

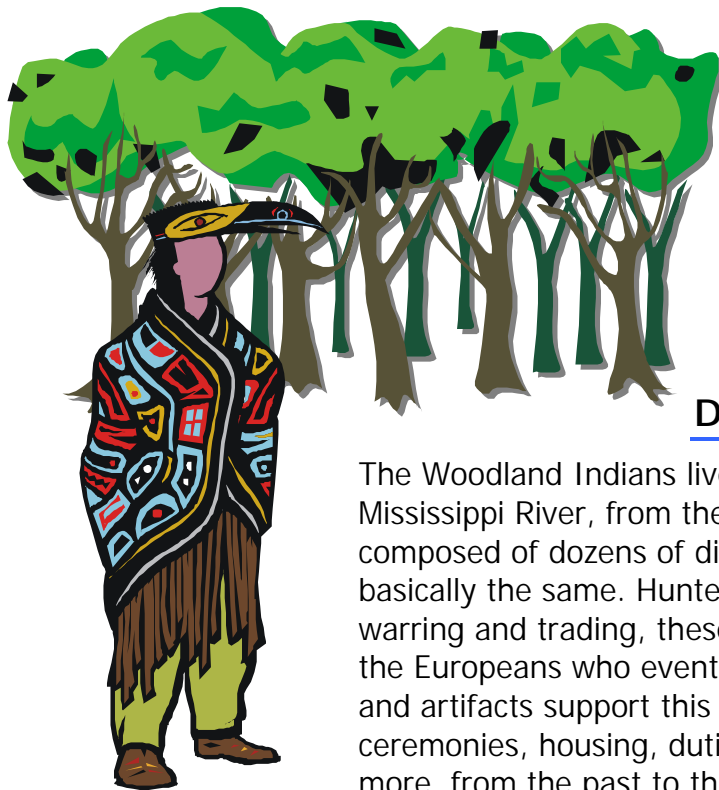
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THE WOODLAND INDIAN WORLD

Grade Levels: 3-8

17 minutes

LUCERNE MEDIA 1998



DESCRIPTION

The Woodland Indians lived from the Atlantic Coast to the Mississippi River, from the Carolinas to Canada, and were composed of dozens of different tribes whose lifestyles were basically the same. Hunters and fishermen, living in villages, warring and trading, these Native Americans shared cultures with the Europeans who eventually arrived. Reenactments, pictures, and artifacts support this overview of their culture, foods, ceremonies, housing, duties, weapons, clothing and more, from the past to the present.

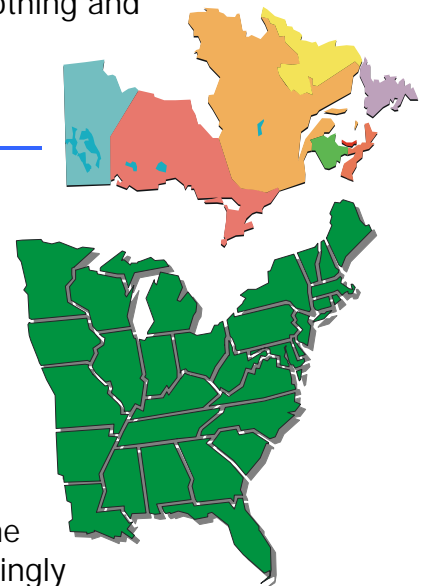
ACADEMIC STANDARDS

Subject Area: Grades K – 4 History

- ◆ Standard: Understands the history of a local community and how communities in North America varied long ago
 - Benchmark: Knows geographical settings, economic activities, food, clothing, homes, crafts, and rituals of Native American societies long ago

Subject Area: United States History

- ◆ Standard: Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450
 - Benchmark: Understands the economic, social, and cultural influence of location and physical geography on different Native American societies
 - Benchmark: Understands how the Mohawk, Oneida, Onondaga, Cayuga, and Seneca united to form the Iroquois nation and to solve conflicts peaceably



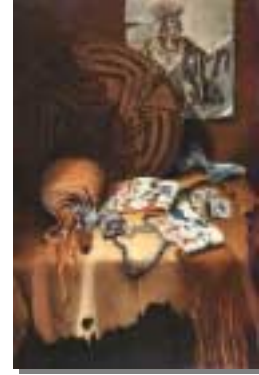
INSTRUCTIONAL GOALS

1. To present the geographical setting, economic activities, food, clothing, homes, crafts and rituals of the Woodland Indians.

2. To depict the economic, social and cultural influence of location and physical geography of the Woodlands Indians.
3. To investigate how European settlers and the Woodland Indians influenced each other.
4. To introduce how the Mohawk, Oneida, Onondaga, Cayuga and Seneca united to form the Iroquois nation and to solve conflicts peaceably.

