

National Park Service
U.S. Department of the Interior

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102



American Indians of the Great Plains

Teacher Activity Guide

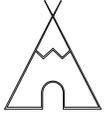
Grades K-3





TABLE OF CONTENTS

| | |
|---|-----------|
| Program Description | 5 |
| Curriculum Objectives | 5 |
| Pre-Visit Activity #1: Let’s Investigate Another Culture (suggested) | 6 |
| Pre-Visit Activity #2: The Changing Seasons (REQUIRED) | 8 |
| Pre-Visit Activity #3: Signs of the Times (suggested) | 10 |
| Museum Experience: A Year with an American Indian Family | 12 |
| Post-Visit Activity #1: New Images of Another Culture (suggested) | 14 |
| Post-Visit Activity #2: The Cycle of the Seasons (suggested) | 16 |
| Post-Visit Activity #3: Signs from the Past (suggested) | 18 |
| Careers | 20 |
| Character Education | 24 |
| Multiple Intelligences | 25 |
| Appendix | 26 |
| Reading List | 31 |
| Additional Resources | 32 |



AMERICAN INDIANS OF THE GREAT PLAINS

PROGRAM DESCRIPTION

This forty-five minute museum program focuses on the daily and seasonal routines of a traditional American Indian family living on the Great Plains during the nineteenth century.

A tribe's daily and yearly routine varied with the seasons. As nomadic hunters, Plains Indian families relied on roving herds of buffalo for food, clothing, and shelter. Some families also planted and harvested corn and squash, while others gathered wild fruits and vegetables. Members of a family worked together to prepare for the work to be done during each season, and everyone had a job.

At Jefferson National Expansion Memorial, a park ranger will lead your group through the Museum of Westward Expansion. He or she will interpret this period in history by using educational activities and museum exhibits, such as the American Indian tipi, and bison exhibits. Students will participate in a hands-on, cooperative activity demonstrating the effect of the seasonal on the lives of Plains Indian families.

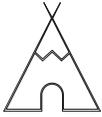
To prepare your group for their museum experience, please complete PRE-VISIT ACTIVITY #2. The ranger will connect to this activity during your program. After your visit, use the suggested POST-VISIT ACTIVITIES to expand and reflect upon your visit.

CURRICULUM OBJECTIVES

The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this program and guide.

- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Compare and contrast features of everyday life today with those of the past. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- Describe and compare major ideas, beliefs, values, and attitudes of various cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- Draw upon visual data in photographs and drawings. (ILS 25.A; MAP 1.5; NCSS IIc; NSH 2S)
- Examine issues regarding the use of land and other resources from multiple perspectives. (ILS 16.A; MAP 1.6; NCSS Id, IIIh; NSH 5A)
- Explore career opportunities in the National Park Service. (ILS 18.B; MAP 4.8; NCSS Vg)
- Interpret historical quotations. (ILS 2.B, 16.A; MAP 1.5; NCSS IIc; NSH 2, 3)
- Locate places, identify features, and draw conclusions using maps. (ILS 17.A, 17.C; MAP 1.4; NCSS IIIb; NSH 2F)

ILS: Illinois Learning Standards
MAP: Missouri Assessment Program
NCSS: National Council for the Social Studies
NSH: National Standards for History



PRE-VISIT ACTIVITY #1 (suggested)



Did you know... some Plains Indian families lived in villages and grew corn, squash, and other vegetables, while other families lived in small groups that traveled, camped, and hunted together?



Northwestern University Library, Edward S. Curtis' *"The North American Indian": the Photographic Images*, 2001.

LET'S INVESTIGATE ANOTHER CULTURE

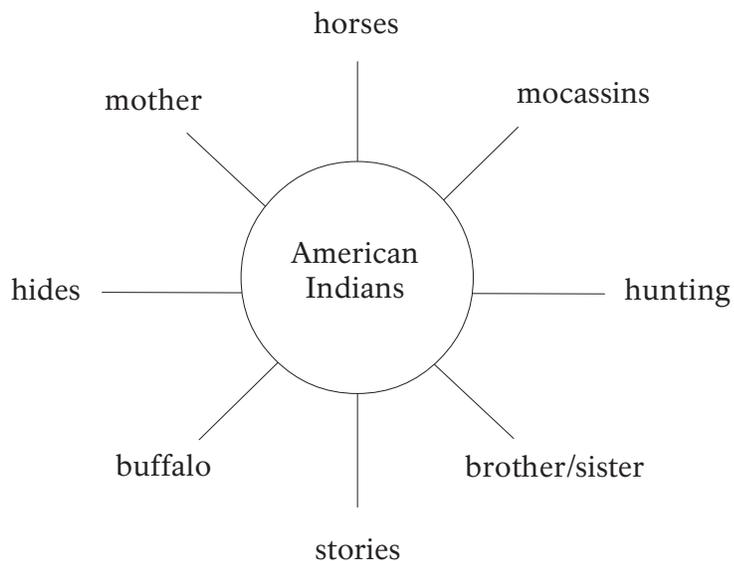
Life on the Great Plains was demanding. It was important for American Indian families to work together in preparing for each season. Fathers, grandfathers, and brothers hunted, while mothers, grandmothers, and sisters prepared food, shelter, and clothing. Children learned through stories and by playing at the work of adults.

DISCUSSION OR COOPERATIVE LEARNING ACTIVITY

The object of this activity is to begin discussion about American Indians. Using the questions on page 7, have students explore what they already know about American Indians. Second and third grade students may read and discuss the questions with a partner. Kindergarten and first grade teachers may lead a discussion with students.

WORD WEB

After your discussion, map out student ideas using a word web.



LANGUAGE ARTS



Introduce students to Plains Indian culture by reading from *In a Circle Long Ago: A Treasury of Native Lore from North America*. (See Reading List on page 31.) Discuss with students their thoughts about living a traditional Plains Indian life based on what they learned from the reading.



