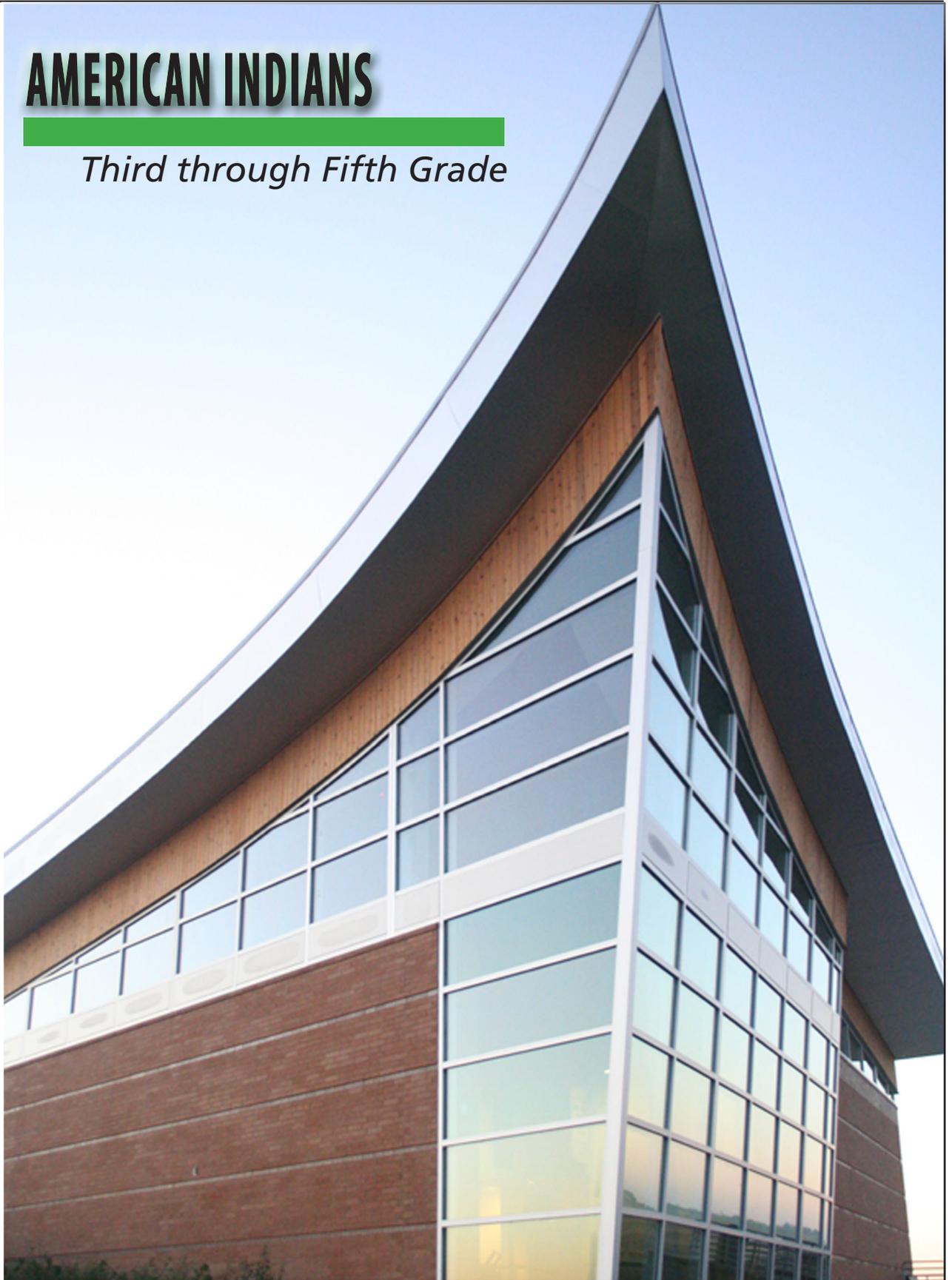


Free Land was the Cry!

