

Woodland Indian Life



Teacher's Packet
State Standards Included!



Minnetrista

NATURE • HISTORY

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About Minnetrista

Minnetrista is located on the former site of Wah-pee-kah-mee-kunk, a Monsey clan of Delaware Indian's village, and Frank Ball's home, Minnetrista along the banks of the White River on a campus of more than 40 acres. The Ball family purchased most of the land along the north bank of the White River between Wheeling and Granville pikes in 1893. The name chosen by the family for the property was taken from a Sioux word, "mna" (pronounced mini) which means water and combined with the English word, "tryst," to form "Minnetrista" or, "a gathering place by the water." Eventually the Ball brothers children decided to turn the site of the Minnetrista home into a center to preserve the culture of the area. Ground broke March 14, 1987 and Minnetrista opened December 10, 1988. George and Frances Ball's home, Oakhurst, was opened to the public in 1995 to provide additional educational opportunities. Minnetrista's campus now includes eight major buildings, an historic home, Nature Area, numerous gardens and sculptures, and a portion of the White River Greenway.

Mission Statement

Minnetrista creates awareness, understanding, and appreciation of the natural heritage and cultural heritage of East Central Indiana.

Minnetrista is a non-profit, charitable organization governed by a board of community leaders from seven counties across East Central Indiana.

Our Educational Values

We believe in learning through having fun.

We adapt programs based on the audience needs.

We use teacher responses and feedback to improve our programs.

We encourage active participation.

We strive to deliver accurate, researched information in our programs.

We strive to inspire imagination.

We encourage appreciation for learning.

What to Expect on the Woodland Indian Life Tour

We will rotate your students through five stations. Each station is detailed in the following description. This is a 90 minute tour. The stations do not include walking time. This tour occurs outside; please ensure your students are dressed appropriately for the weather.

Minnetrista Lobby Introduction 10 minutes

Students will gain an understanding of how the population of Native Americans in Indiana has changed over time.

Nature Area Three Sisters' Garden 15 minutes

Students will visit the Three Sisters' garden and use early gardening tools.

Nature Area Clay 15 minutes

Students will discuss how Native Americans stored and cooked their food. They will also make a clay pot to take home.

Nature Area Wiikiamii 15 minutes

Students will examine a Wiikiamii, a traditional Miami Indian dwelling. They will help make cattail mats to cover the Wiikiamii.

Nature Area Fishing 15 minutes

Students will visit the pond and view tools Native Americans would have used to fish. They will also learn about the use of canoes and how they were made.

Nature Area Children's Games 15 minutes

Students in grades K-2 will play traditional games.
Students in grades 3-5 will play a trading game.

***Please arrive on time. Those who arrive late may receive a shortened program.**

Woodland Indian Life State Standards

Kindergarten

Language Arts	K.7.1, K.7.2, K.7.3
Science	K.5.1
Social Studies	K.1.1, K.4.2

1st Grade

Language Arts	1.7.1, 1.7.2, 1.7.3, 1.7.4
Science	1.1.3, 1.4.3, 1.4.4, 1.6.1
Social Studies	1.1.1, 1.1.2, 1.2.4

2nd Grade

Language Arts	2.7.2, 2.7.3, 2.7.4, 2.7.12
Science	2.1.1, 2.3.6, 2.4.2, 2.4.3, 2.4.8, 2.6.1, 2.6.2
Social Studies	2.1.2

3rd Grade

Language Arts	3.7.1, 3.7.3, 3.7.15
Science	3.1.6, 3.3.6, 3.4.4, 3.6.3
Social Studies	3.1.1, 3.1.4, 3.1.8, 3.4.3

4th Grade

Language Arts	4.7.1
Social Studies	4.1.2, 4.3.12, 4.4.3, 4.7.1

5th Grade

Language Arts	5.7.1, 5.7.3
Social Studies	5.1.3, 5.1.6, 5.3.4

About the Woodland Indian Tour

This tour was created for school tours to fill a perceived need in the community—the need to tell the Woodland Indian story from this area. This tour focuses on the Miami and the Delaware Nations, as they have a direct connection to the Minnetrista Site.

