Native American Research Project
Connecting Cultural Concepts across Time

INTRODUCTION
This project is designed to help you learn about Native Americans, their culture and history. You and a partner will do basic research on the early nations and then select an Indian group that later came to reside in their area. It will be interesting to note whether there are ANY similarities in how the group’s culture is expressed whether that be through creation beliefs, celebrations, daily practices, societal organization, architecture, interactions with other Indian groups, etc… This is a major project and therefore serves as a unit assessment. The score you earn from this project can help balance the grade you earn(ed) on the unit test.

DIRECTIONS
First you will be assigned a partner to work with. You and your partner will then be assigned a number that corresponds to the regions and groups listed below. You and your partner will equally divide up all of the research, project design planning activities, and project construction. Finally, you will help each other explain the project and what you learned to the class in a “poster presentation” style session. Specific directions and suggestions about the research requirements, project ideas and execution, and the presentations can be found at the end of this document.

1. Hohokam Region
   Hopi
   Pima
   Zuni

2. Anasazi Region
   Navajo
   Arapaho
   Pueblo

3. Mound Builders Region (Adena, Hopewell, Mississippians)
   Miami
   Shawnee
   Chickasaw
   Creek
   Cherokee

4. Iroquois League Region
   Delaware
   Susquehanna
   Powhatan
   Huron

Research & Research Requirements
Research on Indian nations should be deep, comprehensive and insightful. In other words, the researcher should learn a significant number of facts about their selected group that will lead to the development of a creative and comprehensive product designed to teach others what has been learned. Ideas include: location, environment, daily life, division of labor, gender roles, the life of a child, relations both within and between selected nation and others, significant events in history, creation stories and other religious ideas, interaction with European settlers/discoverers, unique cultural practices other than religion, and diet. The list of potential categories is too long to list and will likely be driven by your research.
Project Design, Execution and Presentation

First you will select a “product” of some sort that demonstrates your knowledge and provides a medium in which to share it. This can be a poster, children’s book, professional looking PowerPoint (in other words you need to spend some time on this), fictional history short story (combination of made up events or storyline that embeds real history of the Indians you selected), diorama, mobile, skit/play acted out by 2 or more actors with 3 or more characters.

You will complete your research, develop a product idea, and then use a combination of class-time and out-of-school time to work on it. Presentations should begin on Monday, October 31. Your product will be used to conduct a “poster-style” presentation – people can walk around and view your product with a brief explanation/presentation given by you of what you learned and a walk-through of your presentation.

**Grading:**
You will be graded on the quality of your research, the creativity and professionalism of your product development, and your general knowledge of the topic (your ability to explain what you know).

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimal</th>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
<th>Superior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>(0-1) Little research knowledge present</td>
<td>(2-3) Some basic details researched</td>
<td>(4-6) A basic level of documenting the group’s history and culture are evident.</td>
<td>(7-8) Students documented the assigned group’s history and culture with a fine level of precision.</td>
<td>(9-10) Outstanding, comprehensive and professional documenting of the group’s history, and culture including small details that add to the researcher’s overall knowledge and perspective.</td>
<td>(0-10)</td>
</tr>
<tr>
<td>Product</td>
<td>(0-2) Product lacks any meaningful communication of ideas.</td>
<td>(3-6) Some basic ideas and facts presented.</td>
<td>(7-12) An adequate level of communication of ideas present.</td>
<td>(13-17) Product communicates a high level of knowledge about the researched topic and is creative in concept.</td>
<td>(18-20) Outstanding approach to communicating knowledge where creativity is obvious and matches the idea, message, or theme.</td>
<td>(0-20)</td>
</tr>
<tr>
<td>Presentation - Knowledge of Topic</td>
<td>(0-2) Student knows little or nothing about topic.</td>
<td>(3-6) Student is able to share only basic and sporadic concepts.</td>
<td>(7-12) Student is able to share an adequate amount of information.</td>
<td>(13-17) Student explanation is deep and thorough.</td>
<td>(18-20) Student explanation is approaching the expert level.</td>
<td>(0-20)</td>
</tr>
</tbody>
</table>

**Total** | 50 pts. possible