

ONE STATE MANY NATIONS

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*Native Americans
of Ohio*

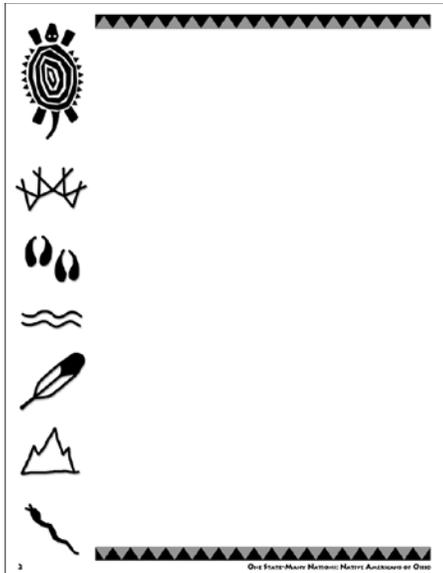


TEACHERS GUIDE

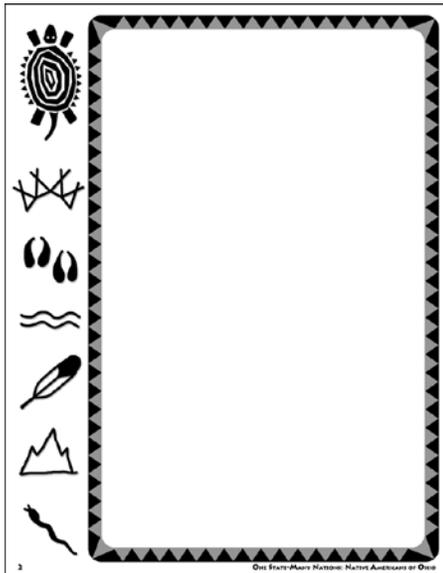
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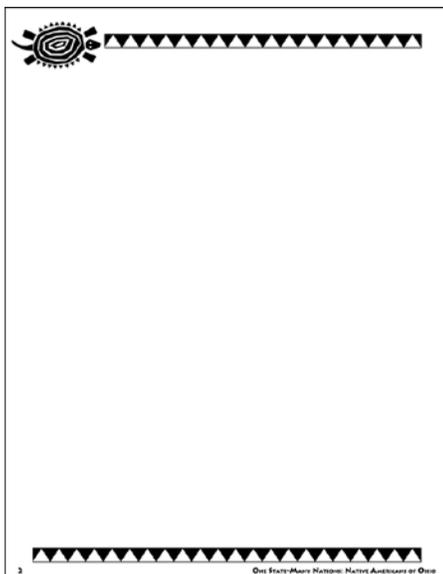
ONE STATE-MANY NATIONS: NATIVE AMERICANS OF OHIO KEY



**Resource sheets for teachers
or students**



Teachers sheets



**Blackline masters for
students**

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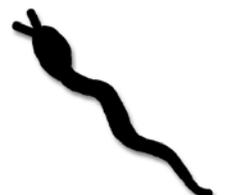
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ONE STATE MANY NATIONS

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of Ohio*



INTRODUCTION & RESOURCES

In this section

Video Synopses

Overview

Nations

Famous Chiefs

Map: Native People 1600-1700s

Glyphs

Map: White Settlement Patterns in the
Ohio River Valley During the 18th Century





VIDEO SYNOPSES

1. PREHISTORIC OHIOANS

They came to our state more than 12,000 years ago. Some believe they crossed a land bridge from Siberia to Alaska and migrated south. **Prehistoric Ohioans** looks at the Paleo, Archaic, Adena, Hopewell, Whittlesey and Fort Ancient peoples. See who lived, hunted, gathered, farmed and built mysterious mounds in Ohio.

2. HISTORIC NATIVE AMERICANS

What was daily life like for Ohio's historic Native Americans? What did they eat? How did they dress? What were their houses like? The answers depend on where people lived and what their tribal traditions were. **Historic Native Americans** shows how our ancestors used the gifts the Creator gave them to feed, clothe and house their families.

3. NATIVE AMERICAN SPIRITUAL LIFE

Native American people of Ohio, like those throughout North America, had many deeply held spiritual beliefs. It was and is common to have a belief in a Creator, responsible for the creation of the world. **Native American Spiritual Life** deals with some of these beliefs.

4. THE REMOVAL

What happened to the Shawnee, the Seneca, the Mingo, the Delaware and the Wyandotte? Where are the great nations of Ohio today? **The Removal** explains the two main causes of Ohio's Native American population decrease: cultural compression and European settlers moving into Ohio.

5. NATIVE AMERICANS TODAY

Wherever you look in Ohio, you still find the influence of Native Americans. Native American influences have become part of the modern fabric of Ohio. Look at the names of cities, counties, parks and rivers. Look at our sports teams. **Native Americans Today** also looks at stereotypes of Native Americans that exist today.





OVERVIEW

One State-Many Nations: Native Americans of Ohio offers a rich cultural and historical heritage. While each Nation (Tribe) is unique, we are going to look at the common characteristics.

BEFORE WE BEGIN

PBS 45 & 49 has chosen to use the designation "Native Americans" because this is the designation desired by the Native American Nations of Ohio with whom we are working. As we did research, we discovered that Native Americans in the West prefer the term American Indians and in Canada the term First Nation is preferred.

CLASSIFICATION

Nations are categorized into cultural, geographic and environmental areas:

- Ohio Native Americans belong to **two language groups**, Iroquois and Algonquian. The **Iroquois speakers were the Wyandotte and the Mingo**, and the **Algonquian speakers were the Shawnee, Delaware, Miami and Ottawa**.
- **Geographically**, the Iroquoian people lived in north central, northeastern and south central Ohio. The Algonquian people were mostly in the southern and western areas.
- Ohio Indians are considered part of the **Northeast** section and are also known as **Woodland** people.

TIMELINE

Native people lived in Ohio for more than 12,000 years.

- **Paleo-Indians** are believed to have lived in Ohio from 13,000 to 7,000 BC.
- **Archaic** people lived in Ohio from 8,000 to 500 BC.
- The **Adena** people lived in Ohio from around 800 BC to 100 AD.
- The **Hopewell** culture thrived from around 100 BC to 400 AD.
- The **Woodland** cultures started to appear between 800 BC and 1200 AD.
- The **Whittlesey** and **Sandusky** people (or the late Prehistoric peoples) appear from 1000 AD to 1650 AD.
- Native Americans in Ohio after 1650 AD are known as **Historic Native people**.

ENVIRONMENT

Native people utilized the resources of the region in which they lived.

- Fishing was common to people who lived along Lake Erie or along rivers.
- Natives living in the Appalachian area hunted white tail deer or bear.
- The plains of western Ohio allowed for planting.
- The time period in which a group of Native people lived is linked to what plants and animals were available to them.

Housing

How Native people built their homes depended on the material at hand and the weather in which they had to survive.

- The earliest Native Ohioans lived as nomads. In warm weather they built temporary shelters and sought rock shelters in the winter.
- The **Adena** built circular houses made by putting vertical posts in the ground, spaced slightly apart; then vines, boughs, cane matting and other woody materials were woven between the posts to make walls.
- **Hopewell** people built square or rectangular houses. Poles with long tapered tops were pulled together and fastened to ridge poles down the center to make an arched roof. Bark and thatch were used for roofs.
- **Fort Ancient** people built rectangular houses with posts set vertically in the ground to form walls. Wattle and daub, made by weaving vines and boughs together and packed with mud, made the walls. The roofs were probably thatched.
- The **Whittlesey** people built round houses like the historic Wigwam. These were covered with mats usually made from cattail stalks or tree bark.
- **Historic Native Ohioans** built many different types of houses. The type of house depended on the Native nation to which they belonged. See the section on each of the tribes to find out about the housing.



Food

The type of food Native people ate depended on what was available at what time of year.

- Some Native people were **hunters** and followed ducks, geese, bear, rabbit, squirrel and other animals native to the area.
- Some Native Americans were **farmers**. They grew corn, beans, squash, sunflowers and pumpkin. The “**Three Sisters**” — corn, beans and squash — were staples of the diet.
- Depending on the area, other food items available included fish, clams, duck, geese, maple sugar, berries, sassafras, walnuts, hickory nuts and much more.



Tools

Native Americans first made their tools and in later years, traded to get the tools that they needed.

- Tools could be made out of flint from central Ohio, wood, bone shell and plants.
- Historic Indians often traded furs for goods and materials to make their lives easier like cooking pots, iron tools, cloth for clothing and different foods.



TRANSPORTATION

- Early Natives used canoes dug out of tulip poplar or canoes covered in elm bark or they walked.
- The horse was later introduced as a method of transportation.

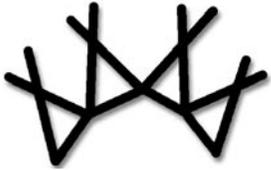




CLOTHING

The clothing of the Native peoples varied from nation to nation and depended upon the time period the nation was in Ohio.

- Early people in Ohio used animal skins, mostly deer, that were tanned and hung over a fire to be made waterproof.
- Some textiles were woven from tree bark or other plants.
- Early men wore breech cloth, a long piece of leather or fabric between the legs and held up by a belt, and moccasins.
- Early women wore a short skirt, leggings and moccasins.
- Designs on clothing were made using “stamps” created from stone or wood. Other decorations were made of copper, stone, bone, wood, shell and horn. Porcupine quills, moose hair and fresh water pearls were also used.
- Historic Indians traded fur for wool and cotton cloth, silk ribbons, glass beads and silver.
- The impact of the settlers caused changes in the style of dress of the Natives.



HAIR AND BODY DECORATIONS

Hair style and body decorations were often used to distinguish one Native group from another.

- Prehistoric Native Americans sported elaborate hair styles. Men styled their hair in a single bun above the middle of the forehead while women wore a single braid down the back with a bun over the forehead and another at the nape of the neck.
- In later years, many men shaved their hair and left a long braid on top called a scalp lock. Women still wore one long braid down the back.
- Early Natives used tattoos, body paint and piercing for personal decoration. Sometimes decorations of copper, shell, bone, wood or horn were inserted or pierced into the skin.
- Some body decorations denoted class affiliation or personal spiritual totems.



GAMES

Native Americans had four reasons for playing games: to have fun, to keep fit, to learn and to enact ceremonies.

- Games like “toss the stick” or “spear the moose” taught eye-hand coordination. These are just two of the many games played by Natives.
- Adults as well as children played games. Games of chance were played with “dice” made of wood, bone or antler. Bets were made that wagered on the skill of the participant.



MUSIC AND DANCE

Music was used to accompany dance, to teach lessons to the young, to make work easier, to engage in courtship and to have fun.

Dance was used for ceremonial purposes, for social purposes, for young people to meet and be properly introduced, and for commemoration of special occasions in tribal history.

- Some of the Native American musical instruments are still in use today. They include drums, pan pipes, rattles, flutes, whistles and bells.
- The drum, still considered sacred, represents the earth and is said to be the heart beat of Mother Earth.
- The drum is played in a two-beat style, not the “Hollywood” version (DA-da-da-da, DA, da, da, da).
- The drum was never given to children as a toy.



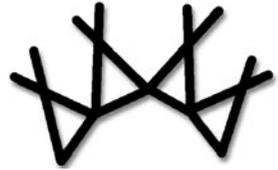
STORYTELLING

- Some stories were told just for fun.
- Others recounted the history of the nation or explained their spiritual beliefs, laws and moral beliefs.
- Some stories explained where the Native person fit in Creation.
- Children were taught the rules of their society through stories.

CULTURAL COMPRESSION

Cultural compression occurs when one group of people moves into an area already occupied by another group.

- Cultural compression has a domino effect. One group moves in physically with another group. These two groups are forced into the physical space of a third group and so forth.
- Cultural compression results in changes in culture, language, social customs and traditional ways of life.
- Sometimes customs and traditions come together and result in changes in the original groups.





SHAWNEE

"SOUTHERNER"

NATION

- Algonquian

HISTORY

- Some believe the Shawnee are descendants of the Fort Ancient people.
- The term "Southerner" refers to their position relative other Algonquian speakers. They were the southernmost Nation in Ohio.
- The Shawnee had five divisions in their nation called clans.
- Shawnee people moved from place to place trying to find a home. This caused constant fighting with other Native groups and with European settlers.
- By 1730 most Shawnee had returned to Ohio.
- They had many settlements in Ohio in Fayette County (near Bellefontaine), Logan County, Defiance County, Ross County (near Circleville), Pickaway County and Miami County.
- Famous Shawnee settlements are Wapakoneta in Auglaize County (which is the present-day Wapakonetta), Chillicothe and Piqua.
- The villages of the Shawnee were situated in such a way that there was a trail of villages from near the Ohio River all the way to Fort Detroit in Michigan
- Shawnee people were part of the "Big Four" Nations of Ohio
- The Shawnee tried to remain neutral during the French and Indian War but the British perceived them as enemies and raided them. Shawnee Chief Pride was killed.
- In 1755 they sent a delegation to Philadelphia to protest loss of their land. The British hung them all.
- A treaty was signed in 1785 in which the lands west of the Allegheny were returned to the Natives. This was generally ignored by the settlers. By 1774 there were 50,000 frontiersmen west of the Appalachians and competing with the Natives for land.
- Many Shawnee died of smallpox after the siege at Fort Pitt in 1763.
- 1795 the Treaty of Greenville was signed by the Alliance. This ceded all the Native land in Ohio except the northwest corner.
- In 1846, the Western Alliance was formed. The major goal was to keep Native land for Native people.

FAMILY LIFE

- In summer, the Shawnee gathered in large villages of bark-covered houses and plank houses with a central gathering place, or a Big House, for meetings and ceremonies.
- Shawnee civil chieftainships were hereditary and held for life.
- Shawnee were patrilineal instead of matrilineal.
- War chiefs were selected on the basis of skill.
- Men hunted and protected the people.
- Women took care of crops and children. According to Simon Keaton, a famous frontiersman, in 1780 at the villages of Kispoko and Pickaway, there were over 800 acres of corn under hand cultivation.
- Important ceremonies were often tied to agricultural seasons such as the Green Corn Dance and the Fall Bread Dance. These festivals were both serious and fun.
- Men wore cloth shirts, breech cloths, leggings, moccasins, frock coats and a lot of silver. Some men wore turbans made of cloth and five-inch earrings.
- Women wore hide dresses: one hide in front and one in back with straps over the shoulder, and leggings and moccasins. A third hide was worn poncho style. Later, trade cloth and trade silver were highly prized.

FAMOUS CHIEF — CORNSTALK

- Lord Dunmore's 1,000 troops met with 1,000 Shawnee sent by Chief Cornstalk at Point Pleasant in West Virginia. The Shawnee were driven north across the Ohio River.
- Cornstalk made a treaty with the Virginia officials.
- Cornstalk and his son traveled to Fort Randolph at Point Pleasant to warn the Virginians they would be fighting on the side of the British. They were both hung.

FAMOUS CHIEF — BLUE JACKET

- Took the place of Little Turtle. Had a disastrous defeat at the Battle of Fallen Timbers.

FAMOUS CHIEF — TECUMSEH

- Tecumseh was born at the village of Kispoko near Springfield, Ohio. His father was killed and his mother left him to be raised by his older sister, Tecumpease. (Children were often cared for by the whole community due to the loss of male family members.)
- Tecumseh was trying to reform an alliance to stop the steadily encroaching settlers.
- In the War of 1812 Tecumseh went to Canada to support the British.
- Tecumseh continued the fight after several retreats, but was mortally wounded and died in 1813. With him died the hope of a united resistance to the westward movement of Euro-Americans.

REMOVAL

- Around 1813, the Shawnee of Ohio were given three reservations, Wapaughkonetta, Hog's Creek (near Ada) and a mixed reserve of Mingo and Shawnee at Lewistown. In 1826, 200 Shawnee followed the Prophet (Tecumseh's brother) to Kansas.
- The Removal Act of 1830 began to put more pressure on the Natives of Ohio.
- In 1831 the Lewistown Shawnee left for the Oklahoma Indian Territory.
- In 1831 the final 400 Shawnee at Wapaughkonetta and Hogs Creek left for Kansas.

RESOURCES

For the complete list of resources, please visit the One State Many Nations Web site at <http://www.pbs4549.org/onestate>.





MIAMI

NATION

- Algonquian
- Part of a loose confederation of six independent nations. Each nation had its own chiefs and separate governments
- Apparently came from the Fisher culture which was part of the Mississippian culture

HISTORY

- First recorded meeting of Europeans and Miami is in 1668 in Wisconsin.
- Competition between the French and British caused the Miami to move around and to change alliances.
- Had an important village at the current Piqua, Ohio, which was burned by the French in 1752.
- In 1757 smallpox epidemic took a heavy toll on the Miami people.
- Even after the Revolutionary War, hostilities continued between settlers and Native people of Ohio.
- After the Revolutionary War, the Western Alliance was formed. A major goal was for Natives to keep their land.
- The Treaty of Fort Harmer was made, but it was worthless as soon as it was signed. The treaty defined the western border for settlement as the Muskingum River.
- The Miami people stayed out of the War of 1812.
- In 1846, the Miami were moved to the Indian territories (from Indiana).

FAMILY LIFE

- Descent came through the father.
- Chiefs had a religious function within the nation.
- Early Miami were farmers noted for a unique variety of white corn. Also had many other crops.
- Houses were a long house with an arched roof made of saplings and covered with rush or cattail mats.
- Also had a central large house for councils and ceremonies.
- Early Miami had a reputation for liking fancy clothing. Tattooing was common for both sexes.
- The men wore cloth shirts, leggings and breechcloths with much ornamentation. Earrings, nose rings and face painting were common.
- Women wore shirts and decorated capes that were attached to the shirt. They wore two styles of skirts — a wrap and a cylindrical one, both decorated with ribbon or bead work and silver.
- Miami moccasins were distinctive and easy to identify. The flaps came together from the middle to the point of the toe.

FAMOUS CHIEF — LITTLE TURTLE

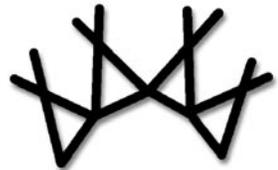
- Became War Chief of the Western Alliance, an alliance ready to defend Native American rights in Ohio.
- His tactical skills were impressive and the early efforts to take Ohio were disastrous.
- An early morning assault by Little Turtle against General Arthur St. Clair was considered to be the worst defeat inflicted on the U.S. Army at the hands of Native Americans.
- “Mad” Anthony Wayne moved to Ohio and established himself at Fort Greenville.
- Little Turtle was replaced by Blue Jacket as the War Chief of the Alliance. A week later the alliance met Wayne at the Battle of Fallen Timbers and was defeated.
- This defeat led to the Greenville Treaty.
- Little Turtle and the Miami were the last signators on the treaty and symbolically the last to cede their rights.
- Little Turtle settled in Indiana and became the Miami Peace Chief. He brought the first smallpox vaccinations to his people.
- After the death of Little Turtle, most of the Miami joined Tecumseh.

REMOVAL

- By 1813 the death of Tecumseh killed any hope of the Miami people remaining in the Ohio country.
- Many moved to Indiana, but in 1846, the Miami boarded canal boats to begin their journey to eastern Kansas.
- One group of Miami remained in Indiana, but in 1897, for no apparent reason, the U.S. government terminated the Indiana Miami as a tribal nation.
- Eventually the Kansas Miami moved to Oklahoma Indian Territory.
- By the 1930s both the Oklahoma and Indiana Miami had lost all of their land.
- Since then the Oklahoma Miami have acquired 160 acres.
- The Indian Miami continue to fight to be recognized as a Native people.

RESOURCES

For the complete list of resources, please visit the One State Many Nations Web site at <http://www.pbs4549.org/onestate>.





OTTAWA

NATION

- Algonquian

HISTORY

- There is some controversy about when the Ottawa entered Ohio. Some believe around 1650. Others think around 1741.
- Traditionally were traders so both dates were possible.
- Were very influential between 1615 and 1763 because of fur trading with the French.
- During the Revolutionary War, the Ottawa sided with the British.
- In the War of 1812, the Ottawa joined Tecumseh.

FAMILY LIFE

- Settled in and around present day Toledo, in Putnam County, Erie County and Paulding County. There are records they lived on the Cuyahoga River and the Maumee River
- Dressed as other tribes except men had seam down the center of their leggings instead of on the side. Men also wore skin turbans.
- Women wore a cloth blouse, a wraparound skirt, and knee-high, short-length leggings.
- Ceremonial clothes were highly decorated with ribbon work, bead work and trade silver.

FAMOUS CHIEF — PONTIAC

- Pontiac led the Ottawa in an attack south of the French Fort Duquesne (present Pittsburgh) and killed Braddock in 1775, the year he became chief.
- Pontiac feared the British would flood into Ohio so he formed a confederacy of Native nations to oppose the British.
- In 1763 Pontiac addressed the Native nations and they responded. Pontiac's confederacy captured eight of the twelve British forts and a ninth was abandoned.
- Fort Pitt (now Pittsburgh), which was still in British hands, was struck with smallpox. In 1763 Captain Ecuyer, commander of the fort, gave smallpox blankets to the Indians surrounding the fort causing an epidemic that spread to the nations as far away as the southeast.
- By the end of 1763, most of the allies of Pontiac had signed treaties with the British.
- Pontiac did not sign a treaty until 1765 that promised he would never fight the British again.
- Pontiac was tomahawked from behind while visiting a friend in St. Louis in 1769.
- With the death of Pontiac the influence of the Ottawa people in Ohio was ended.

REMOVAL

- In 1817, the Ottawa signed the Treaty of Fort Meigs which began the land cessions after the war.
- By 1831 two bands of Ottawa had moved to Kansas.
- By 1833 the remaining Ottawa were removed to the Indian Territory of Oklahoma.

RESOURCES

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WYANDOTTE

"ISLANDER OR DWELLER ON A PENINSULA"

NATION

- Iroquoian

HISTORY

- Wyandotte themselves say the birth of their tribe was in 1652. It was made up of parts of other tribes.
- Moved from New York after the Beaver Wars (fought over ability to hunt pelts and sell to Europeans). Went to Montreal and Detroit
- Came to Ohio in 1745.
- Wyandotte were part of the "Big Four" Native nations of Ohio.
- Played a large part in the Revolutionary War by being allied with the British. They were afraid of the expansion of the white settlers.

FAMILY LIFE

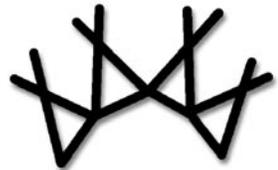
- Matriarchal.
- Lived in long house villages surrounded by stockades.
- Lived in clans named after animals.
- Each clan had four women councilors chosen by the heads of the families.
- Council chose chief.
- Agriculture, hunting, fishing and gathering sustained the people.
- Hair styles for men changed with what was happening. There were different hairstyles for war, work, etc.
- Men wore decorated moccasins, a cloth shirt or tunic of deer skin, beechcloth or kilt and leggings. These were decorated with beads or porcupine quills.
- Had "bandolier bags" or shoulder pouches worn over the left shoulder.
- Everyday clothing had little decoration.
- Women wore a tunic over a skirt that wrapped around them with the flap on the left held up by a belt. Underneath were knee-high leggings and moccasins.

REMOVAL

- After 1815 the Wyandotte signed treaties that gave them Reservation land in Ohio and Michigan.
- After 1820 many Wyandotte adopted the Methodist faith.
- By 1832 all of the Wyandotte of Ohio were at the Upper Sandusky reservation.
- In 1842 the Wyandotte signed the paper that would begin their removal to the west. They actually moved in 1843.

RESOURCES

For the complete list of resources, please visit the One State Many Nations Web site at <http://www.pbs4549.org/onestate>.





MINGO

NATION

- Sometimes Mingo are identified with Seneca in old records but they were possibly remnants of the Erie and Conestoga people.
- Today, some believe the Mingo were Iroquois.

HISTORY

- Here as early as 1749.
- Inhabited Mingo Town, presently known as Steubenville, Ohio (Jefferson County).
- Lived in what is presently Columbus, Ohio (confluence of Olentangy and Scioto Rivers).

FAMILY LIFE

- Matrilineal (family line came from the mother and would be carried on by sisters and daughters).

FAMOUS CHIEF — LOGAN

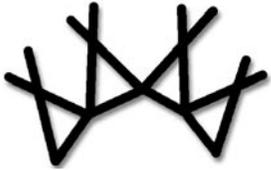
- Born on the Yellow Creek, near present Wellsville, Ohio.
- Advocated peace until a raiding party of white settlers murdered six Mingo people including his mother and sister.
- He began raids which resulted in Lord Dunmore's War, which caused major changes.

REMOVAL

- Aftermath of Lord Dunmore's war was that land south and east of the Ohio River was turned over to the British for settlement.
- Mingo people moved into Northern and Western Ohio until their removal to the west around 1831-32.
- Mingo of 200 years ago no longer exist under that name.

RESOURCES

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DELAWARE

"COMMON MAN, TRUE MAN, ORIGINAL MAN"

NATION

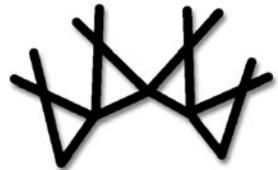
- Algonquian.
- Had the longest contact with the European people of the tribes in Ohio.

