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American Indians in the Northeast and Southeast

Standard/Objective

- Compare ways in which people from different cultures think about and deal with their physical environment and social conditions. (NCSS)
- Students will compare and contrast the environments and villages of the Northeast and Southeast American Indians.

Materials

Copies of both sides of *Algonquian and Southeast Indian Villages* photograph card; Copies of the historical background information (page 16)

Discussion Questions

- Describe the village.
- Explain how the village was arranged.
- What activities are taking place in the picture?
- What would it be like to live in this village?

Using the Primary Source

Copy the front side of the *Algonquian and Southeast Indian Villages* photograph card. Then, cut the copies in half. You want only one village to be seen on each card. Place students into two groups. Assign each group a different village and have each group create a list stating things they find unique about the village. Have students answer the discussion questions above as they create their lists.

Next, show both pictures together to the class. Ask the groups to share their lists. During this time, have the class compare and contrast the two villages, discussing ways in which the two regions may have affected the villages. If students could choose to live in either village, which one would they choose?

Finally, read the historical background information (page 16). Discuss other ideas the class might add to their lists about the two villages. Have students complete various activities from the back of the photograph card.

Extension Idea

- Have students pretend that they live in one of the villages from the pictures. Ask them to describe village life using first person narrative.

American Indians in the Northeast and Southeast *(cont.)*

Historical Background Information



Many early Algonquian tribes lived in the Northeast. They are also referred to as the Woodland People. Why? They relied heavily on trees for shelter, canoes, and utensils. They built clusters of homes in villages surrounded by tall fences called *palisades* (pal-uh-SADES). A palisade had closely spaced poles with sharp tips. This provided some protection from attacks by neighboring tribes.



Many of these Indian tribes lived in wigwams, which were round, wooden homes. Each home had a hole in the roof to let smoke escape. The floors were hard-packed dirt. The wigwams were covered in slabs of elm bark, birch bark, or woven cattail stalks. In fall, the people would cover their wigwams with all three to insulate the homes against the cold.



Other tribes in this area did not live in wigwams. Instead, they built longhouses made from wooden poles covered in elm bark. Multiple families, all related through the women, lived in each longhouse. A longhouse was about 25 feet (7.5 m) wide and 150 feet (45 m) long. It had a curved roof with smoke holes. There were several shared fire pits used for cooking and warmth. Two rows of beds were built along each wall of the longhouse. They were stacked like bunk beds. In this way, up to 12 families could live in one longhouse.



In the Southeast, many tribes built two types of homes: winter houses and summer houses. Winter houses were round and made of hard-packed dirt. The solid walls provided protection from the cold. The people lived in the summer houses for most of the year. These homes were more elaborate. Summer houses had frames of wooden poles covered in woven willow branches. These walls were then coated with clay on both sides. When the clay dried, the walls were painted white. The paint was made from crushed oyster shells.



The Indian tribes living in what is now Georgia and Florida built *chickees*. These homes had thatched roofs and wooden frames. They were open on all four sides. This let breezes blow through to keep people cool during the hot, humid summers.





Southeast Indians



Algonquian Indians

Algonquian and Southeast Indian Villages

Historical Background Information

The early Algonquian Indians lived in the Northeast. They are also referred to as the Woodland People. This American Indian tribe relied heavily on trees for shelter, canoes, and utensils. They used their available resources to build homes, called wigwams, and their defense, called a palisade.

Because of the varying southeastern climate, tribes living in this region built two types of homes: winter houses and summer houses. They also lived in structures that used the resources around them.



Analyzing History Knowledge

How did the American Indian tribes use their environment when they created their villages?

Comprehension

Based on the two pictures, what does each American Indian tribe seem to value the most? Create a picture of that idea or item for each tribe. Write a caption below each picture to explain your answer.

Application

How does your neighborhood compare to these villages? Think about the way it is built, the layout, the materials used, and the types of buildings in your neighborhood. Then, draw a diagram of your neighborhood. Point out any similarities it may have with the two American Indian villages.

Analysis

Create a Venn diagram to compare and contrast the two villages. Include four items in each section of the diagram.

Synthesis

Combine the ideas and resources used by each tribe to create a village in which both tribes could live. Draw and color your village. Write an explanation of it on the back of your drawing.

Evaluation

List at least two strengths and two weaknesses for each village.

Historical Writing Fiction

You are a young American Indian from a southeastern tribe. You have just been placed in the Algonquian tribe's village to live. What are your impressions of the village? How do you feel? Create a diary entry to explain your thoughts and feelings.

Nonfiction

Create a brochure that highlights one of the tribes and their way of life.

History Challenge

Where do the Algonquian Indians live now? Create a map that shows where many of the Algonquian Indians are located.

