

# The Indians and the Environment: Living with the Land

South Dakota State Historical Society Education Kit

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Number 1 through 11	

## Indians and the Environment: Living with the Land

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# Goals and Materials

## Goals:

Kit users will:

- understand different types of environment.
- have an understanding of and appreciate the resourcefulness and creativity of American Indians in using their environment to sustain life.
- look at some of the similarities and differences between the early American Indian culture and common American culture today.
- Develop the skill of reading objects.

## Materials:

This kit contains:

1 Lakota Sioux arrow  
1 parfleche  
1 rawhide sample  
1 pair of Lakota Sioux moccasins  
1 sample of sinew  
1 sweetgrass braid  
1 bone awl  
porcupine quills  
wild rice  
4 pieces of Mandan pottery  
1 Pueblo pot  
1 deer hide sample  
1 pine needle basket  
1 birch bark basket  
book (*Chichi Hoo-hoo Bogeyman*)  
11 8x10 photographs  
audio tape of American Indian flute music

## **Teachers Resource**

People must use their environment to survive. The environment includes land, water, grass, plants, and animals. The environment provides food, water, shelter, and clothing. The things that can be used from the environment are called resources.

Early people had to make the things that they needed. They made these things from whatever resources existed in their area. Today we are able to go to stores and buy things. We can get things from far away. The early American Indians, the long-ago relatives of today's American Indians, had no stores. They used their special skills and available resources to survive.

Not all environments are the same. Different parts of the United States are very cold during the winter while it is warm in other places. The people that live in warm areas dress differently from those who live where it is cold. Certain crops will not grow where it is too cold or too dry. Differences in the environment existed a long time ago, too.

The early Indians lived all over America in different environments. Some lived where it was hot and dry while others lived where it was cool and wet. The groups, or tribes, had their own ways of using their resources to survive. This kit includes information about three different environments—plains, deserts, and forests.

### **Plains**

Some early North American Indians lived in a plains environment. Plains groups included the Sioux, Mandan, and Cheyenne. The plains are mostly flat lands covered with grass. The summers can be hot and the winters very cold with a lot of snow.

When the plains tribes looked for food they depended on animals that ate the grass. The most important animal to the plains tribes was the buffalo. The buffalo came to eat the new grass that grew each spring on the plains. The Indians hunted them with bow, and **arrows**, and spears.

After the hunt, the people prepared the meat. They ate some right away while it was fresh. Other meat was cut into thin strips and put into the sun to dry (**Photo 1**). Such dried meat was called jerky. People could eat the jerky or make it into pemmican—a mixture of jerky, fat, and berries. After making the pemmican, the Indians coated it with deer's blood. The dried blood kept the flies away. Pemmican kept longer than jerky, so it was good food for taking on trips.

**Parfleches** stored the pemmican. **Rawhide**—a hard leather—was used to make parfleches. Rawhide made a strong, light container. The parfleche could be used to store many different foods or objects.

Plains Indians ate other things besides buffalo meat. Berries, onions, and other fruits and vegetables grew on the plains and made good food. Deer and rabbits provided another meat source especially during the winter when finding buffalo could be hard.

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Buffalo hides were used for making many things. Tanning buffalo hides made them into soft leather. Clothing, like **robes** and **moccasins** were made from the tanned hides. Porcupine **quills** could be dyed and sewn on the moccasins and other items as decorations (**Photo 2**). Plants and berries gave the quill dye its color. **Sinew**, a special thread made from the buffalo's tendons, was used to attach the quills to the moccasins. Plains Indians sometimes used **sweetgrass** to decorate their clothing, too.

Plains Indians made shelters, called tipis, from tanned buffalo hides (**Photo 3**). A bone tool called a **awl** punched through the hide. Sewing sinew through the holes made by the awl joined the hides together. Sinew was used to sew many things, as well as to strengthen bows.

Hide tipis made good homes for the Plains tribes as they moved around following the buffalo because tipis packed up easily. The people that lived in villages used tipis when they left the village for hunting trips. In the villages they lived in earth lodges. Earth lodges were made by piling dirt and grass over willow branches.

The Mandan tribe lived in earth lodge villages. They made **pots** from clay. They baked the clay pots in a special oven called a kiln. Baking the pots in the kiln made them hard and dry.