AMERICAN INDIANS

Third through Fifth Grade



Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
of America, Nebraska



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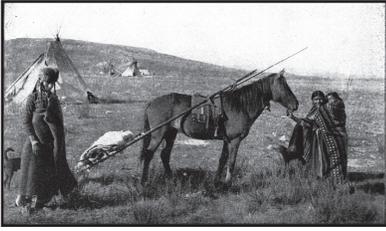


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Some of the ideas in this lesson may have been adapted from earlier, unacknowledged sources without our knowledge. If the reader believes this to be the case, please let us know, and appropriate corrections will be made. Thank you.

PROGRAM DESCRIPTION

The first people living on the prairie were the ancestors of the various American Indian Tribes. Through archeology, we can surmise that the plains have been inhabited for centuries by groups of people who lived in semi-permanent villages and depended on planting crops and hunting animals. Many of the ideas we associate with American Indians such as the travois, various ceremonies, tipis, earth lodges, and controlled bison hunts, come from these first prairie people.

Horses were brought to Mexico by the Spanish in the 1600s. With the migration of the horse from Mexico in the 1700s, the culture of the plains people changed to one that was more mobile. Before the horse, the cultures hunted and traveled in relatively small restricted areas. With the introduction of the horse into American Indian society, greater distances could be covered. The horse became a status symbol to the American Indian and individuals amassed vast herds of these animals.

The first known historic tribe in the plains area was the Pawnee who lived in earth lodges part of the year and in tipis during the summer and fall hunts. The earth lodge tribes such as the Arikara, Hidatsa, Mandan, Omaha, Oto, Ponca, Pawnee, Wichita, Winnebago, among others, planted crops such as corn, squash, and beans and stored their food in underground storage caches. Their semi-subterranean lodges held from 10 to 40 people. Several lodges were grouped together to form fortified villages. Smaller groups ventured out with tipis for the bison hunts, returning to the earth lodge for winter.



“When we show respect for other living things, they respond with respect for us.”

Arapaho

Other tribes associated with the Great Plains were the Lakota-Sioux, Cheyenne, Arapahos, Comanche, Kiowa, Crow,

among others. They lived mainly in tipis, traveling through the Plains region. These groups were the great hunters of the Plains following the bison or “buffalo” and foraging for berries, roots, and other plants. They lived in extended family relationship groups, traveling to familiar places and encampments. Often, they traded and warred with the earth lodge dwellers.

When the prairie was changed by the coming of Euro-Americans, the culture of the prairie tribes was dramatically affected. The prairie tribes were moved off their traditional homelands onto reservations by the United States government to make way for the ever increasing settlement. They were forced into a foreign lifestyle that was in opposition to their own.

CURRICULUM OBJECTIVES

- Students will describe the interaction between American Indians and their environment prior to European contact.
- Students will read a legend and write their own legend.
- Students will compare/contrast a tipi and an earth lodge.
- Students will explore various American Indian Nations.
- Students will be able to name two ways American Indians utilized the land to survive.

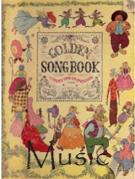
NATIONAL STANDARDS

NL-ENG.K-12.1 READING FOR PERSPECTIVE

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NSS-USH.K-4.1 LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

- Understands family life now and in the past, and family life in various places long ago.
- Understands the history of the local community and how communities in North America varied long ago.

SPECIAL ICONS	 Homestead Handout	<i>Enrichment Activities</i>	 Math	 Did you know?	 Music	 Language Arts
	Indicates a reproducible handout is included	Indicates advanced lessons	Indicates an additional math lesson	Indicates a little known fact about the subject	Indicates an additional music or art activity	Indicates an additional language arts lesson

Pre-Visit Activity #1 (suggested)



Mother Earth

Many tribes or nations had similar ideas and beliefs. They believed in the circle of life, and the belief that everything is connected. You were born, you grew, you lived, you died and you returned to Mother Earth to allow others to be born, creating a circle that never ends. They believed everything in life is dependent on everything else. They also believed that every rock, grass, plant, animal, and man had a spirit.

Their beliefs and religion were part of their everyday life. The land was the mother of all things, and had to be treated with great care and respect. They lived close to the land for centuries and understood the "ways of Mother Earth." They believed that Mother Earth provided the animals and the plants for them as long as they did not abuse or take more than they needed to survive.

LET'S LEARN VOCABULARY

American Indian Vocabulary



These words are also available in the For Teachers section at www.nps.gov/home.