HISTORY

- Originally lived along Delaware River to southern New York state.
- Lenape are believed to be the oldest and first Algonquian speakers so they were often called the "Grandfathers." The Lenape were a sect of the Delaware people. It's possible the pictographs that record the history of the Lenape go back at least 14,000 years.
- Delaware is not a Native American name. It comes from the Governor of Virginia, Lord Thomas West. His royal title was Lord de la Warr which became Delaware.
- Contact with European people began in 1524 with Giovanni da Verrazano. There was much trading of furs which culminated in the Beaver Wars.
- 1633 small pox struck the Delaware and half of the population was lost.
- The European concept of ownership of land was a foreign concept to Native people, especially the Delaware.
- The Tuscarawas and Muskingum River valleys were the main area of early settlement within the boundaries of Ohio.
- Delaware people were forced north and west. Delaware, Chillicothe and Cary, Ohio, are cities near where Delaware people lived.

FAMILY LIFE

- Delaware Indians were farmers and hunters.
- They lived in fairly permanent villages in the summer and separated from their families to hunt in the winter.
- In early years, they used three types of wigwams: round with a domed roof, oblong with an arched roof, or oblong with a center pole.
- In later years, they built log cabins.
- Religious ceremonies revolved around the "Big House" or central building.
- Matrilineal society: the clan is determined by the mother. The eldest women could appoint and dismiss the chief
- The men wore breechcloth, leggings and moccasins. They removed their facial hair and plucked their heads to leave the traditional round scalp lock
- Before the Europeans came, ornaments were made of copper, shells and porcupine quills. They also used cloaks made of feathers.
- Women wore a two-hide dress; one was a wraparound skirt help up by a belt, and the other was a fringed poncho. Leggings and moccasins finished off the outfit. Leather clothing was worn before the European trade.
- Tattooing was common for both men and women.





REMOVAL

- 1682 the king of England granted a Charter to Pennsylvania. William Penn did not believe this grant overrode the Native Land rights. He signed a treaty with Chief Tammamend.
- After Penn's death in 1718 things changed. By 1732 all that remained of the original Lanape land was a small part of New Jersey and a valley near Allentown, Pennsylvania.
- In 1737, Pennsylvania officials "discovered" an old treaty that said they had rights to all the land between the Delaware and Lehigh Rivers.
- The Delaware were now homeless and had to move themselves to the upper Susquehanna and Wyoming River Valleys.
- In 1740 the Moravian missionaries began to convert the Delaware in Pennsylvania. The Delaware were leaving Pennsylvania to come to Ohio. The Six Nations ordered them back to the reservation. The Delaware people ignored this.
- After much harassment, the Delaware fought back. Pennsylvania authorities signed the Treaty of Easton which paid for lands taken without compensation and established a reservation.
- The Fort Pitt blankets and handkerchiefs of smallpox victims were given to the Natives and an epidemic broke out. The Delaware and Shawnee were forced to sign a treaty in 1763.
- The last Pennsylvania Delaware left for Ohio in 1764.
- In 1770 the Delaware moved with the Miami to the White River in Indiana.
- Delaware tried to be neutral in the many wars, but was forced into defending their territory.
- In 1778, the Delaware signed the first treaty with the United States Continental Congress.
- By 1782, the Moravian Delaware at Gnadenhutten were placed under arrest. Instead of bringing them back to Fort Pitt, the Pennsylvania militia voted to kill them. Twenty-nine men, 27 women and 34 children were beaten to death with wooden mallets.
- In 1795 the Delaware moved to the northwest of Ohio, into Indiana and finally to Missouri.
- After the Treaty of Greenville, the Delaware had no land and became refugees. Many moved to the White River in Indiana.
- In 1829, the Delaware ceded their reserve and in 1832 joined the Delaware west of the Missouri River.

RESOURCES

For the complete list of resources, please visit the One State Many Nations Web site at <http://www.pbs4549.org/onestate>.



FAMOUS CHIEFS

NATIVE NAME

Weyapiersenwah or Wehyehpiherhsehnwah

WHITE NAME

Blue Jacket

NATION

Shawnee

Blue Jacket was born in the 1840s. There is some controversy about whether Blue Jacket was Euro-American or Native American.

Immediately after the Revolutionary War settlers started streaming into Kentucky, Tennessee and Ohio. More than 45,000 people moved into Ohio in the next 20 years. A coalition of Native people attempted to maintain their hunting grounds and raided settlements taking the lives of as many as 1,500 settlers. The new American government was upset about these losses. Washington sent Gen. Josiah Harmer to present-day Cincinnati with 1,500 troops. He was soundly defeated by Little Turtle, chief of the Western Alliance. This period of time and series of skirmishes became known as Little Turtle's War. Washington sent "Mad Anthony" Wayne to do take care of the "Indian problem."

The Western Alliance suffered its first defeat under Mad Anthony. Little Turtle believed that there were so many American troops now living in Ohio that further resistance was futile. Blue Jacket was handed leadership of the coalition of about 1,500 warriors. In the area west of Lake Erie, the Natives prepared for battle by performing the rites of fasting and prayer. Wayne intentionally waited to attack until the Indians were "half-starved" and many had gone in search of food. The warriors fell back to Fort Miami hoping that their British allies would help, but the help never came. They locked the door to the Fort and many hundreds of Natives died. "So ended the Battle of Fallen Timbers, the last major clash of what history remembers as Little Turtle's War." (*Through Indian Eyes* New York: The Reader's Digest Association, Inc. 1995 p. 178)

The following summer, 1,130 chiefs and warriors gathered at Fort Greenville, Ohio. The Greenville Treaty was signed opening Ohio to white settlement. He died about 1810, possibly near Detroit, Michigan.

RESOURCES

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FAMOUS CHIEFS

NATIVE NAME

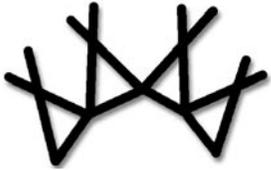
Tekumthe

WHITE NAME

Tecumseh

NATION

Shawnee



“No tribe has the right to sell, even to each other, much less to strangers ... Sell a country! Why not sell the air, the great sea, as well as the earth? Didn't the Great Spirit make them all for the use of his children? The way, the only way to stop this evil is for the red man to unite in claiming a common and equal right in the land, as it was first, and should be now, for it was never divided.” (Tecumseh)



After the American Revolution, the Ohio country looked like the perfect place for settlers to make their home. Tecumseh, Chief of the Shawnee, resisted this expansion by trying to revive the Western Alliance. Meeting resistance from Ohio tribes, he formed an Indian Confederacy with tribes from Wisconsin to Florida. He saw the Ohio River as the dividing line between the races. While he was away getting support for the union, his brother Tenskwatawa (the Prophet) gathered a warrior band at Tippecanoe. On November 7, 1811, the Prophet and his troops fought a premature battle with the Americans under William Henry Harrison and was defeated. Tecumseh had told him not to do anything while he was gone. This defeat had a profound effect on the future of the Confederation.



During the War of 1812, Tecumseh aligned himself with the British. American naval victories on Lake Erie under Admiral Oliver Hazard forced the British to retreat. Tecumseh chose to cover the retreat and was killed at the Battle of the Thames in 1813 at age 45.

Even though Tecumseh fought against the Americans, he was held in respect by them. He showed honor in battle, mercy toward his captives and had great oratory skills.



The Shawnee peoples were “removed” to a site west of the Mississippi River in 1827.

RESOURCES

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FAMOUS CHIEFS

NATIVE NAME

Keigh-tugh-qua

WHITE NAME

Cornstalk

NATION

Shawnee

Cornstalk was a Shawnee Chief, born around 1720. He moved into Ohio about 1730. During the French and Indian War, Cornstalk helped the French in their battles with the English. He took an active part in Pontiac's War in 1763 and was taken captive by Colonel Bouquet. He signed a treaty not to fight against the British again.

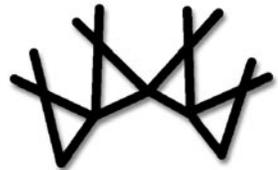
In the years that followed, Cornstalk tried to ease the tensions between the Natives and the settlers. Constant skirmishes arose over the years. In 1774 the Pennsylvania militia entered Ohio and destroyed seven Mingo villages. Cornstalk led 1,000 men against Lord Dunmore's forces in what became known as the Battle of Point Pleasant, West Virginia. The English drove Cornstalk's followers north of the Ohio River and destroyed several Shawnee villages. Fearing more bloodshed, the Shawnee agreed to the terms of the Treaty of Fort Stanwix which said that the Natives could not go east and south of the Ohio River. This is the first time Ohio Natives actually gave away some of their land.

Cornstalk followed the rules of the treaty, but most Shawnee didn't. Cornstalk and his son went to Point Pleasant to warn the Americans of an upcoming attack. They were taken hostage and killed in 1777.

With the coming of more and more settlers, it was only a matter of time until Indian lands were taken from them.

RESOURCES

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FAMOUS CHIEFS

NATIVE NAME

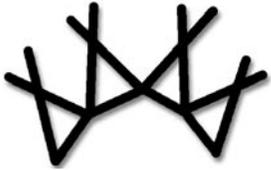
Lalawethika (The Noise Maker) became Tenskwatawa (The Open Door)

WHITE NAME

The Prophet

NATION

Shawnee



The Prophet, a Shawnee, was born in 1775 and raised by his sister. He was the brother of the famous chief, Tecumseh, and generally lacked the skills of his brothers and sisters. He tried to be a medicine man but failed at that as well. He became dependent upon alcohol.



In 1805, he fell into a deep trance. His family thought he was dead and got ready for his funeral. He regained consciousness and claimed he had been visited by the primary God of the Shawnee. He said he was told that the Native peoples must give up all white customs and products. If they did this, the white settlers would be driven away. The Natives would have an “open door” to heaven. This is how he got the name Prophet.



While Tecumseh was away trying to consolidate Indian troops, Prophet and his soldiers attacked the troops of William Henry Harrison in 1811. The American army defeated the Indians. This battle became known as The Battle of Tippecanoe.

The Prophet encouraged Natives to join the British in the War of 1812. He moved to Canada and retired on a British pension. He returned to Ohio in 1826 and went with his people to Kansas, where he died.

RESOURCES

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FAMOUS CHIEFS

NATIVE NAME

Pontiac

WHITE NAME

Pontiac

NATION

Ottawa

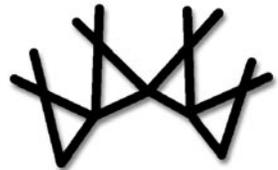
Chief Pontiac was born around 1720 and became chief of the Ottawas around 1755. He was a follower of the Delaware prophet, Neolin, who encouraged all Native people to forsake all things English. He thought that the Natives suffered because their acceptance of English ways offended the Creator.

Pontiac believed that the Native people needed to remain militarily strong to rid the Ohio country of settlers. The Treaty of Paris, signed at the conclusion of the French and Indian War, ceded all French land in North America to the English. In 1762, Pontiac gathered all of the local tribes to drive out the British. This was called "Pontiac's Conspiracy." His plan to attack Fort Detroit was betrayed. Later he attacked the fort and won the Battle of Bloody Run, but reinforcements came and Pontiac retreated. The tribes captured eight of the 12 British forts on the frontier between the settlers and the Native people.

By 1764 the French no longer supported the Natives and sided with the British. Pontiac agreed to a peace treaty in 1766. The British promised him no harm as long as he agreed never to fight the British again. Pontiac was murdered by a Peora Indian while visiting Kahokia, Illinois in 1769. Pontiac's dream of a united Indian nation was carried on by other Native American leaders after his death.

RESOURCES

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FAMOUS CHIEFS

NATIVE NAME

Tarhe (The Crane)

WHITE NAME

Tarhe

NATION

Wyandotte

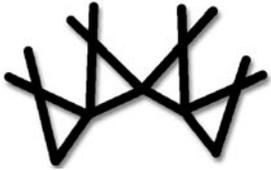
Tarhe got his nickname because as a boy he was very tall with long legs and a long neck. It was said he looked like a crane and hence the nickname.

Chief Tarhe, a Wyandotte, was a leading force at the Treaty of Greenville in 1795. He brought the spirit of peace between the Indians and the white settlers. His camp was located at present-day Lancaster.

He married a French Canadian woman and lived to the age of 76.

RESOURCES

For the complete list of resources, please visit the One State Many Nations Web site at <http://www.pbs4549.org/onestate>.



FAMOUS CHIEFS

NATIVE NAME

Meshikinquah or Michikinqua

WHITE NAME

Little Turtle

NATION

Miami

Little Turtle was born in 1752.

Immediately after the Revolutionary War settlers started streaming into Kentucky, Tennessee and Ohio. More than 45,000 people moved into Ohio in the next 20 years. A coalition of Native people attempted to maintain their hunting grounds and raided settlements taking the lives of as many as 1,500 settlers. The new American government was upset about these losses. Washington sent Gen. Josiah Harmer to present-day Cincinnati with 1,500 troops. Harmer was soundly defeated by the Native people in 1790.

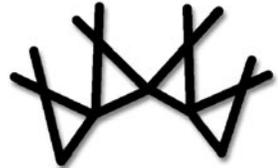
Washington then sent General St. Clair to try again. In 1791 he had 2,300 soldiers. He sent some soldiers to build a new fort. Some deserted. He camped with 1,400 men on a dangerously exposed plateau. Little Turtle attacked. "His force inflicted the worst defeat ever suffered by the U.S. Army at the hands of native Americans. St. Clair's army consisted of 1,300 soldiers. In the battle, 602 were killed and about 300 wounded. The Indian force consisted of approximately 1,000 warriors. Only 66 Indians were killed in this battle! It was the greatest defeat the Americans ever suffered at the hands of the Indians. Even worse than the loss suffered at the Battle of Little Big Horn or Custer's Last Stand. Custer only lost about 210 men compared to St. Clair's loss of 602 killed!" (Roebuck, Doug. Meshikinqua aka Little Turtle. 1/29/04 <http://users.anderson.edu/~roebuck/Little_Turtle.html>.)

This period of time and series of skirmishes became known as **Little Turtle's War**. Washington sent "Mad Anthony" Wayne to take care of the "Indian problem." Wayne recruited 2,000 men who trained an entire year and added 1,000 Kentucky sharpshooters. Wayne prepared to attack, but in 1794 Fort Recovery was attacked by a band of Ottawa. They were repulsed by cannon fire. This was the first defeat of the coalition. Little Turtle saw continuation of the fight as futile. He said, "We have beaten the enemy every time; we cannot expect the same good fortune always to attend us. The Americans are now led by a chief who never sleeps. In spite of the watchfulness of our braves, we have never been able to surprise him. There is something that whispers to me that it would be prudent to listen to offers of peace." He was stripped of being War Chief and Blue Jacket was put in his place. This resulted in the Battle of Fallen Timbers and ultimately, the Greenville Treaty. Little Turtle died in 1812 in Fort Wayne, Indiana.

RESOURCES

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FAMOUS CHIEFS

NATIVE NAME

Logan

WHITE NAME

Logan

NATION

Mingo



Logan was born in Pennsylvania about 1725 and moved to Ohio in 1770. He lived at Yellow Creek, a Mingo village. He got along well with the white settlers and even though he was a war chief, he urged Native people not to attack the settlers. This changed in 1774 when his mother, sister and about 12 Mingo villagers were killed and Mingo villages were attacked. He retaliated and killed 13 whites. This action resulted in Lord Dunmore's War.



In 1774, seven Mingo villages were destroyed. The villages had been abandoned as the soldiers approached. Lord Dunmore, the governor of Virginia, sent 1,000 men to build a fort to attack Cornstalk. Cornstalk sent 1,000 Shawnee to drive Dunmore's army out of the territory. They met at the Battle of Point Pleasant where the English drove Cornstalk's warriors north of the Ohio River. Eventually they met near present-day Chillicothe to determine a peace treaty. Logan refused to attend but sent a speech known as "Logan's Lament."

CHIEF LOGAN'S SPEECH KNOWN AS "LOGAN'S LAMENT"

"I appeal to any white man to say, if ever he entered Logan's cabin hungry, and he gave him not meat; if ever he came cold and naked, and he clothed him not. During the course of the last long and bloody war, Logan remained idle in his cabin, an advocate for peace. Such was my love for the whites, that my countrymen pointed as they passed, and said, Logan is the friend of the white men. I have even thought to live with you but for the injuries of one man. Col. Cresap, the last spring, in cold blood, and unprovoked, murdered all the relations of Logan, not sparing even my women and children. There runs not a drop of my blood in the veins of any living creature. This has called on me for revenge. I have sought it: I have killed many: I have fully glutted my vengeance. For my country, I rejoice at the beams of peace. But do not harbour a thought that mine is the joy of fear. Logan never felt fear. He will not turn on his heel to save his life. Who is there to mourn for Logan? Not one." (From Thomas Jefferson's notes http://www.ohiohistorycentral.org/ohc/history/h_indian/people/logan-t.shtml)



Logan pledged to continue fighting the English as they moved into Ohio. He kept his promise for the remainder of his life. He died about 1780. Despite everything he did, the settlers still stayed in Ohio.

RESOURCES

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FAMOUS CHIEFS

NATIVE NAME

Hopocan (Tobacco Pipe) or Konieschquanokee (Maker of Day)

WHITE NAME

Captain Pipe

NATION

Delaware

Some say Hopocan or Captain Pipe was born about 1725; others put his birth at 1740. A member of the Munsee or Wolf Clan of the Delaware people, he became Chief of that clan. He was probably born near the Susquehanna River in Pennsylvania. Most of the Pennsylvania Delaware had moved to Ohio by 1758. He is first mentioned historically in 1759 at Ft. Pitt. When Fredrick Christian Post was given permission by the Delaware to build a cabin on the Tuscarawas River at present Bolivar, Ohio, Pipe was given the job of marking out the land he was to receive.

As one of the three clan chiefs of the Delaware Nation, Pipe had a lot of responsibilities. One of them was to work with the other chiefs to keep the people safe. He had to be a warrior, a negotiator and a good listener to his people. Captain Pipe fought in the French and Indian War and in Pontiac's War where in 1764 Pipe was captured and held prisoner at Ft. Pitt. Col. Henry Bouquet dictated peace terms to the Delaware instead of negotiating with them. Pipe found this very distasteful and it set his opinion of the Shawanock, or Long Knives, for the rest of his life.

In 1778 General Edward Hand of the American Colonial forces killed Captain Pipe's mother, brother and some of his children. Even so he was with Captain White Eyes and Killbuck in 1778 when they signed the first-ever treaty with the Continental Congress and Native people. The Ohio country was to be the Fourteenth State and only for Native people. The Delaware people became divided over which side of the American Revolution they should support. Captain Pipe became the leader of those who supported the British and moved his people to the Sandusky River.

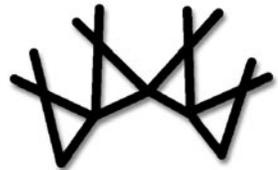
In 1782 Captain Pipe and his people captured Col. Crawford who was held responsible for the murders of Chief Logan's family. Col. Crawford and his men were executed in the same fashion as Logan's family. He participated in many battles and led his people in what he believed was right.

Some believe he died in 1794, but proof exists that he was at the Battle of Fallen Timbers, but not at the Greenville Treaty signing. In 1795 a French trader named Jerome built a cabin at what is present Jeromesville in Ashland County, Ohio, on the Jerome Fork of the Mohican River. In 1808-09 early white settlers to the area found Delaware people living at the old Mohican village of Johnstown across the river from Jerome near which was located the home of Old Captain Pipe. Many stories of the settlers and the remaining Delaware talk of Old Captain Pipe living there until 1812. In the spring of 1812 Old Captain Pipe and his people quietly disappear and were never again seen near Jeromesville.

Captain Pipe had a son also named Captain Pipe who signed many treaties and moved with the Delaware people to Kansas. He had no children.

RESOURCES

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FAMOUS CHIEFS

NATIVE NAME

Killbuck

WHITE NAME

Killbuck

NATION

Delaware



In the 1770s, Moravian missionaries, working with the Delaware Indians, had set up two villages, Schoenbrunn and Gnadenhutten. Because they were so successful, a third village was set up near the present Coshocton, the Delaware's primary village. Netawatwees (Newcomer), Killbuck's grandfather (the Delaware chief) felt that the Natives could benefit from an alliance with the missionaries. When Newcomer died, Killbuck became chief. Killbuck was in a bad position. He received pressure from the British, the Americans and even other Native groups.



Because the missionaries did not believe in war, the natives who joined them were not permitted to participate in a war. Other chiefs believed this pacifism lowered the number of good Native warriors. In 1777, Killbuck invited the Moravians to consolidate their villages. He offered them protection. During the troubled revolutionary times, the Delaware became more divided and some Moravians went back to their original villages at Schoenbrunn and Gnadenhutten in 1778.



"Colonel Daniel Brodhead with three-hundred soldiers left Fort Pitt to destroy the Delaware communities near Coshocton. Brodhead's army did not differentiate between the Delawares and Christian Delawares, destroying Coshocton (Lichtenau) village. Lichtenau was never rebuilt." (Ohio History Central http://www.ohiohistorycentral.org/ohc/history/h_indian/places/lichtena.shtml)

Killbuck was with White Eyes and Captain Pipe in 1778 and signed the first treaty with the Continental Congress.



Killbuck was pro-American and Captain Pipe was pro-British. This caused a split in the Delaware nation.

RESOURCES

For the complete list of resources, please visit the One State Many Nations Web site at <http://www.pbs4549.org/onestate>.



FAMOUS CHIEFS

NATIVE NAME

Koquethagechton Coquetakegton

WHITE NAME

White Eyes

NATION

Delaware

White Eyes was born about 1730. In 1776 he became chief of the Turtle Clan of the Delawares replacing Newcomer. He worked to get the Delaware to consolidate and settle in Ohio. He tried to make peace with the white settlers, including the Moravian missionaries who settled near the Delawares in 1770.

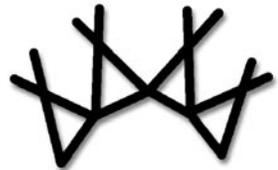
White Eyes spoke before the Continental Congress in 1776. Congress officially thanked him for encouraging peace between the Natives and the settlers. He strove to keep the Delaware neutral, but said that if there was a war with the British, the Delawares would be on the sides of the Americans. He also proposed that the Delawares form the 14th state of a newly independent America. A treaty was signed in 1778 and the 14th state was to be for Native Americans.

White Eyes was given a commission as a lieutenant colonel in the American army. He died under suspicious circumstances in 1778 while guiding troops to the site at Fort Laurens. There are at least four possible explanations of his death, from smallpox to "friendly fire."

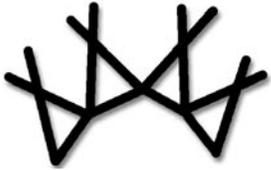
After White Eyes died, the relationship between the Delaware and the Americans was weakened. Most Delaware remained neutral early on in the war. After White Eyes' death, many supported the British.