DISCUSSION QUESTIONS

What do you think of when I say “American Indian?”

Where do American Indians live? Describe their houses.

What kind of clothes did American Indians wear in the past?

What kinds of food do you think they had to eat on the Great Plains?

What kind of work might an American Indian father do? What kind of work might an American Indian mother do?

What might American Indian children do for fun?

Tell me how you learned what you know about American Indians.

How did American Indian children of the past learn?

EXPLORATION AND ENRICHMENT

There were more than twenty American Indian tribes living on the Great Plains during the 1800s. Each tribe had its own language, customs, and beliefs, but all shared the importance of family. Learn more about the traditional life of Plains Indians by visiting Knife River Indian Villages National Historic Site in North Dakota. See Appendix page 26 for contact information.



NPS Photo

ART AND MUSIC



After reading from *In a Circle Long Ago*, have students depict a scene from the story. In making their drawings, students should consider the following: How were the characters dressed? What did the land around them look like? What actions were taking place?



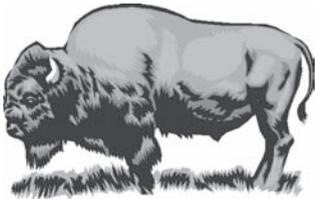


PRE-VISIT ACTIVITY #2 (REQUIRED)



Did you know...

some people say if the buffalo's coat is extra thick, there will be a harsh winter to come?



THE CHANGING SEASONS

American Indians realized the importance of preparing for the rigors of living on the Great Plains. Fall hunting provided surplus food for lean, winter months. Winter was a time for making clothes and telling stories. Summer brought an abundance of food and the freedom to roam vast expanses of prairie.

CRITICAL THINKING ACTIVITY

The object of this activity is to discuss how the seasons affect the way we live. Using the questions below, guide students through the seasons of the year, the events that occur in each, and how we remember them.

- What season are we in now? Tell me how you know that.
- What do you do to get ready for this season?
- Are there any big events that happen during this season?
- How does your family prepare for them?
- Tell me about the types of foods you eat during this season.
- What is your favorite season? Tell me why.

COLLABORATIVE GROUP ACTIVITY

The object of this activity is for students to work together to portray a particular season. Have students work with a partner to create a collage representing their favorite season. They may use pictures from newspapers, catalogues, or magazines and glue their pictures on a piece of posterboard.



SCIENCE



Changing seasons bring changing weather. Have your students keep track of the morning and afternoon temperatures for several weeks. Record accompanying weather conditions, such as rain, clouds, mist. Have students create a scale and graph the changes in temperature at the end of each week. Discuss with students what they notice about the weather on given days.

COOPERATIVE ROLEPLAY

The object of this activity is to use creative movement to represent activities we do at certain times of the year. Working with a partner, have students pick one of the activities below. Using only movements, the partners must decide how to present their activity to the rest of the class without using words. Have each partner group present its activity to the rest of the class.

| | | | |
|--------------------|------------------|--------------------|---------------------|
| Watching fireworks | Riding a bike | Picking apples | Walking in the rain |
| Shoveling snow | Planting flowers | Building a snowman | Carving a pumpkin |
| Building a fire | Raking leaves | Picking flowers | Swimming |

(copy/cut)

EXPLORATION AND ENRICHMENT

Tribes like the Blackfeet followed enormous herds of buffalo across the Great Plains, moving when the herd moved. Much of what the people ate, wore, and worked with was made from the buffalo. Find out more about the nomadic Plains buffalo culture from the National Park Service Field Division of Education publication, *The Blackfoot*. See Appendix page 26 for contact information.

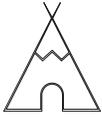


MATH



As students document daily temperatures, have them figure out the average morning and average afternoon temperature for each week. After several weeks, have them write sentences comparing each week's data.





PRE-VISIT ACTIVITY #3 (suggested)



Did you know... before Plains Indian people used horses for traveling, they used dogs to carry their belongings?



SIGNS OF THE TIMES

As the seasons changed the American Indian people followed the signs of nature. They followed animal tracks like road maps. In fact, some of today's roads originated as animal tracks that were followed by American Indians and trappers, who in turn led the pioneers across the country. Signs still play an important part in life today.

COLLABORATIVE MAP ACTIVITY

Divide your class into small groups. Each group will have paper, pencils, and a writing board. Take the groups outside to map the school grounds and its neighborhood. Draw students' attention to landmarks and signs they can use in the map key. Some signs are included below, but students can add more to their keys. When students are finished, they can present their work to the rest of the class.

| | |
|--|--------------------------------------|
| | STOP |
| | PARKING FOR PEOPLE WITH DISABILITIES |
| | MEN'S RESTROOM |
| | WOMEN'S RESTROOM |
| | BUS STOP |
| | NO PARKING |
| | PEDESTRIAN CROSSING |
| | RAILROAD CROSSING |

GEOGRAPHY



Use a relief map to introduce students to the Great Plains region. Discuss with students the following:

- Where are the Great Plains?
- Why do we call them the Great Plains?
- What do you think the Great Plains look like?
- How would you travel across an area like the Great Plains?



<http://nationalatlas.gov>

MY MAP

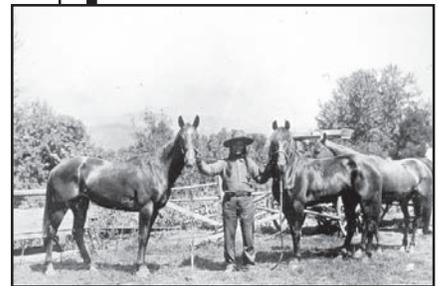
| | | | |
|---|---|---|---|
| | | | |
| A | | | |
| B | | | |
| C | | | |
| D | | | |
| E | | | |
| | 1 | 2 | 3 |

MAP KEY

(copy/cut)

EXPLORATION AND ENRICHMENT

During the 1800s, members of the Nez Perce tribe were known for their excellent horsemanship and for breeding a beautiful breed of horse known as the Appaloosa. Today, the Nez Perce tribe is renewing its tradition of horsemanship and selective horse breeding. Nez Perce National Historical Park commemorates the traditional culture of the Nez Perce people. See Appendix page 26 for contact information.