Our consultant, Robin McBride Scott and our volunteer, Ball State Anthropology graduate, Jenny Kuhn Hymans spent many hours researching and developing a program that includes historical and modern Woodland Indians from this area. It is their belief that we cannot tell the story of such a people without also telling their present. Woodland people are not a people of the past, rather a people who transcended time like the European cultures. This tour is designed to connect children with those people and their customs.

Background Information

Covering some of the basic concepts provided in the background information will enhance your students' learning during the school tour. This will help the tour leader make connections throughout the tour with the students' prior knowledge. This will also provide for a "starting point" for this tour. There is a great deal of local history offered in this tour.

The site of Minnetrista is rich in history and communities. There is evidence that the Pre-historic Indians used this area. The earliest European records list the Miami Indians using this land for their hunting grounds. In the late 1700's the Miami invited the Monsey clan of Lenni Lenape, or Delaware, Indians to move from Ohio to live on the White River as their guests. The Delaware moved to this site and established a town called Wah-pee-kah-mee-kunk. This village of the Monsey Clan of the Delaware existed from the 1750's until about 1820 when they were removed to Kansas. Muncie was named for this band of Delaware Indians. Contrary to popular myth, there is no recorded evidence of a "Chief Monsey."

In 1818, Delaware County opened for settlement. Rebecca Hackley, the granddaughter of Miami War Chief Little Turtle, was given 640 acres of land by treaty from the United States government. She chose the land here along the White River because of its location near the river, the abundance of timber and the natural prairie. In 1826, Goldsmith Gilbert bought the Hackley Reserve from Rebecca and founded the city called Muncytown.

The Lenni Lenape called the river, Wapahani, or White River. The river is still known by its English translation. After the Ball Brothers built their homes along the White River, they continued to use names from the

Lenni Lenape. Ed and Bertha Ball named their home, Nebosham—which means “bend in the river.”

“Injun Jim” is the last known Delaware (or Lenape) in Delaware County. During the removal of the Native Indians, he was a young boy. He became very frightened and hid away. The Rees family allowed him to live with them. He is buried in the Rees cemetery on Burlington—just south of Muncie.

The Miami people were divided during the removal period as well. The more affluent members of the group were permitted to remain in Indiana. These people include the chiefs’ families and descendants of Frances Slocum. Today, they are fighting for tribal recognition. Many descendants still live in northern Indiana.

Some members of the Delaware and Miami nations who could have remained, opted to move west with their families. The Conner brothers both married Delaware women. Those women chose to move west. The brothers opted to stay in Indiana and remarried white women.

Pre Visit Activities

Traditional Woodland Indian Games

Ring and Pin game:

The ring and pin game has ancient roots in Native American culture. Nearly every Native nation across North America has its own version of this game. Each Woodland tribe uses unique materials from the natural environment for the ring and pin game. The Lenape or Delaware who lived here at the Wah-pee-kah-mee-kunk village site played their version of the Ring and Pin game called “Kokolesh” which was made using wood, deer toes, leather and a rabbit’s tail. Modern day Delaware people still make and play this traditional game.

Share the story “Winter Story Time” by Rita Kohn with your students. This story is a retelling of the Lenape or Delaware Indian, traditional tale of the how the first “kokolesh” (rabbit-tail) game was made. In this story, children listen to grandmother tell her two grandchildren the story of how the original kokolesh was made and learn the significance of traditional values such as respect, inventiveness, problem-solving, and transmitting cultural ways.

Have your students make a modern version of the Kokolesh game out of materials gathered from their environment. They could tie a string on the end of a stick. Tie cone-shaped pieces on the string with a rabbit tail tied on to keep the cones on. The object of the game is to catch the cones on the stick.

