



Up-Lifting Learning
with Mrs. S-O

• **NYS SOCIAL STUDIES FRAMEWORK** •

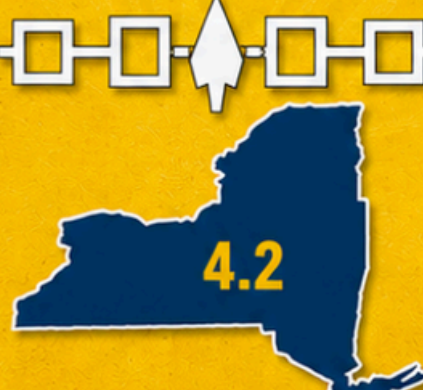
4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT

WITH A FOCUS ON

THE HAUDENOSAUNEE / IROQUOIS

Full Unit
Maps
Informational Texts

★ ★ ★



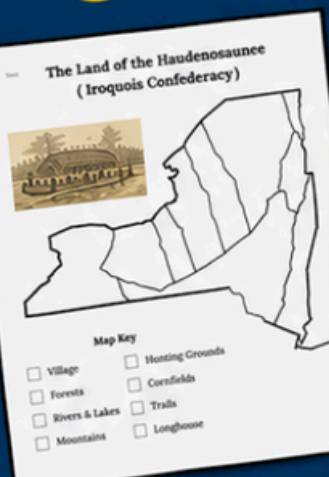
4.2

Over
100 Pages!

★ ★ ★

✓ **ASSESSMENTS**

**The Land of the Haudenosaunee
(Iroquois Confederacy)**



Map Key

☐ Village	☐ Hunting Grounds
☐ Forests	☐ Cornfields
☐ Rivers & Lakes	☐ Trails
☐ Mountains	☐ Longhouse

**Haudenosaunee Natural Resources
and Their Importance**

Write three natural resources used by the Haudenosaunee.

Corn	
Fish	
Maple Trees	
Deer	

✓ **BUILD THINKING
SKILLS**

Haudenosaunee Life in the Longhouses

Answer the questions in complete sentences.

- What were longhouses made of and how were they built?
- How did longhouses help Haudenosaunee families and communities?
- How was daily life organized inside a longhouse?
- What responsibilities did men, women, and children have?

✓ **ENGAGING
ACTIVITIES**

**Haudenosaunee Confederacy
The Great Law of Peace**

Fill in the chart using information from the text.

Element	Description	Importance Today
Peace		
Strength in Unity		
Respect for Nature		
Decision Making		

**Haudenosaunee Interdependence
The People and Their Environment**

Complete the chart.

Aspect of Environment	How It Was Used	How It Was Respected and Protected
Land		
Water		
Forests		
Animals		

NO PREP • PRINT & GO • ANSWER KEY INCLUDED

This complete Grade 4 Haudenosaunee (Iroquois) social studies unit is fully aligned to the New York State Social Studies Framework 4.2. Students gain a deep understanding of the People of the Long House through engaging lessons, mapping, discussion, and research-based investigations of Haudenosaunee lifestyle, including daily life, resource use, and cultural practices. This unit is classroom-ready, standards-aligned, and designed to build strong content knowledge through meaningful, student-centered learning.

Name: _____ Date: _____



Before We Start



Draw what comes to mind when you read the words
Indian, Haudenosaunee, Native American & Iroquois.

You may draw one large picture, or multiple smaller ones. There is no
right answer... just what you think!

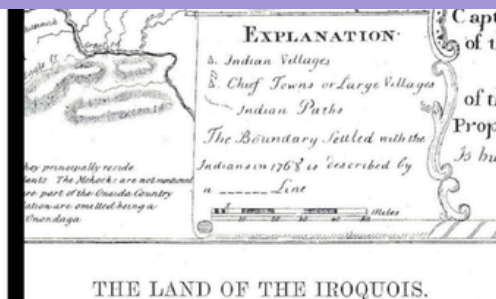
Physical Features of New York State



"A mappe of Colonel Romer's voyage to ye 5 Indian Nations" 1770.

