

NATIVE PEOPLES

What is important in Native American culture?

Social Studies

Grade Level: 2-3

INTRODUCTION:

On this Expedition, your students will explore the question, “What is important in Native American culture?” by learning about Native Peoples’ connection to the landscape through the seasonal round and legends. They will explore the variety and tradition of designs in Native American artwork and make connections between those traditions and their own.

SUMMARY:

Pre-Visit Activities:

1. Read the book, *Brother Eagle, Sister Sky*; have students draw and describe a part of nature that is important to them and discuss Native Peoples’ view of the land
2. Have students bring or talk about something that is important to them and which they spend a great deal of time on; relate this to Native American artwork
3. Read Native American legends

Museum Visit Activities:

1. In the exhibit, students will compare the way early Native Americans utilized the seasonal round to the way which we live today
2. In *By Hand Through Memory*, students will locate a variety of different beaded items, choose a favorite piece, and imagine, “Why do you think someone made this particular piece, and what might it mean to them?”
3. Students will find a natural setting at museum such as the pond, stream, or forest; while imagining they are tree, stream, rock, etc. students write and sketch a narrative about what they have ‘seen’ or ‘heard,’ etc.

Post Visit Activities:

1. Students will write a class pledge, modeling Chief Seattle’s but applicable to their own area, instructing how to be good stewards of the land
2. Read more Native American legends; students will turn their ‘natural world’ narrative from the Museum into a legend which teaches a lesson about the land
3. Make ‘macaroni’ beadwork necklaces, design a ‘cornhusk bag’, etc. which symbolizes the activity that students identified during pre-visit as important to them

VOCABULARY:

Native Peoples, Native Americans, pledge, landscape, seasonal round, artwork, legend, symbol

Oregon State Standards & Benchmarks:

Geography:

- View simple maps and pictures to locate and describe movement among places
- Understand how people’s lives are affected by the physical environment

Culture:

- Identify cultural products, perspectives, and practices of a second language culture

Organisms:

- Describe a habitat and the organisms that live there

Bend-LaPine School District Curriculum:

History:

- Compare past and present daily life differences (2)
- Know customs, folklore traditions and religious beliefs of American Indian nations in local region (3)

Visual Arts:

- Explore artwork from different cultures (2)

Continued on post-visit page

PRE-VISIT ACTIVITIES

BROTHER EAGLE, SISTER SKY

Read the book Brother Eagle, Sister Sky: A Message from Chief Seattle with paintings by Susan Jeffers. Following a discussion of the story, have students draw and describe a part of nature that is important to them. Discuss Native Peoples' view and use of the land and how it compares to their own.

CULTURAL VALUES

Bring an example of something that is important to you, which you spend time on and highly value, such as a family scrapbook, a quilt, woodworking, etc. Have students bring an item to class that is or represents something which is important to them and which they spend a great deal of time on. Ask questions such as, "Why do you spend so much time on this project? What does it mean to you? What does it say about you?" Relate this concept to Native American artwork, and the time and detail paid to items such as beadwork or carvings.

Suggested books for this topic:

All Our Relatives: Traditional Native American Thoughts about Nature by Paul Goble

American Indian Families by Jay Miller

American Indian Festivals by Jay Miller

American Indian Foods by Jay Miller

Meet Kaya: an American Girl by Janet Shaw

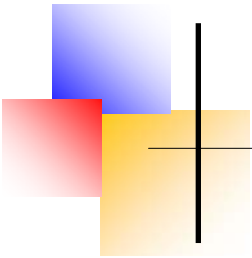
Jingle Dancer by Cynthia Leitich Smith

PREPARING FOR YOUR MUSEUM VISIT

Students: As the day of your Museum visit approaches, focus your students' thoughts on what they might experience at the Museum and how that fits in with what they are studying. Preparation should not be entirely academic, however; clarify students' expectations about things such as bathrooms, lunch plans, who they will spend the day with, etc. to alleviate unnecessary anxiety or disappointment.

