firing in a commercial kiln since the traditional firing technique cannot be utilized in this metropolitan area.

The red-based pottery is done by the Pamunkey potterers using their own native clay from their reservation near King William, Virginia. The fish-shaped pots are decorated and fired in a commercial kiln by the five ladies who constitute the Pamunkey potterers.

Miniature Chinana Jemez

### DOLLS:

Navajo - modern ceremonial - man and woman

### DISPLAY CASE:

Stones, beads, shells, etc.

Jewelry

Indian artifacts - arrowheads, etc.

Knife (Potomac River)

Child's Ball

Nutcracker

Axe

Tomahawk

### BASKETS:

There are several baskets in this collection. One is a Mohawk strawberry basket, called such because it is made to resemble a strawberry with curls and a cap. The basket is made from ash splints. The small sweet-grass basket is also Mohawk and the actual construction of the basket is the same as the splint basket except that sweetgrass is used instead of splints. Sweetgrass baskets are found from Maine to Michigan but other areas utilize various grasses in basketry. The Mississippi Choctaw miniature splint basket is an example of another form of splint basketry since the Mississippi Choctaws, and other south-eastern tribes, use river cane instead of hardwood for splints.

The Papago Indians of Arizona make baskets from the yucca (wild banana) plant. The Devil Claw plant is used for the black design. A little red is sometimes used from the root of the yucca plant. It is a very slow process and is one of the oldest of Indian crafts.

BEADWORK:

A variety of the forms of beadwork is included in the collection:

The beaded hair ties are made using the lazy stitch of beadwork. The beads are strung on thread and stitched into place. It is fairly difficult to create designs with this method.

The daisy chain necklace was made using the Apache technique of creating daisy chains. The difference between the Apache and other techniques is primarily in the use of beads. The daisy chains are created by stringing beads on thread and composing daisy chain figures by manipulating the thread back through the beads.

The corn bead necklace is a very simple form of beadwork utilizing corn beads (Job's tears) and pony beads to create a pleasing pattern.

The beaded headband is an example of loom beading in which designs are created by carefully following patterns.

LEAFLETS &  
BOOKLETS:

"The First Americans"

"Indian Arts and Crafts"

MISCELLANEOUS:

The woven sash is created on the Inkle loom by Linda Russell. Woven belts are particularly useful for use with various tribal outfits.

The ojo (God's Eye) was created by Vern Halley, a Tigua from Texas. This artform came from the Huichol Indians of Mexico and was absorbed by many Indian tribal groups as well as other Americans. The tribal groups have created several variations of the ojo, and the sample is of a four stick-based ojo. Other variations include the beautiful dawa which combines Hopi surface symbols with Navajo weaving.

Sand painting

Display Labels & Felt

Wooden Peacepipe

TROLL KITS:

Chief and Leaders

Around Indian Campfires

First Americans

Indian Tribes

COLORING BOOKS:

Native American Coloring Book (Boy)  
Native American Coloring Book (Girl)

POSTERS: Indian Power - Shenandoah Productions.

NATIVE AMERICAN SOURCES OF INFORMATION

American Indian Culture Research Center  
Blue Cloud Abbey  
Marvin, South Dakota 57251

American Indian Folklore Assn.  
13612 Saigon Lane  
Santa Ana, California 92705

American Indian Historical Society  
1451 Masonic Ave.  
San Francisco, California 94117

American Indian Law Center  
University of New Mexico  
School of Law  
Albuquerque, New Mexico 87106

American Indian Movement  
1209 Fourth St., S.E.  
Minneapolis, Minnesota 55414

American Indian Scholarships  
P.O. Box 1106  
Taos, New Mexico 87571

American Indian Study Center  
113 South Broadway  
Baltimore, Maryland 21231

Association of American Indian Affairs  
600 New Hampshire Ave., N.W.  
Washington, D.C. 20037

Arrow Inc. Foundation  
American Indian Affairs  
1000 Connecticut Ave., N.W.  
Washington, D.C. 20036

American Indian International Development Corp.  
735 15th St., N.W.  
Washington, D.C. 20005

American Indian Lawyer Training Program, Inc.  
1712 N St., N.W.  
Washington, D.C. 20036

American Indian National Bank  
1701 Pennsylvania Ave., N.W.  
Washington, D.C. 20006

American Indian News Photo Service  
National Press Building  
Washington, D.C. 20045

Baltimore Indian Education Project  
Lombard Jr. High School  
Baltimore, Maryland

Charles County Indian Education Project  
121 Jenkins Drive  
Indian Head, Maryland 20640

Cherokee National Historical Society  
P.O. Box 515  
Tahlequah, Oklahoma 74464

Commission on Ethnic Affairs  
2525 Riva Road  
Annapolis, Maryland 21401

Council for Native American Indian Progress  
280 Broadway, Suite 316  
New York, New York 10017

Crazy Horse Memorial Foundation  
Crazy Horse  
Black Hills, South Dakota 57730

Creek Indian Memorial Association  
Creek Council House Museum  
Okmulgee, Oklahoma 74447

Enoch Pratt Library  
Maryland Room  
400 Cathedral Street  
Baltimore, Maryland 21201

Ethnic Directory  
Greater Baltimore Committee, Inc.  
Suite 900  
Two Hopkins Plaza  
Charles Center  
Baltimore, Maryland 21201