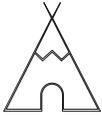
Courtesy <http://memory.loc.gov/ammem/>

ART AND MUSIC



After establishing some of the geographic features of the Great Plains with students, have them create maps describing the landscape. Draw their attention to the distance and proportion of features in relationship to one another. Have students explain their maps to a partner.

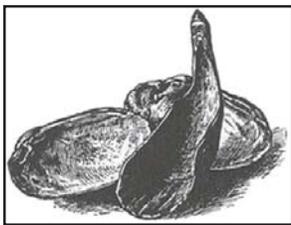




THE MUSEUM EXPERIENCE



Did you know...
if you were invited to join a Plains Indian family for dinner, you might be expected to bring your own cup, dish, and spoon?



A YEAR WITH AN AMERICAN INDIAN FAMILY

Upon arrival, register your group at the Information Desk, review Museum Manners with your students, and proceed to the entrance of the Museum of Westward Expansion. There you will meet the park ranger assigned to your program.

COOPERATIVE GROUP ACTIVITY

Using the groups established in PRE-VISIT ACTIVITY #2, students will follow the progress of the year through the cycle of moons. Plains Indian tribes gave a name to each moon in its season, such as “Moon of Sore Eyes,” “Moon of Popping Trees,” etc. The ranger will lead students in matching symbols for these moons with our own calendar months during the course of a year.

INTERPRETIVE PROGRAM

Using educational activities and living history items, your ranger will interpret the course of a year and its seasons as experienced by a Plains Indian family.

HANDS-ON OBJECTS

Your park ranger will provide objects from the museum’s living history collection for your students to touch and analyze.



MATH



Little Shirt’s mother, Calls to Them, can carve one buffalo horn spoon in 15 minutes. How many buffalo horn spoons can she make in two hours? How long would it take for her to make a buffalo horn spoon for each of her five dinner guests? What if two of the guests brought their own spoons?



Permission to use by the Illinois State Museum

VISUALS

Students will learn using the museum photomurals and artifacts, various maps, mounted photos, and living history items.

VOCABULARY WORDS

community - a group of people living together and having similar stories and traditions

culture - the ideas, skills, arts, tools, and way of life of a certain people in a certain time

environment - all the conditions that surround a person, animal, or plant, which affect its growth, actions, and character

holiday - a day of celebrating or commemorating a special person or event

month - any of the twelve parts into which the year is divided

museum - a building or room for keeping and showing objects important to a culture

resource - something that meets the needs of a community. Resources can come from nature or be made

pioneer - a person who goes before others. Pioneers led the way in settling the West.

season - a period of time marked by weather or special events.

Winter, spring, summer, and fall are the seasons of the year.

settler - a person who makes a permanent home in a place



EXPLORATION AND ENRICHMENT

A family's tipi could be a crowded place with no room for extra items, such as eating utensils. Each family member might have his or her own plate, spoon, and cup made from some part of a buffalo. To learn more about how Plains Indians used the buffalo, visit Homestead National Monument's on-line "Buffalo Store." See Appendix page 26 for contact information.

SCIENCE



Have your students create a food web illustrating the connection between Plains Indians, buffalo, and the Great Plains. Discuss the web with your students. What other animals contribute to or benefit from this food web? How do buffalo calves benefit from being born in the spring?

NPS Photo





POST-VISIT ACTIVITY #1 (suggested)



Did you know... during the cold winter months, a family's "grandmother" or "grandfather" would tell the stories of the tribe and its history?



Northwestern University Library, Edward S. Curtis' "The North American Indian": the Photographic Images, 2001.

NEW IMAGES OF ANOTHER CULTURE

During your visit to the Museum of Westward Expansion, the park ranger presented what life was like for Plains Indian people. Use the activity below to find out how the museum visit changed students' perceptions.

DISCUSSION OR COOPERATIVE LEARNING ACTIVITY

Using the same questions from PRE-VISIT ACTIVITY #1, have students discuss their ideas about Plains Indians. When students are finished, create another word web with your class. Compare it to the web from ACTIVITY #1.

WRITING AN ACROSTIC POEM

Plains Indians traditionally pass on family and tribal history through story and song. The strength of a story or song is its ability to create an image in the listener's minds. Some might say the stories or songs resembled poetry. Using imagery from their museum experience, have students write an acrostic poem about their visit.

For example . . .

Bison hooves thunder
Under Western skies.
Families
Follow the wandering herd.
At last, my friends,
Let your arrows fly .
Our bellies soon will be full.

