

# Great Native American Nations

<b>Episode 1</b>	<b>Cheyenne: Indians of the Plains</b>
<b>Episode 2</b>	<b>Iroquois: Indians of the Northeast</b>
<b>Episode 3</b>	<b>Lakota Sioux: Indians of the Plains</b>
<b>Episode 4</b>	<b>Navajo: Indians of the Southwest</b>
<b>Episode 5</b>	<b>Seminoles: Indians of the Southeast</b>
<b>Episode 6</b>	<b>Shawnee: Indians of the Midwest</b>

## Maryland Voluntary State Curriculum 2003

- Social Studies
  - Grade 3
    - 02. GEOGRAPHY : Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. Students will use geographic concepts and processes to understand location and its relationship to human activities.
      - A. Geography
        - 02. Indicator Statement: Explain the similarities and differences of communities using geographic characteristics
          - a. Describe how natural/physical and human-made features affect the ways that people live and work, and the population distribution of a region
- Social Studies
  - Grade 3
    - 02. GEOGRAPHY : Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. Students will use geographic concepts and processes to understand location and its relationship to human activities.
      - A. Geography
        - 02. Indicator Statement: Explain the similarities and differences of communities using geographic characteristics
          - c. Describe how natural/physical and human-made characteristics of a region change over time
- Social Studies
  - Grade 3
    - 02. GEOGRAPHY : Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. Students will use geographic concepts and processes to understand location and its relationship to human activities.
      - A. Geography
        - 03. Indicator Statement: Describe how transportation and communication networks link places through the movement of goods, ideas and people
          - b. Identify reasons for the movement of people from one region to another

















- Social Studies
  - Grade 6
    - 05. PEOPLES OF THE NATIONS AND WORLD: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.
      - A. Peoples of the Nations and World
        - 01. Indicator Statement: Describe characteristics that are used to organize people into cultures
          - a. Describe and compare the elements of culture, such as art, music, religion, government, social structure, education, values, beliefs, and customs, from civilizations in world history
  
- Social Studies
  - Grade 6
    - 05. PEOPLES OF THE NATIONS AND WORLD: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.
      - A. Peoples of the Nations and World
        - 02. Indicator Statement: Explain how cultural diffusion influenced the development of cultures in world history
          - a. Describe factors that resulted in cultural diffusion, such as trade, conflict, and migration