Chaperones: Don't forget to prepare your chaperones! They are a valuable resource; use them to help make your field trip an educational success! Send them a letter explaining your educational goals/focus for the trip. Outline the tasks they will be responsible for throughout the day. Set aside time to talk with your chaperones and answer their questions.

Logistics: Remember to prepare student and/or chaperone materials in advance. Don't forget nametags with your school name, and have your confirmation form and admission fee ready when you arrive to avoid delays as you check in.



LEARNING EXPEDITIONS

HIGH DESERT MUSEUM

NATIVE PEOPLES

What is important in Native American culture?

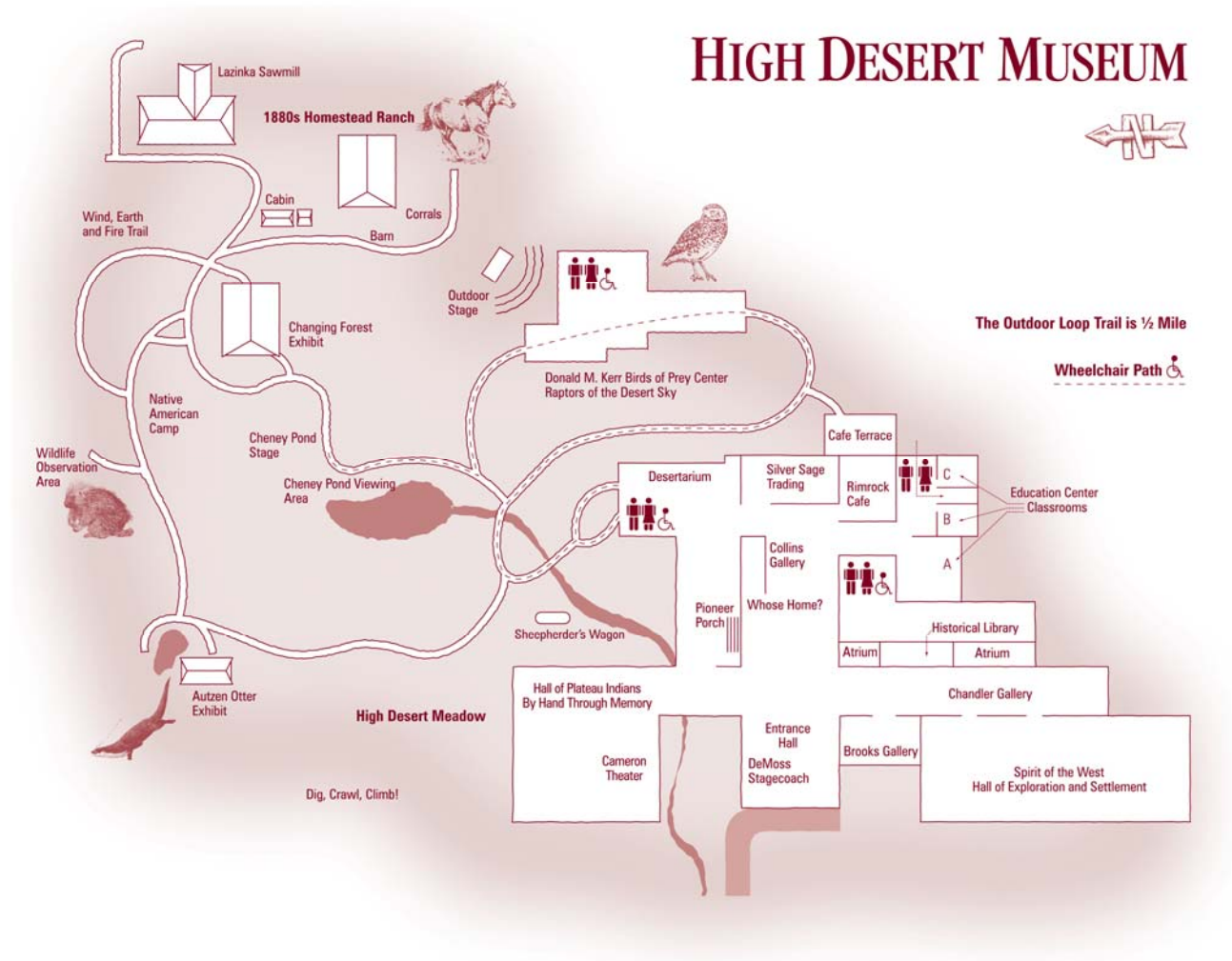
STUDENT PAGES

Grade Level: 2-3

INTRODUCTION:

On this Expedition, you will visit the following areas in order to complete activities related to the theme, 'Native Peoples': *(you do not have to visit the exhibits in the order listed)*

EXHIBIT TITLE	DONE?
By Hand Through Memory—"Hall of Plateau Indians"	
Outdoor Natural Area—pond, waterfall, meadow, etc.	



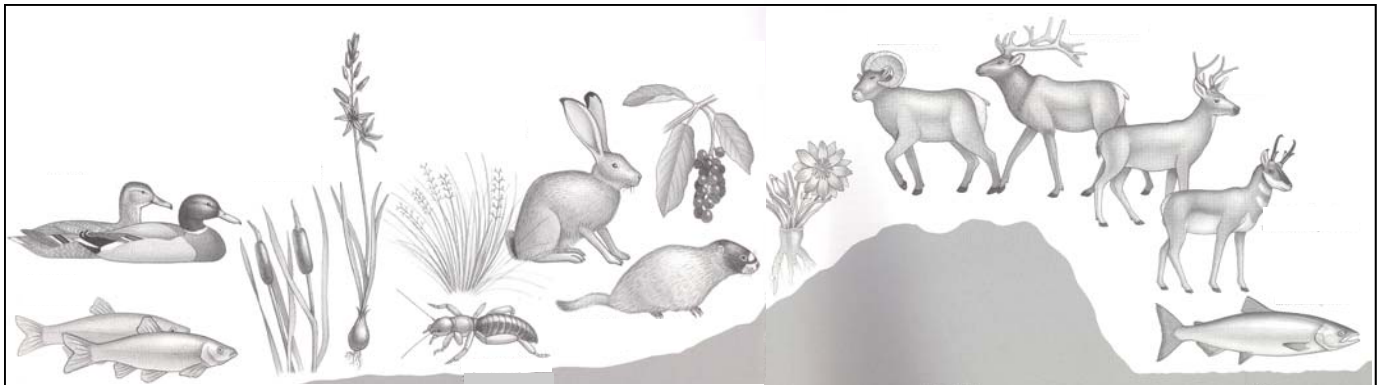
BY HAND THROUGH MEMORY

SCENE: CHANGES AND THE LAND

Read the 'Seasonal Round' sign to the right of the root digging scene. What did early Native Americans do when the seasons changed?



Use the display and the drawing below to name 2 items that native people collected from the land during each season:



SPRING

SUMMER

FALL

WINTER

- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____ |

SCENE: ROOT DIGGING & FOOD CASES

Look at the clothing and items that the women have in this scene. Is this the past, present, or future? How do you know?



It is the _____, because

_____.

Look at the women digging roots, and the food in the cases. If they can go to a grocery store and buy food, why would they be teaching the young girl how to dig for roots?

BY HAND THROUGH MEMORY

SCENE: TRADE AND SOCIAL EXCHANGE

As you explore the items in this scene, play this 'Museum Spy' riddle:

I see a turtle, and a flower on a bag,
2 bucking broncos and an American 'flag'
Beautiful shoes to cover 10 tiny toes,
A purse with a hummingbird landing on a rose.



Choose your favorite item in this area. Talk with a friend about it:

- Why do you like it?
- Why do you think the person made it look like this?
- Do you think it meant something special to them?