There is a crossword puzzle in the Additional Resources to help reinforce this vocabulary.

ceremony - a formal ritual

culture - the attitudes, beliefs, and patterns of a group of organization

earth lodge - a American Indian home made of tall, thick wooden poles, dirt, and grass

legend - a story that tells about the past

moccasin - a soft leather slipper or shoe

nation - tribe

nomadic - traveling from place to place

parfleche - a bag made from dried animal hides used to carry food

reservation - land the United States government set aside

sacred bundle - a bundle of special items used to show respect to the Great Spirit

tipi - an American Indian home made from buffalo hides and stretched over tall wooden poles

travois - a carrier placed over two long poles that are tied to a dog or horse



Each national park site has its own special story to tell. Homestead National Monument of America's story is about homesteading but there are other sites to visit which will increase your understanding of the pioneer experience. One is Nez Perce National Historical Park. Since time immemorial, the Nimiipuu or Nez Perce have lived among the rivers, canyons and prairies of the inland northwest. Despite the cataclysmic change of the past two centuries, the Nez Perce are still here. Join us in exploring the park's thirty-eight sites and experiencing the story of a people who are still part of this landscape by visiting www.nps.gov/nepe.

NOTABLE AMERICAN INDIANS

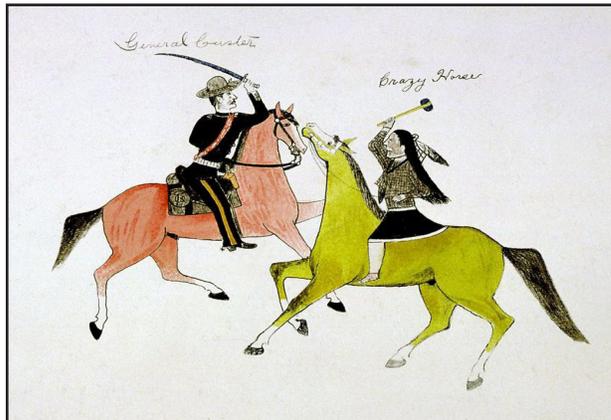
Pre-Visit Activity #2 (suggested)

Research Notable American Indians in your state and give a presentation to your class. For example, in Nebraska some examples would be Crazy Horse, Red Cloud, Susan LaFleshe Picotte, or Standing Bear. The following information should be included in your presentation:

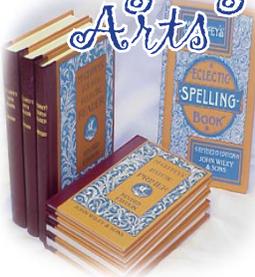
- A picture if possible
- Year of birth and death
- A short biography of their life
- What they are known for
- A life lesson you can learn from this person
- Five words describing this person
- What resources the student used



Notable American Indians from Nebraska include (clockwise, from top) Red Cloud, Susan LaFleshe Picotte, a drawing of General Custer and Crazy Horse, and Standing Bear.



Language Arts



Read a legend to the class such as *The Girl Who Loved Wild Horses* by Paul Goble. Then have students write a legend of their own. Legends usually explain why something came to be.

Possible topics are:

- Why seasons change
- Why beavers build dams
- Why fish live in water



Pre-Visit Activity #3 (suggested)

Research American Indian tribes in your state. For example, tribes in Nebraska included the Omaha, Oto-Missouri, Pawnee, Dakota Sioux, Arapaho, Cheyenne, and Ponca. Students may work on a presentation in groups. The following information should be included in your presentation:

- A map showing the tribe's location
- Type of shelter
- Type of clothing
- Type of food
- Special customs and ceremonies
- Natural resources the tribe used
- Any arts or crafts the tribe specialized in

Suggestions for presentations are posters or PowerPoint presentations.