RESOURCES

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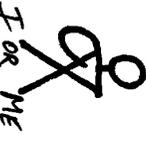
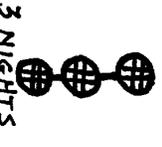
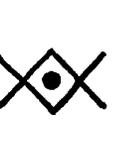
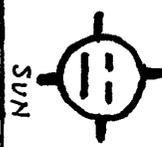
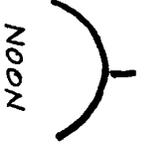
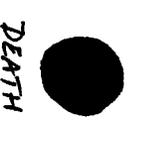
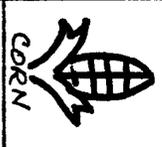
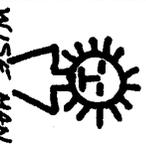
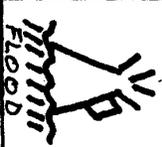
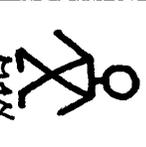
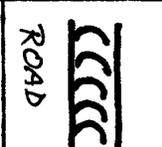
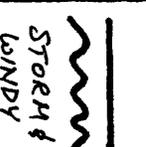
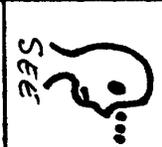


OHIO'S NATIVE PEOPLE IN THE 1600-1700s

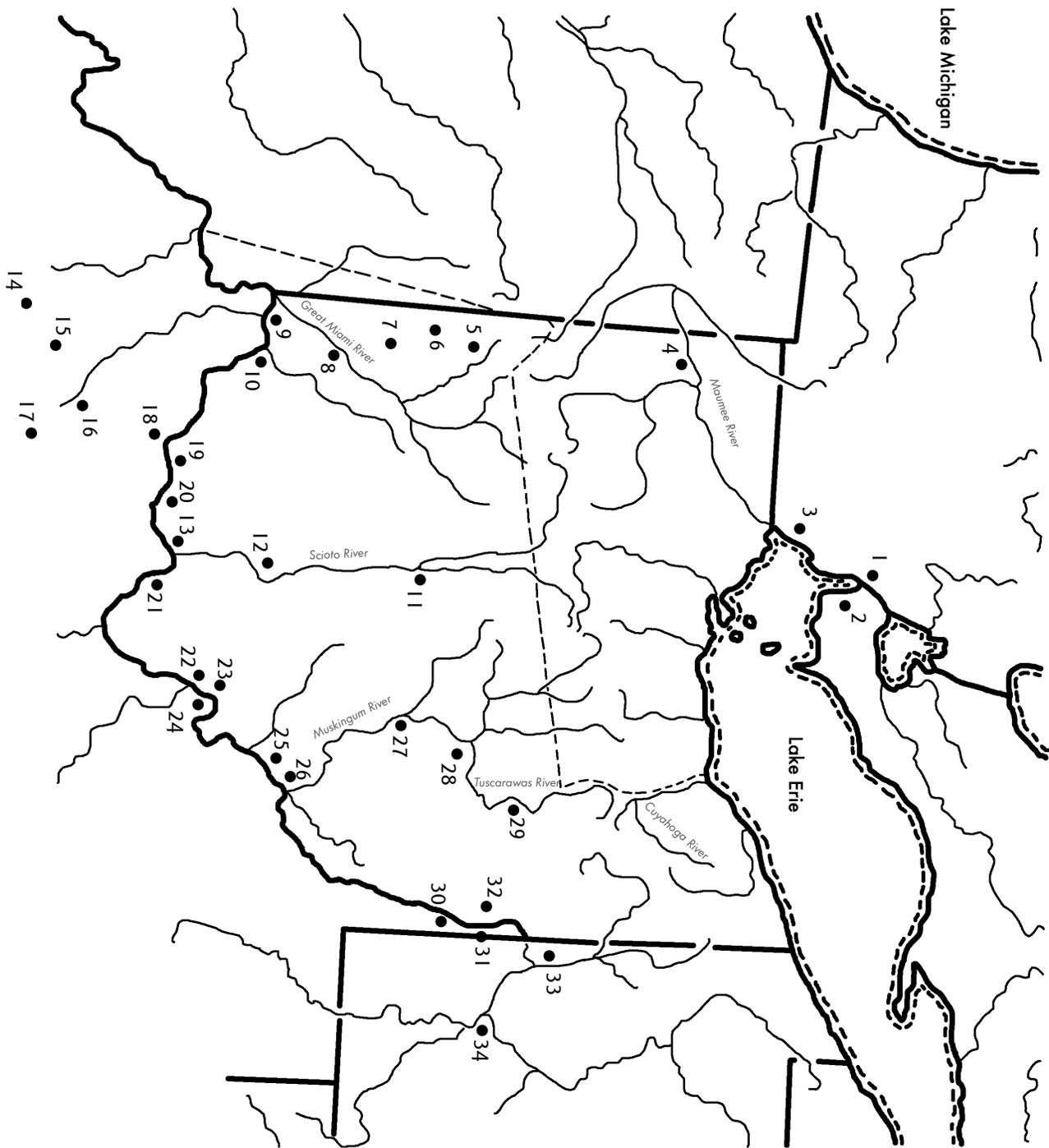


- | | |
|------------|--------------|
| 1. Erie | 5. Wyandotte |
| 2. Ottawa | 6. Mingo |
| 3. Miami | 7. Seneca |
| 4. Shawnee | 8. Delaware |

GLYPHS

| | | | | | | | |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  BUFFALO TRACKS |  I OR ME |  STARS |  SEA |  3 NIGHTS |  ISLAND |  DAY |  BEAR ALIVE |
|  TIP CENTER |  PRAYER |  SUN |  SICK |  NOON |  LAKE |  DIRECTION |  BEAR DEAD |
|  RIVER WITH ISLANDS |  STRONG |  TALK TOGETHER |  SKY |  MORNING |  LIFE |  EVENING |  BEAVER IN HIS HOUSE |
|  MAN GRIEVES |  TURTLE |  THREE YEARS |  SNAKE |  RAIN & CLOUD |  DEATH |  NO FOOD |  BIG VOICE |
|  WAR |  CLOUD |  WEATHER CLEAR |  COLD & SNOW |  RAN |  LIGHTNING |  PLENTY FOOD |  BIRD TRACKS |
|  POWER |  COME |  TORNADO |  SPIRIT |  REST |  MAN ON HORSE |  CAMPFIRE |  BLANKET |
|  GEESE |  CANOE |  CORN |  SPIRITS ABOVE |  RIVER |  WISE MAN |  HEAR |  BOY |
|  TORQUILINE |  DISCOVER |  WOMAN |  GREAT SPIRIT EVERYWHERE |  FLOOD |  MAN |  STARVATION |  BROTHERS |
|  MOUSE |  FEAR |  DEAD |  SPEAKS |  ROAD |  MOON |  HORSE TRACKS |  BUFFALO |
|  WIND |  DEER TRACKS |  I DID IT! |  STORMY & WINDY |  SEE |  NIGHT |  MOUNTAIN |  CAMP |

WHITE SETTLEMENT PATTERNS IN THE OHIO RIVER VALLEY DURING THE 18TH CENTURY



- | | | | |
|--------------------------------------|----------------------|--------------------------------|----------------------------------------------------------|
| 1. Fort Detroit | 10. Columbia | 20. Manchester | 29. Gnadenhutten |
| 2. Fort Malden | 11. Franklinton | 21. Hanging Rock | 30. Wheeling |
| 3. Frenchtown | 12. Chillicothe | 22. Gallipolis | 31. Charleston |
| 4. Fort Defiance | 13. Alexandria | 23. Fairhaven | 32. Steubenville |
| 5. Fort Greenville | 14. Harrodsburg | 24. Point Pleasant | 33. Fort McIntosh |
| 6. Fort Jefferson | 15. Lexington | 25. Belpre | 34. Fort Pitt and Pittsburgh (formerly Fort Duquesne) |
| 7. Fort St. Clair | 16. Boonesboro | 26. Marietta | |
| 8. Fort Hamilton | 17. Boonesboro | 27. Zanesville | |
| 9. Cincinnati and Fort Washington | 18. Maysville | 28. Goshachgunk (Coshocton) | |
| | 19. Massie's Station | | |



**ONE STATE
MANY
NATIONS**

◆◆◆◆◆
*Native Americans
of Ohio*

**VIDEO 1:
PREHISTORIC OHIOANS**

In this section

Overview
Prehistoric People
Disappearances of Beringia
Graphic Organizers
Timeline



OHIO'S PREHISTORIC PEOPLE OVERVIEW

I. 40,000 years ago, people went back and forth across the land bridge known as Beringia

- A. New theories should be presented which suggest that native people actually originated in North and South America, and that land migration was aided with the use of primitive boats along the coasts.

II. 5,000 years ago, Paleo-Indians reached Ohio

- A. Distinguish between Prehistoric and Historic Native people
- B. Life of the hunter-gatherers
- C. Climatic change and end of the Ice Age
- D. Life after the Ice Age

III. 10,000 years ago, the Archaic people

- A. Economy based on hunting, fishing and gathering
- B. Moved from place to place following animals and ripening of plants
- C. Used many tools
- D. Traded with other people within a 500-mile radius

IV. 3,000 years ago, the Mound Builders

- A. Adena people (3,000-2,000 years ago)
 - 1. comparisons to hunter-gatherers
 - 2. first farmers
 - 3. built mounds
 - a. types
 - b. purposes
 - 4. geographic locations
 - 5. development of villages
 - 6. everyday life
- B. Hopewell people (2,100-1,400 years ago)
 - 1. barterers
 - a. traveled great distances
 - b. used obtained materials for artwork
 - 2. farmers — probably first to grow corn
 - 3. mounds
 - 4. geographic locations
 - 5. growth of villages
 - 6. daily life





LATE PREHISTORIC PEOPLE

C. Whittlesey people (1,000-350 years ago)

1. existed in present-day northern Ohio during the same period as the Fort Ancient people occupied southern Ohio

2. barterers
3. used bows and arrows
4. farmers
5. development of villages
6. daily life

D. Fort Ancient people (1,000-350 years ago)

1. farmers
2. used bows and arrows
3. mounds
4. geographic locations
5. expanded growth of villages
6. daily life



OHIO'S PREHISTORIC PEOPLE

OVERVIEW:

It is theorized that humans first began crossing a land “bridge” between Asia and North America about 40,000 years ago. It is thought that so much water was contained in the glaciers of the period that the levels of the oceans were decreased by as much as 300 feet. Large areas of land were exposed. The connecting link between Alaska and Siberia was not really a bridge — implying a narrow strip of land — but an area made up of several hundreds of square miles. This area today is known as Beringia. As the glaciers melted, the water levels rose, covering the link of land that provided a passageway for North America’s first inhabitants.

It must be noted that some of America’s native peoples believe they originated on the continents of North and South America and did not migrate from Asia. There is evidence that may support these beliefs, as sites of human existence discovered in northeast Brazil have been tentatively dated to 48,500 years ago. Native Americans theorize that the migration of prehistoric people began, instead, in the Americas and spread into Asia, and that the journeying of people was aided by the use of floating vessels along the coasts.

In the latter stages of the Ice Age, herds of roaming animals such as bison, mastodons and mammoths and small horses wandered back and forth across the ice bridge. Bands of nomadic people who hunted these animals as a source of food followed their migration back and forth across the Bering Sea. People migrated for many centuries moving about the Americas. Archaeologists believe people reached what is now known as Ohio 15,000 years ago, while radiocarbon testing shows that humans reached the southernmost part of South America 8,000 years ago. Native people believe that they have always been here.

VIDEO SYNOPSIS:

Prehistoric Ohioans

They came to our state more than 12,000 years ago. Some believe they crossed a land bridge from Siberia to Alaska and migrated south. **Prehistoric Ohioans** looks at the Paleo, Archaic, Adena, Hopewell, Whittlesey and Fort Ancient peoples. See who lived, hunted, gathered, farmed and built mysterious mounds in Ohio.

GOAL:

Students will use globes to locate possible connections that exist or may have existed between continents.

OBJECTIVES:

Ohio Social Studies Content Standards

Grade 4 Benchmark: History

Indicator: Settlement

2. Describe the earliest settlements in Ohio including those of prehistoric peoples

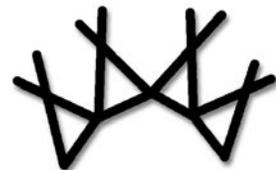
Grade 4 Benchmark: Geography

Indicator: Human Environmental Interaction

8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.

MATERIALS:

A globe for each team or group of students





PROCEDURE:

1. Form groups of three or four children.
2. Give each group a globe. Ask children to locate and identify each continent. Ask them to find places where continents touch. Ask if there are any locations where continents nearly touch. Let students know that at one time, no people lived on the continents of North and South America, but starting around 40,000 years ago people began to appear on the North American land mass.
3. Have students brainstorm about how people might have moved into North America.
4. After children have presented their discussions, use the information from the overview of the lesson (above) to teach how the western hemisphere became populated.

EVALUATION:

This may be used as a means of formative or summative assessment:

1. Which two continents did Beringia connect?
2. Which body of water now covers the land that was crossed by wandering animals and people?
3. When do scientists believe the first inhabitants of North America arrived?
4. What caused early people to cross the land bridge into North America?
5. What caused the strip of land known as Beringia to disappear?
6. When do scientists believe people first reached the area known today as Ohio?
7. Which prehistoric animals crossed Beringia?
8. Where do Native people believe their ancestors came from?

The test form on the following page may be used. If it is preferred that students use a word bank, the following choices should be placed on the chalkboard or overhead:

| | | | | |
|-----------------|----------------------------|-------------------------|---------|---------|
| 15,000 yrs. ago | | mastodon | mammoth | bison |
| Asia | following a source of food | melting of the glaciers | Europe | Zebra |
| Africa | 40,000 yrs. ago | Lake Erie | Horse | America |

Answers:

1. Asia and North America
2. Bering Sea
3. 40,000 years ago
4. following a food source
5. melting of the glaciers
6. 15,000 years ago
7. mastodon, bison, mammoth, horse
8. America (always here)



OHIO'S PREHISTORIC PEOPLE

THE DISAPPEARANCE OF BERINGIA

OVERVIEW:

The land connector known as Beringia was far more than the narrow strip of terrain than the word “bridge” implies. Maps of the area show a wide expanse of land connecting all of Alaska to the Asian continent. Because so much of Earth’s water was frozen in the glaciers, sea levels fell to expose land that had previously been covered by water. During the Wisconsin glacial period, it is estimated that the level of water fell by as much as 300 feet uncovering hundreds of square miles of land. As the glacier retreated water levels rose, once again claiming the land that had provided passage to and from North America’s earliest dwellers.

Students can gain insight into the land connector, Beringia, and how it was covered by rising water as the glacier retreated.

VIDEO SYNOPSIS:

Prehistoric Ohioans

They came to our state more than 12,000 years ago. Some believe they crossed a land bridge from Siberia to Alaska and migrated south. **Prehistoric Ohioans** looks at the Paleo, Archaic, Adena, Hopewell, Whittlesey and Fort Ancient peoples. See who lived, hunted, gathered, farmed and built mysterious mounds in Ohio.

GOAL:

Students will make a model to show how it was possible for early humans to cross back and forth from Asia to North America before the land bridge disappeared near the end of glacial activity

OBJECTIVES:

Ohio Social Studies Content Standards

Grade 4 Benchmark: History

Indicator: Settlement

2. Describe the earliest settlements in Ohio including those of prehistoric peoples.

Grade 4 Benchmark: Geography

Indicator: Human Environmental Interaction

8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.

Ohio Science Content Standards:

Grade 4 Benchmark: Earth and Space Sciences

Indicator: Earth Systems

3. Investigate how water changes from one state to another (e.g., freezing, melting, condensation and evaporation).

Grade 4 Benchmark: Scientific Inquiry

Indicator: Doing Scientific Inquiry

3. Develop, design and conduct safe, simple investigations or experiments to answer questions.

MATERIALS:

Modeling clay

Large aluminum baking pans or other deep-sided pans or tubs

Ice or, weather permitting, snow

This activity may be performed as a whole-group demonstration, or as an investigation by small groups or teams.



PROCEDURE:

1. Ask students to use modeling clay to form two land masses at each end of the pan. These masses will represent Asia and North America and should be built up at least two inches high.
2. They should then form a connection with the clay between the masses that is an inch lower. This will represent Beringia. Say that this is what Beringia was like before the melting of the glacier. Over this connector passed prehistoric wandering animals, followed by Asian peoples who became North America's earliest inhabitants.
3. On one side of the pan place a pile of ice (or snow) to represent a glacier.
4. Place in a window or other warm area to wait for the ice to melt. The connecting bridge of clay will be covered by water .

EVALUATION:

This assessment can be done individually or in teams. It can be written or oral. Ask students to write a paragraph with at least four details about the lesson and activity just completed. Possible details include:

1. It was once possible to walk from Asia to North America.
2. Sea levels were low because so much of the earth's water was in the form of ice in the glacier.
3. Beringia was a land bridge that connected two continents.
4. The glacier melted and the water rose to cover the land bridge.
5. Ice (a solid) melted to form water (a liquid) which is a physical change from one state of matter to another.
6. Water now separates Asia and North America.
7. Animals wandered back and forth from Asia to North America over the land bridge. They were followed by people also going back and forth.

Ask students to hypothesize how people may have reached the North American continent if a land bridge had never existed. (by the use of floating vessels)

Ask if people are still going back and forth today. (They are but not over a land bridge because it is gone.)



OHIO'S PREHISTORIC PEOPLE: COMPARING OHIO'S PREHISTORIC PEOPLES USING OF GRAPHIC ORGANIZERS

OVERVIEW:

Each group of Ohio's prehistoric people was unique in various aspects of culture and the changes they brought to the society of that time. Yet, the different civilizations, spanning thousands of years, shared many attributes. Each group needed shelter but found or created it in different ways. Food needed to be obtained. There are many similarities and differences in this aspect, alone, altered by the passage of time. Tools and artifacts of decoration became more important as wandering cultures established themselves into settlements. This led to the institution and growth of economies to help people meet their needs, and opened the door to the interrelation of groups of prehistoric peoples far beyond the present-day borders of Ohio. Ceremonies, celebrations and paying tribute to the dead were significant expressions of life common to each culture, and the forms of those expressions, too, shared similarities and differences.

VIDEO SYNOPSIS:

Prehistoric Ohioans

They came to our state more than 12,000 years ago. Some believe they crossed a land bridge from Siberia to Alaska and migrated south. Prehistoric Ohioans looks at the Paleo, Archaic, Adena, Hopewell, Whittlesey and Fort Ancient peoples. See who lived, hunted, gathered, farmed and built mysterious mounds in Ohio.

GOAL:

Students will use graphic organizers to identify similarities and differences between prehistoric cultures in Ohio.

OBJECTIVES:

Social Studies Content Standards

Grade 4 Benchmark: History

Indicator: Settlement

2. Describe the earliest settlements in Ohio including those of prehistoric peoples. **Grade 4**

Benchmark: People in Society

Indicator: Cultures

1. Describe the cultural practices and products of various groups who have settled in Ohio over time:

- a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell)
And Late Prehistoric Indians (Fort Ancient)

MATERIALS:

Graphic organizers: webs, Venn diagrams and tables



PROCEDURE:

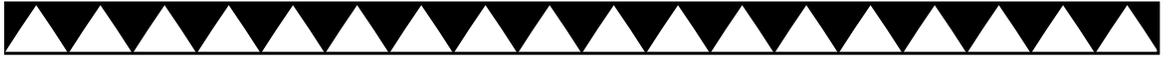
1. After viewing one or more videos from the set, *One State-Many Nations*, or after your own teaching of the subject, use graphic organizers with which students can identify similarities and differences between Ohio's prehistoric peoples. These can be completed by individual students, or in teams of two to four children.

ASSESSMENT:

Students and teachers can use this checklist to check their graphic organizer.

- I used library books to find information.
- I used textbooks to find information.
- I used recommended Internet sites.
- I wrote down where I got my information.
- I gave some details for each main idea.
- I used the most important thing I learned.
- I had important information to share.