Treaties

Standard/Objective

- Analyze a particular event to identify reasons individuals might respond to it in different ways. (NCSS)
- Students will study treaties made between the British and American Indians to determine the fairness and necessity of the treaties.

Materials

Copy of the facsimile, *The Treaty of Fort Stanwix*; Copies of the historical background information (page 40); Copies of the student activity sheet, *Ignoring the Borders* (page 41); For optional use, copies of *The Treaty of Fort Stanwix* (page 42); Copies of the *Fort Stanwix Boundary Map* available on the CD (stanmap.pdf); Copies of *Treaties Between the American Indians and the British* available on the CD (treaties.pdf)

Discussion Questions

- Why do you think the British felt it was important to have a treaty, especially when treaties were not followed?
- Was this treaty fair? Why or why not?
- Do you think the American Indians gave ideas when the treaty was written?

Using the Primary Source

Tell the students that they have been asked to serve as members of the Six Tribes to write a treaty with the British government to create new borders. Have students work with partners to list how a new treaty may affect their tribe. This may include where the American Indians would be relocated, what resources they would still have available to them, and how much money they would be given for their land.

Display the facsimile, *The Treaty of Fort Stanwix*. Read the treaty aloud as a class. Then, discuss with students if the factors they determined were considered in the treaty. You may also wish to use the *Fort Stanwix Boundary Map* available on the CD (stanmap.pdf), which shows the new lines drawn from the treaty. This will help students visualize where the American Indians and British would be located.

Distribute copies of the historical background information (page 40) and *Treaties Between the American Indians and the British* (treaties.pdf). Have the students read the information with partners. Have the partner groups answer the discussion questions. Discuss the answers as a whole group. Finally, ask students to complete the activity sheet, *Ignoring the Borders* (page 41).

Extension Idea

- Ask students if they think that the Fort Stanwix treaty is a symbol of unity among many of the American Indian tribes at that time. Have them defend their answers in paragraph form, using examples from both the document and historical background information.

Treaties *(cont.)*

Historical Background Information

In 1715, the Tuscarora Indian tribe moved into the New York State area. White settlers had driven these Indians out of what is now North Carolina. This tribe joined the League of Five Nations. So, the Iroquois changed the confederacy's name to Six Nations.

In 1763, Great Britain made a new law for the colonies. It was meant to keep the colonists from moving west of the Appalachian Mountains. Great Britain said that it owned the land between the Appalachian Mountains and the Mississippi River, but that territory was supposed to be land on which the Indians would live.

The law did not work. The colonists ignored it. They continued to move west of the Appalachian Mountains. Many colonists settled along the Kentucky bank of the Ohio River. Of course, this caused problems with the Indians already living in this area.

The British government decided to make a treaty to set new borders. The British knew that the Six Nations were the most powerful group of Indians. So, they got the Iroquois to sell all of the land east and south of the Ohio River for \$10,000. The land deal included parts of what is now western Pennsylvania, Kentucky, West Virginia, and New York. This was called the Treaty of Fort Stanwix.

Although the Iroquois signed this treaty, most of the Indians living in these areas did not agree with it. These tribes included the Delaware, the Mingo, and the Shawnee. These tribes were angry. They said the Iroquois, who did not even live in the Ohio Valley, had no right to sign away their land.

More colonists moved into the area. By 1774, the Indians, especially the Shawnee, had become violent toward the settlers. They led frequent raids and sneak attacks to frighten the people. They wanted them to move back east of the Appalachian Mountains. But, that was not to be. The land belonging to the Indians continued to shrink.

The Treaty of Fort Stanwix was the last of seven treaties between the American Indians and the British.



Name _____

Ignoring the Borders

Background Information

The British government decided to make a treaty to set new borders. The British knew that the Six Nations were the most powerful group of Indians. The British convinced the Iroquois to sell all of the land east and south of the Ohio River for \$10,000. The land deal included parts of what is now western Pennsylvania, Kentucky, West Virginia, and New York. This was called the Treaty of Fort Stanwix. Although the Iroquois signed this treaty, most of the Indians living in these areas did not agree with it.

Activity

Directions: Find a partner and complete the activity below.

Did the Iroquois have the right to make a land deal since they were the largest tribe within the Six Nations? Or, should they have consulted the smaller tribes? Debate this issue with a partner. You will be either an Iroquois Indian defending your actions or a member of the Delaware, Mingo, or Shawnee tribes. Your partner will take the other viewpoint. Write five main points for your position in the space below.

1. _____
2. _____
3. _____
4. _____
5. _____

Challenge

Research some of the other treaties listed on *Treaties Between the American Indians and the British*. How were they similar to the Fort Stanwix treaty? How were they different? Show the comparisons on a Venn diagram.