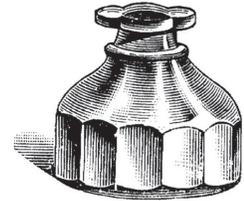
TRIBES OF THE INDIAN NATIONS



TRIBES OF THE INDIAN NATIONS

Pre-Visit Activity #3 (suggested)

Enrichment Activities



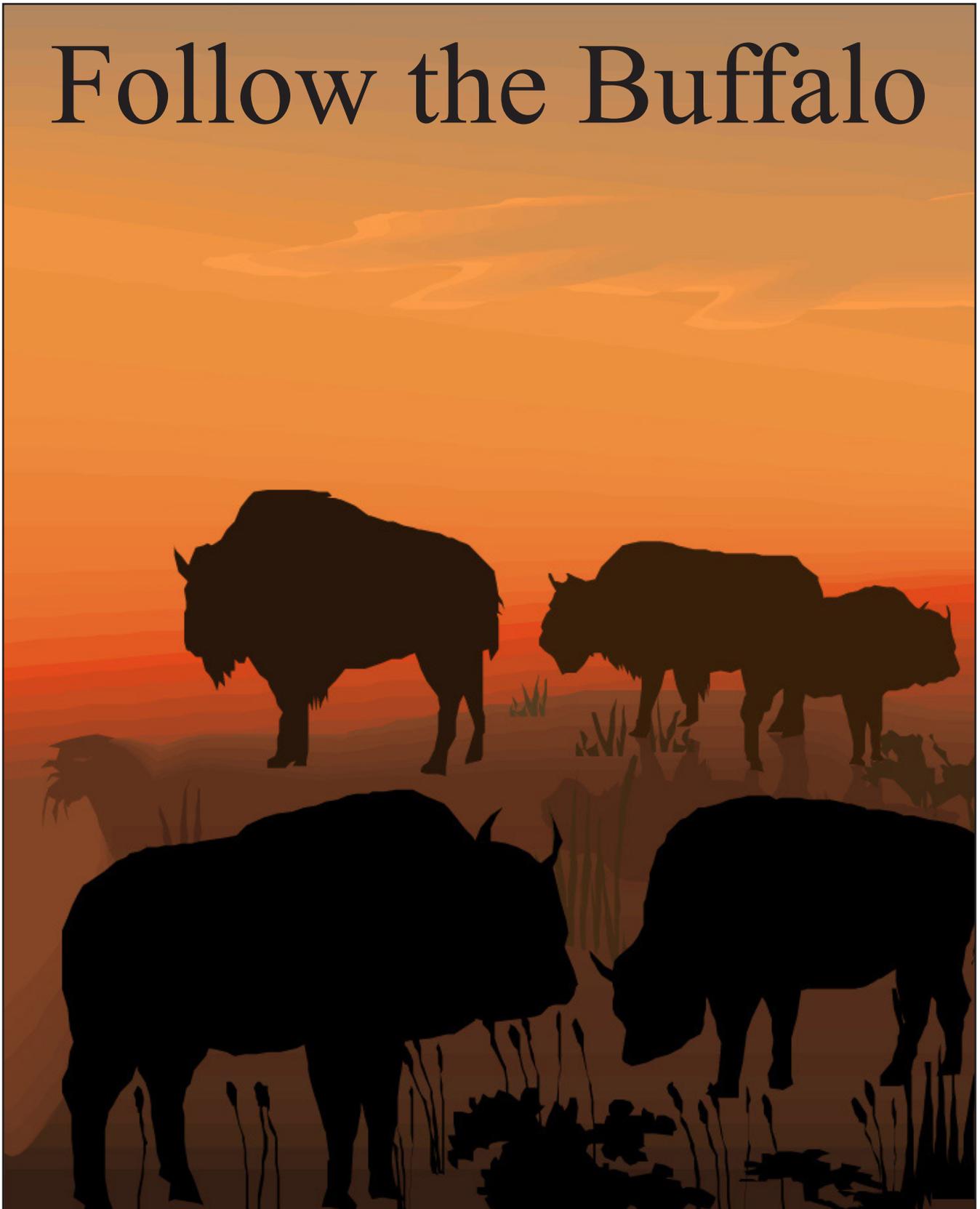
Edward S. Curtis

In 1906 J.P. Morgan offered Curtis \$75,000 to produce a series on the American Indian. It was to be in 20 volumes with 1,500 photographs. Morgan was to receive 25 sets and 500 original prints as his method of repayment. 222 complete sets were eventually published. Curtis' goal was not just to photograph, but to document, as much American Indian traditional life as possible before that way of life disappeared. Have students find and describe what is going on in three of Curtis's pictures which help show the life of the American Indian from 1900 to 1930.