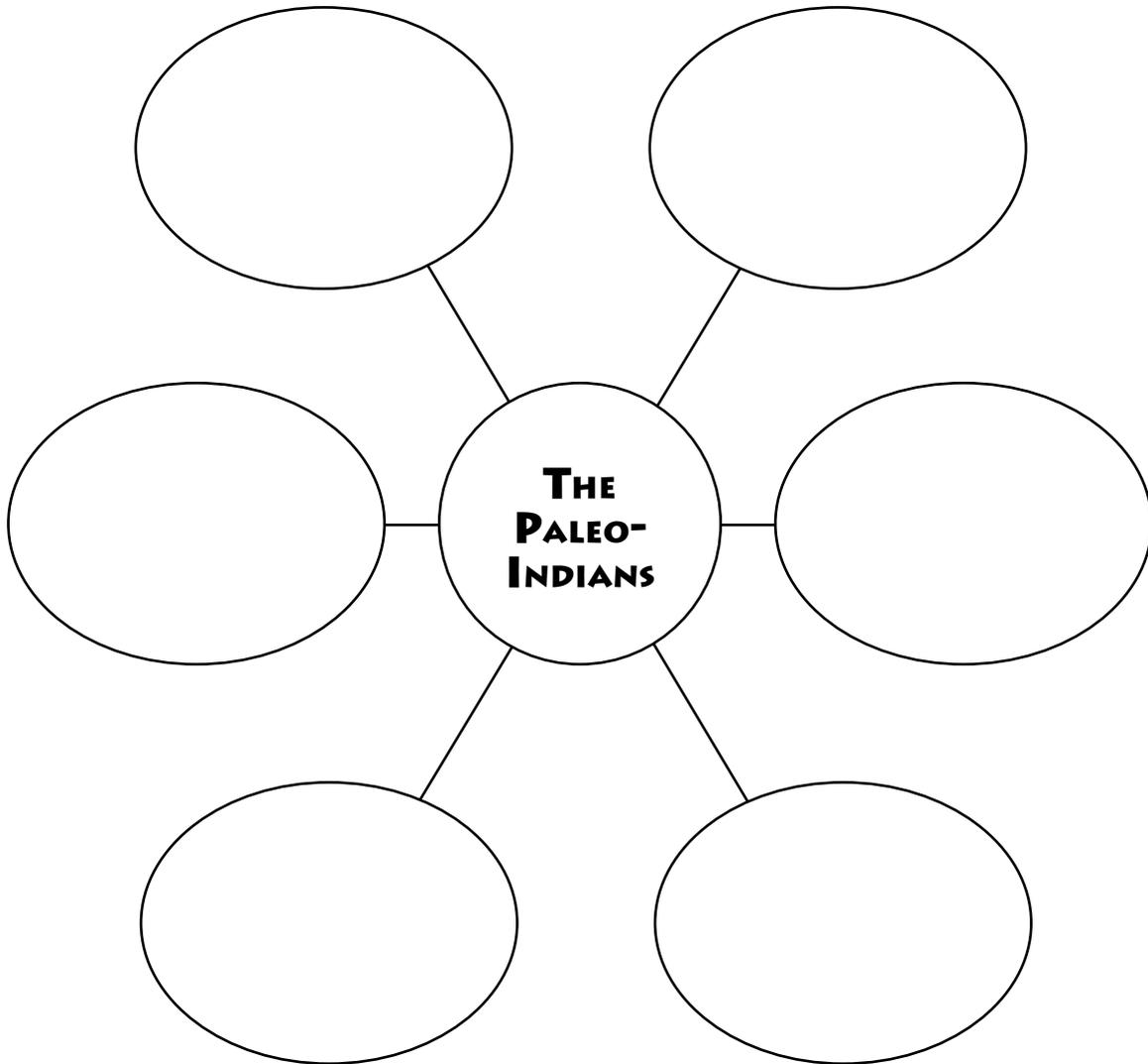


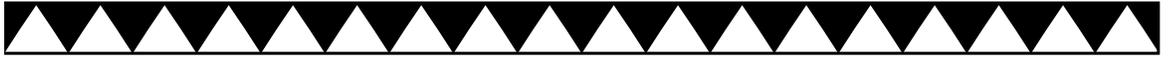


Visual Organizers Worksheet

Name _____

Date _____

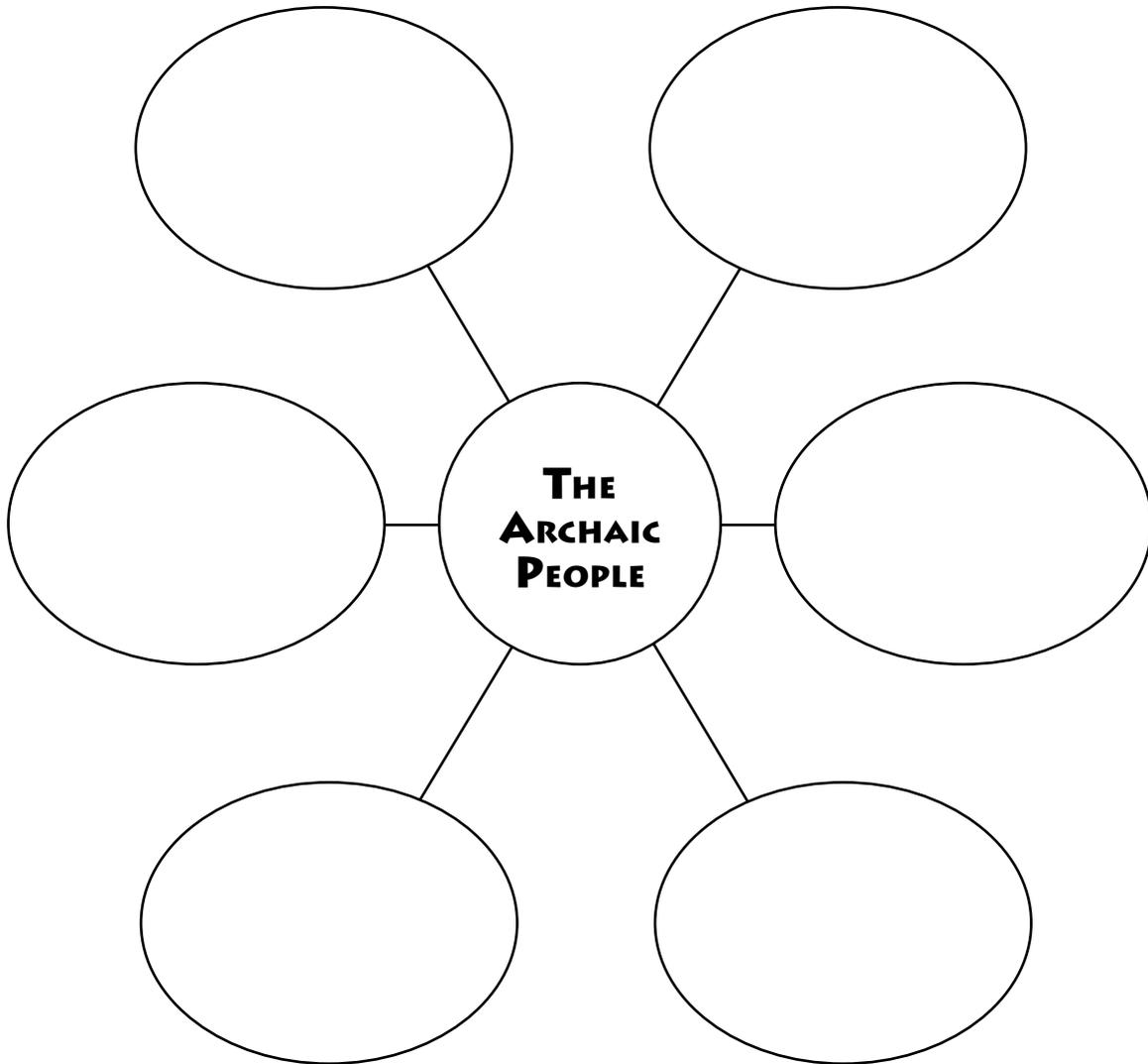


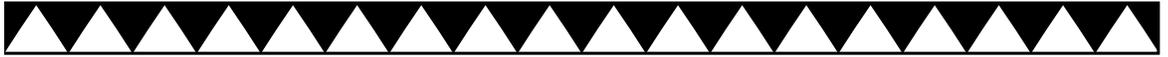


Visual Organizers Worksheet

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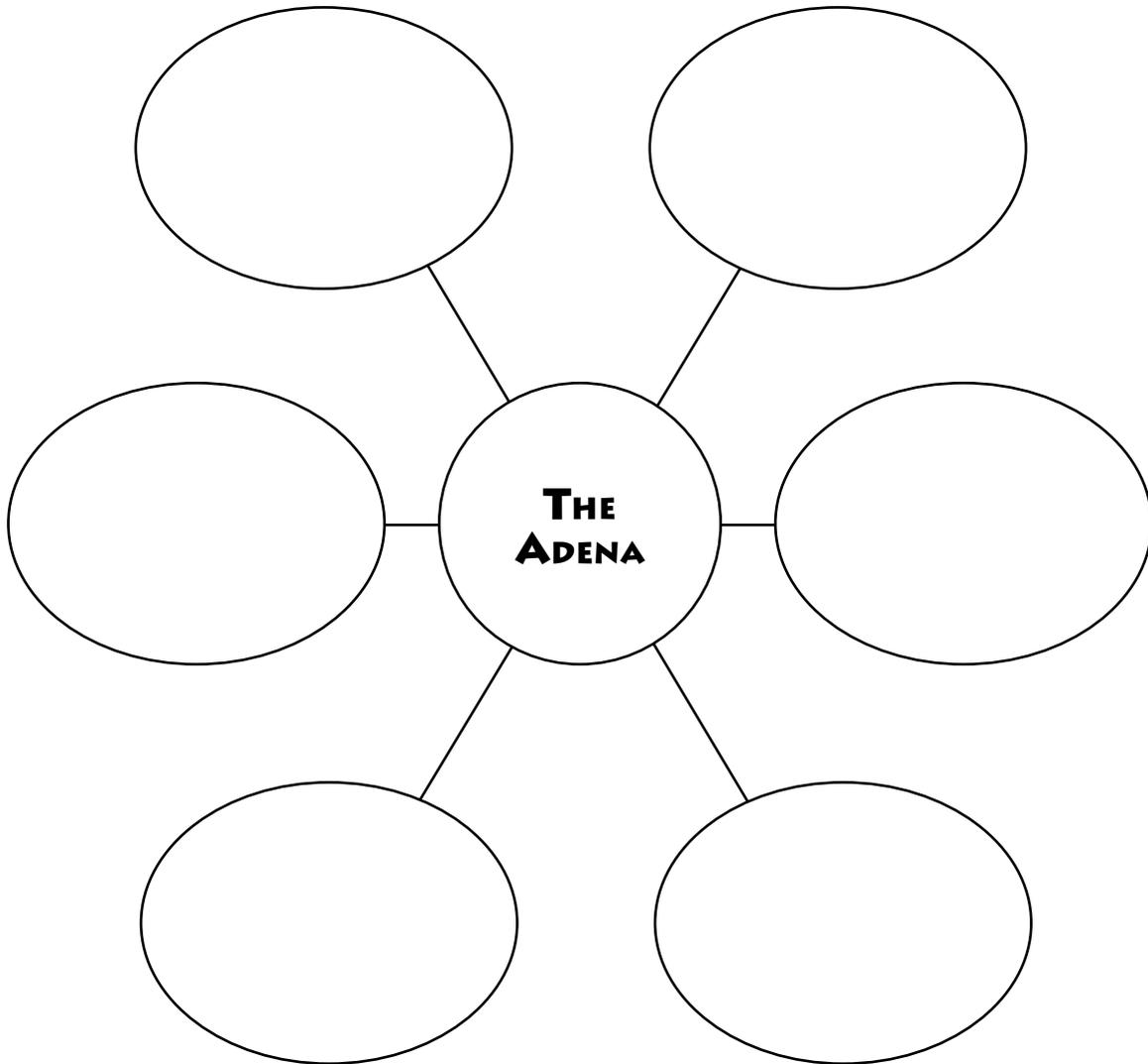




Visual Organizers Worksheet

Name _____

Date _____

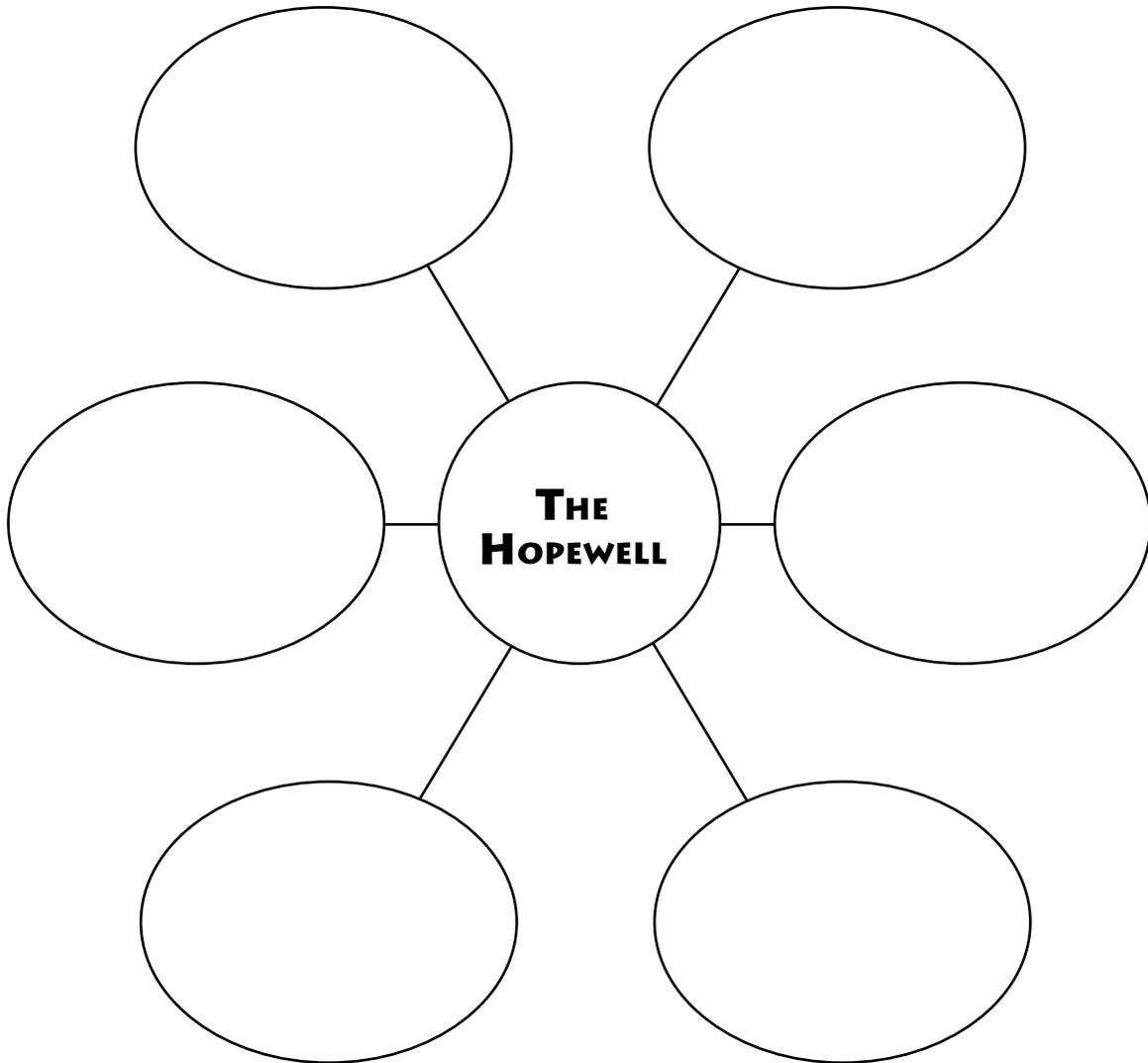


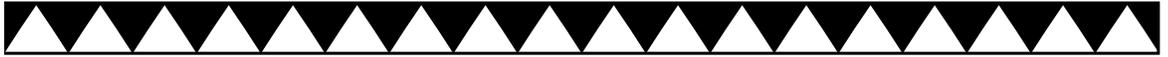


Visual Organizers Worksheet

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Date _____

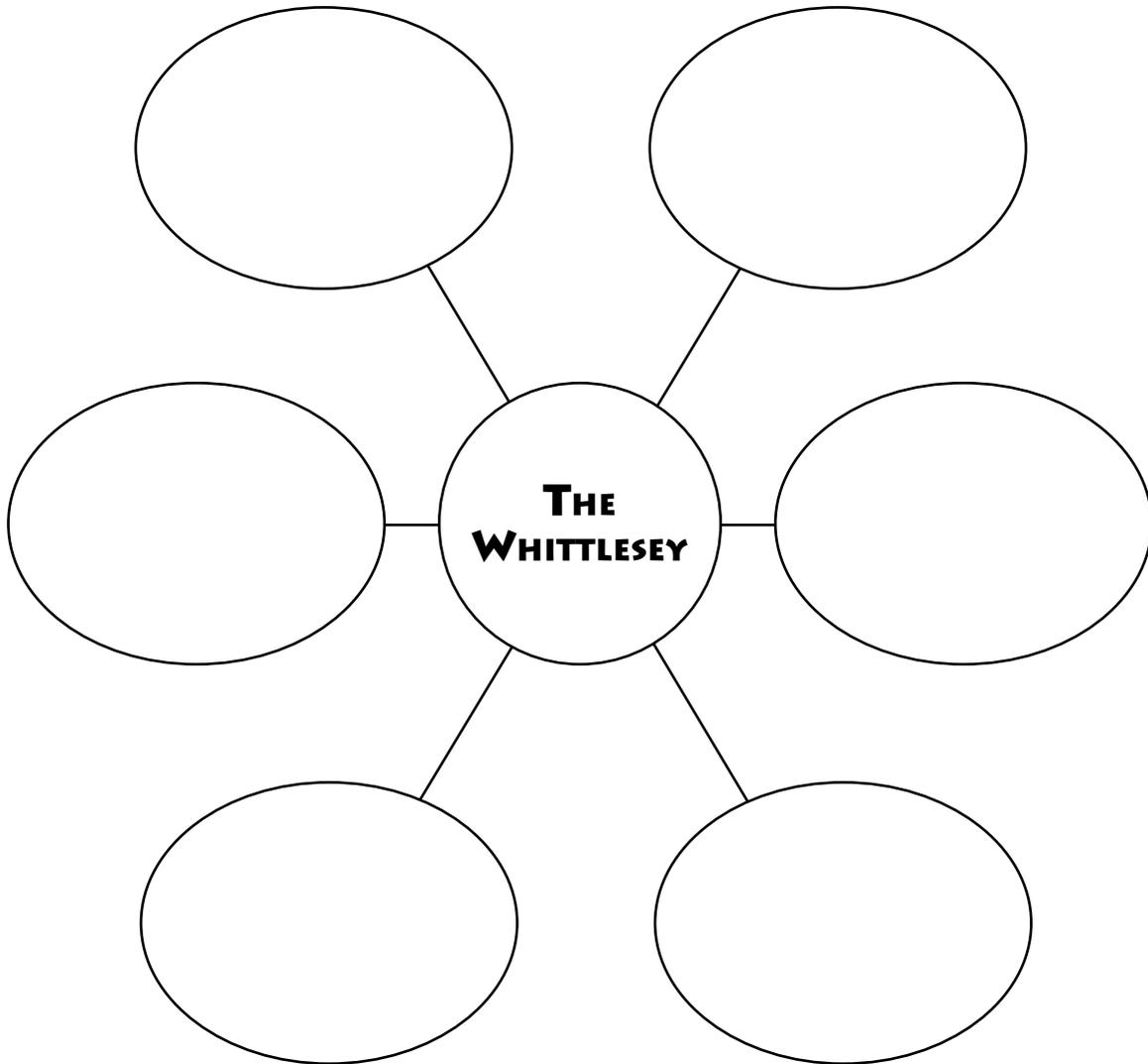


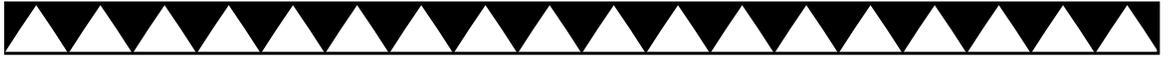


Visual Organizers Worksheet

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Date _____

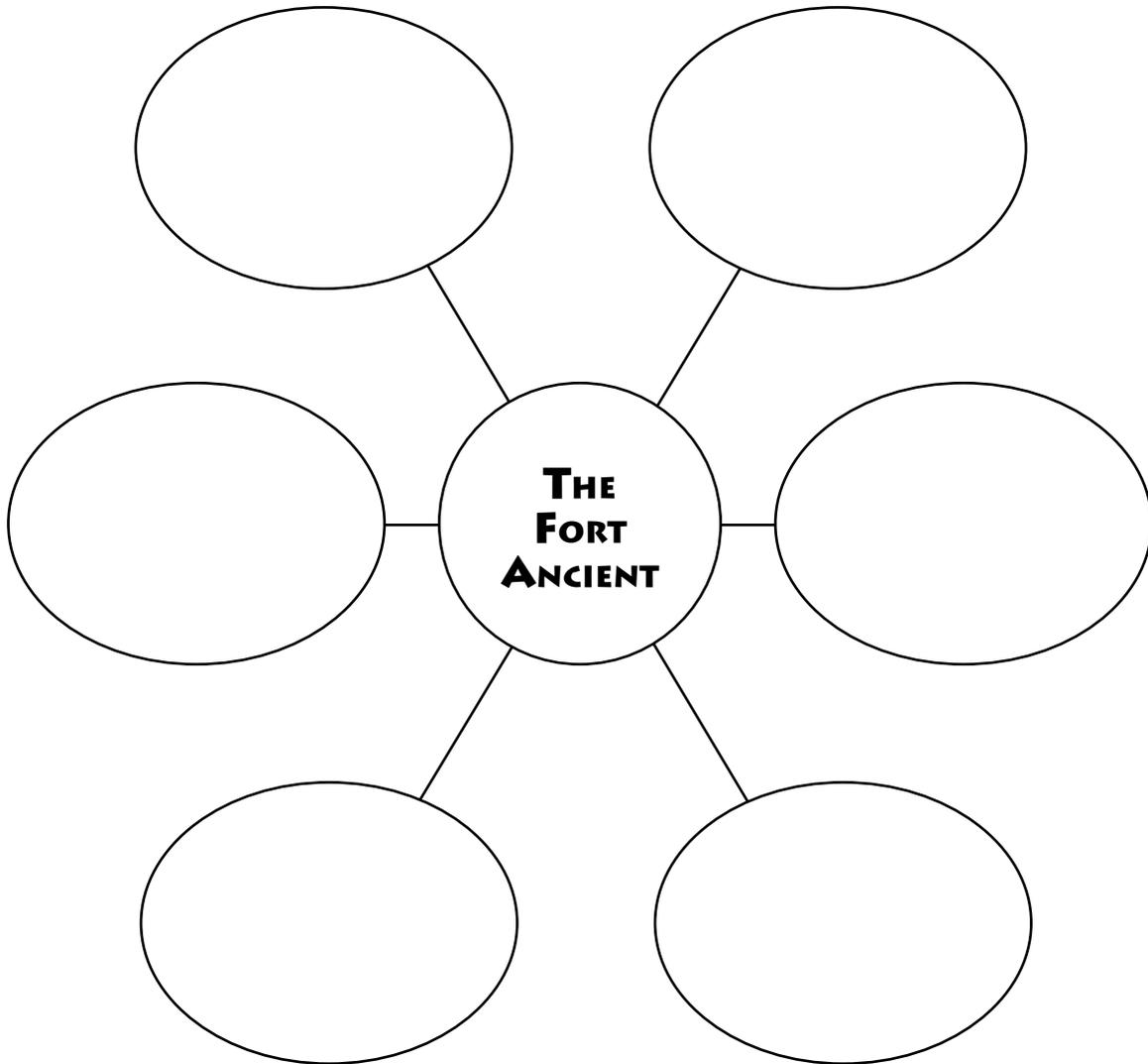


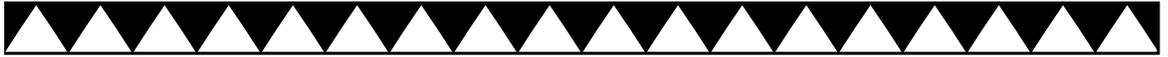


Visual Organizers Worksheet

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Date _____

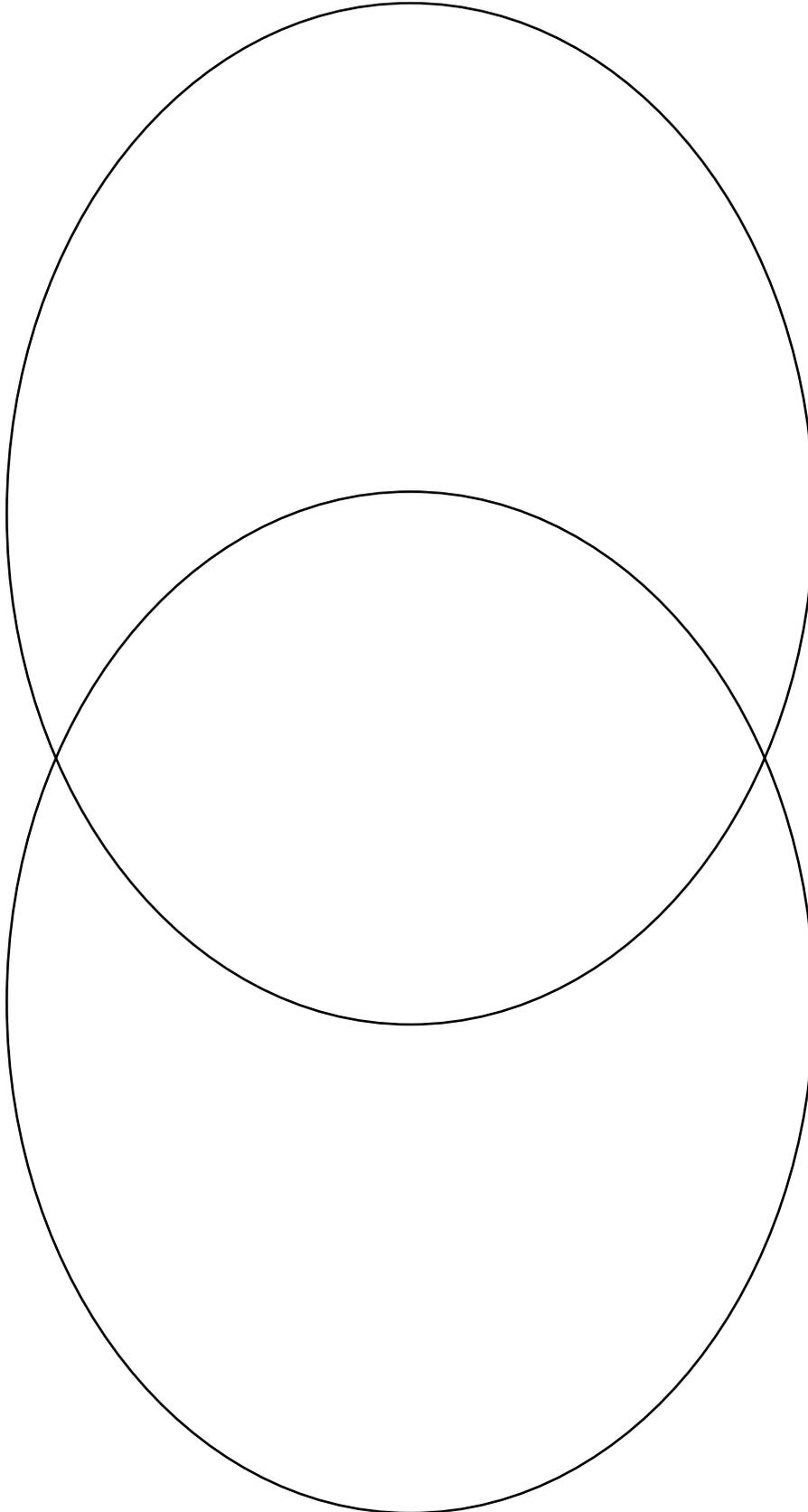




Visual Organizers Worksheet

Name _____

Date _____





Visual Organizers Worksheet

Name _____

Date _____

COMPARE THESE GROUPS OF PREHISTORIC PEOPLES:

How were the Paleo and Archaic peoples alike?

How were they different?



Visual Organizers Worksheet

Name _____

Date _____

COMPARE THESE GROUPS OF PREHISTORIC PEOPLES:

How were the Fort Ancient and the Whittlesey (Late Prehistoric) peoples alike?

How were they different?





Visual Organizers Worksheet

Name _____

Date _____

COMPARE THESE GROUPS OF PREHISTORIC PEOPLES:

How were the Adena and Hopewell (Woodland) peoples alike?

How were they different?



Visual Organizers Worksheet

Name _____

Date _____

COMPARE THESE GROUPS OF PREHISTORIC PEOPLES:

| Adena | Hopewell | Fort Ancient |
|-------|----------|--------------|
| | | |



VISUAL ORGANIZERS ANSWERS

Visual organizers can be completed by individual students or by teams. They may also be copied onto a transparency for use on an overhead projector as a whole-group activity.

SOME INFORMATION WITH WHICH TO COMPARE AND DIAGRAM THE PALEO-INDIANS:

Followed the movements of animals for food.

Food sources included mammoths, mastodon, giant beaver, deer, elk, fish, birds, rodents and plants.

Made tools and weapons from flint, stone, bone, deer antler and wood.

Tools included spears, knives, and scrapers made from flint, wood and bone. Tips for spears were attached using sinew.

Shelters made of animal skins, poles, bark and brush (temporary and movable).

Existed as hunter-gatherers .

SOME INFORMATION WITH WHICH TO COMPARE AND DIAGRAM THE ARCHAIC PEOPLE:

Followed movements of animals and the ripening of plants for food.

Food sources included deer, elk, bear, rabbit, quail, wild turkey, fish, clams, nuts, seeds, berries and roots.

Made weapons and tools of flint, stone, bone, deer antler and wood.

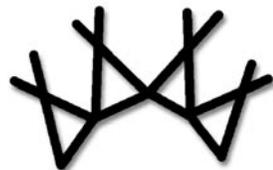
Tools include pestles made of stone for grinding plants, axes of stone, atlatls and spears with flint tips, awls for punching holes, fish hooks and scraping tools made of bone. Later archaic people made awls from copper.

Shelters were in rock formations or were made of skins or brush supported by wooden poles in a lean-to fashion.

Were mainly hunter-gatherers, but also traded outside of the region.

Early Archaic people buried dead in round graves. Later people in the Archaic period in small hills made of glacial gravel deposits.

Other found artifacts include pipes, shell ornaments and copper beads.



SOME INFORMATION WITH WHICH TO COMPARE AND DIAGRAM THE ADENA PEOPLE

Lived in settlements of two to four huts.

Food sources included animals hunted in the forests, fish, pumpkins, squash, sunflower seeds and wild plant foods.

Made weapons and tools from bone, flint, stone, antlers and wood.

Tools included pointed planting poles and stone hoes, flint knives, stone and flint scrapers, bone awls, bone needles, flint-tipped spears or javelins aided by atlatls (however, the use of atlatls declined during Adena times), and stone axes and hammers.

Shelters were circular and were made by positioning posts in the ground and covering them with boughs, cane matting, vines and other woody material. An overhanging bark roof covered them. Fireplaces were common in the middle with a hole in the roof through which smoke escaped.

Made pottery vessels in which food was cooked and stored. Pottery making was a major achievement of the Adena culture.

Adena men hunted and fished.

The responsibilities of the women were pottery making, preparing animal skins for clothing, cooking, tending children, and cultivating and harvesting plants for food.

Were hunter-gatherers, but were not as nomadic as their predecessors. They were early farmers, but they were not dependent on their agricultural efforts. Traded outside of region.

Buried dead in conical earthen mounds. Also made mounds in the shape of animals (effigy mounds) such as the Serpent Mound. Others were in the shapes of birds and humans.

Other artifacts discovered by archaeologists include clay pottery and pipes, copper ornaments and jewelry, beads made from shells, remains of animal masks using jaw bones of various animals such as wolf, cougar and bear, and decorated tablets with carved designs.

SOME INFORMATION WITH WHICH TO COMPARE AND DIAGRAM THE HOPEWELL PEOPLE:

Lived in settlements of five or six families.

Food sources included animals native to the woods, fish, wild plants and corn.

Made weapons and tools from flint, bone, reed, copper, stone, obsidian and wood.

Tools included drills of flint, copper, bone and reed, stone hammers, copper axes and awls, flint knives and scrapers, flint-tipped spears, dippers made from large marine conch shells and antler punches.

Shelters were square or rectangular and were made of posts attached by ridgepoles to create an arched roof. These were covered by pieces of bark, mud, thatch, and possibly animal skins. There were doorways at each end of the structure, with a fireplace located in the center of the room.