### Desert

The Southwest part of the United States is mostly desert. The desert environment is very dry. The sun shines almost everyday, and it does not rain much. Plants grow far apart in the dry, rocky soil. The Hopi and Navajo tribes live in the desert area.

Large animals like the buffalo did not live in the desert. Desert dwellers hunted smaller animals, like rabbits, for food. Early people grew food as well as hunting it. The dry desert environment made growing crops difficult. Some tribes found ways to grow things in the desert. The Hopi tribe planted corn at the bottom of mesas. Mesas are high, flat land formations with steep sides. When it rained, the water ran down the mesa to the planted corn. Planting the corn at the bottom of the mesas was a good way of getting water to the crop. Many foods from the Hopi culture are made from corn (**Photo 4**).

Some desert tribes collected water by placing large **pots** outdoors when it rained. The people used the rainwater for crops or for other water needs. The pots used for rainwater were made from clay that could be found in the desert area. Clay pots were used to cook in and store food, too (**Photo 5**).

Many of the desert people built houses out of stone and adobe (**Photo 6**). Adobe is a mixture of mud, sands, and straw. The Indians piled stones up on top of one another to make walls. Adobe would be used to fill in the cracks between the stones. Adobe houses had wooden roofs. Often, people traveled long distances to find the wood because few big trees grew in the desert.

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Desert Indians sometimes used animal skins and fur to make clothing. They used other resources, too. The Hopi grew cotton and spun it into fabric that they made into clothing. The Navajo used sheep's wool (**Photo 7**) to make rugs, and important items in their culture. The rugs are colored with dyes made from things in the desert environment (**Photo 8**).

### Forests

A forest environment has many trees and there is usually plenty of rain. Long ago, the greatest forests were near the biggest lakes in the United States—the Great Lakes. The Ojibwa is a tribe from the great Lakes area.

Forest dwellers got their food in many ways, depending on the season. During the spring the Ojibwa collected tree sap to sweeten and add flavor to their foods. In summer, they planted vegetables and collected berries. During the autumn, men and women canoed into the swamps to gather **wild rice**. The men paddled the canoe and the women beat the rice plants so the rice fell into the canoe (**Photo 9**). Fish provided another food source. Hunting moose, bear, deer, and elk was an important way to get food in the winter. Sometimes the people had to travel many miles to find animals to hunt. During the winter they also ate food saved during the summer and fall.

The Ojibwa made their homes from tree bark (**Photo 10**). Long strips of birch tree bark fashioned the roof and mats woven from bark or reeds made walls (**Photo 11**). Sometimes whole sheets of bark covered the dwelling.

The forest people used animal skins in their homes. A **deer hide** might be the door. Rolled up bearskins made places to sit. When the people wanted to sleep, they unrolled a bearskin for a sleeping pallet.

People in forest environments used things from trees to make containers and baskets. The needles from a pine tree and the bark from a birch tree both make good **baskets**.

The early American Indians met their needs in many ways. They made goods use of their resources. Early Indian people respected the Earth. Respecting something means thinking that it is important and deserves care. The Early Indians believed that all things on the Earth were living and related to one another. All things deserved respect.

Many Indians today still have great respect for the Earth. Some still make the things in this kit. People making these things today do so for reasons other than survival. Most American Indians now live in modern homes and wear purchased clothing. Traditional clothing and tipis are still for ceremonies and other special occasions. Many American Indians also regularly eat traditional foods.

## **Photograph List**

### **PLAINS**

Photo 1: Cheyenne camp showing meat drying on racks, 1895 (43,118-A)

Photo 2: Mandan woman sewing quill designs on hide, after 1900 (56,831)

Photo 3: Kiowa or Arapaho buffalo skin tipi, 1868-72 (1448-D-2)

### **DESERT**

Photo 4: Two women grinding corn, Hano pueblo, Arizona, 1893 (1877-B)

Photo 5 : Two women making pots, Hano pueblo, Arizona, 1893 (1877-A)

Photo 6: View of Taos pueblo, New Mexico, 1900-20 (4579)

Photo 7: Navajo men shearing sheep (55,440)

Photo 8: Navajo women spinning and weaving, 1893 (2434)

### **FOREST**

Photo 9: Chippewa (Ojibwa) woman in boat tying rice (596-E-22)

Photo 10: Two Chippewa (Ojibwa) bark wigwams, 1858 (482-A)

Photo 11: Chippewa (Ojibwa) woman weaving rush mat (596-D-2)

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# Indians and the Environment: Living with the Land

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Work Sheet 1

Name \_\_\_\_\_

## Important Words

Draw a line from the word to the best answer.