Source: www.independencetrail.org/native-americans.html

Follow the Buffalo



RANGER-LED EXPERIENCE

American Indians lived off the land for generations, using what the land provided and adapting to a life-style based on survival.

Objectives

1. Students will be able to name one type of house that American Indians lived in.
2. Students will be able to name two ways the American Indian utilized the land to survive.

Materials Needed

Pictures of the types of homes the American Indians lived in and parts of a bison/buffalo.

Methods

On site at Homestead National Monument of America, students will explore the world of American Indians through discovering how they used the bison, prairie, and crops.

A park ranger will conduct the following program:

1. Ask students what types of houses the American Indians lived in on the plains? (This is to find out the knowledge base of the students) Explain to students that there were two cultures of American Indians on the Plains - earth lodge dwellers and tipi dwellers. Explain how the two lived.
2. First - The Bison/Buffalo Grocery Store. The instructor will show the parts of the bison, explaining the different uses by American Indians and the concept that all parts were utilized.
3. Second - The crops of the earth lodge dwellers. The instructor will explain that American Indians also grew plants like corn, squash, and beans, and preserved them in storage caches.

Enrichment Activities



Have students write a story choosing an American Indian Tribe and describing a day in the life of one person in that tribe.



Homestead National Monument of America is proud to be a pioneer in distance learning technology.

Contact the Education Coordinator at (402) 223-3514 to schedule your virtual field trip on American Indians.

Post-Visit Activity #1 (suggested)

LET'S LOOK AT A TIPI, AN EARTH LODGE



A tipi covered with what appears to be birch bark.

The exact origins of the tipi (teepee) remain a mystery. Indigenous people have been living in conical tents for centuries. The circular plan mirrored nature: the earth, the sky, the seasons, life itself. But the buffalo hunters of the Great Plains made the design innovations distinctive to true tipis. First, they tilted the cone into the prevailing winds, making it slightly asymmetrical and nearly vertical in back. This not only made the tipi (teepee) stand strong against the weather; it increased the headroom and usable living space. Second, they moved the smoke hole down the more gently sloping front of the tipi (teepee) and added flaps to control the draw for the fire and ventilate the tipi (teepee). These flaps give the tipi (teepee) its elegant winged appearance and are supported and adjusted with poles from the outside.



Earth Lodge (Photo Courtesy of Nebraska State Historical Society)

Earth lodges were typically constructed using a wattle and daub technique with a particularly thick coating of earth. The dome-like shape of the earth lodge was achieved by the use of angled or carefully bent tree trunks, although hipped roofs were also sometimes used. During construction, an area of land was first dug a few feet beneath the surface, allowing the entire building to have a floor somewhat beneath the surrounding ground level. Posts were set into holes in the ground around the edges of the earth lodge, and their tops met in or near the middle. The construction technique is sturdy and can produce quite large buildings, (some as much as 60 feet across) although size is limited somewhat by the length of available tree trunks. Internal vertical support posts were sometimes used to give additional structural support to the roof rafters.

After a strong layer of sticks or reeds was wrapped through and over the radiating roof timbers, a layer of thatch was often applied as part of the roof, although the structure was then entirely covered in earth. This earth layer provides insulation against extreme temperatures, as does the partially subterranean foundation.

Compare and contrast an earth lodge and a tipi on the Compare/Contrast Organizer available in the Additional Resources. Students will write what they know about earth lodges and tipis and then write their similarities and differences.

AMERICAN INDIAN TOYS AND GAMES

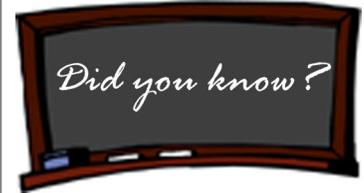
The only way to maintain the culture of any ethnic group is to pass the traditions and beliefs on to the children. What better way to do this than with games and toys? By taking a look at traditional toys and games we can get a perspective on what life was like for the American Indians before that change took place.