Made many forms of utilitarian pottery.



Domestic life and the division of labor between men and women similar to that of the Adena.

The Hopewell hunted, fished, gathered wild plant food and planted some crops, including corn. They had a vast network of trade throughout the eastern region of North America.

Built large mounds, earthworks and enclosures in geometric shapes of circles, squares and octagons. The geometric types were burial mounds.

Other artifacts include various forms of pottery, pipes, beaded shell bracelets and necklaces, ornaments made of copper, mica, obsidian, freshwater pearls, tortoise shells, meteoric iron, and animal teeth.

Made clothing from skins, leather, and textiles consisting of such things as plant fibers, swamp milkweed, and tough fibers from the inner bark of trees.

SOME INFORMATION WITH WHICH TO COMPARE AND DIAGRAM THE FORT ANCIENT PEOPLE:

Lived in settlements of up to 500 people.

Food sources included wild game, fish, wild plants, corn, beans and squash. Food was stored in pottery vessels or storage pits in the ground.

Weapons and tools were made of flint, bone, shell, wood and antler.

Tools included bows and arrows (the Fort Ancient were the first prehistoric group to use these) with the arrows tipped with flint or antler tines, spears, fishing hooks made from bone, knives and scrapers made from flint, bone and shell, awls fashioned from bone, digging sticks and hoes made from stone, shells and bone, and mortars and pestles made from stone and used for grinding corn.

Shelters were rectangular dwellings built by placing wood posts in the ground and covering them with a combination of mud, vines and boughs called wattle-and-daub. Some were covered with bark. Roofs were thatched with a hole in the middle for the release of smoke. The inside included a centrally positioned fireplace and various pits for food storage and for the disposing of refuse.

Pottery included jars of various sizes, pots, bowls, and salt pans in which brine was evaporated to produce salt.

The Fort Ancient people were farmers but also hunted and fished. The improved quality and larger yields of corn, along with the cultivation of beans and squash lead to the permanence of communities.

Buried dead in rectangular pits sometimes dug within a house. Others have been found outside and sometimes in a cemetery away from the village. Sometimes mounds were constructed. These grew in size as more bodies were added. They were known to, at times, bury their dead in Adena and Hopewell mounds.

Besides tools and weapons, artifacts include beads made from bone, teeth and shell, pendants made from coal, and pipes. Evidence exists that the Fort Ancient played musical instruments such as rattles made by filling turtle shells with pebbles, and flutes made by drilling holes in bird bones. Notched animal bones that have been found were probably rasps.



SOME INFORMATION WITH WHICH TO COMPARE AND DIAGRAM THE WHITTLESEY PEOPLE:

Lived in the northern part of present day Ohio in small villages overlooking streams and rivers that empty into Lake Erie. They existed at the same time and are similar in many ways to the Fort Ancient people in the southern part of Ohio.

Food sources included fish, mussels, corn, wild plant foods and woodland animals.

Made weapons and tools from materials similar to the Fort Ancient.

Tools, too, were similar. With their proximity to Lake Erie, the Whittlesey fished extensively with hooks and nets that were weighted with rounded, notched stones.

Shelters differed from the Fort Ancient dwellings in that they were circular, much like the wigwams of historic peoples.

Made extensive use of pottery vessels, often decorated with a crimped, or pie crust, edge around the tops.

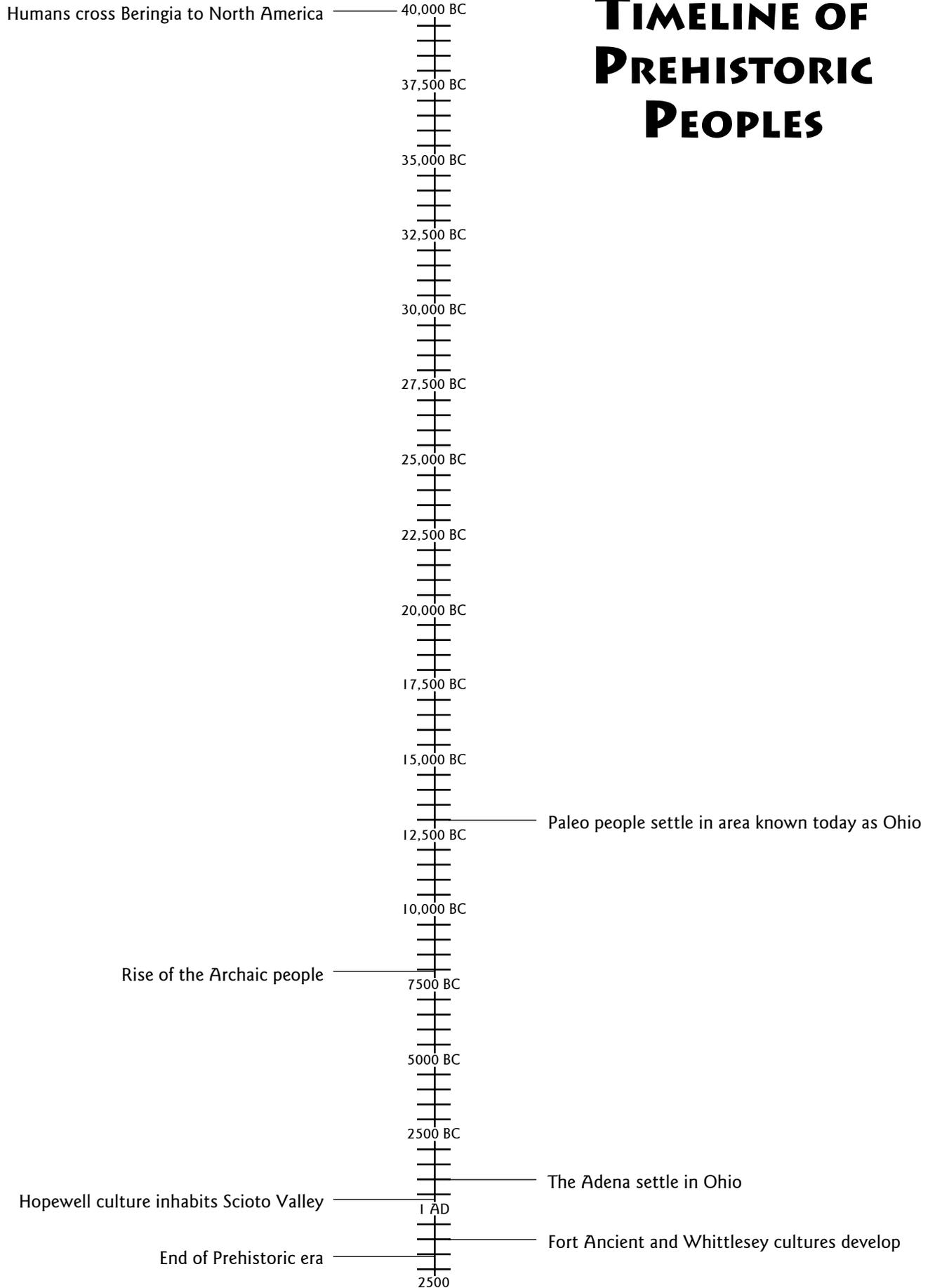
The Whittlesey were hunters, farmers and fisherman. They traded outside the region. Some of their artifacts show signs of contact with European traders. However, the Whittlesey most likely did not trade directly with them. They most likely exchanged goods with natives to the east who had traded with the Europeans.

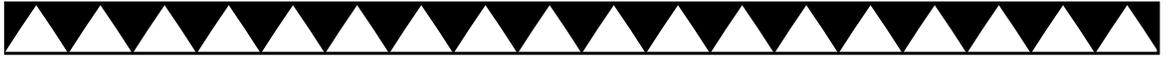
Buried their dead in rectangular graves or large pits with as many as 20 or more bodies.

Besides pottery, artifacts include simple ornaments along with European glass beads and clay pipes.



TIMELINE OF PREHISTORIC PEOPLES





Name _____

Date _____

ADVANCE ORGANIZER

VIDEO 1 PREHISTORIC NATIVE AMERICANS

1. Some believe that Native American people first came to Ohio by

_____.

2. The earliest of the people were the _____.

3. The time when Ohio was covered with glaciers is called _____.

4. Two foods that prehistoric Native Americans ate were _____ and _____.

5. Being nomadic means that the Prehistoric Native Americans _____.

6. List the groups of people who lived after the Paleo-Indians: _____,

_____, _____, _____.

7. The Whittlesey people lived in the north or south of Ohio? _____

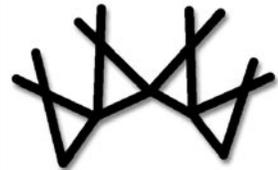
8. The Fort Ancient people lived in the north or south of Ohio? _____



ADVANCE ORGANIZER ANSWER KEY

VIDEO 1 PREHISTORIC NATIVE AMERICANS

1. Some believe that Native American people first came to Ohio by **(crossing a land bridge from Siberia to Alaska)**.
2. The earliest of the people were the **(Paleo-Indians)**.
3. The time when Ohio was covered with glaciers is called **(Ice Age)**.
4. Two foods that prehistoric Native Americans ate were _____ and _____. **(possible answers — fish, deer, rabbits, etc.)**
5. Being nomadic means that the Prehistoric Native Americans **(traveled from place to place to find food)**.
6. List the groups of people who lived after the Paleo-Indians: **(Adena, Hopewell, Fort Ancient and Whittlesey)**
7. The Whittlesey people lived in the north or south of Ohio? **(North)**
8. The Fort Ancient people lived in the north or south of Ohio? **(South)**





**ONE STATE
MANY
NATIONS**

◆◆◆◆◆
*Native Americans
of Ohio*



**VIDEO 2:
HISTORIC NATIVE AMERICANS**

In this section

Daily Life 1

Daily Life 2

Tips for Writing Plays

Checklist



DAILY LIFE — PART 1

OVERVIEW:

Students will be placed into fact-finding teams. Each team has the responsibility for finding information about their topic, creating a fact sheet and presenting their findings to the entire class. Topics to be explored are food, dress/clothing, work/duties/chores, homes/shelters, games, towns/villages and travel.

Students may conduct their research by using suggested Web sites, search engines on the Internet, print materials available in their media center and personal interviews. Students should be sure to cite all sources on their fact sheets.

After research is completed, students should be placed into new groups, one from each fact-finding team, to prepare for their presentation: a student-written play titled "A Day in the Life of ..."

VIDEO SYNOPSIS:

Historic Native Americans

What was the daily life like for Ohio's historic Native Americans? What did they eat? How did they dress? What were their houses like? The answers depend on where people lived and what their tribal traditions were. *Historic Native Americans* shows how our ancestors used the gifts the Creator gave them to feed, clothe and house their families.

GOAL:

In this section students will discover what daily life was like for Ohio's Native Americans.

OBJECTIVES:

Social Studies Content Standards

Grade 4 Benchmark: People in Society

Indicator: Cultures

1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
 - b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware)

Social Studies Content Standards

Grade 4 Benchmark: Social Studies Skills and Methods

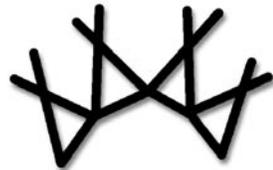
Indicator: Obtaining Information

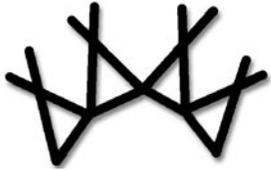
1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic.
3. Use primary and secondary sources to answer questions about Ohio history.

Grade 5 Benchmark: People in Society

Indicator: Cultures

1. Compare the cultural practices and products of diverse groups in North America including:
 - a. Artistic expressions
 - c. Language
 - d. Food
 - e. Clothing
 - f. Shelter





PROCEDURE:

1. Divide students into teams of two or three.
2. Make each team responsible for one to three of the following categories:
 - Food
 - Dress/clothing
 - Work/duties/chores
 - Homes/shelters
 - Games
 - Towns/villages
 - Travel
3. The team is to find information on their topic by using the Web sites listed at <http://www.pbs4549.org/onestate>. Each person on the team will fill out the Fact Sheet.
4. Each group will then get together and decide what the important facts were about their topic and what needs to be shared with the rest of the class.
5. Fact Sheets will be turned in to the teacher.
6. Important facts (as determined by the group) will be written up and both presented and distributed to the rest of the class.

EVALUATION:

Task

Points

Turned in Fact Sheet

For presentation:

Put the main ideas at the beginning of the presentation

Had a clear introduction

Told the main things, then explained them

Talked about the most important things learned

Turned in a list of important facts

DAILY LIFE — PART 2

OVERVIEW:

After completing Part 1 of Daily Life, students will have a base knowledge of life of historic Native American people. Now each team, comprised of one person from each of the fact-finding groups and armed with their fact sheets, will work cooperatively to write a play about one day in the life of a Native American boy or girl.

VIDEO SYNOPSIS:

Historic Native Americans

What was the daily life like for Ohio's historic Native Americans? What did they eat? How did they dress? What were their houses like? The answers depend on where people lived and what their tribal traditions were. *Historic Native Americans* shows how our ancestors used the gifts the Creator gave them to feed, clothe and house their families.

GOAL

Students will work cooperatively in teams to write plays about one day in the life of an Ohio Native American boy or girl. Students will:

- Include at least three characters in their story
- Develop a believable setting (time and place)
- Create and resolve a simple conflict/problem in their story
- Demonstrate knowledge of their fact-finding research

OBJECTIVES:

Language Arts Content Standards

Grade 4 Writing: People in Society

Indicator: Prewriting

1. Generate writing ideas through discussions with others and from printed material.
2. State and develop a clear main idea for writing.
3. Develop a purpose and audience for writing.

Indicator: Drafting, Revising and Editing

8. Vary language and style as appropriate to audience and purpose.
9. Use available technology to compose text
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle)
12. Rearrange words and sentences to clarify meaning
15. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.

Indicator: Publishing

16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

PROCEDURE:

1. Do a freewrite about daily life. (Student Sheet on page 72)
2. Share freewrites. Discuss and list on board similarities and differences between daily life now and that of an Ohio Native American boy or girl in the early years.
3. Divide students into new groups. Each new group should consist of a member from each of the original fact-finding groups.
4. Challenge each group to create an outline or skeleton of a prose story based on their fact-finding research. Guide them in:
 - Creating at least three characters
 - Developing a believable setting (time and place)
 - Creating and resolving a simple problem using facts gathered previously
5. Once story skeletons have been completed, brainstorm and record on the board the differences between writing prose and writing scripts. If possible make available to students a copy of each. Be



sure to include importance of *dialogue and stage directions*. Share playwriting checklist. Depending on the ability of the group, you may need to have a lesson or more on writing plays. (Tip sheets included starting on page 75)

- Using “character description” and “time/place/at rise” sheets, guide students in developing the introductory section of their plays. The “character description” section should include all characters in the play with a brief description of each. The “time/place/at rise” section includes the setting and the action taking place as the curtain opens. Discuss with students the reasons for including these sections.

Distribute “Playwriting Checklist.” (Student Handout on page 74) Discuss. Instruct students to continue/complete their scripts.

EVALUATION:

The final products may be evaluated in a variety of ways. If time permits, plays can actually be acted out for an audience of students and parents. Plays may be presented in a Reader’s Theater format. The rubric below may also be used.

| CATEGORY | 20 | 15 | 10 | 5 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Characters | Three characters are named and clearly described. Most readers could describe the characters accurately. | Three characters are named and described. Most readers would have some idea of what the characters looked like. | Fewer than three characters are named. The reader knows very little about the characters. | Fewer than three characters are named and no descriptions are given. |
| Setting | Many vivid, descriptive words are used to tell when and where the story took place. | Some vivid, descriptive words are used to tell the audience when and where the story took place. | The reader can figure out when and where the story took place, but the author didn’t supply much detail. | The reader has trouble figuring out when and where the story took place. |
| Problem/Conflict | It is very easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem. | It is not clear what problem the main characters face. |
| Factual Information | Many facts about historic Native Americans are used and information is accurate. | Some facts about historic Native Americans are used and information is accurate. | Few facts are used about historic Native Americans or information is inaccurate. | Few facts are used about historic Native Americans and information is inaccurate. |
| Creativity | The story contains many creative details and/or descriptions that contribute to the reader’s enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader’s enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |





FREWRITE

Think about what you do on a typical day. Wake up? Get dressed? Eat? Go to school? Play? Do homework and chores? Talk on the phone? Watch television?

What kinds of tools do you use to help you on a typical day?

In your Freewrite, write about some of those things you do during the day. How do you think your day is different from that of an historic Ohio Native American your age?



SAMPLE CHARACTER LIST

LAST NIGHT'S PAPER
A COMEDY IN ONE ACT
By
ANNE WALTERS

| | |
|-------------------------|----------------------------------------------------------------------------------------|
| BOBBY HARRIS | fifteen, tall of his age, quarterback for his high school team |
| CASEY JONES | sixteen, chubby awkward and easily embarrassed |
| ANITA HARRIS | sixteen, Bobby's sister, small, a quick thinker |
| LENORE CHIPWORTH | seventeen, tall, dignified, serious, with a secret longing to be popular and to fit in |
| MRS. HARRIS | just a parent |
| MR. HARRIS | another parent |

SAMPLE SETTING

LAST NIGHT'S PAPER
A COMEDY IN ONE ACT
By
ANNE WALTERS

TIME: After school on a Wednesday afternoon

PLACE: Bobby's room

AT RISE: **BOBBY** and **CASEY** have just come home from school.

They throw their books down on the floor.

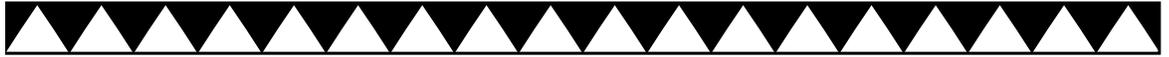
BOBBY sits on the bed as **CASEY** stands before the mirror admiring himself.

BOBBY: (TOSSING PILLOW INTO AIR AND CATCHING IT) Funny you didn't see it. It was right there in the advertising section.

CASEY: (COMBING HIS HAIR) Well, why would I see it? I never read the paper — except for the funnies, a-course.

BOBBY: You read the sports page, don't you?





PLAYWRITING CHECKLIST

1. Characters:

Our play has

_____ described at least three traits of each character

_____ used a variety of descriptive words to depict all of the characters

2. Setting:

Our play has

_____ described the time and place of the play

_____ used props or background ideas to indicate the setting and create interest
(fact-finding research)

3. Plot:

Our play has

_____ followed a reasonable sequence of events

_____ included at least one problem and its solution

_____ included a surprising or unique event

4. Ending:

Our play has

_____ developed the storyline to an interesting and reasonable conclusion

_____ concluded story details so that all events make sense and are complete

5. Stage directions:

Our play has

_____ included clearly understood and sensible movements of the actors

_____ included enough action so that it is interesting to the audience

6. Ohio Native Americans:

Our play has

_____ shown that we understand what it was like to live as an early Ohio Native American





TIPS FOR WRITING PLAYS

OVERVIEW

Writing a play or script can be as simple as telling your friends what happened last night at the park. In fact, that may be exactly what your play is about — something that really did happen to you and your friends. At least that's the way you will want your play to sound. More than any other form of creative writing, a play can bring your personal experiences (or your imaginings) to life in a “dramatic” way. The tips which follow should help you transform your best ideas into exciting dramas worthy of any classroom or stage.

THE PLAYWRITING PROCESS

The first thing you need to know about writing a play is that it truly is a process of discovery. You can't possibly imagine how your play is going to turn out before you write it. In fact, if you choose real-life characters based on people you know, or through research, they will actually write part of the play for you.

All you need to do is put these characters “on stage,” give them a problem to overcome, and then watch and listen to what they say and do. You become as much a reporter taking notes and recording conversations as a struggling playwright. Remember this as you write your play.

Setting: (Describe where and when the story takes place.)

Main problem: (What is the main problem faced by the characters in the play? What do they have to do to overcome this problem?)

Complication: (What complication or added problem makes it difficult for the characters to find a solution to the main problem? How can this complication help you to add humor or suspense to your play? What can your characters do or say to help solve or further complicate the situation?)

Solution: (How do they finally solve the problem and bring the play to an end?)

Message: (What, if anything, does your play have to “say” about life to your audience? Is there a moral, a lesson, a point?)

PLAY STRUCTURE

A play should begin with a dramatic situation so strained and so unstable that it leads to action. This action either progresses, delays, or reverses the events. Either way, it presents a new situation that is often less stable than the first. This process repeats itself until certain events result in a stable situation. The following is an outline of plot structure:

- 1. OPENING SITUATION:** events at the rise of the curtain. (Includes the exposition that gives the background or reveals what has happened before the curtain rises.)
- 2. INITIAL INCIDENT:** first event that suggests there will be a change in the situation; an incident to which you can trace all future action.
- 3. RISING ACTION:** additional events leading to the climax
- 4. CLIMAX:** highest point of emotional intensity that occurs near the end of the play and to which all action has been leading.
- 5. FALLING ACTION:** brief events after the climax in which the outcome is resolved.



SELECTING: CHOOSING AN IDEA

As you begin looking for an idea for your play, it is important to remember that a play is very much like a short story. And like a short story, very often the best ideas for a play are found in the everyday happenings and problems of real people: a narrow escape from trouble, a misunderstanding with a friend or parent, a need for something not easily gotten — you get the idea.

Consider, too, that most stories have a message (a theme, a point) in addition to a plot. What might the message or point of your story be? Like the idea for your play, the message should come from real life — things aren't always what they seem; harmless fun can sometimes backfire; strange things happen when certain people get together.

Premise of your story (idea):

Issue/Message:

Possible characters:





COLLECTING: PLANNING AHEAD

With a fairly clear idea of what your plot and message are going to be, you are ready to start collecting details. To help you get going and keep you on track, you should consider using some form of “collection sheet” or prewriting checklist. Probably the easiest way is to simply make a list of all the elements that go into a good play. Then fill in your list with as many details as you can. Actually writing down each part of your play can help you see the overall picture and figure out what still needs to be done.

SAMPLE COLLECTION SHEET

Main character #1:

(List everything you feel is important for your audience to know about this character: name, age, occupation, personality traits, his or her place or role in the play, personal motives, etc.)

Main character #2:

(same as above)

Other characters:

(List the role or relationship each character has to the others in the play, along with any other important information.)





KEEPING IT GOING...

The best way to keep your play going is to simply let your characters talk things through. As the characters talk and act, they will reveal things about themselves and the situation they are in. Your job becomes mainly one of reacting to what each character says and does. Even though you are the one putting words into their mouths, it is more like reacting than writing. Each line or action leads naturally to the next.

FOR EACH ACTION, THERE IS A REACTION.

Finishing It Off

Your play will come to an end when a final solution is found to the main problem and each of the complications. Finding a good resolution may be your greatest challenge as a playwright. If you choose a resolution which is too obvious or predictable or one which is too far out of line, your audience will be disappointed. They will be looking forward to an ending which is at least a little bit surprising or unexpected, but also believable. End with a good closing line, one which brings it all together and also brings a smile, a laugh, a groan.

Correcting: Reviewing and Revising

The most important thing to look for in a finished play is whether it works. Read your play out loud, by yourself at first. Make changes and corrections. Then get several friends or classmates to read it out loud (each taking a part) while you listen. Ask for their comments and make changes as necessary. Finally, correct any spelling or mechanical errors.

Dialogue Writing Tip

Write your dialogue out loud whenever possible and use simple, everyday language. Keep your characters “alive” by giving them lines in all scenes in which they are present. Often, the minor characters can be given questions to ask, like “What’s going on?” This gives you a way to explain something to your audience which is otherwise difficult to work into your dialogue.

Writing Tip

It is often a good idea to build the action in your play around one main character, the character who is most affected by the main problem or is most responsible for solving it. The other characters help (or hinder) this character. This character should have a distinctive personality, one which may change as the play progresses. This personality will determine how the person talks (loudly, softly, boastfully), what the person says, and how the other characters react to him or her.





Stage Directions

Stage directions ALWAYS apply to the actor as he faces the audience:

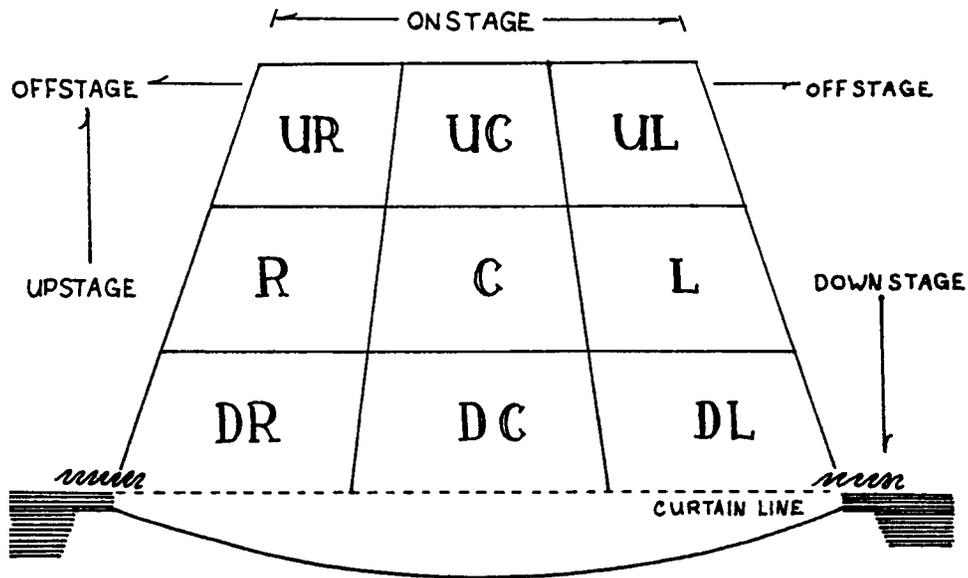
Stage right (R): the actor's right as he faces the audience

Stage left (L): the actor's left as he faces the audience

Downstage (D): nearest the audience

Upstage (U): away from the audience

The acting area on stage is generally divided into nine locations. The abbreviations are the same as those for stage directions: "C" means stage center. The following diagram indicates stage areas.