- |                     |   |
|---------------------|---|
| 1. environment      | a. a group of people  |
| 2. resources        | b. everything around you  |
| 3. tribe            | c. things from the environment<br>that can be used to meet<br>needs |
| 4. long-ago Indians | d. made all things needed to live                                   |

## Something to Think About

Think about the different environments that you have learned about. Which one do you think is the closest to the environment that you live in? In which one would you like to live? Why?

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## For Fun

The words below are all part of the environment. Find out what they are by unscrambling them.

- |                |                  |
|----------------|------------------|
| 1) nrai _____  | 4) eetrs _____   |
| 2) irbds _____ | 5) olaffub _____ |
| 3) lekas _____ | 6) rgsas _____   |

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Work Sheet 2

Name \_\_\_\_\_

## Important Words

Complete the sentence with the best choice from the list. Remember to capitalize the word if it is at the beginning of the sentence.

- 1) A \_\_\_\_\_ is a bag made from the hide of a Buffalo.
- 2) \_\_\_\_\_ is a mixture of jerky, fat, and berries.
- 3) \_\_\_\_\_ is a type of mud mixture used to build homes.

mustard	mesa	pemmican	sack
parfleche	sand	glue	adobe

## Something To Think About

Think about the natural environment that is around you. What things from nature could you use to make a shelter for yourself? Use complete sentences.

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## For Fun

For each letter, find the letter that comes right after it in the alphabet. You will spell out an important message. (Hints: Z = A and D = E)

EXAMPLE: CNF = DOG

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S G D H M C H Z M R T R D C L Z M X V Z X R S N

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R T Q U H U D H M C H E E D Q D M S D M U H Q N M L D M S R

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# Reading An Object

### Objectives:

- Participants will recognize the variety of information that can be learned directly from objects.
- Participants will learn how to examine objects and draw conclusions from their observations.

### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2 2.US.2.1 2.E.1.1	3.E.1.1		5.US.1.1	6.W.1.1 6.E.1.1

### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

### South Dakota Science Standards

K	1st	2nd	3rd	4th	5th	6th
K.P.1.1		2.P.1.1	3.P.1.1 3.E.1.2			

**Timeframe:** 30-60 minutes

### Materials:

Included in kit

All objects

Object Identification Sheet

### Background Information:

Every culture has used objects. These objects reflect the beliefs of the people who constructed, acquired, or used them. They also reflect the unique identity of the culture. If we study and/or teach only what's been written down about a culture, there are many things we miss. The same is true if we only look at cultural objects. When separated, written words and objects are both incomplete. When the two are studied together a more complete cultural picture emerges. One of the main goals of this kit is to increase the participants' visual literacy skills and teach them how to learn from objects.

## **Indians and the Environment: Living with the Land**

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### **Activity Steps:**

1. Arrange the participants so that it is easy to pass objects from one to another. Pass each object around one at a time, allowing the participants to handle and examine them.
2. While the participants are examining the objects, use the points below to start discussion about the materials, construction and history of the objects. Encourage the participants to share the visual and tactile information they get from the objects. You may ask each participant to consider a different aspect of the object – history, material, etc. Have the participants respond so the entire group can hear and enter into the discussion.
3. After each object has been examined, share the information about each object on the Object Identification Sheet with the group.

### Materials & Construction:

- Is it hard or soft?
- Is it rough or smooth?
- Is it light or heavy?
- Is it strong or fragile?
- What material is the object made out of? (wood, hide, stone, fur)
- Is it made of something found in nature?
- If it is natural, has it been changed by people? (cutting, sewing, mixing)

### History & Function:

- Who might have made the object?
- What was it used for?
- Is this object still used today?
- Do we use something else today that does the same job?
- How is the object in the kit different from our modern object? How are they similar?
- Would you rather use the modern object or the object in the kit? Why?
- Was the object used for a special task or occasion or was it an everyday item?
- Does the object show signs of wear?
- Was the object worn on the outside or inside? Has it been changed by time or weather?
- Is there dirt on the object? If so, what kind and where is it located?
- Is any part of the object broken or missing?