There seems to be less information on toys than on games. This may be because American Indian children had few toys. The families traveled from campsite to campsite with the seasons and therefore limited what they had to carry, including toys. Still, toys were a part of American Indian children's lives. Parents attached dangling toys to babies' cradleboards, dolls were fashioned from corn stalks, cattails, corncobs and other indigenous materials. Little girls decorated and beaded cradleboards and dolls' clothing. Girls also constructed dolls' mats and tiny wigwams, (a lodge frequently having an oval shape and covered with bark or hides) and in doing so, were being trained by their mothers. Young boys had small bows, slings, spears and fishing equipment to play with. As the boys became older they learned to make these things for themselves and to use them for hunting small prey.

Play had a purpose other than amusement; play was designed to teach the child something useful, something they needed to learn. There were, however, some toys with no useful purpose other than amusement. The Buzzer was such a toy. It was constructed of a circular piece of bone or antler with two holes in the center. It was threaded with a piece of sinew. The sinew was attached to small pieces of bone or wood that were used as handles. The child would grasp the handles and alternately pull and relax the sinew making the circular piece spin and buzz.

Susan Aucoin, December 2001

Post-Visit Activity #3 (suggested)



Pass the Stone Game

Guessing games were popular among American Indian children. Try this one: Spread a blanket on the floor and invite children to sit with you in a circle. Hold two colored balls of clay in your closed hand. Pass one of the clay balls to the child to your right, without letting the child see which ball you have passed. Ask the child to guess which color ball you have passed. If the child guesses correctly, give him or her both balls. This child then passes one clay ball to the next child. That child will guess which color ball has been passed. If this child guesses correctly, both balls are passed to him or her and the game continues. If the child guesses incorrectly, he or she moves out of the circle and the game continues. Continue the game until one child is left in the circle.

**Post-Visit
Activity #2
(suggested)**

LET'S PLAY JEOPARDY

Test the students' knowledge by playing American Indian Jeopardy. The PowerPoint can be found under the For Teachers section at www.nps.gov/home.

Categories include Earth lodge/ Tipi or Both, Buffalo Parts, Notable American Indians, Nebraska Tribes, and Potpourri.

American Ind



LET'S PLAY JEOPARDY

Post-Visit Activity #2 (suggested)

Indian Jeopardy



The names of 28 states were derived from American Indian words. For example, Nebraska is from the Omaha or Otos Indian word meaning “broad water” or “flat river,” describing the Platte River.

Visit

<http://bit.ly/cP1P8Q>

and see if your state’s name comes from American Indian words.



CHARACTER EDUCATION

FAIRNESS

Students who act with fairness follow the rules, try to treat everyone the same and use the same rules for everyone. They accept that fair is not always equal, but may be based on individual need.

5 Minute Focus

Imagine you are taken from your home and family to a boarding school with many other children. You are dressed in different clothes, you have to eat different foods, and you are not allowed to speak your language, but a new one that you don't know. This is what happened to many American Indian children throughout the United States.

- Do you think this was fair treatment? Why or why not?
- Discuss what your feelings might be if you were in this situation.

The Lakota Sioux Color Words worksheet can be used.

ADDITIONAL RESOURCES

For information on tipis visit http://www.spiritoftheeagle.net/Tipi_Facts.html.

For information on earth lodges visit http://www.accessgenealogy.com/native/handbook/facts/indian_earth_lodges.htm.

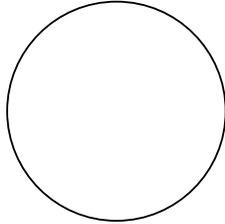
The Nebraska Adventure by Jean A. Lukesh; Gibbs Smith; 2004

Name _____

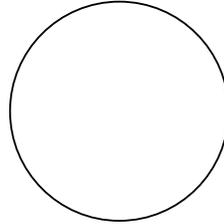
Please visit http://www.native-languages.org/lakota_guide.htm for the correct pronunciation.