STORYBOARD FOR STAGE DIRECTIONS

Stage Directions: Who goes where

Lines: Who says what

Stage Directions: Who goes where

Lines: Who says what

Stage Directions: Who goes where

Lines: Who says what

Stage Directions: Who goes where

Lines: Who says what

Stage Directions: Who goes where

Lines: Who says what

Stage Directions: Who goes where

Lines: Who says what





Name _____

Date _____

ADVANCE ORGANIZER

VIDEO 2 DAILY LIFE

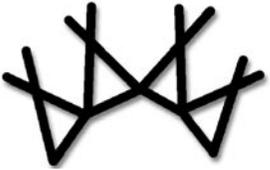
1. Two factors had an effect on the lives of Native American people in Ohio. They were _____ and _____.
2. Native American people built several types of houses. Two of them were _____ and _____.
3. The food that people ate depended on _____.
4. Some of the crops that were grown were _____ and _____.
5. Native American people traveled by _____ or by _____.
6. Before trade began with the settlers, Native American people made their clothing out of _____.
7. After settlers came to Ohio, some of the materials and goods Native Americans traded were _____, _____, _____.
8. List three ways Native Americans spent their time: _____, _____, and _____.



ADVANCE ORGANIZER ANSWER KEY

VIDEO 2 DAILY LIFE

1. Two factors had an effect on the lives of Native American people in Ohio. They were **(Where they lived and tribal traditions)**.
2. Native American people built several types of houses. Two of them were **(Wigwams, log cabins, long houses)**.
3. The food that people ate depended on **(the time of the year and where they lived)**.
4. Some of the crops that were grown were **(corn, beans, squash, pumpkin sunflowers)**.
5. Native American people traveled by **(foot or canoe and later horses)**.
6. Before trade began with the settlers, Native American people made their clothing out of **(animal skins)**.
7. After settlers came to Ohio, some of the materials and goods Native Americans traded were **(wool and cotton cloth, silk ribbons, glass beads, and silver)**.
8. List three ways Native Americans spent their time: **(finding food, fishing, hunting, gathering, farming, games, dance, singing)**.





**ONE STATE
MANY
NATIONS**

◆◆◆◆◆
*Native Americans
of Ohio*



**VIDEO 3:
NATIVE AMERICAN SPIRITUAL LIFE**

In this section

Spiritual Life

Graphic Organizers

Stories



SPIRITUAL LIFE

OVERVIEW OF LESSONS:

This part of the unit will be broken into four sections. The first three sections — *Tools, Weapons and Hunting; Song, Dance and Celebration;* and *Teachings, Stories and Legends* — are learning/research activities and may be done simultaneously by grouping students, but that is not the suggested method. Due to the strength of the stereotypes in our society and the respect called for by the topic, perhaps direct teaching would be preferable. The fourth part — *A Family Day* — is a reporting section in which students actively participate and share what they have learned. This sharing can be done in front of other groups/classes or, better yet, with invited family and friends.

The teacher is responsible for presenting the idea that tools, weapons and hunting belong in the spiritual part of any Native American culture study due to the people's respect for the earth, its inhabitants and the gifts given by the Creator. The teacher must also make sure that students understand the idioms presented on the report sheet so that they can use them effectively.

Although generally Native Americans don't see their spiritual life as a religion, some comparisons may have to be drawn in order to correct previous misunderstandings about the culture. Students may have personal knowledge of ceremonial clerical clothing or traditional dances from weddings; they may know about churches, hymns, synagogues, confessional boxes, genuflecting, candle lighting, group responses in religious readings, thanksgiving rituals, communion rites, daily prayer, baptism, and rosaries. These ceremonies, items and clothing articles, when used as comparisons, can be helpful in conveying the sacredness of the information and fighting the "sports team mascot" mentality.

Please be careful not to teach this as an ancient mythology of illogical but instructive tales and avoid using comparisons that are mythological themselves – like Santa Claus – because you are teaching a living culture, one which many people today respect and believe.

Begin by watching and discussing Video 3, Spiritual Life.

VIDEO SYNOPSIS:

Native American Spiritual Life

Native American people of Ohio, like those throughout North America, had many deeply held spiritual beliefs. It was and is common to have a belief in a Creator, responsible for the creation of the world.

Native American Spiritual Life deals with some of these beliefs.

OBJECTIVES (FOR ALL FOUR SECTIONS):

Social Studies Content Standards

Grade 3 Benchmark: People in Society

Indicator: Culture

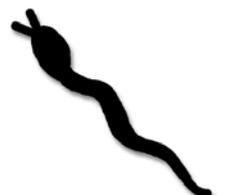
1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 - a. Artistic expression
 - b. Religion
 - c. Language
 - d. Food

Grade 4 Benchmark: People in Society

1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
 - b. Historic Indians of Ohio

Grade 4 Benchmark: Obtaining Information

1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic.



TOOLS, WEAPONS AND HUNTING

GOAL OF STUDYING TOOLS, WEAPONS AND HUNTING:

- Students will gain understanding of the diversity of abilities and activities of Native Americans by exploring tools that made them possible.
- Students will increase knowledge of how earth/Creator provided necessities of life.
- Students will begin to contrast Native American and European American concepts of the use of land and animals.

Important: The teacher is responsible for presenting the idea that tools, weapons and hunting belong in the spiritual part of any Native American culture study due to the people's respect for the earth, its inhabitants, and the gifts given by the Creator. The teacher must also make sure that students understand the idioms presented on the report sheet so that they can use them effectively.

PROCEDURES TO LEAD OR ASSIGN IN TOOLS, WEAPONS AND HUNTING:

1. Find pictures of tools on the Internet or in books (drill, bowl, punch, axe, hammer, nutting stone, water jar, bone needle, hoe, scraper, and knife/spear/arrow blade should all be investigated) and make copies or have classroom artists do renditions.
2. Display pictures for teacher-directed discussion.
3. Have students draw a chart showing each tool, what material it was made from, what its purposes were, and what necessities each tool helped provide.
4. Find pictures of animals hunted by the people and print the pictures or have classroom artists do renditions and display pictures for teacher-directed discussion.
5. Make a chart showing each animal and how each part of the animal was put to use for daily necessity or art.
6. Make a flow chart incorporating the two previous charts that demonstrates visually how Native Americans were connected very directly to the earth's resources.
7. Make a second flow chart that shows how modern people are very "disconnected" from the earth's resources – how the materials and animals go through many different processes before the end products come to us.
8. Lead a discussion of the differences toward a conclusion that the direct working with the earth's resources would lead to a reverence that isn't felt by someone more removed.
9. Complete "individual thinking" worksheets and compare. (page 91)

ENRICHMENT:

For students in need of enrichment or for those with geological interests, suggest an investigation into the rocks that were/are available in various areas of the state and if that seemed to make a difference in the tools.

SONG, DANCE AND CELEBRATION

GOAL OF SONG, DANCE AND CELEBRATION:

- Students will see/hear some of the traditional Native American songs and dances performed by the Ohio Native Americans.
- Students will understand these songs and dances were a way to perform thanks, to socialize and to tell about heroics.
- Students will read/analyze the words to a song and compare their conclusions to what they learned in *Tools, Weapons and Hunting*.

Important: The teacher is responsible for presenting the idea that song, dance and celebration belong in the spiritual part of any Native American culture study due to the people's respect for the earth, its inhabitants, and the gifts given by the Creator. The teacher must also make sure that students understand the idioms presented on the report sheet so that they can use them effectively.



PROCEDURES TO LEAD OR ASSIGN IN SONG, DANCE AND CELEBRATION:

1. Again, watch the introductory video, especially if it has been a while since the classroom saw it.
2. Brainstorm with class a list of reasons why we sing, make music, or dance today. Include the following: to worship (hymn), to comfort (lullaby), to teach (School House Rock), to celebrate ("Pomp and Circumstance" or "Happy Birthday" or wedding receptions), to honor/remember specific individuals or happenings (songs popular after terrorist attack of 9/11), to act out popular stories and teach lessons ("Lion King" or any opera or Broadway show), and to enjoy (pop music and dancing).
3. Watch Internet/video of Native American dances. Include, if possible, traditional dances like the Bread Dance or the Green Corn Dance. Actual video of dance performed in their time periods can be downloaded at <http://memory.loc.gov>.
4. Read several sets of song lyrics and their translations and then try to place the songs and dances into categories like those listed above. Remind students of their conclusions from the comparative flow charts. Would these words support or deny those conclusions?
5. Teach/discuss/assign research on the drum. Include children's slapsticks. Discuss the drum's actual meaning as compared with its Hollywood representation.
6. Find pictures of other instruments used by Native American people and display. Discuss the materials used to make these instruments.
7. Complete "individual thinking" worksheets and compare.

TEACHING, STORIES AND LEGENDS

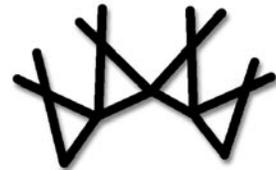
GOAL OF TEACHING, STORIES AND LEGENDS:

- Students will learn some of the traditional Native American stories told by the Ohio people.
- Students will understand that these stories were told as a way to teach about nature and morality.
- Students will experiment with pictographs that support an oral tradition.

Important: The teacher is responsible for presenting the idea that teaching, stories and legends belong in the spiritual part of any Native American culture study due to the People's respect for the earth, its inhabitants, and the gifts given by the Creator. The teacher must also make sure that students understand the idioms presented on the report sheet so that they can use it effectively.

ACTIVITIES TO LEAD OR ASSIGN IN TEACHING, STORIES AND LEGENDS:

1. Discuss how television programs like "Dora the Explorer" or "The Magic School Bus" are used to explain facts to young children who cannot yet read for themselves. Ask students to offer facts they've learned from stories. Explain that the stories are fun, but they also have lessons about the world and about how to behave in it. Teach that Native American people used the same technique to pass on their information about the world and how to behave in it.
2. Read the following stories together:
 - a. How the Chipmunk Got its Stripe (poking fun hurts)
 - b. Hunting the Great Bear (seasonal changes and stars)
 - c. Turtle's Race With Bear (name calling/cleverness)
 - d. The Great Flood (creation and behavior story)
3. After reading stories above, decide whether their purposes were entertainment, explanation of nature, or teaching proper behavior.
4. Use a "winter count hide" with groups of students — one for each story covered above. Have those students make their own pictographs to help them retell their assigned legend and draw those onto a piece of brown paper torn to resemble a hide. Share hides with class.
5. Students in need of enrichment could explore how some current stories are incorrect and perpetuate wrong thinking. Have them investigate and share examples from Hollywood, television and Disney.
6. Complete "individual thinking" worksheets and compare.





A FAMILY DAY

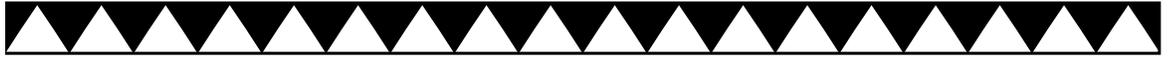
GOAL OF A FAMILY DAY:

- Students will share/review/conclude the information they have learned about Native American spirituality.

PROCEDURES FOR ASSIGNMENTS IN A FAMILY DAY:

1. Students may be placed into groups that will practice sharing information learned during the *Spiritual Life* unit. Groups should include students who will explain the flow charts and the conclusions drawn, students who will use their “individual thinking” worksheets to teach what was learned about songs and dance, and students who will retell, using their hides and pictographs, some of the stories covered earlier.
2. Plan a family day to teach/share information learned. This could include some traditional foods.
3. Give parents an “individual thinking” worksheet and tell them students filled several out during the unit. Ask parents present to fill one out also. If time, have all students and adults share results.
4. Have students evaluate whether they were able to teach the correct ideas during their family day.
5. The family day activity could be held at the end of the entire unit so that results learned from the other sections could be included.





SONG LYRICS

FOOD CELEBRATION

Song of the Spirit Dance

Mother, oh come back,
 Mother, oh come back,
 Little brother calls as he seeks thee, weeping,
 Little brother calls as he seeks thee, weeping.
 Mother, oh come back,
 Mother, oh come back!
 Saith the Father,
 Saith the Father.

Wanagi Wacipi Olowan

Ina, hekuye,
 Ina, hekuye,
 Misunkala ceya-ya omani,
 Misunkala ceya-ya omani
 Ina, hekuye,
 Ina, hekuye!
 Ate heye-lo,
 Ate heye-lo!

WAR

Song

Mighty, mighty, great in war,
 So was I honored;
 Now behold me old and wretched!

Olowan

Okicize iyotan micilaqon,
 Miye sni se, iyotiyewakiye-lo!

Song of the Bear Society

Yonder coming,
 Yonder coming
 Lo, the many yonder, he—
 Yo!

Tawi” kuruks

Rerawha-a
 Rerawha-a
 Rerawha-a rera e
 Yo!

Mine, too, might have been a triumph
 Like the many yonder, he-
 Yo!

Para riku ratutah
 Rerawha- rera e
 Yo!

Cried the woman,
 Would that I were like to these,
 The many coming,
 Yonder coming,
 Yonder coming,
 Lo, the many yonder, he-
 Yo!

Hi tzapat rakuwaka kuatutah
 Iriritah
 Rerawha-a
 Rerawha-a
 Rerawha- rera e
 Yo!

Mine, too, might have been a triumph
 Like the many yonder, he-
 Yo!

Para riku ratutah
 Rerawha- rera e
 Yo!

Now the rising sun hath sent his rays to earth,
 A many coming,
 Yonder coming,
 Yonder coming,
 Lo, the many yonder, he-
 Yo!

Rasakura rukuksa rerawha-a
 Rerawha-a
 Rerawha-a
 Rerawha-a
 Rerawha- rera e
 Yo!

Sunbeams o’er the ground are speeding,
 Lo, the many yonder, he-
 Yo!

Rasakura rura whia
 Rerawha-a rera e
 Yo!





THANKSGIVING

Song of the Iruska

Again, Oh Mother-Moon,
E-yo!
In thy power, Mother-Moon,
I put my faith again,
Again, O Mother-Moon,
E-yo!

Iruska

Hawa Atira,
E-yo!
Atira Tziksu weta Tariruta
Hawa Atira,
E-yo!

LULLABY

Lullaby

Go to sleep,
Baby dear, slumber,
Baby!

Nakahu Naad

Cheda-e,
Nakahu-kahu,
Be-be!

Taken from: *The Indians' Book Songs and Legends of the American Indians* by Natalie Curtis New York: Dover Publications, 1950 Song of the Spirit Dance—p. 48.; Song—p. 55; Son of the Bear Society—pp. 105-6; Song of the Iruska—p. 110; and Lullaby—p. 201.



INDEPENDENT THINKING WORKSHEET

Name _____

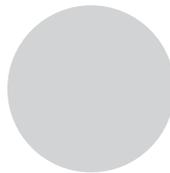
Date _____

What we were studying: _____

1. Three points I think we should remember:



2. A question circling in my mind about something I didn't understand:



3. Something I learned that was completely "out of the box":



4. Something that "squared" with what I already knew:



5. Where I think I need to go next with this learning:





THE GREAT FLOOD

It was terrible to look upon. Brother fought brothers. Sisters stole from sisters. People did not respect the earth or the gifts it gave. The Creator decided it was time to clean and washed a great flood across the earth.

Many creatures and people drowned instantly. A few strong animals were able to swim or fly during the flood, but most were lost. The swimming animals found a resting spot on a great log and they shared it equally. Eventually a man was able to pull himself onto the log as well. This man's name was Waynaboozhoo. The log soon became overcrowded and started to float below the water level. The man and animals all agreed that they would have to share and take turns. Each creature left the log and paddled in the water or flew in the air until his turn came to rest upon it again. In this way, the animals and man were able to survive in the endless waters.

Finally, Waynaboozhoo came up with the idea of diving down and grabbing some earth to start a new land. He gave up his spot on the log and breathed deeply, then kicked up and dove out of sight. The animals watched and waited a fearfully long time. When they were sick with worry, he came speeding back to the surface, blowing bubbles and gasping for air. "It's too deep," he said sadly. "I was unable to reach the earth."

The loon thought the idea had been a good one. "I will try next," he offered. And he gave up his resting place on the log to the tired man and dove deep beneath the water's surface. Again the creatures waited. The loon was able to stay under much longer than the man had, but he too returned unsuccessful. "I'm not sure there even is a bottom," despaired the loon.

The mink, the otter, the beaver and the turtle all took their turns as well, but no one was able to reach the bottom to bring up a handful of mud. The muskrat spoke up next. "I will try," he offered.

Some of the animals scoffed and jeered the muskrat, even though they were still short of breath from their dives. "You are too small and too weak," said the beaver. "It will be a waste of time."

The man Waynaboozhoo spoke next. "I don't think we should stop anyone from trying to succeed at anything and I don't think we can judge anyone without proof," he said. "If Muskrat wants a try, we should allow it."

Muskrat looked at the man gratefully and then stared down into the deep waters. The other animals remained silent as he thought and planned his dive. Finally, he turned quickly and disappeared beneath the blue. On the log, the animals settled in to wait. None of them believed he would make it and all were trying to think of a new plan. Eventually, the loon pointed out that Muskrat had been gone an impossibly long time and was probably drowned. Just then the tiny body of Muskrat floated to the surface with a small ball of muddy earth clutched in its paw.

"He gave his life so that we could have earth," said the man Waynaboozhoo. The animals stood or paddled solemnly in gratitude and respect for a very long time. Then Turtle offered his back as a place for the new earth to begin. Waynaboozhoo placed the tiny amount of earth on Turtle's back. The small clump grew and grew until it was a large island in the middle of the water and could support all the creatures who wanted to be on land. Muskrats from then on remembered their noble ancestor by making their homes from small balls of muddy earth and wise men and animals have always tried to remember his sacrifice and courage in their own walks through life.



BEAR'S RACE WITH TURTLE

Bear was tired and grouchy that day. It was cold and the morning sleet made his fur stick together into sharp black pins. There was no fruit to gather and not a lot of warm, sunny grass to roll in. All in all, the dark moon had come to live in his heart and he was surly and not comfortable in his skin.

He wandered along a pond bank and saw Turtle resting on a wet branch, sitting silently and peacefully, warming himself in the bit of winter sun that struggled to shine. Not at all happy to see someone at peace when he himself was so irritated with life that day, Bear growled at Turtle. "What are you doing, stupid and slow one? There is not enough sun to warm anyone today. Go back down through the hole in your ice and stay out of my way."

Turtle opened his eyes slowly and looked at unhappy Bear. "You are grumpy this morning, but you have no reason to take it out on me. Why do you call me names when it is you that is the miserable one?"

"All animals know you are the stupid and slow one," replied Bear. "Like I said, stay out of my way."

"We go two different ways. I am not in yours," answered Turtle gently.

"That is because your way is stupid and slow," growled Bear.

"Maybe a competition would lift your mood and allow you to think of something besides yourself and your woes," offered Turtle. "What if we have a race, you and I? I will meet you here tomorrow and we will race around the pond – you on the bank and me under the ice."

"You'd be too easy to beat," growled Bear. "Besides, you could cheat by cutting across the pond. I would not be able to see you below the ice."

"Your unhappy mood makes you see everything in a bad way," replied Turtle. "I will make a line of holes and pop my head out at each one so that you can see I am staying along the shore."

Bear thought a while and realized that the idea of a competition was lifting his spirits. It would be good to show this stupid and slow turtle how foolish he was. Bear agreed and wandered off chuckling for the first time in weeks. Turtle chuckled, too. He knew he had made Bear happy, even if in a simple way, and he knew that speed wasn't always in a creature's legs. Sometimes it was in his brains.

The next morning Turtle was waiting at the old branch in the ice. Bear lumbered up and smirked. "Are you ready to be beaten?" Bear asked brightly. Turtle simply smiled and slipped into the icy water. Bear began his path around the pond's edge. Ahead of him he could see the first hole in the ice and, to his great astonishment, before he got there, he saw the head of Turtle pop through. He hadn't been concerned, but now he picked up his speed and ignored the branches and snow mounds to charge on. The second hole was just ten feet in front of him and again Turtle's head popped through before Bear reached it. Now Bear ran in earnest. He blew hard through his mouth and nose, causing moist air to freeze into tiny icicles around his face. He crushed thin ice and stick piles, crashing through the undergrowth and kicking up snow storms in his wake, but still Turtle's head continued to stay in front of him. His sides ached and his leg muscles screamed as he churned recklessly around the edge of the great ice, but he never caught up to Turtle's popping head.

At the end of the race, when Turtle was back on the log resting, Bear dragged up and tried to catch his breath so he could speak. "I...I...cannot...be...believe...this," panted Bear. "I am...sorry...I called you names. I...I...am going...home...to rest." He lumbered away and slept through the rest of the cold winter, not showing himself again until spring.

Turtle smiled as Bear stumbled away. He looked out over the frozen pond with its many ice holes. Just then each of his friends and relatives popped their heads through the holes and smiled back then dove back down into the water. "Slow and stupid?" thought Turtle. "Not at all." Then he went back to enjoying his peace and his quiet log.



THE CHIPMUNK AND THE BEAR

Bear was feeling grand. It was the first warm spring day and there were plenty of insects under the logs. Bees were beginning to buzz again and that made Bear's mouth water thinking of honey. The sun was shining down warming Bear and the earth and all things on it. Yes, life was grand. Bear made up a morning song that sang about how wonderful the world was and how great the Bear was to be in it.

Chipmunk heard the morning song and laughed. "You think highly of yourself," he giggled.

Bear wasn't going to let Chipmunk pester him on this fine morning. He continued to sing and turn over logs. Chipmunk laughed again. "Such a big, strong bear. I bet you think you are the strongest thing around," he challenged.

"I supposed I am," replied Bear.

"And you could do anything?" challenged Chipmunk.

"I supposed I could," answered Bear.

"Then you'd have no trouble stopping the sun from rising tomorrow morning?" asked Chipmunk slyly.

"I haven't tried that before," answered Bear honestly. He turned to look at the new morning sun high in the eastern sky. "I could try, I suppose." With that, Chipmunk laughed and laughed and scampered down into his hole to tell his friends.

The next morning found Bear sitting silently, concentrating with all his might on the eastern sky as it started to lighten with the dawn. Chipmunk and his friends came out of their holes to watch. Despite Bear's constant thinking and furious frowning of his brow and deep, deep stares, the sun still stretched lazily over the world and greeted the morning with its warmth and cheer. By this time, Chipmunk and his friends were all laughing and holding their sides at the foolishness of Bear. Bear put out one large paw and pinned Chipmunk to the ground.

"It's not polite to laugh at people for trying," warned Bear. "Maybe I cannot stop the sun, but I can stop you from seeing it again." Chipmunk watched his friends run to the safety of their holes from between Bear's great claws. The weight of Bear's paw was making it hard for him to breathe.

"Bear," he whispered. "I am sorry for making fun of you and I am sorry for my thoughtless ways. If you will raise your paw just a bit, I will say a last prayer to Creator, then you may do as you wish."

Bear thought that right and raised his paw and claws so that Chipmunk could breathe. At that moment, Chipmunk dashed for his hole. Bear swiped at him, but only managed to rake his quick back as Chipmunk dove for his hole. Three long white stripes were left on Chipmunk's back where Bear had clawed off the fur. Bear waited and watched for a moment and then lumbered off to enjoy the new morning.

Chipmunk and all of his friends were very watchful from then on. They never enjoyed the morning without looking carefully first. They scurried around the edges of life and ducked for cover often. Chipmunk himself became a quiet soul who never poked fun at another again. He carried the three white stripes forever so that he would remember his painful and dangerous lesson of respect.



THE HUNT OF THE GREAT BEAR

Many years ago there were four brothers who were great Iroquois hunters. The oldest was as bright and full of promise and light-hearted as spring. The second was sturdy and quiet and warm like summer. The third was quick to change and slightly moody like the fall. And the fourth was slow and cold and full of complaining like the winter. Even with their very different temperaments, they were good friends and good brothers and they hunted well together with their fierce little white and black dog.

One day an emissary from the next village came to ask the brothers for help. The emissary told of a great and massive magical bear that stalked the poor village. Women were no longer comfortable working in their gardens and children had to be kept inside the long houses. The emissary asked if the four great hunting brothers would come to track and kill the creature who threatened their peace.

The brothers packed their hunting spears and held their children, then went off to the village following the emissary. As they grew closer, they noticed that trees were scratched impossibly high with bear claw markings. They eyed the trees, and then exchanged glances, doubting the idea of a magical bear but knowing they would soon be hunting something remarkable and fearsome. The elders of the second village welcomed them and told them of the bear's habits and terrifying size. The four brothers noticed the hunger and poverty of the village and each one privately vowed to help. That night, after a meager meal in the poor village, the four brothers sat down to plan. "We will have a fight on our hands. I welcome it," said the first. The second brother listened and nodded.