Review questions for this activity:

- What can games show us about people, places and cultures?
- Why do you think many Native American games encouraged children to learn adult responsibilities?
- How is learning in this way beneficial?
- What are some of the best ways of remembering, preserving and appreciating Native American cultures?

Play the Hand Game

Supplies:

- 2 small stones
- red paint or a red marker

Paint a red dot on one of the small stones and let it dry.

How to play the game:

1. Sit in a circle on a blanket with 5 or 6 friends.
2. Hold the stones in one hand.
3. Pass one of the stones to the friend on your right, and make sure nobody can see which stone you pass.
4. The friend on your left tries to guess which stone you passed to the right. If your friend guesses correctly, give him both the stones. Now it's his turn to pass the stones on to another person.
5. After the second person, another friend gets to play and another person to guess.
6. You can play this game as long as you like. The person who guesses the correct stone the most number of times wins.

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Moccasin Game

This is a guessing game where an opponent has to guess which moccasin an object is hidden in. Beans or markers are used to keep score.

Animal Races

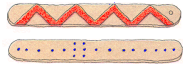
Bear Race: Can be done individually or in teams.

Object: To imitate the gait of a bear.

The chief was the judge and rewarded the one who imitated the shuffling run of a bear the best while running to cross the finish line.

Line up on the starting line. Put both hands on the ground; then move right hand and left foot forward at the same time and left hand right foot at the same time.

Frog Race: Students clasp their fingers around their ankles and hop in a squatted position to the finish line. If someone loses his/her grip, that participant starts over or is disqualified. If a participant falls, but does not lose their grip, he or she can continue.



Play a Stick Game

Supplies need:

- 3 flat popsicle sticks, Crayons

Make 2 sticks red on one side as shown in the top picture above. Leave the other side plain. This stick is the **snake**. Make one stick blue on one side as in the bottom picture above. Leave the other side plain. This stick is **Man**.

How to play the game:

1. Sit in a circle on a blanket with 5 or 6 friends.
2. Hold all three sticks in both hands.
3. Toss them in the air.
4. Count your points and pass the sticks to the next person.
 - Scoring:
 - If all the plain sides fall face up, score 4 points.
 - If all the marked sides fall face up, score 4 points.
 - Two snakes and one plain up, score 6 points.
 - Two plain and one snake up, score 6 points.
 - One plain, one snake and one Man up, score 0 points.
5. You can play this game as long as you like. The person who collects the most points wins the game.

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Selahtikan (Like Jackstraws or Jinga)

Pieces of reed are dropped in a pile together and picked up one at a time without disturbing the other sticks.

Mamandin (Dice Game)

Dice are placed in wooden bowl. The bowl is then brought down on a folded hide or blanket so that the dice jump in the bowl. Score is kept by adding the numbers on the dice.

State Standards

Kindergarten

Language Arts	K.2.1, K.2.2, K.2.3, K.3.3, K.3.5 (only for first activity) K.7.1, K.7.3,
Mathematics	K.2.3
Social Studies	K.1.1, K.1.4

1st Grade

Language Arts	1.2.1, 1.2.2, 1.2.3, 1.2.6, 1.2.7 (only for first activity) 1.7.1, 1.7.2, 1.7.3, 1.7.5,
Social Studies	1.1.1, 1.1.2,

2nd Grade

Language Arts	2.2.2, 2.2.3, 2.3.7 (only for first activity) 2.7.1, 2.7.2, 2.7.4, 2.7.12
Social Studies	2.3.7

Post-Visit Activities

Social Hierarchy

The Delaware Tribe was divided into 3 clans. The Turtle Clan was the oldest established group. They were highest ranked among the tribe and consisted of rulers and politicians. These people were chosen. The Wolf Clan was commonly known as the Munsey (or Muncee) Clan. These people were hunters. The people of the Turkey Clan were the farmers of the tribe.