Institute of American Indian Arts  
College of Santa Fe Campus  
Alexis Hall  
St. Michaels Drive  
Santa Fe, New Mexico 87501

Inter-Tribal Indian Ceremonial Association  
Box 1  
Church Rock, New Mexico 87311

Lutheran Social Services  
5121 Colorado Avenue  
Washington, D.C. 20011

Montgomery County Indian Education Project  
Montgomery County Public Schools  
Sligo Junior High School  
1401 Dennis Avenue  
Silver Spring, Maryland 20902

National Congress of American Indians  
202 E St., N.E.  
Washington, D.C. 20002

National Indian Council on the Aging  
1828 L St., N.W.  
Washington, D.C. 20036

Ohayo Resource Center  
2301 Midwestern Parkway, Suite 214  
Wichita Falls, Texas 76308

Piscataway Indian Nation  
Prince George's County  
15638 Livingston Road  
Accokeek, Maryland 20607

United Native Americans  
7787 Earl Court  
El Cerrito, California 94530

U.S. Department of Interior  
Bureau of Indian Affairs  
Washington, D.C. 20402

Women of All Red Nations  
P.O. Box 2508  
Rapid City, South Dakota 57709

ALASKA NATIVE SOURCES OF INFORMATION

Alaska Federation of Natives  
1577 C St., Suite 304  
Anchorage, Alaska 99501

American Indian/Alaska Native Nurses Association  
P.O. Box 3908  
Lawrence, Kansas 66044

Alaska Yukon Pioneers  
706 N.E. 198th St.  
Seattle, Washington 98155

Association of American Indian and Alaska Native  
Social Workers  
410 N.W. 18th St., No. 101  
Portland, Oregon 97209

Manilag Association  
P.O. Box 256  
Kotzebue, Alaska 99752

NATIVE AMERICAN PERIODICALS

Blue Cloud Quarterly

Benet Tvedten  
Marvin, S.D. 57251

quarterly, \$2.00  
High school

Poems, Indian legends, and stories by writers of Indian descent.

Daybreak Star

United Indians of All Tribes Foundation  
Daybreak Star Press  
Indian Cultural Center  
Discovery Park  
P.O. Box 99253  
Seattle, Wash. 98199

monthly, \$5.00  
elementary, Grades 1-6

Legends, games, and puzzles.

Quarter Moon

United Indians of All Tribes Foundation  
Daybreak Star Press  
Indian Cultural Center  
Discovery Park  
P.O. Box 99253  
Seattle, Wash. 98199

quarterly, \$5.00  
primary, Grades 1-3

Legends, games, puzzles.

## SELECTED BIBLIOGRAPHY

The purpose of this selected bibliography on Native American and Eskimo people is to assist media specialists in the updating of their existing collections. A conscious effort has been made to cite media materials printed since 1975 that are not stereotypical.

This bibliography is a compilation of media approved by the media specialists of Montgomery County Public Schools (MCPS), in accordance with the guidelines set forth in Evaluation and Selection of Instructional Materials Equipment, Summer 1974.

The selections are arranged by Dewey Classification, citing the author, title, place of publication, publisher, copyright date, type of nonprint, price, and grade level. The BATAB number is provided for the convenience of MCPS media specialists when ordering the materials. Due to inflation, prices are subject to change.

### Abbreviations Used in Bibliography

bk	book
ch	chart
ct	cassette tape
d	disc
dm	ditto master
E	easy
F	fiction
fs	filmstrip
fs/s	filmstrip/sound
gd	guide
hb	handbook
in	inch
o.p.	out of print
p	page
pb	paperback
ph	photograph
prof	professional
pseud	pseudonym
rd	record
ref	reference
rev	revised
rpm	revolutions per minute
sl	slide
tg	teacher's guide
tr	transparency
wk	workbook

## CRITERIA FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS ON MINORITY GROUPS

1. What is the purpose, theme, or message of the book? How well does the author accomplish this purpose?
2. If a nonfiction book, is the material factually accurate and objective in presentation, or is it an authentic presentation of a particular point of view?
3. Will the reading of the book result in more compassionate understanding of human beings?
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?
5. Does it present a positive picture of the role of women and avoid stereotyping?
6. Does a story about modern times give a realistic picture of life as it is now?
7. When factual information is a part of the story, is it presented accurately?
8. Are characters created with individual human qualities or are they stereotypes of any cultural group?
9. Does the book offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?
10. Where appropriate, does it treat minority groups in a way that highlights their problems and their contributions?
11. Is dialect authentic or is it overdrawn and inconsistent, giving a false author-created dialect or false idiom?
12. Is the book free from derisive names and epithets that would offend minority groups?
13. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex education, religion, or philosophy in any inimical way?
14. Are the illustrations realistic to the story?
15. Do the illustrations avoid stereotypes?
16. Are the illustrations appropriate to the age and grade level?
17. Do the illustrations portray realistic human qualities?

18. With respect to controversial materials, are the sources, purposes, and points of views readily identifiable?
19. Is prejudicial appeal readily identifiable? Excessive emotionalism?

Adapted from Evaluation and Selection of Instructional Materials and Equipment. Rockville, Md., Department of Instructional Resources, Montgomery County Public Schools, 1974.

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Grades Pre-K-3. BATAB 54282258X \$5.28
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