

LESSON: First People, Blood Run National Historic Site

GRADE: 2

OBJECTIVES:

History

SS.K-2.H.1 Understand people construct knowledge of the past from multiple and various types of sources.

- Understand past, present, and future time in relation to historical events.
- Understand that people in different times and places view the world differently

MATERIALS & RESOURCES:

- Access to Internet websites, beginning with -
 - <http://www.native-languages.org/kids.htm>
- 10 Cultural Respect Guidelines (included)
- Books-
 - *The Very First Americans*, by Cara Ashrose (Author) , Bryna Waldman (Illustrator)
 - *Dreamcatcher*, by Audrey Osofsky (Author) , Ed Young (Illustrator)
 - *Jingle Dancer*, by Cynthia Leitich Smith (Author) , Ying-Hwa Hu (Author) , Cornelius Van Wright (Illustrator)
 - *Coyote in Love With a Star: Tales of the People*, by Marty Kreipe De Montano (Author) , Tom Coffin (Illustrator)
 - *Star Boy*, by Paul Goble (Author, Illustrator)
 - *Raccoon's Last Race*, by Joseph Bruchac (Author) James Bruchac (Author)
 - *How Chipmunk Got His Stripes*, by Joseph Bruchac (Author) James Bruchac (Author)
 - *Turtles Race with Beaver*, by Joseph Bruchac (Author) , Ariane Dewey (Illustrator)
- Optional Activities:
 - Recycled brown paper, crayons or markers or paint & brushes for tipi
 - Recycled paper, crayons or markers, yarn or string for cradleboard
 - food supplies, appliance, utensils for food activity

PRESENTATION:

Q: What were Native American cultures like in the past? What are they like now?

A: There are hundreds of indigenous American cultures, from California to Maine, from the Yukon to Argentina. These cultures can be as different from each other as Chinese culture is from French. If you want to learn about Native American culture, the best idea is to pick a specific Native American tribe to learn about. Then, if you are very interested, you can learn about a second tribe and compare their societies and traditions. (from Native languages of the Americas website- <http://www.native-languages.org/kids.htm>)

The people who lived in the Blood Run area when the people from other countries arrived were the Ioway, Otoe, & Missouri. In this activity, students are introduced to the First Peoples of northwest Iowa. This activity could also extend to First Peoples of other parts of Iowa or other regions.

DIRECTIONS:

1. Create a very simple timeline to introduce the kids to the concept of before, now, and the future.
2. Study the information in *Ten Cultural Respect Guidelines For Teachers/Parents Of Young People* and review with kids. The guidelines are included in this lesson. (Maybe some the teacher/leader, children or other familiar people at home or school are Native American. It's important to remember while studying the past, First People's relatives are part of our community today.) Included are a couple paintings or photos- historical and more modern day.
3. Then go on to the other pages at the website.
 - [Native languages of the Americas](http://www.native-languages.org/kids.htm) website has a list of resources <http://www.native-languages.org/kids.htm>
 - Homes
 - Clothing
 - Food
 - Weapons
 - Hairstyles
 - Languages
 - Links to more sites
4. Read as many of the books as you want.. The list of books in **MATERIALS & RESOURCES** come from the Native Languages website and book reviews on other sites.

Activities for Learning about the First Peoples of the Blood Run Area-

Display and share the creations from these activities.

- **Build a paper tipi**-directions included below. Directions are included below. *The Very First Americans*, by Cara Ashrose would be a good companion book for this activity. You can study different homes from the Native American Homes page:
 - <http://www.native-languages.org/houses.htm>
 - <http://www.kstrom.net/isk/maps/houses/tipi.html>
- **Make a cradleboard**-directions included below. A good book to read along with this activity is *Dreamcatcher*, by Audrey Osofsky. You can learn about cradleboards (males made them) here:
 - <http://www.native-languages.org/cradleboard.htm>
- **Find a recipe** on the website Native Languages or other resource and make it at school. Invite students families or other classes to share the food with your class.

TIME: **Depends which activities are chosen**

PROCESSING THROUGH THE SIX PILLARS:

WHAT?

