

Distance Learning at The Cleveland Museum of Art

Native Americans and Settlers

Grades 4-6

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Objects to be sent by mail:

Settler Trading Packet: blankets (fleece), ribbons, beads, buttons, calico
Native American Trading Packet: corn, beans, processed animal hides, animal pelts,
feathers

How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!

Native Americans and Settlers

Grades 4-6

Teaching Information Guide

Program Objectives:

1. Students will gain an understanding of Native American ways of life through selected cultural artifacts.
2. Illustrate the differing perceptions that Native Americans held of settlers and that settlers held of Native Americans.

Common Core State Standards Applicable:

English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects-4th Grade:

CCSS.ELA-Literacy.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.4.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

5th Grade:

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

6th Grade:**CCSS.ELA-Literacy.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.4**CCSS.ELA-Literacy.WHST.6.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

National Education Standards:

For Fine Arts - Visual Arts (grades K-4, 5-8):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.

For Language Arts - English (grades K-12):

- Communication skills
- Communication strategies
- Applying knowledge

For Social Sciences – U.S. History (grades K-4):

- The history of the united states: democratic principles and values and the people from many cultures who contributed to its cultural, economic, and political heritage

For Social Sciences – U.S. History (grades 5-12):

- Era 2: Colonization and Settlement (1585-1763)
- Era 4: Expansion and Reform (1801-1861)

TEACHER NOTE:

Please bring the entire Teacher Packet with you to the videoconference. There will be an interactive exercise for students during Distance Learning lesson.

Students will be asked to participate in an activity that emphasizes trade between Native Americans and settlers. To familiarize you in advance with the activity, directions are provided. These will be repeated during the lesson by museum presenters. Students may be told about the activity in advance, but there is no need to practice beforehand. The objective is for each student to try to work in a group and experience the issues involved in bartering, a common practice in 18th century life.

Teachers will be asked to divide students into groups of 5 or 6 people. Each group is either a Native American group or a settler group. The Native American groups should receive a Native American package from the Teacher Packet you were sent. The settler groups should receive a settler package. One Native American group will pair with one settler group and the group members will work out an exchange. For example, the settlers group might decide to trade 2 of their calico cloth pieces for one packet of beans from the Native American group. The objects in each packet represent items needed or desired by the other group.

Selected Vocabulary:

Adze – a woodworking tool with an arched blade, similar to an axe

Atlatl – Native American spear-throwing weight

Celt – Native American woodworking tool

Sinew – the tough band of white connective tissue which attaches muscle to bone

Stereotype – an oversimplified generalization about an entire group of people without regard for individual differences.

Teaching Extensions:

1. Using the enclosed worksheet “Maximizing Environmental Resources,” suggest modern materials which could be used for making the objects listed.
2. Study the painting *View of Schroon Mountain, Essex County, New York, After a Storm*, by Thomas Cole. Imagine your family has just settled in this location after living in Boston, Massachusetts. Based on what you see in the painting, write a letter to a friend back in Boston describing your new living environment, and what your family’s new life is like. A question you might ask yourself before starting: Have you met the Native Americans in the painting?
3. Read the article “Indians claim Italy by right of discovery.” Put yourself in the role of a Native American “newspaper correspondent” in the 1800’s for the *Woodland Times*. Write

an article describing the arrival of the settlers to your area, their interaction with your tribe, and your tribe's opinion of the new "neighbors."

Suggested Reading:

For students:

American People. New York: Eyewitness Anthologies, D.K. Publishers, 1996

Wood, Marion. *Myths and Civilizations of the Native Americans*. New York: Peter Bedrick Books, 1998.

Wood, Marion. *Spirits, Heroes and Hunters from North American Mythology*. New York: Peter Bedrick Books, 1981.

Great Indian Chiefs. Santa Barbara, Ca.: Bellephon Books, 1996

Locker, Thomas; Locker, Thomas, illus. *The Land of the Grey Wolf*. New York, NY: Dial Book; 1991.

For teachers:

Time-Life Books. *The Mighty Chieftains*, Alexandria, Va.: Time-Life Books, 1993

Triggers, Bruce G. and Wilcomb E. Washburn, eds. *Cambridge History of the Native Peoples of the Americas*, North America. volume 1, part 2, New York: Cambridge University Press, 1996.