"It's a foolish, impossible mission, but it will bring great food to this village and great skins too, if we can find it," predicted the third.

"This mat is hard and I am hungry," complained the fourth. The three older brothers smiled knowingly at their winter brother. He was always grumbling about something.

"Let's make a vow together," said the spring brother. "We will track this magical monster bear and never let him shake us." Then the four brothers nodded agreement at each other and, even though the youngest continued to carry on about the hard, cold conditions, they settled in to sleep through the night.

In no time at all, the morning sun woke the brothers and soon they and their white and black dog were tracking the bear through the late summer woods. They went on for days, following the bear's signs and learning its ways. The wind grew colder and the moon shone with a frosty circle each night. The young winter brother complained constantly, but they continued to work together to track the monster bear. Finally, they spotted it. Fear froze all four of them momentarily in their tracks. The bear was monstrous; as tall as a pine; as grey white as morning mist, and as angry and wide as a river. Only the small white and black dog attacked at first. It pulled back its gums, showed its teeth, raised the hairs on its small neck and then jumped. The great white bear ran, crashing through the woods with the small dog close behind. The hunting brothers shook off their fear and ran after them.

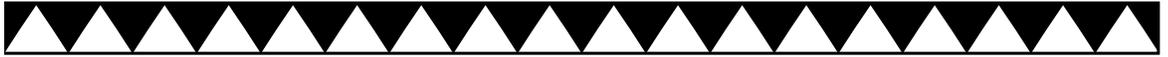
Day by day the brothers chased the magical bear. It ran deep into the forest and then high into the mountains where the trees were thin and the bear was easy to see. The brothers knew now that there was no escape. As the bear tired, the brothers were able to complete their kill. They paid respect to the great monster bear and the creator who made it, then began to skin it. The spring brother looked around him for sticks to build a fire.

"Brothers," he exclaimed. "Look down!" It was only then that the four brothers realized they had chased the bear all the way off the mountain and into the sky.

"I didn't believe it at first," said the autumn brother, "but now I know the bear had magical powers. It ran right off the earth and into the sky."

"And we followed him," mentioned the summer brother. "It was a strong pact we made that night to help those villagers."

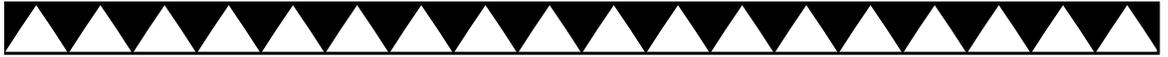
"Can't we eat now?" complained the winter brother. "I'm hungry."



The three older brothers smiled at their complaining younger brother, but all turned to look quickly when the white and black dog began its fiercest barking. The bones of the great magical bear were coming back to life and running away! The dog set chase and, once again, the two creatures were off with the four brothers following – the youngest complaining all the way.

To this day it is the same. Summer comes to a close and the wind turns colder, then the four brothers can be seen in the night sky, chasing the great bear and the little dog. When they kill it, the stars of the big bear turn over and the maple trees become as red as blood and the grass lies under a white blanket as if the brothers had stretched out the great skin to dry. Then in the spring, the stars of the bear turn again and the chase begins once more.





Name _____

Date _____

ADVANCE ORGANIZER

VIDEO 3 SPIRITUAL LIFE

1. It is common for Native Americans to believe in a _____.
2. Native Americans expressed their spiritual beliefs through _____ and _____.
3. The instrument that is sacred to Native Americans is the _____.
4. The Spring Bread Dance was held to celebrate _____.
5. The Fall Bread Dance was held to celebrate _____.
6. The Moravian missionaries spent much time with the _____ people.
7. Stories were used to _____.



ADVANCE ORGANIZER ANSWER KEY

VIDEO 3 SPIRITUAL LIFE

1. It is common for Native Americans to believe in a **(Creator)**.
2. Native Americans expressed their spiritual beliefs through **(dance and story telling)**.
3. The instrument that is sacred to Native Americans is the **(drum)**.
4. The Spring Bread Dance was held to celebrate **(the planting of the crops)**.
5. The Fall Bread Dance was held to celebrate **(the harvest)**.
6. The Moravian missionaries spent much time with the **(Delaware)** people.
7. Stories were used to **(entertain or to teach)**.





**ONE STATE
MANY
NATIONS**

◆◆◆◆◆
*Native Americans
of Ohio*

**VIDEO 4:
THE REMOVAL**

In this section

Cultural Compression 1

Cultural Compression 2

Chief Trading Cards

Three Sisters



CULTURAL COMPRESSION

OVERVIEW OF LESSON:

“The European idea that land ownership was absolute was a foreign concept to Native People. How can you own what belongs to the Creator of All Things? We are here but a little time and we must share to take care of our families. How can you deny me access to land I am willing to share with you? The English viewed land as power. In England the more land you owned, the more power you had with your own people. This was a cultural clash that still resounds today. The English need for land and their treatment of the Delaware set the example for the Native and European relations that followed.” (Rena Dennison)

This clash in belief caused warfare. Victories and defeats were measured on both sides, but ultimately the territorial expansion of the white man caused Native American people to be moved from their homes. Changes in foods and lifestyles accompanied each of these moves. We want students to “feel” the impact that these moves had on the Native American population.

VIDEO SYNOPSIS:

The Removal

What happened to the Shawnee, the Seneca, the Mingo, the Delaware and the Wyandotte? Where are the great nations of Ohio today? *The Removal* explains the two main causes of Ohio’s Native American population decrease: cultural compression and European settlers moving into Ohio.

GOAL:

Students will simulate the removal of the Native American population in Ohio.

OBJECTIVES:

Social Studies Content Standards

Grade 4 Benchmark: People in Society

Indicator: Interaction

2. Describe the impact of the expansion of European settlements on American Indians in Ohio.
3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.

Language Arts Content Standards

Grade 4 Benchmark: Writing Applications

1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.

PROCEDURES:

1. Divide the class into four groups, three Native American clans and one group of settlers
2. Lay three blankets on the floor. Each blanket represents a settlement that one of the clans inhabits. Let each clan pick a name. Each clan (group) of Native Americans will inhabit one blanket.
3. In the Ohio tribes, a council of women chose the leader of the clan. To parallel this, the girls of the clan will select the “clan chief” from among the boys. It is important to talk about the criteria of a good leader and the importance of the role of women in this process.
4. Each of the clans goes to their settlement (blanket).
5. Each person in the clan should bring something they value to the settlement with them and dress alike in some way. (head or arm band, earring, etc.)
6. Each person in the clan gets some food. (Clan 1 gets cookies) (Clan 2 gets bread) (Clan 3 gets dried beans)
7. The chief of Clan 1 meets with the chief of the settlers. The settlers show the clan chief the treaty that allows the settlers to take the land of Clan 1.
8. Clan 1 must move with Clan 2. Too bad they can’t take their possession or their food. (That type of food doesn’t grow in their new location.) Too bad Clan 2 people laugh at the way they’re dressed.
9. Now Settlement 2 is pretty crowded. Each person in Settlement 2 has to give some food and some





- space to the people from Clan 1.
10. The chief of Clan 2 now meets with the chief of the settlers and is shown the treaty that allows the settlers to take the land of Clan 2.
 11. All of the people in Settlement 2 now have to move into Settlement 3. They also need to leave their food and possessions behind.
 12. The settlers are now using the possessions and eating the food of Settlement 1 and 2. They're very comfortable but the clans are now all crowded onto one blanket. They have to share food and possessions.
 13. This could be carried one more step where the settlers take the third settlement as well and the Clans have to go out of the room. This is the same as the clan leaving Ohio.
 14. Students will write a narrative about their experience with this scenario from the point of view of the character that they portrayed.

MATERIAL:

- 3 blankets
- Food for each group

EVALUATION:

| CATEGORY | 20 | 15 | 10 | 5 |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| Organization | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Introduction | First paragraph has a "grabber" or catchy beginning. | First paragraph has a weak "grabber." | A catchy beginning was attempted but was confusing rather than catchy. | No attempt was made to catch the reader's attention in the first paragraph. |
| Action | Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting! | Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be. | A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way. | Little variety seen in the verbs that are used. The story seems a little boring. |
| Characters | The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately. | The main characters are named and described. Most readers would have some idea of what the characters looked like. | The main characters are named. The reader knows very little about the characters. | It is hard to tell who the main characters are. |

Created with Rubistar.

CULTURAL COMPRESSION II

OVERVIEW OF THE LESSON:

Wars were fought. Treaties were broken. Native American people were moved off of their land so that settlers could make their homes there. The "removal" went on for years. Native people were required to leave their familiar surroundings for places with different geography, different climates and different food. Why would the food be different? Perhaps soil and growing conditions affect what can be grown at a location. This lesson allows the students to use their writing skills to explain how soils collected from different locations around the United States could affect the growing of various crops.

VIDEO SYNOPSIS:

The Removal

What happened to the Shawnee, the Seneca, the Mingo, the Delaware and the Wyandotte? Where are the great nations of Ohio today? *The Removal* explains the two main causes of Ohio's Native American population decrease: cultural compression and European settlers moving into Ohio.

GOAL:

Students will collect soil samples from around the United States and plant corn, beans and squash and then compare the growth.

OBJECTIVES:

Language Arts Content Standards

Grade 4 Benchmark: Writing Processes

Indicator: Prewriting

2. State and develop a clear main idea for writing.
3. Develop a purpose and audience for writing.

Indicator: Drafting, Revising and Editing

6. Vary simple, compound and complex sentence structures.
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.
8. Vary language and style as appropriate to audience and purpose.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods.
14. Proofread writing and edit to improve conventions.

Grade 4 Benchmark: Writing Applications

3. Write formal and informal letters that follow letter format, include important information and demonstrate a sense of closure.
4. Write information reports that include facts and examples and present important details in a logical order.

Grade 5 Benchmark: Life Science

4. Summarize that organisms can survive only in ecosystems in which their needs can be met. The world has different ecosystems and distinct ecosystems support the lives of different types of organisms.

Science Content Standards

Grade 4 Benchmark: Scientific Inquiry

3. Develop, design and conduct safe, simple investigations or experiments to answer questions.
4. Explain the importance of keeping conditions the same in an experiment.
5. Describe how comparisons may not be fair when some conditions are not kept the same between experiments.
6. Formulate instructions and communicate data in a manner that allows others to understand and repeat an investigation or experiment.





PROCEDURES:

Part 1

1. After Cultural Compression Activity 1 is completed, discuss why the Native Americans might not be able to eat the same types of food that they had eaten in the past.
2. Brainstorm possible factors that might make a change in the eating habits of the Native Americans necessary (temperature, growing season, soil types, etc.).
3. Ask the students if they have relatives that live far away from Ohio. If they do, they could write to their relatives asking them to send a bag of soil from their area. If they do not have relatives who live outside of their area, they could write to an agency in a state far away. Letters should be appropriate to either a relative or an agency, depending upon the person to whom the letter is written.

Part 2

4. After one month, take any soil you have collected and plant corn, beans and squash (the three sisters) in all of the types of soil.
5. Review the scientific method so that students are testing only one variable at a time.
6. Divide the class into three groups. One group will test the effect of water, one the effect of light and the third the effect of temperature.
7. Students can go on the Web and find information about the place from which the soil comes. They should find the average amount of rainfall, average temperature and the number of days of sunshine.
8. Based on what they discover, students will make the determination as to the effect of the amount of water, the amount of sunshine and the temperature.
9. Each person in the group will get two cups — one filled with local soil and one filled with one of the types of soil collected. Cups will be labeled as to the type of soil and all cups should be labeled consecutively.
 - The temperature group will put all plants into either a very warm or a cool temperature. Water and light should remain constant for all plants.
 - The water group will keep the temperature and the light constant, but will vary the amount of water.
 - The light group will keep the amount of water and the temperature constant for all plants but will vary the amount of light.
10. Allow plants to grow for one month. Keep records of the amount of growth of each plant. At the end of that time, have students write a few paragraphs comparing the growth of the plants. From that comparison, ask them to generalize if type of soil could be a factor in why some foods could not be grown in different areas.

(If no one sends you soil, you could bring in different types of soil. For example, sandy soil, soil with acid added, etc.)

MATERIALS:

Part 1

Computers
Writing materials

Part 2

Soil
Paper cups
Rulers
Computers
Writing material



EVALUATION:
Rubric for Letter

| CATEGORY | 20 | 15 | 10 | 5 |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Content Accuracy | The letter contains at least 5 accurate facts about the topic. | The letter contains 3-4 accurate facts about the topic. | The letter contains 1-2 accurate facts about the topic. | The letter contains no accurate facts about the topic. |
| Grammar & spelling (conventions) | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling. | Writer makes more than 4 errors in grammar and/or spelling. |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| Format | Complies with all the requirements for a friendly letter. | Complies with almost all the requirements for a friendly letter. | Complies with several of the requirements for a friendly letter. | Complies with less than 75% of the requirements for a friendly letter. |

Rubric for Report

| CATEGORY | 20 | 15 | 10 | 5 |
|-------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Amount of Information | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| Paragraph Construction | All paragraphs included introductory sentence, explanations or details, and concluding sentence. | Most paragraphs included introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors. | A few grammatical spelling or punctuation errors. | Many grammatical, spelling or punctuation errors. |



LESSON PLAN FOR CHIEF TRADING CARDS

OVERVIEW OF THE LESSON:

Students will find information about the chiefs, past and present, of the Ohio Native American tribes. They will find a picture or draw a picture and put it on one side of a card and find factual information and put it on the other side of the card and make a set of trading cards.

GOAL:

Students will gather information about the Ohio chiefs.

OBJECTIVES:

Social Studies Content Standards

Grade 4 Benchmark A: Skills and Methods

Indicator: Obtaining information

3. Use primary and secondary sources to answer questions about Ohio History.

Grade 4 Benchmark B: Skills and Methods

5. Identify main ideas and supporting details from factual information.

6. Distinguish between fact and opinion.

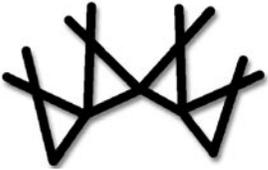
PROCEDURES:

1. Talk to the students about leadership. What qualities make a good leader?
2. Generalize the discussion to include what qualities would be important for leadership of historic Ohio Native Americans.
3. Talk about who the famous Ohio Native American chiefs were. (You might ask if they know any, but chances are they will name chiefs who were not from Ohio or they may know none at all.) Famous Ohio chiefs include
 - The Prophet (Lalawethika)
 - Little Turtle (Meshikinquah or Michikinqua)
 - Tecumseh (Tekumthe)
 - Logan (Logan)
 - Pontiac (Pontiac)
 - Cornstalk (Keigh-tugh-qua)
 - Tarhe (Tarhe)
 - Blue Jacket (Weyapiersenwah or Wehyehpiherhsehnwah)
 - Captain Pipe (Hopocan)
 - Killbuck (Killbuck)
 - White Eyes (Koquethagechton Coquetakegton)
4. Pass out eight 3 x 5 cards to each student.
5. Pass out the worksheet titled Trading Cards.
6. Have students either go to the Web site listed or go to books to find pictures and information.
7. Put the picture on one side of the card and the salient facts on the other side.
8. Decorate the borders of the card using Native American symbols.

ALTERNATE ACTIVITY:

Follow steps 1 through 3.

4. Break the students into groups. Assign one chief to each group.
5. Their job is to make a poster showing the chief on the top of the poster and the salient facts below the picture.
6. Decorate the border of the poster using Native American symbols.



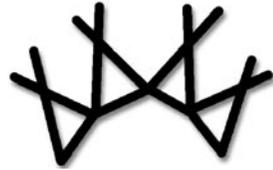
MATERIALS:

3 x 5 cards or poster paper
Access to the Internet or the library
Paste or glue
Markers

EVALUATION:

Rubric for Trading Cards or Poster

| CATEGORY | 20 | 15 | 10 | 5 |
|---------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Content - Accuracy | At least 5 accurate facts are displayed on the poster. | 4 accurate facts are displayed on the poster. | 2-3 accurate facts are displayed on the poster. | Less than 2 accurate facts are displayed on the poster. |
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |



THE THREE SISTERS

Corn, beans and squash are known as “The Three Sisters.” Why? These three crops are often grown together. Once again the question is “why?” It seems that each crop has a property that helps the others to grow better. This practice is called “companion planting” and has been practiced by Native Americans for centuries.

The three sisters are often shown clothed in the leaves of the crops. In some stories they are considered the daughters of the Earth Mother.

PROPERTIES

- **Corn** stalks are strong and tall and give the beans something to climb up—which beans need.
- **Squash** covers the soil around the corn and the bean plants and keeps the moisture in the soil. This keeps the soil cool and keep the weeds down.
- Besides being delicious **beans** “fix” the atmospheric nitrogen in the soil. This nitrogen helps to fertilize the other two plants. (Bean pods are also toasted on a flat rock and then mashed into the ash that makes natural baking powder.)

PLANTING A THREE SISTERS GARDEN...

<http://www.nativetech.org/cornhusk/threesisters.html>

Go to the Web site listed above for step-by-step directions to build a Three Sisters Garden.

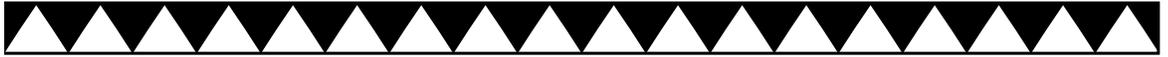
HAVE A THREE SISTERS FEAST

Below are listed recipes that include the Three Sisters. You try, or have your mom or dad try making a dish that contains one or all of the sisters.

- Native American Recipes <http://www.vegetarian.about.com/library/native/blidx.htm>
- Three Sisters Cookbook <http://www.oneida-nation.net/frmain1.html>



Disclaimer: The Web sites listed here are active at the time of publication. For the most up-to-date list of relevant sites, please visit <http://www.pbs4549.org/onestate>.



Name _____

Date _____

ADVANCE ORGANIZER

VIDEO 4 THE REMOVAL

1. Two things caused Ohio's Native American population to decrease. They are _____ and _____
_____.
2. Cultural compression means _____
_____.
3. The beginning of the end for Native Americans in Ohio happened at _____
_____.
4. The general who lead the American troops at the Battle of Fallen Timbers is _____
_____.
5. The chief who led the Native American warriors was _____.
6. Warfare throughout Ohio led to what treaty? _____
_____.
7. Most Native people who moved from Ohio settled in _____ or
_____.



ADVANCE ORGANIZER ANSWER KEY

VIDEO 4 THE REMOVAL

1. Two things caused Ohio's Native American population to decrease. They are **(cultural compression and European settlers)**.
2. Cultural compression means **(one group of people moves into an area already occupied by another group)**.
3. The beginning of the end for Native Americans in Ohio happened at **(The Battle of Fallen Timbers)**.
4. The general who lead the American troops at the Battle of Fallen Timbers is **(General Mad Anthony Wayne)**.
5. The chief who led the Native American warriors was **(Blue Jacket)**.
6. Warfare throughout Ohio led to what treaty? **(The Treaty of Greenville)**.
7. Most Native people who moved from Ohio settled in **(Oklahoma or Canada)**.







**ONE STATE
MANY
NATIONS**

◆◆◆◆◆
*Native Americans
of Ohio*



**VIDEO 5:
NATIVE AMERICANS TODAY**

In this section

Stereotyping and Native Americans Past and Present



STEREOTYPING AND PAST AND PRESENT NATIVE AMERICAN INFLUENCE

OVERVIEW OF LESSON:

This WebQuest will focus on stereotypes and impact of the Native American people in our world today. It begins by examining what racism and stereotypes are. Once a basis of understanding is established, research will focus on three primary areas:

- stereotypical symbols,
- stereotypical beliefs (about dress, language, and behavior) and
- past and present Native American influence.

As teachers, we know that flexibility is important. This WebQuest was designed with flexibility in mind. Please feel free to use it as a whole class instructional tool, small group activity, or a culminating class activity. To present this information, students can work to gather information about the topics and will have choice in presentation methods (PowerPoint, Video, Report, Collage, Poster, Tri-fold Presentation, etc.).

GOAL:

Students will understand the meaning of stereotypes and will examine their own thinking about stereotypes they hold. They will see impacts of Native Americans in the past and will look at modern Native American life.

OBJECTIVES:

Social Studies Content Standards

Grade 4 Benchmark: People in Society

Indicator: Diffusion

3. Explain how contributions of different cultures within the United States have influenced our common national heritage.
4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage or the United States.

Grade 4 Benchmark: Social Studies Skills and Methods

Indicator: Obtaining Information

3. Use primary and secondary sources to answer questions about Ohio history.

Grade 4 Benchmark: Geography

Indicator: Location

4. Use maps to identify the location of major physical and human features of Ohio.

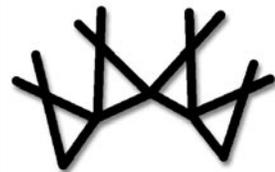
Grade 5 Benchmark: People in Society

Indicator: Cultures

2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.

PROCEDURES:

1. Introduce the concepts of stereotyping, Native American impact and Native Americans today.
2. Introduce students to the concept of a WebQuest.
3. Go over the driving questions listed in the WebQuest. (This WebQuest can be done in its entirety or it can be separated into three distinct parts and each group could do a part and report back to the class on their part.)
4. Break the students into groups and work through the assigned part of the WebQuest.





MATERIAL:

County outline map of Ohio
Material to make presentations as directed by the teacher.

EVALUATION:

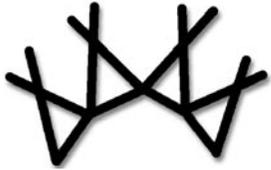
Rubric for Stereotyping (page 133)
Rubric for Native American Impact on Medicine (page 134)
Rubric for Native American Impact on Names (page 135)
Rubric for Famous Native Americans (page 136)
Rubric for Current Famous Native Americans. (page 137)
Rubric for Letter to Current Native American Leaders. (page 138)

ANSWER KEY:

Native American Stereotype Quiz (page 124)

1. F
2. F
3. F
4. F
5. F
6. F
7. F
8. F
9. T
10. T
11. 2004
12. A head piece made from cloth, beaver or otter called a turbin
13. Diseases
14. Corn, beans and squash
15. 35,500 BC
16. Argentina
17. Land Bridge Theoery
18. Papoose
19. Squaw
20. Chief
21. Buck
22. Brave
23. Medicine Man
24. Indian Princess
25. Thanksgiving
26. Any way they want
27. F
28. F
29. F
30. T
31. T

Disclaimer: The Web sites listed here are active at the time of publication. For the most up-to-date list of relevant sites, please visit <http://www.pbs4549.org/onestate>.



NATIVE AMERICANS OF OHIO STEREOTYPES/CONTRIBUTIONS

WebQuest is at <http://www.pbs4549.org/onestate>

OVERVIEW

This web quest was created in conjunction with a group of teachers in Northeast Ohio for PBS 45 & 49. This activity is the final piece of a five-part instructional video set titled "One State, Many Nations."

This web quest will focus on stereotypes and impact of the Native American people in our world today. It begins by examining what racism and stereotypes are. Once a basis of understanding is established, research will focus on three primary areas: stereotypical symbols, stereotypical beliefs (about dress, language, and behavior), and past and present Native American influence.

Being created by teachers, we know flexibility is important. This web quest was designed with flexibility in mind. Please feel free to use it as a whole class instructional tool, small group activity, or a culminating class activity. To present this information, students can work to gather information about the topics and will have choice in delivery methods (PowerPoint, Video, Report, Collage, Poster, Tri-fold Presentation, etc.).

VIDEO SYNOPSIS:

Native Americans Today

Where ever you look in Ohio, you still find the influence of Native Americans. Native American influences have become part of the modern fabric of Ohio. Look at the names of cities, counties, parks and rivers. Look at our sports teams. *Native Americans Today* also looks at stereotypes of Native Americans that exist today.

INTRODUCTION:

It is human nature to be curious. Have you ever thought about any of the following questions:

- Have you ever wondered what your name means?
- Have you ever thought about how your city, town, or state got its name?
- Why do some people find the Cleveland Indians' logo offensive?
- Where Native Americans really like what we see on television?
- Did Native Americans really dress the way they do in movies?
- Are there still Native Americans in Ohio today?
- What do Native Americans do today?

You may already know the answer to some of these questions. If you do not, they are great questions to ask yourself if you would like to learn more about how Native Americans are **stereotyped** and how they have **impacted** our lives today.

With this web quest, you will have the opportunity to come up with your own answers to the questions above by gathering information from the web. Your search will be divided into three parts:

Part 1: Native American Stereotypes

Part 2: Native American Impact

Part 3: Native Americans Today





DRIVING QUESTIONS

These questions should be thought of as your “DRIVING QUESTIONS”. You may ask yourself, “Self, why would I call questions ‘Driving Questions?’” The reason is simple. One of the most important skills in driving is steering, and if you always look back to these driving questions when you are gathering facts, they should help to steer you in the direction of good facts!

Your guiding questions for each section of this project are:

Part 1: Native American Stereotypes

- What is a stereotype?
- How have Native Americans been stereotyped?
- Where do you see Native American stereotypes?
- How can we work to correct these stereotypes?

