

Welcome to Thinkport's Student Activity Center! Your teacher has directed you to this student activity to help you learn more about the topic you are studying.

Title: Werowance, Tayacs and Witchotts Oh My!

Audience: Middle

Duration: 45 Minutes

Subject Area(s):

Language Arts

Social Studies

Grade Level(s): 4,5,6,7,8

Student Directions:

The village Werowance is preparing to give the yearly gift to the tayac, the most powerful chief in the area. What is a Werowance and what will the village receive in return for the gift? Today you will have an opportunity to visit a Woodland Indian Village and find the answers to these and other questions about life in a Maryland Woodland Village.

The Students will:

be able to describe the houses, villages, crops, traditions and daily life of the tribes of the Woodland Indians.

- Crops: corn, squash, beans
- Natural Resources: trees, water
- Village: Palisade, witchotts

The Students will:

be able to identify different roles that people played in the Woodland Indian culture.

- Werowance, tayac, water gatherers, trackers and hunters, planters and harvesters

1.0 History: Students will examine significant ideas, beliefs and themes; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

Grade 4

1. Describe Native American societies indigenous to Maryland
- b. Describe the daily life of various Native American societies indigenous to Maryland before contact with Europeans.

4.0 Writing: Students will compose effective expressive, informational, and persuasive writing

Grade 8

A. Writing

1. Use the writing process to respond to teacher-created prompts involving reactions to literary passages and/or real-life situations
- a. Generate and narrow topics by considering purpose, audience, and form

4.0 Writing: Students will compose effective expressive, informational, and persuasive writing

Grade 4

3. Write to Inform
- b. Compose a summary of a text

As you tour this interactive, imagine that you have been transported back in time to the Woodland Indian Village. You will ask a village member to answer the questions in the Woodland Indian Village Interview worksheet as you explore their village. Use the information on the site to answer the interview questions on the worksheet.

Woodland Indian Village Interview worksheet [\(View\)](#)

Directions: Use the link below to identify the time period when the Woodland Indians lived in Maryland before the colonists. Complete number 1 on your "Woodland Indian Village Interview" worksheet.

Maryland Roots Timeline

From the Maryland roots online field trip library, this is a timeline that defines the time periods for each section of the online field trip.

<http://mdroots.thinkport.org/library/timeline.asp>

When did Woodland Indians arrive in the land which would become Maryland? When did colonists first arrive in Maryland?

Directions: Now, you will learn about life in a Woodland Indian Village as you explore the Visit a Woodland Indian Village interactive. As you explore the site, you are responsible for learning about the different roles that people played in the Woodland Indian culture, what daily life was like in the village, the physical features of the village, what crops were raised and what natural resources the tribe depended upon for survival. Use the link below to open the Maryland Roots online field trip. Select "The Land and Its People". Then choose "Visit a Woodland Indian Village" and begin the interactive. When the next page appears, click on the "start" button to go to the Woodland Indian Village interactive map. Once you are on the map, double click on the labels on the engraving of the village. Complete the "Woodland Indian Village Interview" worksheet using facts from this interactive.

Visit a Woodland Indian Village

Travel back in time and visit a Woodland Indian Village to find out how the tribal members lived, worked, played and survived before the first colonist arrived.

http://mdroots.thinkport.org/default_flash.asp

What was life like in a Woodland Indian Village?

After you have completed the worksheet, use the information you collected in your interview to write A Day in the Life paragraph from the viewpoint of the chief (Werowance). The description should include the following information:

- A description of the village including the palisade and witchotts
- A description of the crops grown in the village

- An explanation of how water and trees are used in the village
- An explanation of the role of the werowance, tayac, water gatherers, trackers and hunters, and planters and harvesters
- One or two free choice descriptions, or explanations, of the village itself or daily life of the village members

Directions: Use this rubric to make sure you get the best grade possible on your descriptive paragraph.

Woodland Indian Village Rubric [\(View\)](#)

Woodland Indian Interview Worksheet teacher version [\(View\)](#)

Activity Signature

Author: Laurel Blaine

Modified by: MPT