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### OBJECT IDENTIFICATION LIST

#### Plains Environment

- T1996.2.1 **Arrow.** Used for hunting and warfare.
- T1996.2.2 **Parfleche.** This is a container made from rawhide. Parfleches were used to store food and other items. They could be painted in a variety of designs.
- T1996.2.3 **Rawhide.** Rawhide is a hard, untanned leather. It was used to make parfleches and other useful items like drums, pouches and ropes.
- T1996.2.4 **Buffalo Robe.** This is a piece of a whole buffalo robe. The entire robe would be much larger. The thick buffalo robe obtained in the winter was called a seasonable robe and was worth more than a summer robe.
- T1996.2.5 **Moccasins.** This pair of women's moccasins is made from softened, or tanned, leather.
- T1996.2.7 **Sweetgrass Braid.** Sweetgrass was burned as an incense to induce the presence of good spirits.
- T1996.2.8 **Bone Awl.** An awl is a sharp, pointed tool used to punch holes in leather prior to sewing it. Awls were frequently made from the buffalo rib or leg bones.
- T1996.2.6 **Sinew.** Sinew comes from the tendons of the buffalo. It is like a very tough thread. Sinew was used to sew hides together for tipis and for sewing clothing.
- no number **Porcupine Quills.** Plains tribes used quills to decorate their clothing before traders introduced glass beads to the area.
- 1996.2.9 **Pot Shards, Mandan.** Thicker than the Pueblo pottery example, the Mandan shards come from a tribe that lived in earth lodge villages along the Missouri River.

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### **Desert Environment**

- 1996.2.10 **Clay Pot, Pueblo.** This style of pottery has been produced for many years by the Indians living in the southwestern part of the United States.
- 1996.2.11 **Dye Chart and Rug Sample.** Navajo weavers used native plants from their desert environment to dye the wool they used in their rugs. This chart shows the colors produced by different plants.

### **Forest Environment**

- no number **Wild Rice.** Wild rice grows in ponds, swamps, and along marshy streams in the central and eastern United States. It was an important cereal food for the Ojibwa tribe. Before the rice was ripe, several rice plants would be tied together. At harvest time, Indian women bent the bound plants over their canoes and beat them with sticks so the rice fell into the canoe.
- T1996.2.12 **Deer Hide.** Used by people in different environments, tanned deer hide made good household items and clothing.
- T1996.2.13 **Pine Needle Basket.** Thick pine forests provided a ready resource to make baskets like this from pine needles.
- T1996.2.14 **Birch Bark Basket.** Bark was another good resource from the forest that could be used for many things. Some tribes made their houses from birch bark.

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### Catching the Prey

#### Objectives:

- Participants will understand the types of situations Native Americans used to survive.
- Participants will learn about using their senses in different ways.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2	3.US.1.1 3.W.1.1 3.G.2.1 3.E.1.1	4.E.1.1	5.US.1.1 5.G.2.1 5.E.1.1	6.W.1.1 6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.6	3.LVS.1.1	4.LVS.1.1	5.LVS.1.1 5.LVS.1.3	6.LVS.1.3

#### South Dakota Science Standards

K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
	1.L.1.3 1.L.3.1	2.L.3.1	3.L.2.1 3.L.3.1	4.L.2.1 4.L.2.2	5.L.3.3	

**Time Frame:**30-45 minutes

#### Materials:

Provided by instructor

Blindfold

#### Background Information:

Catching prey was not easy for early North American Indians. They did not have guns to shoot animals so they had to chase after the prey and try to get as close as they could, so that their bows and arrows or spears would be effective.

#### Activity Steps:

1. Have the children sit in a circle.
2. Choose one student to be the predator, and put them in the middle of the circle on their hands and knees, and then blindfold them.
3. Silently point to another student who will be the prey.
4. The prey will then enter the circle by leaving their position, and make a circle on their hands and knees around the predator.