Websites of Interest:

- *American Indians and The Natural World: The Iroquois of the Northeast*, an online exhibit at the Carnegie Museum of Natural History
<http://www.carnegiemnh.org/online/indians/iroquois/index.html>
- Western Reserve Historical Society <http://www.wrhs.org/>
- Eastern Woodland Indians <http://www.nativetech.org/scenes/>

This Teacher Information Sheet and Distance Learning lesson were developed with the assistance of Joanne Krajeck of Canton South High School, Canton, Ohio and Kelly McCrone and Janice Zeigler, Education Department, Western Reserve Historical Society, Cleveland, Ohio

Natives and Settlers Comparison Sheet:

	Food		Clothing		Shelter		
	Type/Source	Preservation	Type/Source	Preservation	Materials	Construction	Furnishing
Native American	Hunted and trapped summer through winter, but not in the spring when young animals are born	dried and smoked	Hide from animals that were killed for food	sewn with animal sinews or plant fibers using bone needles	Saplings; bark peeled from trees	tied with plant fibers animal sinews	animals skins
	Fished in nearby lakes and rivers	dried and smoked	Decorated with porcupine quills or with beads obtained by trade				
	Gathered nuts and berries	dried					
	Grew corn and squash in natural clearings	dried					
Early Settler	Hunted game whenever meat was needed	dried, smoked, and salted	Wool from sheep that needed pasture	carded, spun, dyed (optional), woven, or knitted	Logs from large trees chopped down using axes Mud Stone	shaped with a broadax or adze	wooden tables, chairs stools, bedsteads
	Fished in nearby rivers and lakes	dried, smoked, and salted	Flax grown in cleared fields	retted, broken, scutched, hatched, spun and woven			
	Gathered nuts and berries	dried or made into jams or jellies					
	Cleared forests to raise various crops	dried, pickled or fermented (alcohol)					
	Raised livestock which required pastures and shelter	cheese and butter; slaughtered in cool months for meat					

The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name _____

Your School _____

School Address (with zip code) _____

E-mail Address _____

Grade/Class of students (e.g. 10th grade French) _____

Program Title _____

Program Date _____

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

**5= Strongly Agree 4= Agree 3= Neither Agree nor Disagree
2= Disagree 1= Strongly Disagree**

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.
5 4 3 2 1
2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
5 4 3 2 1
3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.
5 4 3 2 1
4. The distance learning lesson successfully taught its objectives.
5 4 3 2 1
5. The distance learning lesson was not interrupted by technical difficulties.
5 4 3 2 1
6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.
5 4 3 2 1
7. I plan to register for another distance learning lesson.
(circle one) Yes No

If no, why? _____

8. I would like more information about The Cleveland Museum of Art's Teacher Resource Center.
(circle one)

Yes

No

9. Why did you choose The Cleveland Museum of Art Distance Learning?
(circle one)

- a.) Price Point
- b.) Quality of lessons
- c.) Selection of lessons
- d.) Ease of working with CMA
- e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?
(circle all that apply)

- a.) CMA inservice
- b.) CILC
- c.) TWICE
- d.) Conference
- e.) Brochure
- f.) The Cleveland Museum of Art website
- g.) The Teacher Resource Center
- h.) Other

11. Do you have any additional comments about the distance learning lesson?

Please return the completed teacher evaluation form to:

**Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106**

Or fax to Dale Hilton at 216-707-6679

Prerequisite Reading Material for Teachers:

Native Americans of the Western Reserve Area

By Janice Ziegler

The Native Americans who inhabited the Western Reserve area of Ohio were reported and identified by late sixteenth century French explorers as the Erie. On the earliest European-made maps of this region, however, the French words, “La Nation du Chat” cover their territory, an area stretching from Toledo, Ohio to Buffalo, New York along the south shores of Lake Erie and Lake Ontario. Translated, “The Nation of the Cat,” these people were referred to as the cat people, but this was incorrect. What the early French explorers meant instead of cat was raccoon, an animal which they referred to as wild cats. It was the plentiful furs of the raccoon, with its striped tail, that made up the clothing of the Native Americans seen by the French, and which inspired the name, “Nation of the Cat.”

Information about this Erie group of Native Americans is sketchy however, because they were annihilated during the years 1653-56 in an event known to Europeans as the Beaver Wars. A few Erie probably escaped the destruction and assimilated themselves with other tribes of Northeastern Woodland Indians north of Ohio, in Michigan and Canada, but as a group, they were never known after 1656.