LANGUAGE ARTS



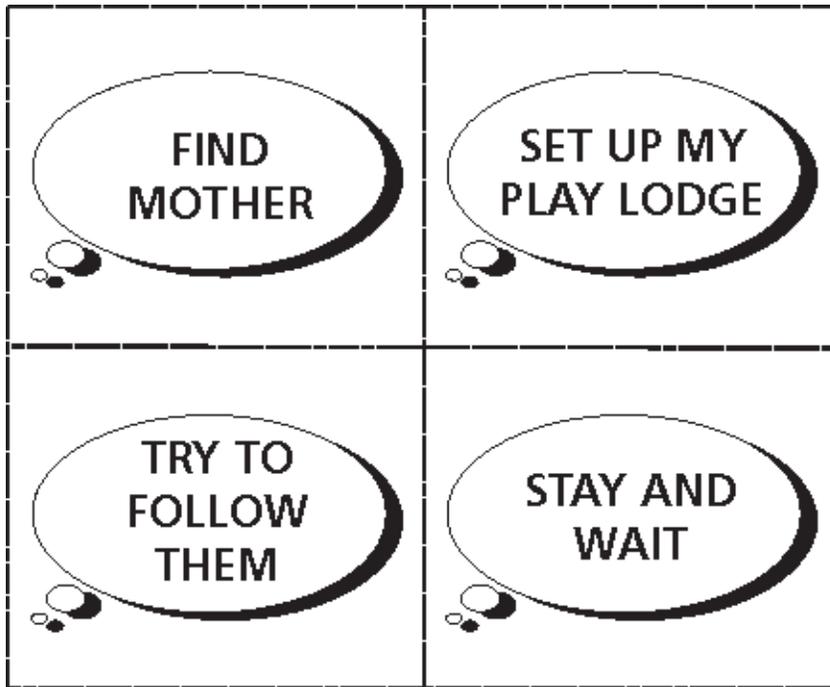
Read from *Dancing Teepees: Poems of American Indian Youth* by Virginia Driving Hawk Sneve. Use the following questions for discussion:

- What imagery do the poems use?
- What themes occur in the poems?
- What do you think is important to the young people who wrote these poems?



MAKING CHOICES

Divide your class into four groups. Make four copies of the cards below and give each group one set. Read *A Song for Little Shirt* to your students (Appendix pages 28-30). At the appropriate places in the story, have each group decide what its decision will be. Call on each group to hold up the card representing its decision.



(copy/cut)

EXPLORATION AND ENRICHMENT

The extended family was an important part of Plains Indian life. Children, parents, grandparents, brothers, sisters, and other family members often lived together. To learn more about the tribes living on the Great Plains during the 1800s, visit Fort Union Trading Post National Historic Site. See Appendix page 27 for contact information.



Northwestern University Library, Edward S. Curtis' *"The North American Indian": the Photographic Images*, 2001.

ART AND MUSIC



Plains Indian men and women often made up songs about events in their everyday life, such as a brave act during a hunt or a foolish thing somebody did to another person. Have students create a short song about something important to them, such as their favorite food or an important person. They may put their songs to familiar melodies, such as "Frere Jacques."





POST-VISIT ACTIVITY #2 (suggested)



Did you know...

berries picked during the summer would be dried and mixed with buffalo fat for a tasty treat called “pemmican?”

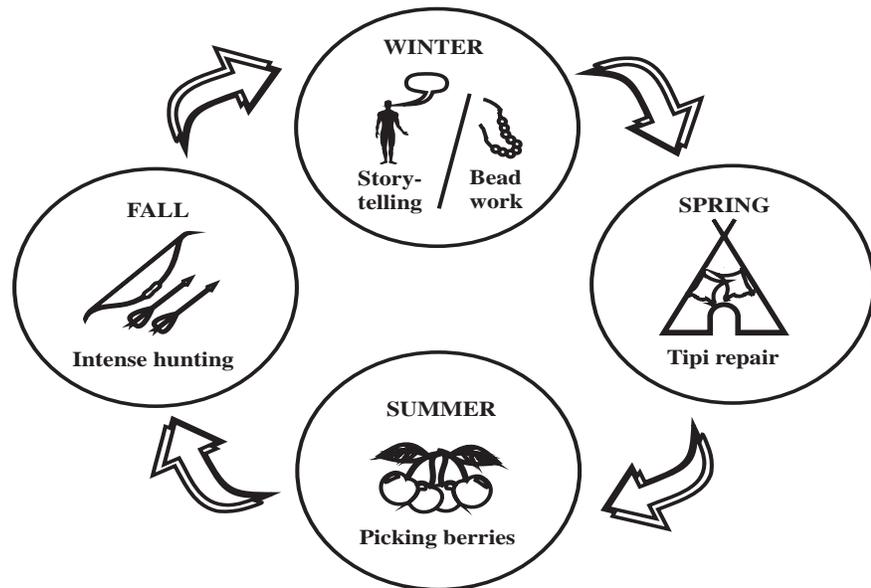


Northwestern University Library, Edward S. Curtis' *“The North American Indian”*: the Photographic Images, 2001.



THE CYCLE OF THE SEASONS

In PRE-VISIT ACTIVITY #2, you discussed with students how their activities change with the seasons. While at the museum, your students were compared and contrasted their lives with the traditional lives of Plains Indians. As the year progressed through its cycle of seasons, the routine of the Plains Indians closely followed. To illustrate this point, have students draw a cycle of the seasons similar to the one below. Instead of writing the name of the season and activity in the circle, have students represent both with pictures based on information gained during your museum visit.



SCIENCE

Berries were used many ways in Plains culture. They were used for food, medicine, and dyes. With your students, research the types of berries in your area. Which are edible; which are nonedible? Experiment with drying berries or using berries for dye. Have students draw different types of berries and make a catalog of how they can be used.

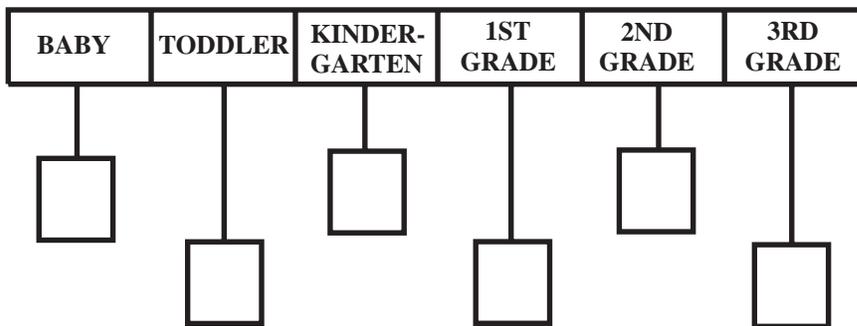


THE CYCLE OF LIFE

Time brings about changes in every person's life. Similar to the changing of the seasons, our lives change with the progress of time. Turning another year older, starting a new grade in school, celebrating the birth of a baby, and saying "good-bye" to a friend or relative affect our daily and seasonal routine. These things help us to learn and grow, and we mark them in special ways.

