

Welcome to the Teachers' Instructions area for this student activity. Here you'll find directions and suggestions for using this activity along with the materials you need to evaluate your students' work.

**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

### **Teacher Directions:**

In this activity, students will explore the Visit a Woodland Indian Village Web site to learn about the daily life and culture of the Woodland Indians. Students will collect information by answering a series of interview questions. Students will use the information they have collected to write a description of the village and the Indians' daily life from the viewpoint of a member of the Woodland Indian tribe.

This activity can be completed using a variety of technology configurations. If a computer lab is available, students can access the activity, worksheets and web pages through Thinkport.

Another option would be to display the activity and Web page on a classroom computer with a projection device. In this case, students will need a copy of each worksheet.

### **Focus for Media Interaction**

The focus for viewing the Visit a Woodland Indian Village interactive is for students to collect information about the village, crops, natural resources, daily life and the roles people played in the Woodland Indian culture.

### **Viewing Activity**

Explain to students that they are going to imagine that they have been transported back in time to a Woodland Indian Village. While they are in the village, they will learn about the village, the common crops, and the natural resources available. Additionally they will be using this site to research and collect information about the different roles people played and the daily life of the members of the Woodland Indian tribe. This information will be collected by interviewing a member of the village. Tell students to open the Visit a Woodland Indian Village link under The Land and Its People section of the Exploring Maryland's Roots Web site. This link may be found at this location: [http://mdroots.thinkport.org/default\\_flash.asp](http://mdroots.thinkport.org/default_flash.asp). Explain to them that they will be using this site to research and collect information about the different roles people played and the daily life of the members of the Woodland Indian tribe. Tell students to click on the "Begin the Interactive" button. When the next page appears, they will click on the "start" button to go to the Woodland Indian Village interactive map. Once on the site, students will use their mouse to move the cursor over the drawing

of the village. Explain that students should double click on the names of the objects in the village to access detailed information about how the Woodland Indians of Maryland lived, worked, played and survived in the village. The objects will appear highlighted when they have clicked on them. Tell them that when they have finished reading, they should click on the "Back to the Engraving" button to return to the drawing. Ask them to open up the Woodland Indian Village Interview worksheet (or pass out copies of the handout to students) and have them collect information about the village and the Woodland Indians as they answer the interview questions on the worksheet.

### Postviewing Activity

1. After students have answered the interview questions, ask them to use the information they collected 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, a 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

Students can plan their paragraph using a copy of the deBry engraving which is provided in PDF format with text boxes. Students (or the teacher) should print out copies of the engraving for students to use as a graphic organizer.

### Extension Activity

Have students pretend that the people from the Woodland Indian Village have been transported into their lifetime. Ask the students to take on roles of the Indians and compare and contrast life in a Woodland Indian Village to that of students' current day lives.

### **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](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:** Print a copy of the deBry engraving of the village using the link below. Use the boxes on the engraving to help you plan your descriptive paragraph on a day in the life of a werowance.

### Village Engraving

This copy of the DeBry engraving of the Woodland Indian Village is offered in PDF format with text boxes for student work.

<http://mdroots.thinkport.org/interactives/indvillage/pdf/debry.pdf>

What is the daily life of a werowance like?

**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 [\(View\)](#)

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Activity Signature

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