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5. The prey must make a complete circle and go back to the place where they were sitting without being tagged.
6. If the student (prey) is tagged then that student must be the predator.
7. If the predator is unable to tag the prey after two rounds, select another predator.
8. The game does not have a definite ending, but let each student have a chance at being both the predator and the prey, if possible.
9. When the activity is over, discuss these questions:
  - A. How did you feel when trying to catch the prey?
  - B. If you did catch the prey, how did you do it?
  - C. How would you feel if catching the prey was your only chance of getting food?
  - D. Do you think that it would be difficult if you could never buy food, but always had to catch or gather it?

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# Stick Game

### Objectives:

- Participants will understand that the children living long ago had fun and played game just as they do.
- Participants will be creative in designing game pieces, and use skills in addition.

### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2		2.US.1.2 2.US.2.1	3.E.1.1		5.US.1.1	6.W.1.1 6.C.2.1 6.E.1.1

### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.6	3.LVS.1.1	4.LVS.1.1	5.LVS.1.1 5.LVS.1.3	6.LVS.1.3

### South Dakota Mathematics Standards

K	1st	2nd	3rd	4th	5th	6th
K.A.4.2 K.N.3.1	1.N.2.1 1.N.3.1	2.N.3.1	3.A.2.2			

**Timeframe:** 45-60 minutes

### Materials:

Provided by instructor

Popsicle sticks (three per student)

Provided by students

Marker or crayons

Paper

Pencil

### Background Information:

In earlier times children did not have the manufactured toys that we find on shelves today. They had to come up with toys and games from their surroundings. Often games involving sticks or bones would occupy their time. They would draw patterns or figures on various found objects like bones, add simple rules and enjoy their game.

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### Activity Steps:

1. Instruct the students to decorate two of their popsicle sticks on one side, using only the color red.
2. Have the students decorate the other popsicle stick on one side, using only the color blue.
3. After they have decorated the sticks, put the students into groups (three suggested). Tell them that they need a piece of paper and pencil with them.
4. Instruct the children to use the popsicle sticks like dice. Have them toss the sticks into the air and let them fall.
5. After the sticks have landed they should look at them and add up their score using this information:

The red is a snake. The blue is a man.

All plain: 3 points

2 snakes and 1 man: 4 points

2 snakes and a plain: 5 points

2 plains and one snake: 6 points

1 plain, 1 snake, and 1 man: 1 point

6. The children should keep track of the score themselves or in their groups.
7. The game can end in a variety of ways, depending on the length of time played. For example, the game could end when someone gets a set amount of points, or you could plan to play for a certain amount of minutes.
8. The time during the creation and the time when students are playing the game may offer good opportunity to play the music included in the kit. Let the student know that it is traditional American Indian flute music. (See the cover jacket of the tape for more information.)
9. You may wish to ask the students during or after the activity a few question such as:
  - A. Do you think that children living long ago might have played a game like this? Why?
  - B. How do you think that children long ago may have made their pieces for this game?
  - C. Do you think that all people like to have fun (regardless of age, place in time, etc.)?

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# Taste Test

### Objectives:

- Participants will learn some of the traditional foods American Indians.
- Participants will compare and contrast different foods.
- Participants will understand that some of the foods of American Indians are not any different than foods that they know and enjoy.

### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2		2.US.1.2 2.US.2.1	3.E.1.1		5.US.1.1 5.G.2.1 5.G.2.2	6.W.2.1 6.C.2.1 6.E.1.1

### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.W.1.2 1.LVS.1.2 1.LVS.1.6	2.LVS.1.3 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2	4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

**Timeframe:** 45-60 minutes

### Materials:

Provided by instructor

Popcorn	Buffalo meat
Wild rice	Squash
Berries	Cornbread

### Background Information:

The American Indians had much of the same food that we have today. They may have not cooked it in an oven, or had butter to put on it, but the food itself is the same. In fact, it is because of the American Indians that we have some of the different foods that we enjoy today.

### Activity Steps:

1. Provide some of the foods for the children that were and/or are still commonly eaten today. (The list above offers some ideas, but there are many foods to choose from.)
2. You may wish to play the tape of flute music during the tasting time.
3. Begin a discussion on the different types of foods that the student has just eaten. Begin by asking questions such as:
  - A. Where did people who ate wild rice (berries, buffalo, etc.) live?
  - B. How do you think that this food might have been prepared long ago?
  - C. Is there something here that you've never had before?