TIMELINE ACTIVITY

People who study history often use a timeline to help them put events into order. Have each student in your class develop a timeline about his or her own life. They may illustrate it using photographs or pictures from magazines and catalogues. Younger students may create a timeline of their day or important happenings during the school year.



When finished, compare the Plains Indian's use of the circle to represent time with our use of a line. What is similar? What is different?

EXPLORATION AND ENRICHMENT

Plains Indian families moved their camp as the seasons changed. Because they were nomadic, everything a family owned had to be packed and easy to carry when they were ready to move. To learn more about how a Plains Indian family traveled during the 1800s visit Fort Laramie National Historic Site. See Appendix page 27 for contact information.



Northwestern University Library, Edward S. Curtis' *"The North American Indian": the Photographic Images*, 2001.

MATH



Little Shirt and his sister Blue Whirlwind spent the morning picking berries. Blue Whirlwind picked two baskets in an hour. If she picked for three hours, how many baskets would she fill? Little Shirt also picked two baskets in an hour, but he ate half of the berries in one basket during that time. At that rate, how many baskets will Little Shirt fill after three hours?



POST-VISIT ACTIVITY #3 (suggested)



Did you know... some Plains Indian people recorded important events, such as battles or hunts, by painting pictographs on buffalo hide?



SIGNS FROM THE PAST

Some Plains Indian tribes used written symbols similar to the key used in PRE-VISIT ACTIVITY #3. These symbols helped people who spoke different languages to communicate important information about themselves and the world around them.

COOPERATIVE LEARNING AND PICTOGRAPH ACTIVITY

Divide students into pairs. Have them decipher the pictograph on page 19, using the key below the spiral of symbols. Begin in the center and read outward. When finished reading, have students share their interpretations and compare their findings. See Appendix page 31 for an interpretation of the message.

Next, have student pairs develop their own pictograph to share with the rest of the class. It should tell a story, give directions, or relay some short bit of information familiar to the rest of the class. When finished, have students exchange pictographs and try to decipher one another's work.

CRITICAL THINKING

- How do the signs and symbols on today's maps differ from traditional Plains Indian pictographs?
- In what ways do signs and symbols relay what we want to say?
- Where else in our lives do we use signs and symbols?
- What would it be like if we could only communicate using signs and symbols?

LANGUAGE ARTS



Plains Indian tribes speaking different languages were still able to communicate using hand signals. Using William Tomkin's book *Indian Sign Language*, teach students simple words and phrases, such as: "Hello."
"What is your name?"
"My name is . . ."



PICTOGRAPH ACTIVITY



| | | | | | |
|---|---|---|---|---|--|
|  |  |  |  |  |  |
| BEAR | CAMP | DAY | DEER TRACK | EATS | ENCAMPMENT |
|  |  |  |  |  |  |
| FEAR | FISH | HEARS | HOME | HUNGRY | LAKE |
|  |  |  |  |  |  |
| MAN ON HORSEBACK | MORNING | NIGHT | NOON | CEREMONIAL PIPE | RAIN |
|  |  |  |  |  | |
| RESTS | SEE | SPOTTED ELK | TALKS | WALKS | |

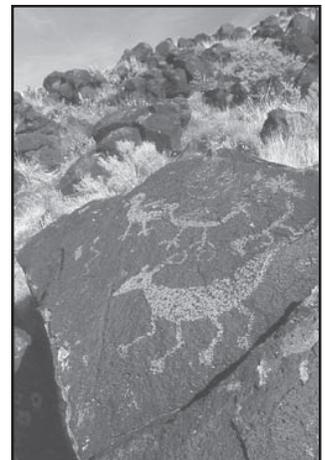
(copy/cut)

EXPLORATION AND ENRICHMENT

Some prehistoric Indian tribes carved pictographs into rock. These are called “petroglyphs.” Petroglyphs can mean many different things, but they are honored because they were made by people from long ago. Petroglyph National Monument preserves examples of these images. See Appendix, page 27 for contact information.



NPS Photos



ART AND MUSIC

For some Plains Indian men and women, certain symbols had special meaning. Symbols such as the whirlwind or coyote were thought to give a person the power of that object or animal. Have students think about something that gives them strength and create a symbol for it. Have them use their symbol in a pictograph (use Tomkin’s book *Indian Sign Language* for additional signs).



CAREERS

Interpretive Park Ranger – a park ranger who “tells the story” of an NPS site to help visitors understand and appreciate its significance



IN THE WEST

The story of American Indians living in the West during the 1800s is an important part of American history. National Park Service rangers tell the story of traditional Plains Indian life at a number of different parks throughout the American West.

NATIONAL PARK CAREERS

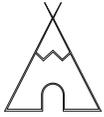
NPS rangers are often the first people you see when you come to a national park. Their uniform, hat, and badge are symbols of their job. NPS rangers receive training about the things that make their site special, such as plants, animals, people, and events.



AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

NPS rangers at JEFF lead school groups through the Old Courthouse and the Museum of Westward Expansion at the Gateway Arch. They help students to learn about Plains Indians and other people in the West. Your park ranger will help you understand how Plains Indians traditionally lived by showing you the tipi and buffalo exhibits. He or she will also ask you to help preserve things in the museum by not touching unless invited to do so.





CAREERS

Seasonal park ranger – a park ranger who works during the summer and other busy seasons



NPS Photo

IN THE WEST

American Indians living on the Great Plains during the 1800s lived according to the seasons. The routines of their lives varied according to the time of year. Different seasons required specific work to be done and certain jobs be completed.