REMAINDER OF EXHIBIT

As you explore the rest of the exhibit, look for these items and check them off if you find them:

ITEM	FOUND <input checked="" type="checkbox"/>
2 horses standing together	<input type="checkbox"/>
2 cradleboards	<input type="checkbox"/>
2 hands, 'holding the soul'	<input type="checkbox"/>
'Uncle Sam' and 4 eagles	<input type="checkbox"/>
A dress with thimbles	<input type="checkbox"/>
A beaded bear claw necklace	<input type="checkbox"/>
Children's toys	<input type="checkbox"/>
A big rose	<input type="checkbox"/>
4 feathered headdresses	<input type="checkbox"/>
2 tail dresses	<input type="checkbox"/>

Hint: you'll find them in these areas:



Why do you think this exhibit is called, "By Hand Through Memory"?

OUTDOOR NATURAL AREA

Choose an outdoor space to sit for a while. There are many choices, such as the stream or pond, benches off the pathway, the Wildlife Observation Station, the high desert meadow, etc.



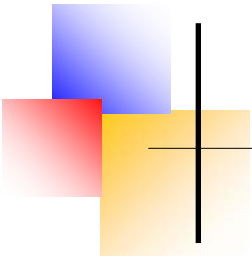
LOCATION YOU CHOSE:

Use this space to sketch your location:



Imagine that you are something from this place such as a tree, stream, blade of grass, rock, or something else. Maybe you have been there a very long time, or maybe only a little while.

IN YOUR 'LIFE', WHAT HAVE YOU . . .	
. . . seen?	. . . heard?
done?	learned?



LEARNING EXPEDITIONS

HIGH DESERT MUSEUM

NATIVE PEOPLES

What is important in Native American culture?