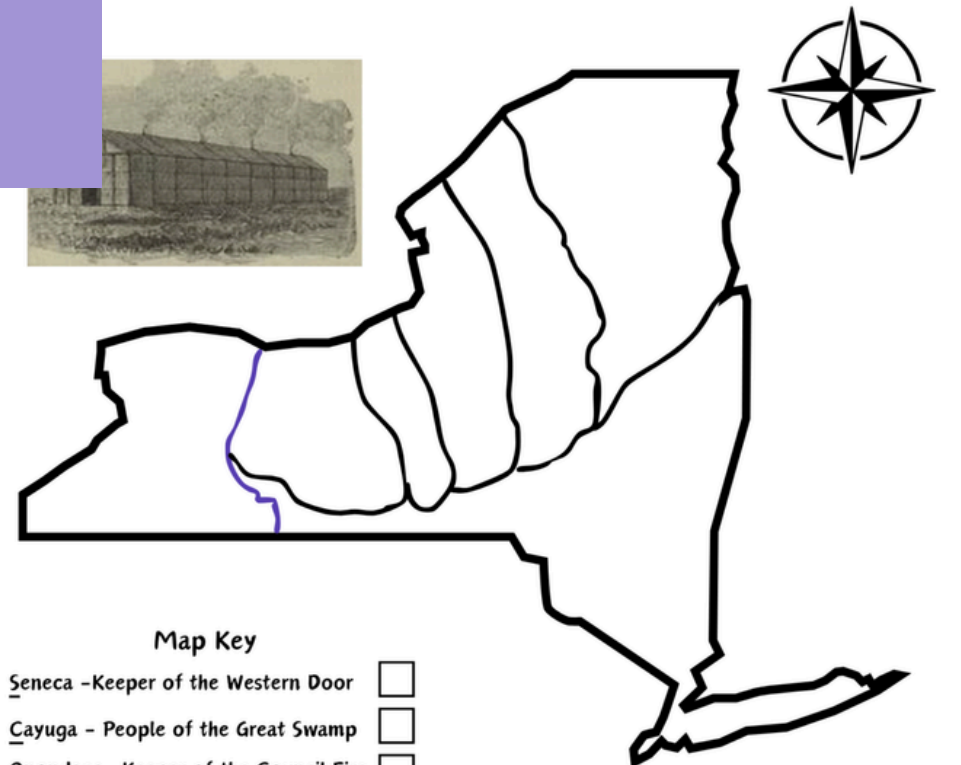


Maps to Analyze Primary Source Maps



Name: _____ Date: _____

The Land of the Haudenosaunee The People of the Long House ~~~~~ The Iroquois



- Map Key
- Seneca - Keeper of the Western Door ☐
 - Cayuga - People of the Great Swamp ☐
 - Ondaga - Keeper of the Council Fire ☐
 - Oneida - People of the Standing Stones ☐
 - Mohawk - Keeper of the Eastern Door ☐
- The Five Nations or The Iroquois Confederacy

SCOOM

Name: _____ Date: _____



Hiawatha and the Peacemaker

Words by Robbie Robertson - Pictures by David Shannon

The People of the Long House ~~~~~ The Iroquois

Part 1: Read from the beginning to the page that says "And so Hiawatha came to tell the story of the Great Peacemaker", then answer these questions.

What happened to Hiawatha at the start of the story?

What did Hiawatha do when he was angry?

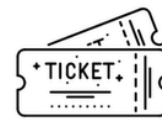
What happened at the White Pine?

Part 2: Read from the page that says "And so Hiawatha came to tell the story of the Great Peacemaker", then answer these questions.

What did Hiawatha do when he was angry?

What is the message of the Great Law?

Part 3:



Name: _____ Date: _____

Why do you think different groups of people have different kinds of governments (ways of making rules and laws)?