NATIONAL PARK CAREERS

Think back to a summer when you may have visited a national park or historic site with your family. Did you take a nature hike or go to a campfire sing-along? Chances are your guide was a seasonal park ranger. Seasonal park rangers are often college students or other people who want to work year-round for NPS. They begin by working seasonally.



NPS Photo



NPS Photo

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

Seasonal park rangers at JEFF greet visitors when they come to the Arch or Old Courthouse. They wear the same NPS uniform, hat, and badge as year-round NPS rangers and do many of the same jobs. A seasonal park ranger might do a special project to learn more about the park, St. Louis, or Plains Indians.



CAREERS

Media Services Specialist - a person responsible for operating movie projectors and managing theaters; this person also uses photography and video equipment to record important people, places, and events in history.



NPS Photo

IN THE WEST

As the science of photography developed during the 1800s, many photographers traveled West to make images of the new land and its people. Some of the first photographs of traditional Plains Indian life were taken by early traveling photographers. Collections of these images form an important record of traditional Plains Indian life and culture.

NATIONAL PARK SERVICE

National parks and historic sites tell the stories of America's important natural and cultural resources. These stories are told through words and images. A media services specialist has special training in using projection, video, and photographic equipment to help to tell the stories of a park and its significance.

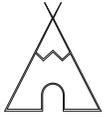


At Jefferson National Expansion Memorial (JEFF)

The media specialists at JEFF manage and operate both theaters beneath the Gateway Arch, including the giant-screen theater. Movies shown in these theaters tell the story of Westward expansion and the building of the Gateway Arch as a memorial to our nation's growth during the 1800s. Media specialists also use video and photography equipment to document important events at the Arch and Old Courthouse, such as Fair St. Louis and naturalization ceremonies. He or she also records visits by special people, like the Director of the National Park Service or Secretary of the Interior.



NPS Photo

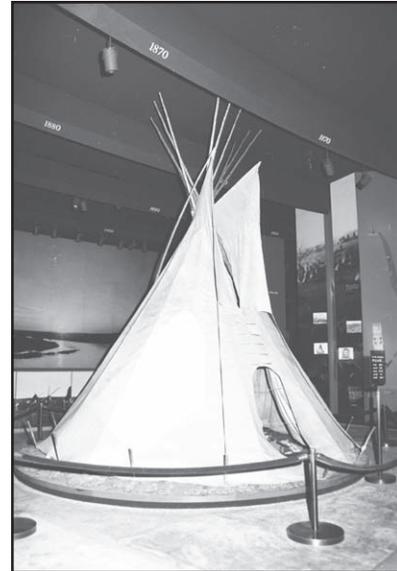


CAREERS

Museum specialist – a person who creates displays and cares for the items exhibited in a museum

IN THE WEST

The American Indian story is important to the settling of the American West. Many museums display artifacts and exhibits to help tell the story and significance of the different tribes and their contributions to America's story. Museum specialists have special training that allows them to handle and care for museum artifacts.



NATIONAL PARK SERVICE

Museums at national parks commemorate the natural and cultural history of our nation. Exhibits of books, tools, clothing, and other materials tell the story of the people, places, and events significant to American history. Museum specialists often work behind the scenes to make sure these artifacts are preserved, conserved, and exhibited for the enjoyment of the public and future generations.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

Museum exhibits at the Museum of Westward Expansion under the Gateway Arch help to tell the story of American Indians living on the Great Plains during the 1800s. Traditional Plains Indian life is interpreted through the tipi, buffalo, and other exhibits. Exhibits at the Old Courthouse help to tell the story of the American Indian in the founding of the city of St. Louis. Museum specialists designed the exhibits to showcase museum resources and relate park themes to the public.



CHARACTER EDUCATION

GENEROSITY

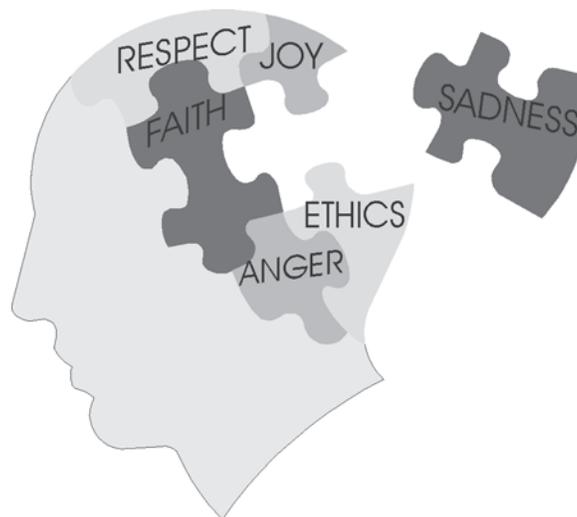
For most Plains Indian families, accumulating wealth was not as important as sharing what they had. If a man got more horses than he could use, he might give some to a man who did not have any. A woman might bead extra moccasins or pieces of clothing during the winter so she had extra to give away.

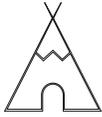
Today, some Plains Indian tribes and families continue the tradition of generosity by hosting Give Aways. At a Give Away, the hosts give gifts of food, toys, and clothing to friends and relatives. Depending on the circumstances, the Give Away may be accompanied by a feast or dancing and singing. Family reunions, Pow-wows, naming ceremonies, deaths, and other important events are all opportunities for Give Aways. Sometimes students hold a Give Away to honor their teacher.

Prepare students for the idea of a Give Away by brainstorming examples of generosity. Next, read a story from George Bird Grinnell's *The Punishment of the Stingy and Other Indian Stories*. Discuss the following questions:

- Which character(s) acted selfishly? Which character(s) acted with generosity?
- What did the character(s) do that was selfish? What did the character(s) do that was generous?
- What happened to the character(s) who acted selfishly? What happened to the character(s) who acted with generosity?
- What are some ways people today might act selfishly? What are some things people do that are generous?
- Why is generosity important? What are some things our class can do to be generous?