**(Note: Before doing this activity, be aware of any food allergies that students may have.)**

## Making a Pot Pop

**Objectives:**

- Participants will learn how to read objectives better.
- Participants will expand their knowledge about physical science.

**South Dakota Social Studies Standards**

K	1st	2nd	3rd	4th	5th	6th
		2.US.2.1	3.E.1.1			

**South Dakota Communication Arts Standards**

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.1 K.LVS.1.6 K.LVS.1.7	1.W.1.1 1.W.1.2 1.LVS.1.1 1.LVS.1.6	2.W.1.1 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.W.1.3 3.LVS.1.1 3.LVS.1.3 3.LVS.1.4	4.W.1.2 4.LVS.1.1 4.LVS.1.2 4.LVS.1.3 4.LVS.1.4	5.W.1.1 5.LVS.1.1 5.LVS.1.2 5.LVS.1.3 5.LVS.1.4	6.W.1.1 6.LVS.1.2 6.LVS.1.3

**South Dakota Science Standards**

K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
K.P.1.2	1.P.1.3	2.P.1.1	3.P.1.1 3.P.1.2	4.P.1.1	5.P.1.1 5.P.2.1 5.P.3.2	6.N.2.1 6.P.2.1

**South Dakota Visual Art Standards**

	K	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmarks 1 & 3	X	X	X				
Std. 3: Relationship of art and history/culture, benchmarks 1 & 2	X	X	X	X	X	X	X
Std. 3: Relationship of art and history/culture, benchmark 3	X	X	X				

**Time Frame:** 45- 60 minutes to create, a week to let sit.

**Materials:**

Provided by instructor

An undecorated, unglazed red clay flower pot

Water and warm water

Salt

A shallow dish

Jar

Provided by students

Wax Crayons

## **Indians and the Environment: Living with the Land**

South Dakota State Historical Society Education Kit

### **Background Information:**

The activity was taken from *Discover-Investigate the Mysteries of History* by Katherine Grier. It is a great extension of the reading-an-object activity since two examples of pottery are in the kit. Much of the early American Indian pottery has been painted and designed. The pottery shards in the kit have a rough look on the outside. This is going to be like the pot that you and the students design.

### **Activity Steps:**

1. Using the crayons, have the students decorate the pot.
2. Fill your jar with warm water and add salt.
3. Place the pot into the shallow dish.
4. Fill the shallow dish with the salt water.
5. Put the pot and dish somewhere warm. (e.g. sunny window ledge)
6. Now, let the water dry up. (It will probably take a couple of days.)
7. Add more salty water to the dish.
8. After a few weeks, parts of the outside of the pot will pop right off!

### **Explanation:**

This happens because when the salt crystals dissolve, they take up less space. When they take up less space, they can sneak into the pot through very small holes in the pot. However, when everything begins to dry up, the salt turns back into solid crystals again, and more space is used. This causes the salt crystals to push against the pot until finally, they force the outside layer to pop off.

## Indians and the Environment: Living with the Land

South Dakota State Historical Society Education Kit

# Comparing Cultures: A Read-a-Book Activity

### Objectives:

- Participants will see some similarities and differences between cultures.
- Participants will improve their listening skills.

### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1 K.E.1.2	1.C.2.2 1.E.1.2	2.US.1.2 2.US.2.1	3.US.2.1 3.G.2.1 3.C.1.1	4.G.1.1 4.E.1.1	5.US.1.1 5.G.2.1	6.E.1.1 6.E.1.3

### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.6	1.W.1.2 1.LVS.1.6	2.W.1.1 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.W.1.1 3.LVS.1.1 3.LVS.1.2	4.W.1.2 4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

**Time Frame:** 45-60 minutes

### Material:

Provided in the kit

The book, *The Chichi Hoohoo Bogeyman*, by Virginia Driving Hawk Sneve

### Background Information:

Reading the book, *The Chichi Hoohoo Bogeyman*, by Virginia Driving Hawk Sneve, allows the students to see some similarities and differences between Sioux, Hopi, and “American” cultures, as well as individual people.