Name: _____ Date: _____



Haudenosaunee Government

The People of the Long House ~~~~~ The Iroquois

Fact to remember: "The Haudenosaunee Grand Council is the oldest government institution still in existence in North America." National Museum of the American Indian

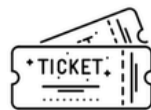
Date: _____

Haudenosaunee - Government Comparison with Mantaukett

are part of the Algonquian language speaking group. Their native

Government

The Story of the Great Peace



Name: _____ Date: _____

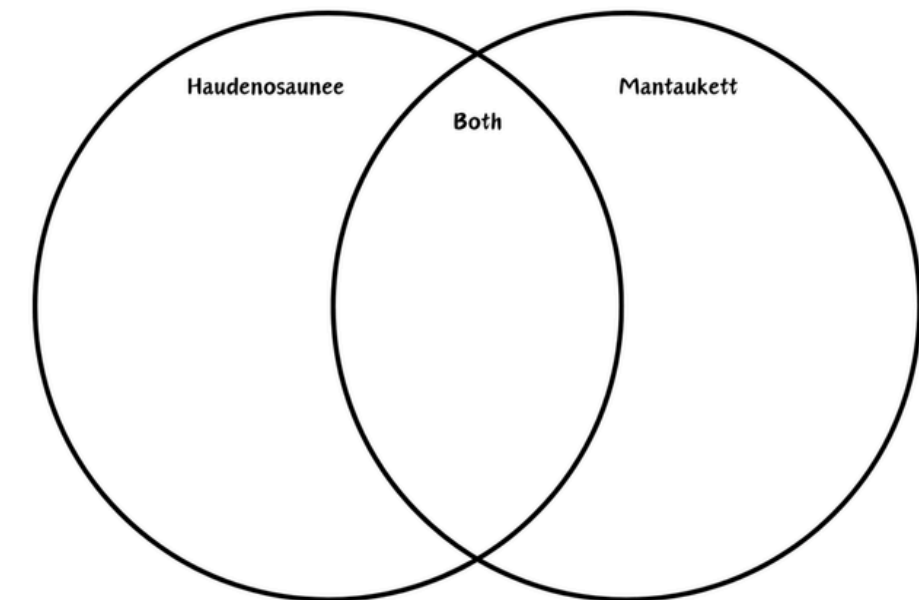
What is the message of the Great Law?



Who?	
What?	
When?	
Where?	
Why?	
How?	

would agree.

How are the Haudenosaunee and Mantaukett's governments alike? How are they different?



Clan Mothers

Research Investigation student pages to learn about:

- Three Sisters
- Longhouse
- Hunting & Fishing
- Clothing
- Farming
- Ceremonies & Celebrations
- Wampum
- Family Structure
- Transportation

The image displays a collection of overlapping educational worksheets from a project titled "Haudenosaunee Investigation". The worksheets include sections for "The People of the Long House ~~~~~ The Iroquois", team topics like "The Three Sisters", and various questions such as "What materials were used to make longhouses?", "What was the average size of longhouses?", "What did the outside of the longhouse look like?", and "If you lived in a longhouse, who would live with you?". Each worksheet features a table with columns for "Source" and "Answer". A prominent purple banner at the bottom right contains the text "Rubric for Infographic Created to Present Research". Below this banner, a portion of a rubric table is visible, showing criteria like Content, Design / Graphics, and Mechanics with corresponding performance levels.

Haudenosaunee Investigation
The People of the Long House ~~~~~ The Iroquois
Your team's topic is The Three Sisters

Questions #1: What are the Three Sisters?

Source	Answer

Question #3: What are some ways the Haudenosaunee use the Three Sisters?

Source	Answer

Haudenosaunee Investigation
The People of the Long House ~~~~~ The Iroquois
Your team's topic is _____

Questions #1: What materials were used to make longhouses?

Source	Answer

Questions #2: What was the average size of longhouses?

Source	Answer

Question #3: What did the outside of the longhouse look like?

Source	Answer

Question #4: What did the interior of the longhouse look like?

Source	Answer

Question #5: If you lived in a longhouse, who would live with you?