Introduce the Give Away. Ask each student to bring in a canned good or other item to donate to a local food pantry or charity. On the given day, have each student place his or her item in a special place. As each student brings up his or her item, they may tell the class something or someone for which they are grateful. Thank students for their contributions, highlighting how their gift is an act of generosity. Celebrate with a snack.





MULTIPLE INTELLIGENCES

E=MC²

Logical/Mathematical Intelligence

Often called “scientific thinking” this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.



Verbal/Linguistic Intelligence

Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.



Intrapersonal Intelligence

The intelligence which relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.



Interpersonal Intelligence

The intelligence which operates primarily through person-to-person relationships and communication. It relies on all the other intelligences.

Visual/Spatial Intelligence

The intelligence which relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.



Body/Kinesthetic Intelligence

Related to physical movement and the knowings/wisdom of the body, including the brain’s motor cortex which controls bodily motion.



Musical/Rhythmic Intelligence

The intelligence which is based on the recognition of tonal patterns, including various environmental sounds and on a sensitivity to rhythm and beats.



Naturalist Intelligence

The ability to identify and classify configurations in nature, discriminate among living things, and show sensitivity to features in the natural world.



APPENDIX

PRE-VISIT ACTIVITY #1 Exploration and Enrichment

For more information on this park, contact:

Knife River Indian Villages National Historic Site
P.O. Box 9
Stanton, ND 58571-0009
(701) 745-3309
Fax (701) 745-3708
www.nps.gov/knri

PRE-VISIT ACTIVITY #2 Exploration and Enrichment

For more information, contact:

National Park Service Field Division of Education
On-line books
http://www.cr.nps.gov/history/online_books/berkeley/steward/stewardt.htm

PRE-VISIT ACTIVITY #3 Exploration and Enrichment

For more information on this park, contact:

Nez Perce National Historical Park
39063 U.S. Highway 95
Spalding, ID 83540-9715
(208) 843-2261
Fax (208) 843-2001
www.nps.gov/nepe

MUSEUM EXPERIENCE Exploration and Enrichment

For more information on this park, contact:

Homestead National Monument of America
8523 West State Highway 4
Beatrice, NE 68310
(402) 223-3514
Fax (402) 228-4231
www.nps.gov/home



APPENDIX

POST-VISIT ACTIVITY #1 Exploration and Enrichment

For more information on this park, contact:

Fort Union Trading Post National Historic Site
15550 Highway 1804
Williston, ND 85501
(701) 572-9083
Fax (701) 572-7321
www.nps.gov/fous

POST-VISIT ACTIVITY #2 Exploration and Enrichment

For more information on this park, contact:

Fort Laramie National Historic Site
HC 72, Box 389
Fort Laramie, WY 82212
(307) 837-2221
Fax (307) 837-2120
www.nps.gov/foia

POST-VISIT ACTIVITY #3 Exploration and Enrichment

For more information on this park, contact:

Petroglyph National Monument
6001 Unser Blvd. NW
Albuquerque, NM 87120
(505) 899-0205
Fax (505) 899-0207
www.nps.gov/petr



APPENDIX

POST-VISIT ACTIVITY #1 Making Choices

A Song for Little Shirt*

This is a story about the old times. When I was a girl, no older than you are now, my family followed the great herds of buffalo across the prairie. Those were good times, with plenty to eat and the freedom to ride a pony as far across the Plains as the eye could see.

My family did not live in a house like yours. We lived in a buffalo-hide tipi which we packed up and moved from camp-to-camp. The tipi belonged to my mother, and she could take it down quicker than any other woman in our village. This was important because we moved whenever the buffalo moved; and the buffalo were always moving.

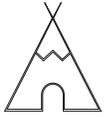
Moving was a busy and exciting time. A young hunter would ride through the village shouting that buffalo had been spotted and everyone needed to pack up and get ready to follow them. Each of us had a job to do. While Mother took down the tipi, Father gathered his hunting gear and sacred items. My two older brothers rode out after the ponies, and Grandmother packed up the cooking equipment. I was in charge of watching my baby cousin, Little Shirt.

Little Shirt was a funny baby with chubby cheeks and hands. I liked pretending he was my baby and would tickle him just to see him laugh. Like many girls my age, I had a play tipi that I set up beside Mother's. When Mother packed her tipi onto a pony, I packed mine onto one of our strongest dogs. The dog would drag the tipi behind him. I stretched the tipi cover between the poles, making a place for Little Shirt to ride.

One day, in the Moon of Ripening Berries, my family was packed and ready to move. The summer sun was warm and bright, and the sky was like a blue blanket stretched above us. The tall grass swayed with a gentle breeze, making a sound like my Grandmother sweeping, "shh-shh-shh-shh." I could barely see above it as we walked. Mother told stories about children who were lost on the Plains among the tall grass and never seen again. I worried over these for awhile, but soon I was laughing and playing with my chubby baby, Little Shirt.

When the sun was high overhead, my family stopped near a stream to eat. Little Shirt and I wandered along the creek bank, tossing pebbles and running our hands through the cool, clear water. Little Shirt clapped his hands under the water, splashing water all over both of us. This made him laugh. I laughed, too, as I watched him play. I was still pretending he was my son. Suddenly, Little Shirt tumbled into the water! I held my hand out to him and he quickly grabbed hold. I pulled him onto the bank, where he shivered and cried. No one answered my calls for help. What should I do?