### Activity Steps:

1. Read the story out loud to the class.
2. When finished, discuss similarities and differences between the characters and the cultures in this book. (Consider discussing: What was one similarity of the Hopi, Sioux, and American cultures that this book taught us? And how were the characters similar? Different?)

## Indians and the Environment: Living with the Land

South Dakota State Historical Society Education Kit

### Parfleche Making

By Janet Dresser

#### Objectives:

- Participants will learn about different types of cultural art.
- Participants will improve their art skills.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2 2.US.2.1	3.G.2.1 3.E.1.1		5.US.1.1 5.G.2.2	6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.LVS.1.1 1.LVS.1.6	2.LVS.1.1 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

#### South Dakota Visual Art Standards

	K	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmark 2	X	X	X	X	X	X	X
Std. 1: Visual arts as communication, benchmark 3	X	X	X				
Std. 3: Relationship of art and history/culture, benchmarks 1 & 2	X	X	X	X	X	X	X

**Timeframe:** 30-45 minutes

#### Materials:

Provided by instructor

Piece of awning canvas 28x34 inches

Acrylic paint

Brushes

Paper punch or awl

4 split cowhide strips or rawhide laces approximately 8 inches long

Paper

*Note: Awning canvas is available at most fabric stores. One side of it has been treated with coating to which paint will not stick. Ask the sales clerk to show you which is the untreated side.*

#### Provided by Students

Ruler

Pencil

Scissors

## **Indians and the Environment: Living with the Land**

South Dakota State Historical Society Education Kit

### **Background:**

The Sioux made many types of storage containers out of buffalo hides. The French explorers who first encountered the Sioux in the early seventeenth century called these containers parfleches. To the Sioux, parfleches were like our drawers and closets. They put pemmican and other foods, clothing, and camp accessories in them. Women used parfleches as sewing bags, keeping paint, sinew thread, beads, quills, and decorative grasses in them. When it was time to break camp, the parfleches were already packed and ready to go. Nature's rich palette of colors was used to decorate the parfleches. Dried duck manure produced the color blue. Yellow came from bullberries or buffalo gallstones, black from burnt wood, green from plants and white from certain light-colored clays. The colors were mixed with natural glues to help them adhere to the untanned hides.

# Make a Parfleche

By Janet Buell Dresser

The Sioux made many types of storage containers out of buffalo hides. The French explorers who first encountered the Sioux in the early seventeenth century called these containers *parfleches* (PARH flesh).

To the Sioux, parfleches were like our drawers and closets. They put pemmican and other foods, clothing, and camp accessories in them. Women used parfleches as sewing bags, keeping paint, sinew thread, beads, quills, and decorative

grasses in them. When it was time to break camp, the parfleches were already packed and ready to go.

Nature's rich palette of colors was used to decorate the parfleches. Dried duck manure produced the color blue. Yellow came from bullberries or buffalo gallstones, black from burnt wood, green from plants, and white from certain light-colored clays. The colors were mixed with natural glues to help them adhere to the untanned hides.

You need:

Piece of awning canvas 28 by 34 inches\*

ruler

pencil

scissors

paper

acrylic paints

brushes

paper punch or awl

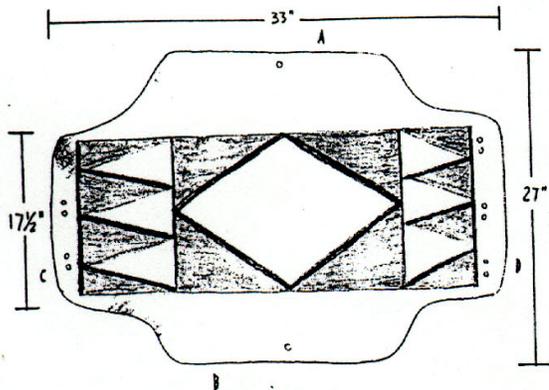
4 split cowhide strips or rawhide laces appropriately 8 inches long

\*Awning canvas is available at most fabric stores. One side of it has been treated with a coating to which paint will not stick. Ask the salesclerk to show you which is the *untreated* side.