The Treaty of Fort Stanwix

. . . the sum of ten thousand dollars bring the full consideration of the lands lately sold to them by the Indians of the six nations at the late Treaty of Fort Stanwix. We say received this twenty eighth day of July Anno Domano 1769—for ourselves and the other Indians of the six nations and their confederacy and dependant tribes for whom we act and by whom we are appointed and empowered.

Witnesses present

(American Indian signatures)

Treaties Between the American Indians and the British

The Treaty of Fort Stanwix was the last of seven treaties between the American Indians and the British. These treaties are as follows:

Ratified treaty 1: The Great Treaty of 1722 between the Five Nations, the Mahicans, and the Colonies of New York, Virginia, and Pennsylvania

Ratified treaty 2: Deed in Trust from Three of the Five Nations of Indians to the King, 1726

Ratified treaty 3: A Treaty Held at the Town of Lancaster, by the Honourable the Lieutenant Governor of the Province, and the Honourable the Commissioners for the Province of Virginia and Maryland, with the Indians of the Six Nations in June 1744

Ratified treaty 4: Treaty of Logstown, 1752

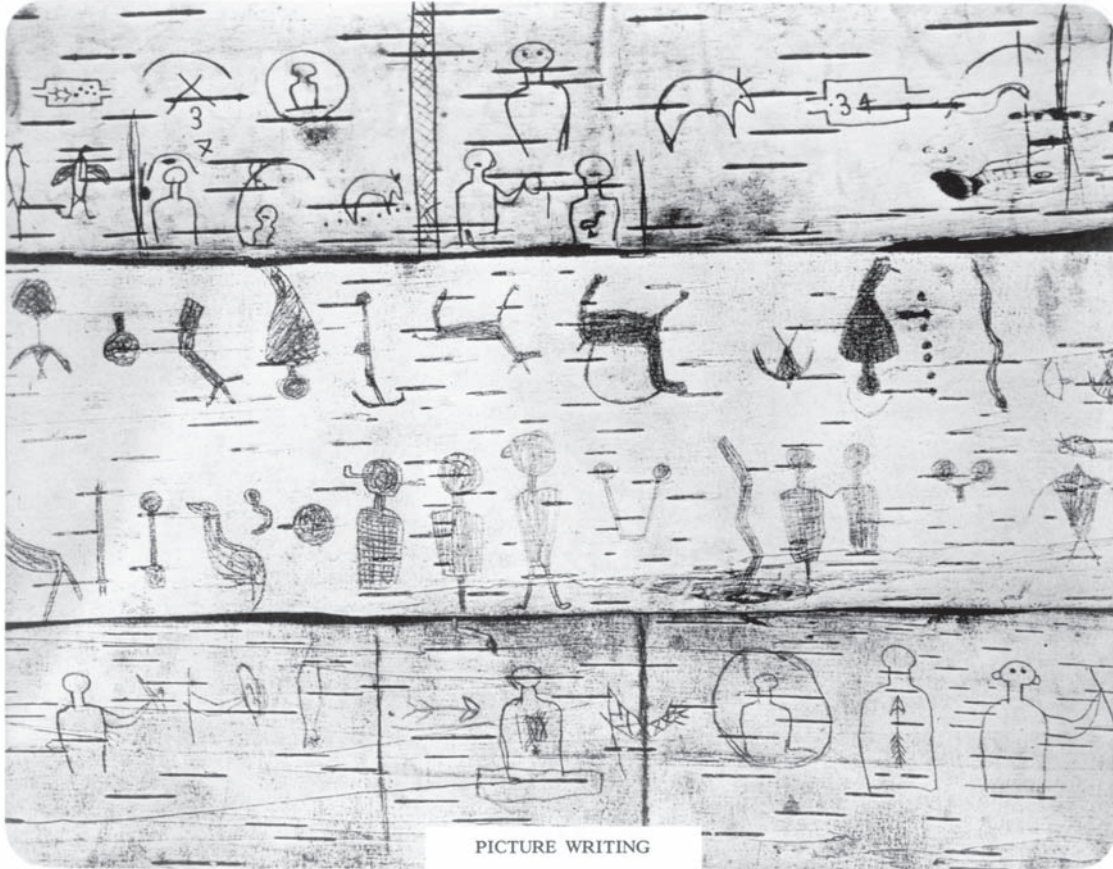
Ratified treaty 5: The Albany Congress, and Treaty of 1754

Ratified treaty 6: At a Conference Held by the Honourable Brigadier General Moncton with the Western Nations of Indians, at the Camp before Pittsburgh, 12th Day of August 1760

Ratified treaty 7: Treaty of Fort Stanwix

Name _____

Carved in Bark



Source: The Library of Congress

Directions: The Northeast Indians used sharpened bones to carve pictures in birch bark. Answer the questions about these pictures.

1. Why do you think the Northeast Indians carved these pictures?

2. What do you think these pictures are saying?
