



THE INSTITUTE FOR  
**AMERICAN INDIAN STUDIES**  
*museum & research center*

## Activity Ideas For *The Hartford Courant's* "News in Education" Articles

The Institute for American Indian Studies' Education Department has been writing articles for *the Hartford Courant's* "News in Education" website. The activities below go along with the articles, which are aligned with Common Core Standards and are intended for various reading levels. Please feel free to modify the activities to fit your situation. Questions or comments can be directed to [education@iaismuseum.org](mailto:education@iaismuseum.org). Thank you for the important role you play in our communities.

Link to Articles: <https://www.nieonline.com/courantnie/iais.cfm>

### **Article 6: "We're All in This Together: Life in an Algonkian Village of the Eastern Woodlands"**

Suggested Reading Level: Grades 3-5

- *What is Community?* Have students draw or describe what comes to mind when they hear the word "community."
  - How do people know if they are part of a community?
  - How do people treat each other in a community?
  - What are some of the important tasks that need to be completed in a community?
  - Who is responsible for doing the various tasks?
  - How can people in a community be encouraged to work together?
  - Are there any important rules for a community to run smoothly? If so, how can people be encouraged to follow the rules?

- *Community Comparisons:* There are several activities you could have students do to help them compare their communities with the community described in this article. You might have to help them define what a community is and what it means to be a part of a community. Here are several different options in order of their difficulty:
  - Have students fill out the following worksheet (insert link to worksheet created for Facebook video) and discuss.
  - Have students create a list of responsibilities that need to be completed around their home, school, or town/city. You could also have them think bigger and think about the national or global community. Discuss who does what, and what happens if those things don't get done.
  - Have students complete a venn diagram comparing their communities with the one described in the article. What are some similarities and what are some differences?
  - Have students write a paragraph comparing their community to the one described in the article. What are some similarities and what are some differences?
  
- *Thank You Letters:* Particularly in a time of many challenges, have students write a thank you to someone who is helping their community thrive.
  - It might be helpful to give them a list to choose from. They could write it to a family member, a teacher, a health care worker, a grocery store employee, a custodian, a news anchor, or a public official.
  - If possible, have students address and send their thank you notes to an actual person, whether electronically or by mail.