The Erie were hunters and gatherers and also grew crops of corn, pumpkins and squash. They lived in sedentary villages in wigwams or long houses, similar to the villages of the Iroquois or Five Nations in upper New York State. When the land in the area of their village was agriculturally depleted, they would move a short distance away and reestablish their village. They, like all the Eastern Woodland Native Americans in the Great Lakes region, depended on the vast forest, moderate weather and good rainfall to sustain their food gathering and producing activities.

The Northeastern Woodland Native Americans used what was close at hand for making tools and clothing. They used bone, bark, stone and wood to make needles, axes, scraping tools, mortars and pestles and pointed arrow heads. They used clay to make bowls, bark and vines to make baskets, bark and tree branches to make their homes, animal furs and hides to make their clothing and porcupine quills for decorating.

When contact with Europeans occurred, the way of life of the Woodland Native Americans changed drastically. The Iroquois in New York began to trade for the goods offered by the new settlers. They wanted metal knives, axes, pots and pans; woven cloth blankets and clothing; beads for decorations and rifles. To get these items they traded animal fur pelts, particularly beaver pelts, to the European settlers who in turn sold them in Europe where there was a high demand for tall beaver fur hats.

To get enough furs for this trade, the Five Nations sought to expand their hunting territory. Other Native Americans already occupied prime beaver lands to the west and the result was the Beaver Wars in which the Five Nations annihilated the Native Americans in Ohio, including the Erie. At the time of the settlement of the Western Reserve in Ohio, 150 years after the Beaver Wars, there were no settled Native American villages in the area. The Western Reserve was rather the hunting grounds of the strong Six (another tribe had been added) Nation Confederacy in New York. It was with this confederacy that Moses Cleaveland negotiated, as part of the original surveying expedition, while passing through Buffalo, New York. He bought the rights to northern Ohio east of the Cuyahoga River from the Native Americans before he continued on to Ohio for the surveying of the land of the Western Reserve.

Teaching Extension Materials:

Native Americans: Maximizing Environmental Resources

The Woodland Indians depended on their environment for food, clothing, and even shelter. Therefore, when they killed an animal, they would use every part of the body for something. Below are examples of how different body parts were utilized.

Antler

used as a handle for stone chipping tools
pipes
arrow tips
digging or scraping tools
war clubs
fasteners
decorative items

Bones

shovels (shoulder bones)
needles and awls
decorations
arrow straighteners
game pieces
musical instruments
war clubs
tools and fasteners of all types
skulls for ceremony
marrow for food
fertilizer (fish bones)

Buckskin

clothing
moccasins
pipe bags
quivers
shelter covers
toys
bedding

Hair

headdresses
ornaments for clothing
padding for pillows and balls
paint brushes
tail for decorations

Hoof

glue
rattles
scrapers

Internal Organs

tongues, liver, heart (choice food)
intestines for sinew
brains for tanning
bladder for pouches
stomach pouches
stomach content for medicines

Meat

food, jerky

Muscles

sinew for bows, threads, etc.
glue

Rawhide

containers, cases, pouches
shields
moccasin soles
rattles, drums
saddles
ropes, quirts, fasteners
glue

Images for Native Americans and Early Settlers
The Cleveland Museum of Art



View of Schroon Mountain, Essex County, New York, After a Storm, 1838

Thomas Cole (American, 1801-1848)

Oil on canvas

1335.1917



Ball-Headed Club, early 1800s
Native North America, Woodlands, Great Lakes,
Post-contact Period
maple
1991.21



Hunter and Indian Guide, 1869
C. L. Woodhouse (American)
oil on canvas
1995.24

Indians claim Italy by right of discovery

From Our Correspondent

Rome, Sept 24

Italy, cradle of Western civilization, woke up today to the fact that it has never actually been discovered. The situation, however, was remedied at 11 o'clock in the morning when the chief of the Indian Chippewa tribe, Adam Nordwall, stepped off an Alitalia jumbo jet and claimed it for the Indian people.

The intrepid explorer, in full Indian dress, accompanied by his wife - in ordinary clothes because her suitcase had been lost in New York - stood on the tarmac of Fiumicino airport here and took possession of Italy "by right of discovery."

The fact that Italy has long been inhabited by people who consider themselves to be in full possession of the place was exactly the point that Mr. Nordwall was trying to make. "What right had Columbus to discover America when it was already inhabited for thousands of years? The same right that I have to come now to Italy and claim to have discovered your country," he said.