Part 2: Native American Impact

- What does it mean to have an ‘impact’?
- Who were some famous Native Americans?
- What did Native Americans contribute to the field of medicine?
- What counties, cities, or parks, in Ohio have Native American ties (names, stories, etc.)?

Part 3: Native Americans Today

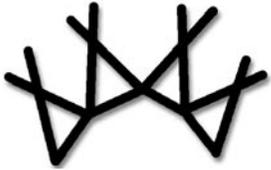
- Are there Native Americans alive today?
- Who are successful Native Americans of today?
- Who are the leaders of Native Americans in Ohio today? (chief, resources)

TASKS

Before doing any research, it is usually helpful to see what knowledge you may already have about the subject. Try taking the “Teacher’s Native American Stereotype Online Quiz” (<http://www.pbs4549.org/onestate>) to see how much you really know about the Native American Culture. (pages 124-127)

Task 1: Native American Stereotypes

1. Before Beginning this task, get the Making A Poster: Native American Stereotypes rubric to use as a checklist for your evaluation.
2. Define a stereotype in your own words.
3. List as many items as you can that have pictures of Native Americans used on them. A good place to look for items is at your local grocery store. If you visit your grocery store, take pictures of the items you find, draw them, or purchase them and bring them to class.
4. Create a list of sport teams (school, college, or professional) that use Native Americans as their mascot. Print out pictures of as many of these mascots as you can find (If you cannot think of any mascots use the links below to help you).
<http://216.239.41.104/search?q=cache:Wdt8nddI3ToJ:www.evergreen.edu>
http://www.authentichistory.com/diversity/native/images/diversity_native_images01.html
<http://www.smargon.net/nicknames/>
http://mlb.mlb.com/NASApp/mlb/mlb/kids/mlb_kids_mascots.jsp
5. Brainstorm a list of movies that have Native American characters, or symbols of Native Americans such as houses, food, or clothing. Search for images of these characters or symbols and print them out.
6. Create a collage of all the pictures you have gathered.
7. Visit the links below and research the different types of clothing Native Americans actually wore.
<http://www.nativetech.org/clothing/regions/regions.html>
<http://www.nativetech.org/clothing/>



8. Visit the links below and research the different types of homes Native Americans actually lived in.
<http://www.germantown.k12.il.us/html/homes.html>
http://www.ohiohistorycentral.org/ohc/history/h_indian/life/dwelling.shtml
9. Visit the links below and research Native American's actual appearance/ways of life.
http://www.museum.state.il.us/muslink/nat_amer/post/htmls/id_app.html
<http://www.stolaf.edu/people/kruger/fandm.html>
10. Now that you have done some research, print out pictures to create a collage that you think accurately shows Native American appearance/life.

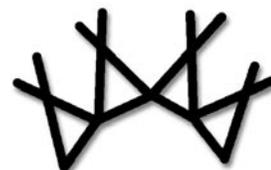
Task 2: Native American Impact

Medicine

1. Before Beginning this task, get the Making A Poster: Native American Impact on Medicine rubric to use as a checklist for your evaluation.
2. Define impact in your own words.
3. Use the links below to find the common treatments for three of these conditions: Asthma, Backache, Bronchitis, Burns, Cold, Colic, Cough, Diabetes, Diarrhea, Fever, Insect Bites
http://directory.google.com/Top/Health/Conditions_and_Diseases/
http://my.webmd.com/medical_information/condition_centers/default.htm
4. You learned in the quiz that disease was the number one killer of Native Americans. Use the links below to learn how they treated the same conditions you researched above.
http://www.wholehealthmd.com/refshelf/substances_view/1,1525,721,00.html
<http://www.gbso.net/Skyhawk/herbal.htm>
<http://pages.ivillage.com/judynolan/id28.html>
http://www.shadowwolf.org/native_american_herbal_remedies.html
5. Now that you have an understanding of the methods Native Americans used to treat some of these conditions, brainstorm a list of conditions you would be interested in finding treatment for.
6. Use the following sites to research how Native Americans remedied these conditions.
http://www.wholehealthmd.com/refshelf/substances_view/1,1525,721,00.html
<http://www.gbso.net/Skyhawk/herbal.htm>
<http://pages.ivillage.com/judynolan/id28.html>
http://www.shadowwolf.org/native_american_herbal_remedies.html
7. Use google image search to find pictures of the plants used in the remedies and create a poster of Native American medicines and remedies.
8. Answer the following Journal Question and attach it to your poster: "Explain how Native American's methods of treating health conditions have impacted the field of medicine."

Names (County, City, Parks)

9. Before Beginning this task, get the Making A Map: Native American Impact on Names (Counties, Cities, Parks) rubric to use as a checklist for your evaluation.
10. Many counties, cities, and parks in Ohio have been named after, or have ties to the Native American Language. View the maps of Ohio's Counties, Cities, and Parks, below. Try to find as many names that you think are from the Native American Language.
 - County Map**
 - Park Map** <http://www.ohiodnr.com/parks/parks/default.htm>
 - City Listing** <http://encyclopedia.thefreedictionary.com/List%20of%20Ohio%20cities>
11. Now that you have generated a list of names you think have come from the Native American language, use a google search to see if each of your words have ties to the Native American language.
12. The project for this task will be a four-layer map. First print four copies of the blank County Map and copy them each to a transparency.
13. Label one map "Counties", one map "Parks", and one map "Cities".
14. Label the "Counties" map with the counties you found that have Native American names, the "Parks" map with the parks with Native American names, and the "Cities" map with the cities you found that have Native American Names.
15. When you are finished, place the maps on top of each other, starting with the blank map and watch the impact of Native Americans on our state emerge before your eyes!





Famous Native Americans

1. Before Beginning this task, get the Research Report: Famous Native Americans rubric to use as a checklist for your evaluation. The rubric has been created for a report, but can easily be adapted to meet the needs of a PowerPoint or poster.
2. There have been many Native Americans that played a major role in the history of our state. This task will give you the opportunity to research some of these people, and share your findings!
3. Research important facts about each Native American listed below by visiting the links next to each name. Once you have gathered facts, you can create a PowerPoint slide, poster, or report on each of the famous Native Americans.
4. Be sure to include the following facts in your project :
 - What tribe did they belong to?
 - What made them a notable Native American?
 - What impact did they have on Ohio's history?
 - A picture of your famous Native American.
 - A regional map Ohio showing where your Native American's tribe lived.
5. Below is a list of important Native Americans in Ohio's past. This list is by no means a list of all the important Native Americans, but it is a list of those who did play a major role in their tribe and Ohio's history. Click on the links next to each name to begin your research.

Go to the One State Many Nations Web site at <http://www.pbs4549.org/onestate> for sites about famous Chiefs.

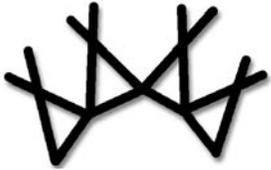
| | |
|---------------|-------------|
| Tecumseh | Blue Jacket |
| Tarhe | Logan |
| Little Turtle | Pontiac |
| Cornstalk | The Prophet |
| White Eyes | Black Hoof |

TASK 3: NATIVE AMERICANS TODAY

1. Before Beginning this task, get the Research Report: Current Famous Native Americans rubric to use as a checklist for your evaluation. The rubric has been created for a report, but can easily be adapted to meet the needs of a PowerPoint or poster.
2. Besides the many Native Americans that played a major role in the history of our state, there are many successful Native Americans in America today. This task will give you the opportunity to research some of these people, and share your findings!
3. Research important facts about each Native American listed below by visiting the links next to each name. Once you have gathered facts, you can create a PowerPoint slide, poster, or report on each of the famous Native Americans.
4. Be sure to include the following facts in your project :
 - What tribe do they belong to?
 - What makes them a notable Native American?
 - What impact did they have in the world today?
5. Below is a list of some important Native Americans. This list is by no means a list of all the successful Native Americans alive today. Creating a such a list would be equivalent to creating a list of all the successful Europeans, Asians, or African-Americans.

Go to the One State Many Nations Web site at <http://www.pbs4549.org/onestate> for sites about these successful Native Americans.

| | |
|-------------------|--------------------|
| Selma Lois Walker | Lanna V. Samaniego |
| Joseph Bruchac | Paula Allen Gunn |
| Anna Lee Walters | Simon Ortiz |
| Cheri Becerra | Notah Begay |
| Jim Thorpe | |



Current Leaders

1. Before Beginning this task, get the Letter-Writing : A Letter to Current Native American Leaders rubric to use as a checklist for your evaluation.
2. It is important to realize that Native American tribes that were once in Ohio still carry on their beliefs today. Due to removal in their past, many no longer live in Ohio, but tribal leaders can still be contacted to share information about their tribe.
3. Now that you have a better understanding of Native American Culture, brainstorm a list of questions you would like to ask the current leaders of the six tribes that once lived in what is now Ohio.
4. Once you have your questions chosen, email or write to each of the six tribal leaders in friendly letter format asking them if they would share their knowledge with you by answering your questions. A list of suggested questions can be found in the last column.
5. Use these links to contact each tribes current organization:

| Tribe | Contact Information |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Delaware | Delaware Tribal Headquarters 220 N.W. Virginia Avenue Bartlesville, OK 74003 (918) 336-5272 http://www.delawaretribeofindians.nsn.us E-mail: lenape@cowboy.net |

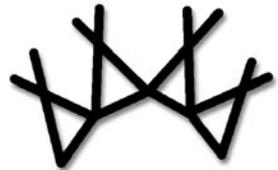
Suggested Questions:
What is the Delaware Grande Council?
When is your pow wow?
What is a pow wow?

| | |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shawnee | Shawnee Tribe of Oklahoma 21 North Eight Tribes Trail P.O. Box 189 Miami, OK 74355 http://shawnee-tribe.org E-mail: shawneetrib@neok.com |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Are there any Shawnee left in Ohio today?
When is your pow wow?
What is a pow wow?

| | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ottawa | Ottawa Tribe of Oklahoma P.O. Box 110 Miami, OK 74355 Voice: (918) 540-1536 Fax: (918) 542-3214 http://www.eighttribes.org E-mail: ottawa@eighttribes.org |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

What does your name mean?
How did you get your name?
When is your pow wow?
What is a pow wow?





Miami

Miami Nation
202 South Eight Tribes Trail Miami
P.O. Box 1326
Miami, OK 74355
Phone: 918.542.1445 ext 26
<http://miamination.com>
E-mail: kalexander@myaamia.org

Why are there two different groups of Miami?
When is your pow wow?
What is a pow wow?

Mingo

Seneca-Cayuga Tribe of Oklahoma
P.O. Box 1283
Miami, OK 74355
Voice: (918) 542-6609
Fax: (918) 542-3684
<http://www.eighttribes.org>
E-Mail: miamit5@onenet.net

** It is important to know that there are no Mingo people left.*

Do you know what happened to the Mingo?
When is your pow wow?
What is a pow wow?

Wyandot

The Wyandotte Nation Office
P.O. Box 250
Wyandotte, OK 74370
Voice: (918) 678-2297
Fax: (918) 678-2944
<http://www.eighttribes.org/wyandotte/>
E-mail: wyandotte@eighttribes.org

Can you tell me about the Wendat Confederacy?
When is your pow wow?
What is a pow wow?



Disclaimer: The Web sites listed here are active at the time of publication. For the most up-to-date list of relevant sites, please visit <http://www.pbs4549.org/onestate>.

EVALUATION

The rubrics created for each of the tasks are available for download within the directions of each individual task, but can be downloaded from the table below as well. The rubrics are a basis for evaluation, but can be altered to meet the individual needs of students and teachers.

Task 1

Native American Stereotypes — Making A Poster: Native American Stereotypes, page xx.

Task 2

Native American Impact: Medicine — Making A Poster: Native American Impact on Medicine, page xx.

Native American Impact: Names (Counties, Cities, Parks) — Making A Map: Native American Impact on Names (Counties, Cities, Parks), page xx.

Native American Impact: Famous Native Americans — Research Report: Famous Native Americans, page xx.

Task 3

Native Americans Today: Current Famous Native Americans — Research Report : Current Famous Native Americans, page xx.

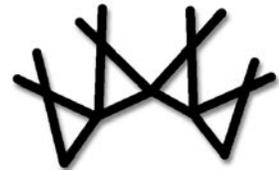
Native Americans Today: Letter to Current Leaders — Letter-Writing : A Letter to Current Native American Leaders, page xx.

CONCLUSION

We hope you have gained a better understanding of the Native American people of Ohio. There are many stereotypes we are exposed to each day through advertisements, television, language, and sport mascots. By completing this web quest, you are now a more informed citizen, and will be able to acknowledge Native Americans, as well as other cultures, with the respect they deserve.

Sharing information is very important. Whether you chose to complete one of the tasks on this web quest, or you completed them all, it is important that you share the information with others. Some ideas for sharing:

- Have a “Learning Fair” to showcase your work to the school or community.
- Invite a local newspaper in to take photographs of your work.
- Take pictures of your work and create a poster showcasing what you have learned.
- Create a web site to show off your work.
- Invite another grade to come and discuss what you have learned.





TEACHER'S NATIVE AMERICAN STEREOTYPE QUIZ

Answer the questions below. Each questions has only one correct answer. (Answers on page 116.)

1. The people native to this land are called Indians because they came from India.
 True
 False

2. It is a known fact that the native people of this land came from Asia.
 True
 False

3. All native Americans have the same traditions and share a common native religion.
 True
 False

4. All Native Americans used the Tipi as a form of housing.
 True
 False

5. Native American religion is based on nature worship and different gods who represent the forces of nature.
 True
 False

6. Native American economics was based on the Wampum bead as a form of money.
 True
 False

7. Native social structure was based on a chief, who was head of the village, and his family were considered royalty (like the Indian Princess).
 True
 False

8. Painted symbols on native faces were to frighten an enemy.
 True
 False

9. The Pipe is a symbol of all of Creation and the tobacco smoked in it has a spiritual meaning.
 True
 False

10. Certain feathers hold special meaning for some Native people and the way they are worn or displayed can serve to identify that person's accomplishments.
 True
 False



11. What year was the last Native American up-rising in North America?

- 2004
- 1925
- 1864
- 1785

(learn more about uprisings by visiting: <http://www.aies.org/BM/bm.html>)

12. What was the headgear that the Eastern Woodland Chiefs most commonly wore?

- A piece of cloth with animal symbols called a bandana
- A band of feathers from turkey, quail, and pheasant
- A head piece made from cloth, beaver, or otter called a turban
- a mask made from hardened dry clay

13. What was the number one killer of Native people when they had first contact with the Europeans?

- Fighting
- Diseases
- Murder
- Poisons

14. What were the three main foods of the Woodland Native people (also known as the Three Sisters)?

- Corn, Beans, Squash
- Corn, Potatoes, Squash
- Deer, Corn, Buffalo
- Deer, Beans, Corn

15. At this time, what is the earliest known date for any Native artifact on North or South America?

- 1500 A.D.
- 1825 A.D.
- 35,500 B.C.
- 300 B.C.

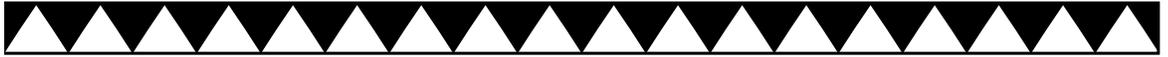
16. Where was that artifact found?

- Argentina
- Ohio
- California
- Mexico

17. What is the name of the theory that is used to explain how Native people migrated to the western hemisphere?

- Continental Drift Theory
- Land Bridge Theory
- Evolution Theory
- Big Bang Theory





Questions 18-24 are questions about names or titles popular culture uses to describe Native people and their role or the position of responsibility they hold within their Nation. See how many you can identify.

18. A Native American baby is called a:

- Squaw
- Papoose
- Brave

19. A Native American woman is a:

- Indian Princess
- Brave
- Squaw

20. A Native American leader is a:

- Chief
- Brave
- Medicine Man

21. A Native American Man is a:

- Chief
- Brave
- Buck

22. A Native American warrior is a:

- Brave
- Buck
- Chief

23. A Native American healer is a:

- Brave
- Papoose
- Medicine Man

24. The daughter of the Chief is an:

- Indian Princess
- Medicine Woman
- Squaw





Now that you have finished questions 18-24, it is VERY IMPORTANT to know that while historically these names were used, today they are considered racist when used in certain situations.

25. The major Native American holiday celebrated by Americans once a year is called:

- Independence Day (July 4th)
- Thanksgiving
- Halloween
- Christmas

26. How does a Native American really sit?

- Any way they want
- Indian Style
- Cross legged
- On their knees

27. Most Hollywood movies use real Native American music.

- True
- False

28. Native Americans wear charms made from plant or animal parts to give them good luck.

- True
- False

29. Arrowheads are usually longer than a hunter's first finger.

- True
- False

30. Ideas for parts of documents like The Articles of Confederation and The Constitution were copied from the Iroquois Six Nations and the ideas were discussed with tribal leaders by Benjamin Franklin.

- True
- False

31. Women of the Woodland Natives had as much power as men in the tribe and also had a voice in the tribal government.

- True
- False

Congratulations! You have tested your knowledge, and are ready to proceed with the web quest. Click here to return to the web quest, or here to take the quiz again.





COUNTY MAP





BLANK COUNTY MAP



CITY KEY FOR NATIVE AMERICAN COUNTY MAP OVERLAY



- Chillicothe (Ross County, Ohio)
- Cincinnati (Hamilton County, Ohio)
- Coshocton (Coshocton County, Ohio)
- Delaware (Delaware County, Ohio)
- Greenville (Darke County, Ohio)
- Lima (Allen County, Ohio)
- Lisbon (Columbiana County, Ohio)
- Logan (Hocking County, Ohio)
- Ottawa (Putnam County, Ohio)
- Piketon (Pike County, Ohio)
- Pomeroy (Meigs County, Ohio)
- Sandusky (Erie County, Ohio)
- Toledo (Lucas County, Ohio)
- Upper Sandusky (Wyandot County, Ohio)
- Wapakoneta (Auglaize County, Ohio)
- Wauseon (Fulton County, Ohio)



OHIO PARKS KEY FOR NATIVE AMERICAN NAMES OVERLAY MAP

Beaver Creek State Park

<http://www.ohiodnr.com/parks/parks/beaverck.htm>

Buck Creek State Park

<http://www.ohiodnr.com/parks/parks/buckck.htm>

Buckeye Lake State Park

<http://www.ohiodnr.com/parks/parks/buckck.htm>

Catawba Island State Park

<http://www.ohiodnr.com/parks/parks/lakeerie.htm>

Delaware State Park

<http://www.ohiodnr.com/parks/parks/delaware.htm>

Great Seal State Park

<http://www.ohiodnr.com/parks/parks/grtseal.htm>

Hocking Hills State Park

<http://www.ohiodnr.com/parks/parks/hocking.htm>

Indian Lake State Park

<http://www.ohiodnr.com/parks/parks/indianlk.htm>

Lake Logan State Park

<http://www.ohiodnr.com/parks/parks/lklogan.htm>

Little Miami State Park

<http://www.ohiodnr.com/parks/parks/lilmiami.htm>

Maumee Bay State Park

<http://www.ohiodnr.com/parks/parks/maumeebay.htm>

Mohican State Park

<http://www.ohiodnr.com/parks/parks/mohican.htm>

Muskingum River State Park

<http://www.ohiodnr.com/parks/parks/muskngmr.htm>

Portage Lakes State Park

<http://www.ohiodnr.com/parks/parks/portage.htm>

Pymatuning State Park

<http://www.ohiodnr.com/parks/parks/pymatuning.htm>

Scioto Trail State Park

<http://www.ohiodnr.com/parks/parks/sciototr.htm>

Shawnee State Park

<http://www.ohiodnr.com/parks/parks/shawnee.htm>



Disclaimer: The Web sites listed here are active at the time of publication. For the most up-to-date list of relevant sites, please visit <http://www.pbs4549.org/onestate>.

COUNTY MAP



RUBRIC

MAKING A POSTER: NATIVE AMERICAN STEREOTYPES

| CATEGORY | 4 | 3 | 2 | 1 |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Attractiveness | The collage is exceptionally attractive in terms of design, layout, and neatness. | The collage is attractive in terms of design, layout and neatness. | The collage is acceptably attractive though it may be a bit messy. | The collage is distractingly messy or very poorly designed. It is not attractive. |
| Graphics — Clarity | Graphics are all in focus and the content easily viewed. | Most graphics are in focus and the content easily viewed. | Most graphics are in focus and the content is easily viewed. | Many graphics are not clear or are too small. |
| Graphics — Relevance | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation. | All graphics relate to the topic. Most borrowed graphics have a source citation. | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |
| Knowledge Gained | Student can accurately answer all questions related to facts in the poster and processes used to create the poster. | Student can accurately answer most questions related to facts in the poster and processes used to create the poster. | Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the facts or processes used in the poster. |



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RUBRIC

MAKING A POSTER: NATIVE AMERICAN IMPACT ON MEDICINE

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Content — Accuracy | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |
| Attractiveness | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| Knowledge Gained | Student can accurately answer all questions related to Native American impact on medicine. | Student can accurately answer most questions related to Native American impact on medicine and processes used to create the poster. | Student can accurately answer about 75% of questions related to Native American impact on medicine and processes used to create the poster. | Student appears to have insufficient knowledge about the facts related to Native American impact on medicine or the processes used in the poster. |
| Graphics — Originality | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Journal Question | Student accurately answered journal question related to Native American impact on medicine and supported all facts with examples. | Student accurately answered journal question related to Native American impact on medicine and supported most facts with examples. | Student answered journal question related to Native American impact on medicine and supported 75% of facts with examples. | Student incorrectly answered journal question related to Native American impact on medicine and did not support facts with examples. |



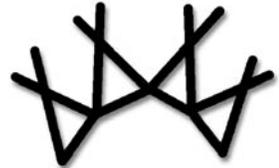
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RUBRIC

MAKING A MAP: NATIVE AMERICAN IMPACT ON NAMES (COUNTIES, CITIES, PARKS)

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Spelling/ Capitalization | 95-100% of words on the map are spelled and capitalized correctly. | 94-85% of the words on the map are spelled and capitalized correctly. | 84-75% of the words on the map are spelled and capitalized correctly. | Less than 75% of the words on the map are spelled and/or capitalized correctly. |
| Labels — Accuracy | At least 90% of the items are labeled and located correctly. | 80-89% of the items are labeled and located correctly. | 79-70% of the items are labeled and located correctly. | Less than 70% of the items are labeled and located correctly. |
| Map Legend/Key | Legend is easy-to-find and contains a complete set of symbols, including a compass rose. | Legend contains a complete set of symbols, including a compass rose. | Legend contains an almost complete set of symbols, including a compass rose. | Legend is absent or lacks several symbols. |
| Title | Title tells the purpose/content of each map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map. | Title of each map tells the purpose/content of the map and is printed at the top of the map. | Title of each map tells the purpose/content of the map, but is not located at the top of the map. | Purpose/content of the map is not clear from the title, or title is missing. |



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RUBRIC

RESEARCH REPORT: FAMOUS NATIVE AMERICANS

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. |
| Quality of Information | Information clearly relates to the character chosen. It includes several supporting details and/or examples. | Information clearly relates to the character chosen. It provides 1-2 supporting details and/or examples. | Information clearly relates to the character chosen. No details and/or examples are given. | Information has little or nothing to do with the character chosen. |
| Amount of Information | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| Diagrams & Illustrations | Pictures and maps are neat, accurate and add to the reader's understanding of the topic. | Pictures and maps are accurate and add to the reader's understanding of the topic. | Pictures and maps are neat and accurate and sometimes add to the reader's understanding of the topic. | Pictures and maps are not accurate OR do not add to the reader's understanding of the topic. |



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RUBRIC

RESEARCH REPORT: CURRENT FAMOUS NATIVE AMERICANS

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. |
| Amount of Information | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| Quality of Information | Information clearly relates to the person chosen. It includes several supporting details and/or examples. | Information clearly relates to the person chosen. It provides 1-2 supporting details and/or examples. | Information clearly relates to the person chosen. No details and/or examples are given. | Information has little or nothing to do with the person chosen. |
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |



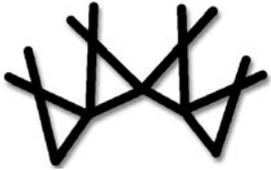
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RUBRIC

LETTER-WRITING: A LETTER TO CURRENT NATIVE AMERICAN LEADERS



| CATEGORY | 4 | 3 | 2 | 1 |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Sentences & Paragraphs | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| Salutation and Closing | Salutation and closing have no errors in capitalization and punctuation. | Salutation and closing have 1-2 errors in capitalization and punctuation. | Salutation and closing have 3 or more errors in capitalization and punctuation. | Salutation and/or closing are missing. |
| Questions | Questions to leaders were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Questions to leaders were expressed in a pretty clear manner, but the organization could have been better. | Questions to leaders were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| Format | Complies with all the requirements for a friendly letter. | Complies with almost all the requirements for a friendly letter. | Complies with several of the requirements for a friendly letter. | Complies with less than 75% of the requirements for a friendly letter. |
| Envelope | Complete, accurate return address and recipient address. Addresses in correct positions. -OR- Email address was entered correctly | Complete, accurate return address and recipient address. Position may be slightly off. -OR- Email address was entered correctly | 1-2 errors in return address. Recipient address is correct. -OR- Email address was entered correctly after once incorrectly | Addresses are incomplete and/or inaccurate. -OR- Email address was not entered correctly more than twice |

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