Source	Answer

Haudenosaunee Investigation
The People of the Long House ~~~~~ The Iroquois

Infographic Rubric

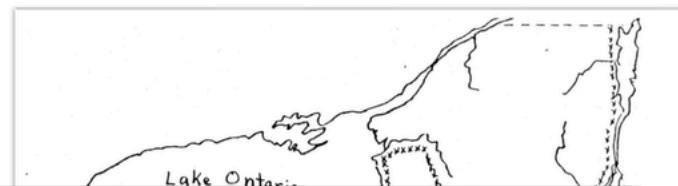
Topic: _____ Score: _____

Group Members: _____

Criteria	Highly Developed 4	Developed 3	Emerging 2	Initial 1
Content	Topic is written about with excellent details and several examples.			
Design / Graphics	All graphics are appropriate to the topic and helpful to the reader. The layout is attractive and fits the topic and is easy to read. Color and font are used to enhance presentation.			
Mechanics	Only 1 or 2 misspellings or grammatical errors that do not impact readability.	Only 3-4 misspellings or grammatical, but the text is still easily understood.	Four-5 misspellings and grammatical errors, some of which impact readability.	More than 5 misspellings or grammatical errors. Errors make text difficult to understand.

Rubric for Infographic
Created to Present
Research

The image displays a collection of educational materials for a Haudenosaunee investigation. At the top left is a title page with a form for 'Name: _____' and 'Date: _____'. The title is 'Haudenosaunee Investigation' in a bold, serif font, followed by the subtitle 'The People of the Long House ~~~~~ The Iroquois'. Below this is a 'Presentation Notes' section with a large, empty rectangular box. To the left of this box is an illustration of three corn cobs tied together, labeled 'The Three Sisters'. In the center is an illustration of a drum with a beater, labeled 'Ceremonies & Customs'. To the right is an illustration of a person in traditional dress, labeled 'Clothing'. Below these are two more topic cards. The first is labeled 'Transportation' and features an illustration of a birch bark canoe. The second is labeled 'Farming' and features an illustration of a wooden plow. A large, purple, semi-transparent banner with the text 'Presentation Note Catcher' in white, sans-serif font is overlaid across the middle of the collage.



A resolution in opinions on matters adopted by both resolutions are often

Name: _____ Date: _____

You can play as individuals or as teams. You can have as many players as you like.

Traditionally, the bowl would have been made from wood and nuts or peach pits would have been used. This game was often played at the Mid-Winter Festival.

Well organized student work and activity pages.

Directions to make 2 games!

The People of the Long House ~~~~~ **Th**

How did these Native Americans use the environment to

Needs ↓	Haudenosaunee	

Name: _____

Hauden
The People of

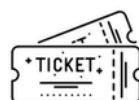


Well orga

[illegible]

Fun & Games
Items made as toys, or

Items made as toys, or



Name: _____ Date: _____

Explain what we learned today in a way you think a first grader would understand.

[illegible]

I HAVE...

Seneca.

I HAVE...

Mohawk.

Seneca.

Mohawk.

Name: _____ Date: _____

Your assessment for the Haudenosaunee unit will be on _____

Use all your packet that we worked on in class to help you prepare.

You will need to know:

- the location of each tribe on a map.
 - the summary of the story of the Great Peace (using SWBST).
 - the Haudenosaunee are also known as the Iroquois.
- Haudenosaunee means People of the Longhouse.
- Specific items from nature and explain how they were used to meet wants and needs.
- What the Three Sisters are and why they were planted together.
- The Constitution was influenced by the Great Law.

The Haudenosaunee are also known as _____.

Haudenosaunee means

Part of Nature the Haudenosaunee used
to meet a need or want – be specific.

How the Haudenosaunee used it –give details.

Name: _____ Date: _____

Review Game – I have... Who has...

The Five Nations or The Iroquois Confederacy



Summarize the Story of the Great Peace

somebody	wanted	but	so	then

Most Haudenosaunee celebrations and ceremonies had to with _____.



It? Why was it your favorite?

Which unit? Why was it your least favorite?



Is there anything I could have done to help you more with learning during this unit?

canoe - dug

WHO

how the Haude
on



Seneca Lake,
Moh

WHO

the major high
what was one
west Haude

I HAVE...

People of the Longhouse.

WHO HAS...

the Keeper of the Western Door?

I HAVE...

WHO HAS...

I HAVE...

WHO HAS...

I HAVE...

WHO HAS...