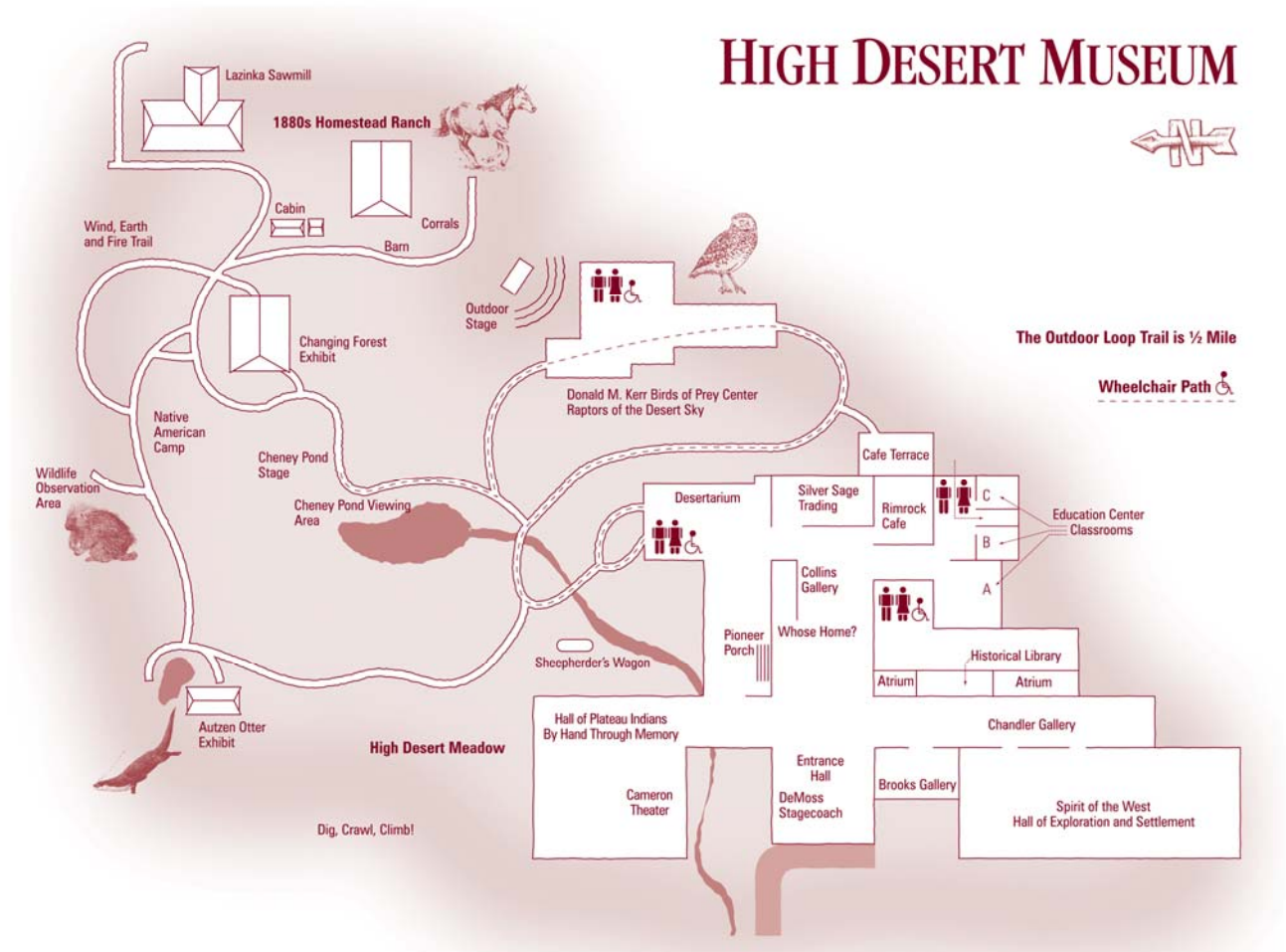
CHAPERONE PAGES

Grade Level: 2-3

INTRODUCTION:

On this Expedition, you will visit the following areas in order to complete activities related to the theme, 'Native Peoples': *(you do not have to visit the exhibits in the order listed)*

EXHIBIT TITLE	DONE?
By Hand Through Memory—"Hall of Plateau Indians"	
Outdoor Natural Area—pond, waterfall, meadow, etc.	



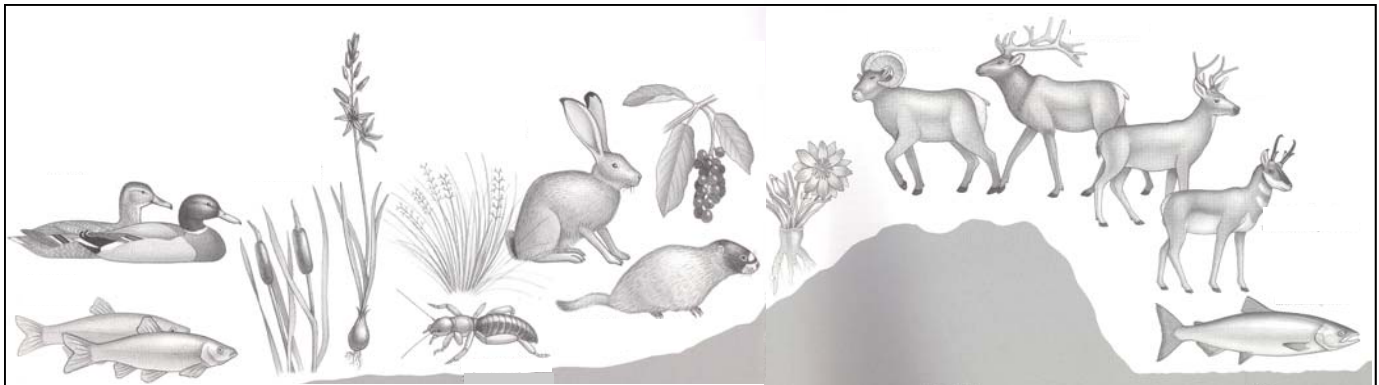
BY HAND THROUGH MEMORY

SCENE: CHANGES AND THE LAND

Read the 'Seasonal Round' sign to the right of the root digging scene. What did early Native Americans do when the seasons changed?

They moved their homes based on availability of game, fish, and other native foods.