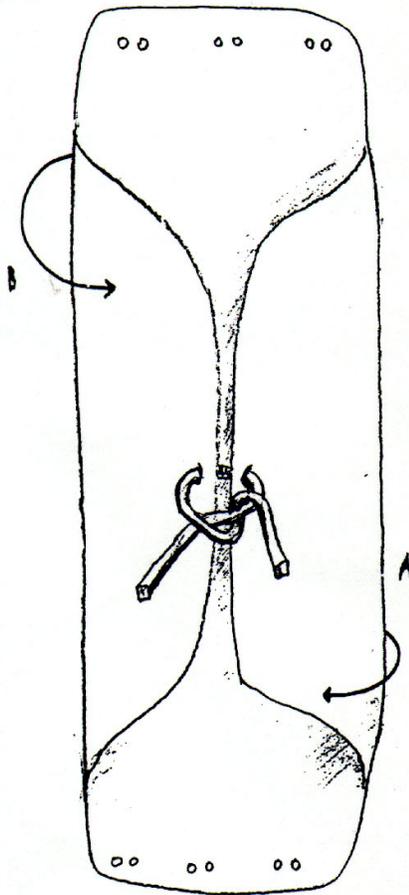
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## The Indians and the Environment: Living with the Land

South Dakota State Historical Society Education Kit

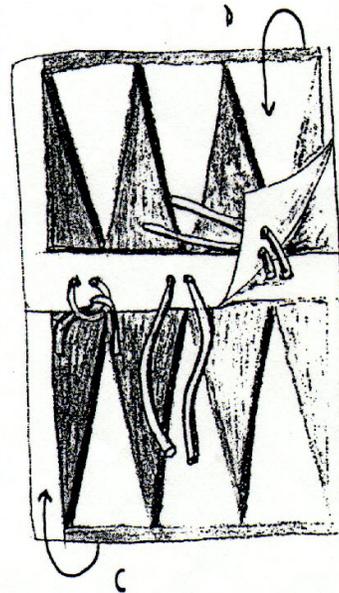


**1.** Using the dimensions shown in the diagram, draw the parfleche on the canvas. Use scissors to cut out the pattern.



illustrated by Annie Moonsong

**2.** Make a rough draft of your design on a piece of paper. Use a pencil to copy the design on the *untreated* side of the canvas. Paint the design with acrylic paints. Limit your palette to three colors, allowing each color to dry before using the next one.



**3.** To close your parfleche, fold sides A and B to the center, then fold in sides C and D. Punch holes where illustrated on the diagram. Make sure the holes line up when the parfleche is folded. Put the holes at least  $\frac{1}{2}$  inch from the edges of the canvas to keep it from tearing. Use split cowhide strips or rawhide laces to tie the parfleche as shown in the diagram.

**4.** Use the parfleche to store items that will remind you of special memories.

# The Indians and the Environment: Living with the Land

South Dakota State Historical Society Education Kit

## Kit Return Form

Number of students that used the kit: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Did you use the news release? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, where did you send it? \_\_\_\_\_

The checklist below is an easy way to remind yourself of all things that need to be returned. Feel free to check off the items as you pack them. Also, please note any damage that may have occurred to an object on the bottom of the form. Thank you!

\_\_\_\_ 1 parfleche

\_\_\_\_ porcupine quills

\_\_\_\_ 1 pair of moccasins

\_\_\_\_ 1 deer hide sample

\_\_\_\_ 1 sample of rawhide

\_\_\_\_ 1 pine needle basket

\_\_\_\_ 1 bone awl

\_\_\_\_ 1 birch bark basket

\_\_\_\_ 1 arrow

\_\_\_\_ 1 Pueblo pot

\_\_\_\_ 1 robe sample

\_\_\_\_ 1 Navajo rug and dye chart

\_\_\_\_ 1 sample of sinew

\_\_\_\_ 11 photographs

\_\_\_\_ 4 pieces of Mandan pottery

\_\_\_\_ 2 books (*Chichi Hoohoo Boogeyman*)

\_\_\_\_ 1 sweetgrass braid

\_\_\_\_ bag of wild rice

\_\_\_\_ teacher's manual

\_\_\_\_ 1 tape of American Indian flute music

Damaged object? Tell us what happened:

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**Thank you for completing this form**