- What were your favorite books, activities, or insights?

SO WHAT?

- Do you think the Cultural Respect Guidelines might be useful in other situations?

NOW WHAT?

- Do you want to learn about other cultures?

Ten Cultural Respect Guidelines For Teachers/Parents Of Young People

From this website: <http://www.native-languages.org/kids.htm>

- 1) Avoid talking about Indians only in the past tense. American Indian history is interesting, but Indians are still alive today, too.
- 2) Indians from different tribes and nations may have some things in common, like a reverence for family and nature, but they do not all speak the same language, have the same traditions, or wear the same clothes, any more than all European people do. Use the Internet or some good books about Native Americans to learn about the tribe you are studying. Not all Indians lived in tepees. Not all Indians wear the same traditional clothes or headdresses. As much as possible, learn about one complete culture, not a hodge-podge.
- 3) Be sensitive to the difference between learning about a culture and mocking it. Every culture has some aspects which are fun and acceptable to copy, and others which are rude and racist. If you had a Chinese club, for example, you might learn some Chinese words, listen to Chinese folktales, have a stir-fry, or wear some old-fashioned wooden Chinese shoes. But you would not tape your eyes to be slanted, talk in broken English like "Me likey flied lice!", and mimic Buddhist religious rituals. For American Indians, cultural activities which are fun and not offensive include: reading books about Indians, learning an Indian language, listening to Indian music, attending Indian dances and cultural festivals, making Indian food (such as frybread), making non-religious Indian crafts (such as beadwork), reading, listening to, or telling Indian stories and legends, playing traditional Indian games. Cultural activities which are hurtful and inappropriate include: painting faces, mimicking Indian traditional dances (most of which are religious in nature), making war whoops, war dances, or playing at war, using broken English for "Indian Talk" ("me likeum frybread"), or pretending to BE Indian. We know it is a fine distinction, but if you teach your child to say "I'm a Cherokee" when she is not, you will confuse her and devalue what it means to be Cherokee. You wouldn't tell your child in the French club that she was French. Instead, teach her to say "I'm a Y-Indian Princess from the Cherokee chapter. We learn all about Cherokees."
- 4) Plains Indian Sign Language is fun to learn, and many Indian people could understand this sign language. However, each tribe had a normal, spoken language as well. Learn a little about this language. (You can look at our site, [Native Languages of the Americas](#), for a starting point for Indian languages.) It's easy and fun to learn to say "Hello," "Goodbye," and "Thank you" in any Indian language, and it's more authentic and less insulting than saying "How How." For older kids,

the Lord's Prayer has been translated into most Indian languages. Some languages, like [Cree](#) and [Cherokee](#), have their own interesting writing systems, which are fun for kids to learn. Audio and video tapes of many Indian languages are also available, such as the [Arapaho](#)-language version of Disney's [Bambi](#).

5) Find the tribal office of the Indians whose name you are using and ask them for information or if they are interested in a cultural exchange program. Many tribes will provide you with information, free or for a small charge. If you are nearby, a reservation makes a very good outing. If you are not, you may be able to arrange a penpal for your children on the reservation of your tribal namesake. This is a fun way to learn about another culture!

6) If you are arranging an event with Indians from a tribe other than your namesake tribe, discuss differences between the two tribes with the children in advance. Before you meet any Indians, talk to your kids about modern Indian life so that they do not go into the meeting asking Indians if they know how to use toilets or something similarly offensive! (Laura's "tribe" was very rude to an older Lenni Lenape woman who came to talk to her group when she was a girl because the chapter parents didn't do this.)

7) When you choose special nicknames for fathers and daughters, avoid naming yourselves after historical Indians. In many Indian traditions, it is disrespectful or even sacrilegious to use a name that belongs to somebody else without permission. Invented names like "Princess Pretty Rainbow" or "Chief Falls-Off-His-Horse" may not be very authentically Indian, but neither are they cultural thievery, as "Sacagawea" or "Crazy Horse" would be.