Use the display and the drawing below to name 2 items that native people collected from the land during each season:



SPRING

SUMMER

FALL

WINTER

- | | | | |
|--------------------------------|-------------------------------|--------------------------------|-------------------------|
| 1. <u>Salmon or other fish</u> | 1. <u>Berries, fish, game</u> | 1. <u>Berries, nuts, crops</u> | 1. <u>Deer, rabbits</u> |
| 2. <u>Roots, plants</u> | 2. <u>Roots, plants</u> | 2. <u>Bison, other game</u> | 2. <u>Other game</u> |

SCENE: ROOT DIGGING & FOOD CASES

Look at the clothing and items that the women have in this scene. Is this the past, present, or future? How do you know?



It is the present, because
there are many modern things in the scene, such as
a digital watch, blue jeans, a cooler, etc.

Look at the women digging roots, and the food in the cases. If they can go to a grocery store and buy food, why would they be teaching the young girl how to dig for roots?

Even though Native Americans don't still move their homes with each season, they still carry on many of

the traditions of the seasonal round, such as root harvests and ceremonies.

BY HAND THROUGH MEMORY

SCENE: TRADE AND SOCIAL EXCHANGE

As you explore the items in this scene, play this 'Museum Spy' riddle:

I see a turtle, and a flower on a bag,
2 bucking broncos and an American 'flag'
Beautiful shoes to cover 10 tiny toes,
A purse with a hummingbird landing on a rose.



Choose your favorite item in this area. Talk with a friend about it: (*Chaperones encourage student dialogue*)

- Why do you like it?
- Why do you think the person made it look like this?
- Do you think it meant something special to them?

SCENE: REMAINDER OF EXHIBIT

As you explore the rest of the exhibit, look for these items and check them off if you find them:

ITEM	FOUND <input checked="" type="checkbox"/>
2 horses standing together	<input type="checkbox"/>
2 cradleboards	<input type="checkbox"/>
2 hands, 'holding the soul'	<input type="checkbox"/>
'Uncle Sam' and 4 eagles	<input type="checkbox"/>
A dress with thimbles	<input type="checkbox"/>
A beaded bear claw necklace	<input type="checkbox"/>
Children's toys	<input type="checkbox"/>
A big rose	<input type="checkbox"/>
4 feathered headdresses	<input type="checkbox"/>
2 tail dresses	<input type="checkbox"/>

Hint: you'll find them in these areas:



Why do you think this exhibit is called, "By Hand Through Memory"?

(Students answers will vary)

OUTDOOR NATURAL AREA

Choose an outdoor space to sit for a while. There are many choices, such as the stream or pond, benches off the pathway, the Wildlife Observation Station, the high desert meadow, etc.



LOCATION YOU CHOSE:

Use this space to sketch your location:

Chaperones—Help the students find an appropriate area.



Imagine that you are something from this place such as a tree, stream, blade of grass, rock, or something else. Maybe you have been there a very long time, or maybe only a little while.

Chaperones—Students may need help imagining being an object from nature.

IN YOUR 'LIFE', WHAT HAVE YOU . . .	
. . . seen?	. . . heard?
done?	learned?

POST-VISIT ACTIVITIES

CLASS PLEDGE

After their visit, review again the book, Brother Eagle, Sister Sky. Then have students write a class pledge, modeling Chief Seattle's but applicable to their own area. Encourage them to instruct others how to be good stewards of the land. Sign and post the pledge in your classroom.

LEGENDS—OLD AND NEW

Read more Native American legends. Then, have students turn their 'natural world' narrative from the Museum into a legend which teaches a lesson about the land. Make an art project to go along with it, or have students present their legend orally.

SYMBOLIC ARTWORK

Discuss the artwork the students found in their scavenger hunt at the Museum. Discuss:

- What might some of the images symbolize to the person who made it?
- What kind of symbol or image would have special meaning to you?

Have students create their own symbols or write a story only using symbols.

Make "macaroni" beadwork necklaces, design a 'cornhusk bag', or some other project which symbolizes the activity that students identified during the pre-visit lesson, 'Cultural Values.'

Bend-LaPine School District Curriculum (Continued from page 1):

Geography:

- Know that people's lives are affected by the climate, seasonal changes and physical environment (2)

Science in personal & Social Perspectives:

- Describe how people's actions have an effect on others and the environment (2)

Economics

- Know the basic needs (3)