VOCABULARY

- | | |
|--------------------|---------------|
| 1. Algonquin | 12. shaman |
| 2. chant | 13. snowshoe |
| 3. clan | 14. teepee |
| 4. Iroquois | 15. toboggan |
| 5. lacrosse | 16. tomahawk |
| 6. longhouse | 17. trapper |
| 7. porcupine quill | 18. treaty |
| 8. powwow | 19. tree bark |
| 9. quahog | 20. tribe |
| 10. reservation | 21. wampum |
| 11. settler | 22. wigwam |



BEFORE SHOWING

1. Locate the following places associated with the Woodland Indians on a map of North America.
 - a. New England
 - b. Canada
 - c. North Carolina
 - d. Mississippi River
 - e. Quebec
2. Locate the following places associated with settlers having contacts with the Woodland Indians.
 - a. France
 - b. Amsterdam, Netherlands



AFTER SHOWING

Discussion Items and Questions

1. Discuss characteristics and daily life of the Woodland Indians.
 - a. What tribes are included?
 - b. Where did they live?
 - c. What influences caused the scattered and different tribes to live very much like their neighbors?
 - d. How did they hunt and fish?

- e. In what ways did the trees of the woodland give the Indians almost everything they needed?
 - f. What kind of dwellings did they live in and how were the dwellings built?
 - g. What was it like to live in a longhouse?
 - h. What was the purpose of a teepee?
 - i. Why were many objects of daily life made in open lean-tos?
 - j. What were the differences between the two kinds of canoes they used?
 - k. What were typical roles for men? For women? How did a woman care for her children and work?
 - l. What kinds of clothing were worn? How was it decorated?
 - m. How were men and women both involved in providing adequate food?
 - n. How were the Three Sisters vital to the Indian diet?
 - o. What products provided oil, spice and sweetening?
 - p. Why were fields set close to the entrance to the walled village?
 - q. What was the role of the mortar and pestle to food production?
 - r. Why did corn mean life to most woodland tribes?
 - s. How was food cooked and stored?
2. Discuss the society of the Woodland Indians.
 - a. How did membership in a clan influence daily life?
 - b. What was the role of the chief of the village?
 - c. Who was included in a tribe?
 - d. Who ran a village?
 - e. What was the purpose of wampum belts? How were they made?
 - f. Why would Indians travel a long distance to trade with other tribes?
 - g. What were the elements of a typical community?
 - h. What was necessary to make a treaty or pact binding?
 3. Discuss the religious beliefs and practices of the Woodland Indians.
 - a. What was the purpose of a sweat lodge? How did it work?
 - b. What is the False Face Society? Why is the work of this Iroquois group considered so dramatic? Who joined this society?
 - c. How did the Iroquois view all illness?
 - d. What was the process of creating a mask for the False Face Society?
 - e. What were the differences between the Corn Husk and False Face Societies?
 - f. What relation does a shaman have to Woodland Indian beliefs?
 - g. How did tobacco figure into religious life?
 4. Discuss how the Woodland Indians influenced the European settlers and modern American life.



- a. How did the Europeans benefit from contact with the Woodland Indians? Consider snowshoes and beaver fur.
- b. What role did the Woodland Indians have in the success of the Pilgrim's Plymouth colony in Massachusetts? What role did Massasoit and Squanto play?
- c. How did the French trappers show respect for Indian culture?
- d. What role did the Woodland Indians play in the American Revolution?
- e. How were battles between settlers and Indians settled?
- f. Why do modern Woodland Indians live on reservations?
- g. What modern foods did the Woodland Indians introduce?
- h. What Indian medicines are still used today?
- i. How has American leisure life been enhanced by the Woodland Indians?

Applications and Activities

1. Consider how language influences social and political groups.
 - a. How did the Iroquois and Algonquin languages both separate and connect tribes within the Woodland Indian group?
 - b. How does language influence identity in the Deaf community?
 - c. What is the difference between Black Americans and Hispanic Americans in terms of language cohesion and separation?
2. Construct models of the following Woodland Indian dwellings. As much as is possible use authentic materials.
 - a. Wigwam
 - b. Longhouse
 - c. Teepee
3. Survey the local community regarding the pros and cons of living in a nuclear family or living in an extended family like the clans of the Woodland Indians. Consider the following:
 - a. Childcare
 - b. Cooking
 - c. Cost of living
 - d. Privacy
 - e. Illness
 - f. Sense of belonging
 - g. Values
4. Prepare a meal using foods typical to the Woodland Indian diet. Include the following: corn, beans, squash, sunflower oil, garlic and maple sugar.
5. Debate the value of preserving ancient ways of life versus modernizing.
 - a. What is the value of preserving ancient ways of life?
 - b. What say should individuals have in the choice to modernize?
 - c. Is all modernization wrong?
 - d. Should all ancient ways of life be preserved?
 - e. How would local individuals be living if required to preserve old ways of life?



RELATED RESOURCES



Captioned Media Program

- Indians of the Southwest #3049
- Native Americans: The History of a People #2673
- The Pueblo World: The People #8874
- Serrano Indians: People of the Pines #3512



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **INDIGENOUS PEOPLE'S LITERATURE**

<http://www.indigenouspeople.org/natlit/natlit.htm>

Provides information regarding native people and their literature from all over the world.

- **NATIVE AMERICAN HOME PAGES**

<http://www.nativeculture.com/lisamitten/indians.html>

The goal of this site is to facilitate communication among native peoples and between Indians and non-Indians by providing access to home pages of Native American Nations and organizations, and to other sites that provide solid information about American Indians.

- **NATIVE WEB**

<http://www.nativeweb.org/>

With over 40 hosted sites, begins the second phase of this free service: hosting original materials and papers, historical documents, digital photographs and materials for and about native and indigenous peoples.