8) Avoid making comments implying that Indians are less intelligent, more violent, or less civilized than white Americans. Comparing "wild Indians" with sophisticated modern Americans is not fair--white frontiersmen of the past were pretty wild, too, and modern-day Indians use computers and go to school just like your kids do. Avoid talking broken English to "imitate" Indians. Avoid the word "squaw," it was a frontier word for a prostitute and is not a good way to refer to any Indian woman *or* to your children's mothers!

9) If you have a website, encourage visitors to learn more about the real Indians by putting up a page with information on your namesake tribe's culture and history (a good project to involve your children in,) and/or links to your namesake's tribal homepage and other informative sites.

10) When you do charity events, consider an event that will raise money for the [American Indian College Fund](#), or for a charity benefiting poor people in your namesake tribe--you can write to them and ask for suggestions. They are helping you--help them back!

Ioway Chief 1845



**White Cloud, Chief of the Ioway,
by George Catlin, (1845) National Gallery
of Art**

Ioway Woman 1974



**Mary Louise White Cloud Rhodd,
granddaughter of Chief White Cloud,
White Cloud, Kansas, 1974**

Otoe People 1841



Otoe Delegation, 1881, Photographer John Hillers

Otoe-Missouria Brother & Sister 2007



Brother & Sister photo from Wikipedia Commons

Paper Tipi

Materials:

- brown paper (use recycled paper bags or other paper)
- scissors
- tape
- decorating materials
- 3 short sticks or kebab skewers
- rubber band

Directions:

1. Cut a large half circle from brown construction paper.
2. Fold into a cone with a small opening at the top and tape in place.(You could also crumple up the paper and spread it out again to give it a more realistic look)
3. Decorate the outside of the teepee. You could just color or put on animal or Native American motifs stamps or shapes cut from paper. Alternatively, test the cone shape and decorate before taping.
4. Put 3 sticks or skewers together and tie together about 3 inches from the top with a rubber band. It should for a tripod and stand on its own.
5. Place the cone over the top of the tripod and tape to the inside of the cone.
6. Cut a slit from the bottom and old back to make a door.
7. Play with other animal or Native American toys.

Paper Cradleboard

Materials:

- Recycled paper
- Crayons
- Glue
- Yarn or string
- Stapler
- Hole punch
- Scissors

Directions:

1. Cut two 7-by-4-inch ovals from recycled paper.
2. Fold the top of one oval down two inches.
3. Place the folded oval on the other oval. The fold is facing out. Staple the ovals together on the sides and across the bottom with room between the staples to punch a hole.
4. Make a little paper baby that will fit in between the ovals and glue into place so you see the baby's face.
5. Punch one hole between the first, second and third staples on each side of the papoose. Thread cotton string or yarn through the holes and tie them together as carry straps.
6. Decorate as desired.

Read more: http://www.ehow.com/info_12119217_papoose-indian-crafts.html#ixzz2ttSyoCkC

Paper Plate Cradleboard

Materials:

- Paper plates- plain white paper **not** stiff cardboard or styrofoam
- Crayons
- Yarn or string
- Hole punch
- Scissors

Directions:

1. Draw a baby in the center of a paper plate.
2. Fold the bottom edge of the plate up as if to cover baby's feet.
3. Fold the sides over across the front of the baby. The plate will be folded in thirds approximately.
4. Trim the edges evenly on both sides to expose the baby's face.
5. Punch one hole in each side panel and tie them closed with yarn.
6. Punch a hole on each side of the top rim to insert yarn carry straps Read more: http://www.ehow.com/info_12119217_papoose-indian-crafts.html#ixzz2ttUYXhU5

More Resources (http://www.engageny.org/sites/default/files/resource/attachments/ckla_gk_d6_anth.pdf)

- National Museum of the American Indian - <http://nmai.si.edu/visit/newyork/>
- Native American Homes - <http://www.native-languages.org/houses.htm>
- Map of Native American Tribes - http://images.wikia.com/oraltradition/images/d/dc/Native_American_Tribes_Map_2.jpg
- Native American Environment - http://cpluhna.nau.edu/Research/native_americans1.htm
- Pictures of Native Americans - http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043_14107_600x450.jpg