Continued on page 29



APPENDIX

What do you choose to do?

| | |
|---|--|
|  |  |
|  |  |

I decided to set up my play lodge for Little Shirt to crawl into and warm himself. I wandered along the creek, picking ripe, sweet berries to feed to my little son. He gobbled up the berries and I sang to him some of the songs that my mother sang to me when I was a baby. Finally, he fell asleep with his head on my lap. I held him there quietly, drifting off to sleep myself.

When I awoke, the sky was dark and the stars glimmered brightly in the cool night air. The little creek bubbled beside our lodge and I went to get a drink. At the water's edge, I heard something go "ker-plunk" into the water. I hurried back into my tipi and pulled down the flap. I began remembering the stories Grandmother told about wolves and bears and coyotes. I felt very lonely. I watched Little Shirt sleeping easily and I was determined to be brave and take care of him.

Next morning, I opened the flap of my little tipi and went out into the bright morning. I found the trail where my family had traveled and saw the hoofmark of the ponies. Should I follow them to where they had made camp? Should I stay where I was and wait for someone to find us? What should I do?

What do you choose to do?

| | |
|---|--|
|  |  |
|  |  |

Continued on page 30



APPENDIX

POST-VISIT ACTIVITY #1

Making Choices, continued

I decided to stay and wait for someone to come looking for us. Hearing Little Shirt crying, I quickly went back to the tipi and brought him outside for a drink from the stream. As we were drinking, I heard Father calling for us.

“Kicking Bird! Little Shirt! Hello, Kicking Bird!” he shouted.

At last, I knew we were safe. He rode toward us on his pony and we ran to him. Father scolded us for getting lost, but I could see that he was proud of the way I had taken care of my cousin. He said it was a good thing we had stayed in one place and not wandered far from where he last saw us. After that, Father always teased me by calling me “Little Mother.” I learned my lesson and was always careful to keep in sight of my family as we traveled.

*This story was written specifically for this activity by an education specialist who is not American Indian. The story was adapted from historical accounts and stories told by some Plains Indian people.

POST-VISIT ACTIVITY #3

Cooperative Learning and Picture Writing Activity

Interpretation of Plains Indian pictograph message

Spotted Elk walked for one day and at night set up camp. During the night he heard a bear and became afraid. When he woke up in the morning, he was hungry. He saw deer tracks and followed them until he came to a lake. He went fishing at the lake and ate the fish. He rested until noon. He saw a man on horseback. They talked and smoked their pipes. Together, they ate some fish. It started to rain and they walked to an Indian camp. They rested for one night before Spotted Elk walked home.



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

For Students:

Black, Sheila. *Sitting Bull and the Battle of the Little Big Horn*. Englewood Cliffs, NJ: Silver Burdett Press, 1989.

Dempsey, Hugh A. *Crowfoot, Chief of the Blackfeet*. Norman, OK: University of Oklahoma Press, 1989.

Goble, Paul. *The Gift of the Sacred Dog*. New York, NY: Aladdin Library Reprints. 1984.

Sneve, Virginia Driving Hawk. *Dancing Teepees: Poems of American Indian Youth*. New York, NY: Holiday House. 1991.

Terry, Michael Bad Hand. *Daily Life in a Plains Indian Village, 1958*. New York, NY: Clarion Books, 1999.

For Teachers:

Grinnell, George Bird. *The Punishment of the Stingy and Other Indian Stories*. Lincoln, NE: University of Nebraska Press. 1985.

Linderman, Frank D. *Pretty Shield: Medicine Woman of the Crows*. Lincoln, NE: University of Nebraska Press. 2003.

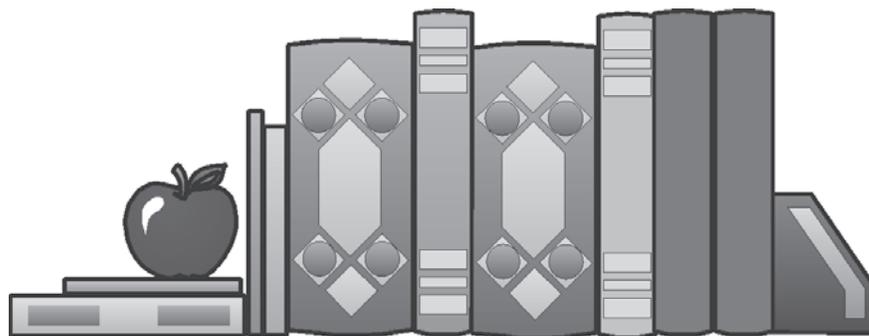
Steward, Julian. *The Blackfoot*. Berkeley, CA: U.S. Department of the Interior, National Park Service, Field Division of Education. 1934.

Tomkins, William. *Indian Sign Language*. New York, NY: Dover Publications, Inc., 1969.

Van Laan, Nancy. *In a Circle Long Ago: A Treasury of Native Lore from North America*. New York, NY: Apple Soup Books. 1995.

Wilson, Gilbert. *Waheenee: An Indian Girl's Story Told By Herself*. Lincoln, NE: University of Nebraska Press. 1981.

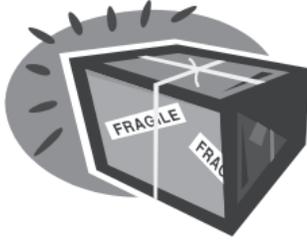
Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





ADDITIONAL RESOURCES

Traveling Trunk



American Indians of the Great Plains
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

Museum Gazettes



“The Center of the Cosmos: The Sacred Pipe”
“The Golden Eagle and the American Indians of the Plains”
“Oh Woman Remember: The Memories of Buffalo Bird Woman”
“Sacagawea and Her Prismatic Story”
“Seas of Grass: The Prairies and Westward Expansion”

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1700

Internet



See our special web pages on Lewis and Clark and an online Curriculum Guide.

Our address on the World Wide Web is:

www.nps.gov/jeff

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1700

For more information on the National Park Service, visit their home page at:

www.nps.gov



This page intentionally left blank.