Lakota Sioux Color Words

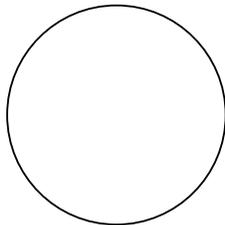
sapa-black



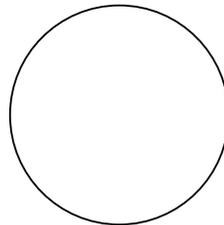
ska-white



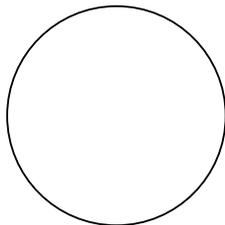
xota-gray



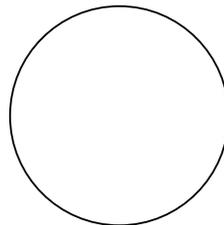
gi-brown



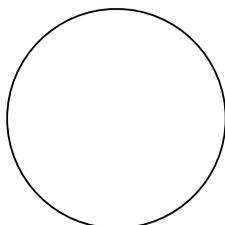
sa-red



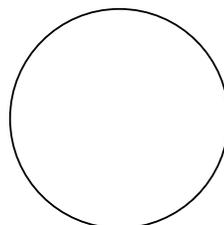
zisa-orange



zi-yellow



to-blue



Name _____

Compare earth lodges and tipis

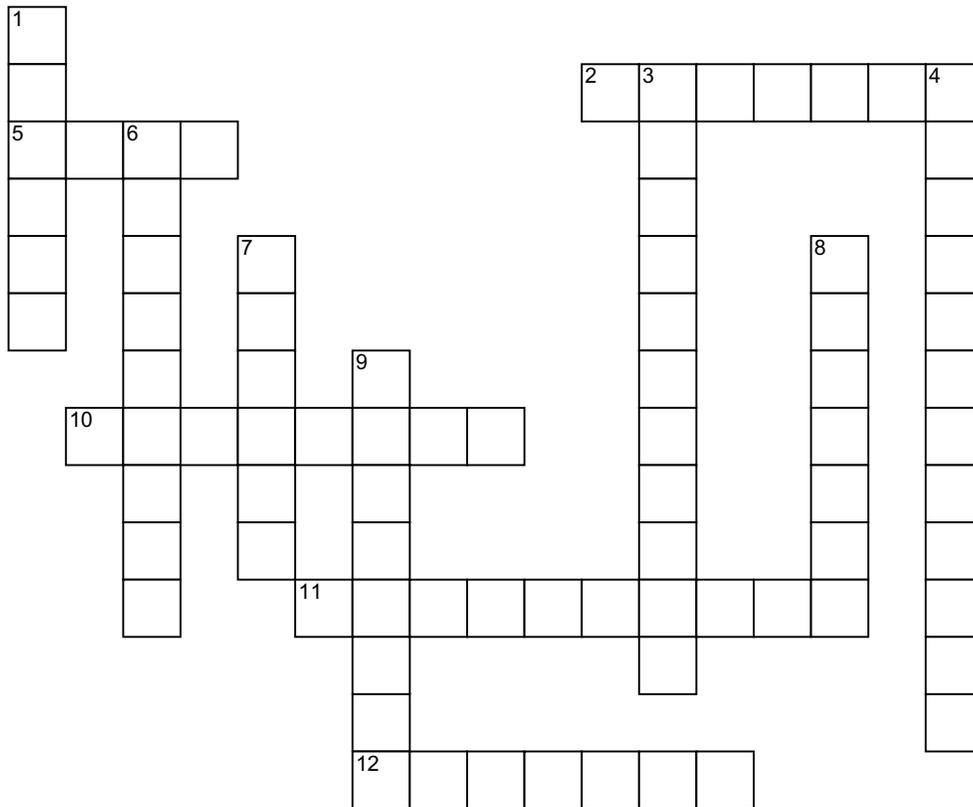
Earth lodge

Tipi

Similarities

Differences

American Indian Vocabulary



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ACROSS

- 2 A carrier placed over two long poles that are tied to a dog or horse.
- 5 An American Indian home made from buffalo hides and stretched over tall wooden poles.
- 10 A formal ritual.
- 11 An American Indian home made of tall thick wooden poles, dirt, and grass.
- 12 Traveling from place to place.

DOWN

- 1 Tribe.
- 3 Land the United States government set aside.
- 4 A bundle of special items used to show respect to the Great Spirit. (two words)
- 6 A bag made from dried animal hides used to carry food.
- 7 A story that tells about the past.
- 8 The attitudes, beliefs, and patterns of a group or organization.
- 9 A soft leather slipper or shoe.

WORD BANK: Ceremony, culture, earthlodge, legend, moccasin, nation, nomadic, parfleche, reservation, sacredbundle, tipi, travois.