Divide your class into different groups and assign clan names according to the responsibilities given to each clan. Choose leaders and establish a simple type of government.

State Standards

3rd Grade

Social Studies 3.1.1, 3.2.3, 3.3.9

Geography Activities

National Geography

After living in Indiana, the Woodland Indians were forced to leave their homes. They traveled west and began living in Louisiana, Texas, Kansas, and Oklahoma, among other states. Give students a United States map, and have them find the shortest route to one (or all) of these destinations using straight lines and rulers. List all of the states the Indians must have traveled through to find their new home.

State Geography

There were several tribes of Woodland Indians that lived in Indiana (14 just between Noblesville and Muncie). Research to find these tribes, and then locate the towns and/or counties on the map of Indiana.

State Standards

3rd Grade Social Studies 3.1.1,3.1.4, 3.1.8, 3.3.2, 3.3.3, 3.3.4

4th Grade Social Studies 4.1.1, 4.1.5, 4.1.15, 4.3.2

5th Grade Social Studies 5.1.1, 5.3.3, 5.3.4

Then and Now

Students can construct dioramas of a Woodland Indian homestead site. Extend the activity by comparing and contrasting houses of the Indians to houses of today; gender/domestic roles of then and now; games; or food. A Venn diagram could be used for this activity as a visual aid. Large circles to be placed on the floor can be made with string or hula hoops and labeled. Pictures can then be placed on the diagram.

State Standards

1 st Grade	Social Studies	1.1.1, 1.1.2, 1.3.8
2 nd Grade	Social Studies	2.1.2, 2.2.4
3 rd Grade	Social Studies	3.1.1, 3.1.8

A Day in the Life

Students pretend to be a Native American living in the past. Write about what his/her life is like with the tribe, describing the jobs they are responsible for, the food they eat and the games they play.

State Standards

1st Grade

Language Arts	1.4.4, 1.5.1, 1.5.4, 1.5.5 and could also cover all of Standard 6
Social Studies	1.1.1, 1.1.2, 1.3.8

2nd Grade

Language Arts	2.5.1, 2.5.5, 2.5.6 and could also cover all of Standard 6
Social Studies	2.1.2, 2.2.4

3rd Grade

Language Arts	3.5.2, 3.5.4 and could also include all of Standard 6
Social Studies	3.1.1, 3.1.8

Legends

Read retellings of legends of how things in nature came to be, such as “The Legend of the Indian Paintbrush,” or “The Legend of the Bluebonnet,” both by Tomie dePaola. Have students choose something in nature around your town and write a legend about the object.

State Standards

Could include all of Language Arts Standards 3 and 6 for grades 1-3

Coming Out of the Ears

Ears of corn were bundled together and hung from the ceilings to dry. Use bundles of corn (or photos of bundles) for a simple math activity for addition, subtraction, division or multiplication activity.

State Standards

Could include Mathematics standards for grades K-2

Home Sweet Home



Besides the Wiikiamii, other homes of the Eastern Woodland Indians were called longhouses. Like the homes of the Northwest Culture, these were rectangular homes with barrel shaped roofs. As their name states, these homes were very long. The outsides of these homes were made of wooden frames with bark sewn together to cover them. Families shared these homes also. The insides had a long hallway with rooms for each family on each side. There were low platforms for the families to sleep on, and higher platforms for storing goods, baskets, and pelts.

Stories of the First House are common among most Native Peoples. The “first” houses were built following instructions given to Woodland Indians by the Creator. These traditional forms of houses used by Native Americans in the Woodland area varied greatly.

Native Americans believe that humans are an integral part of nature and should strive for harmony with it. Most traditional homes and sacred structures are built to reflect the patterns of the world in which the Woodland Indians live and are constructed with the local terrain and resources in mind. The homes reflect the skills and cultures of the tribes that build them.

The Munsee Clan of Delaware, who lived here at the Wah-pee-kah-mee-kunk village site, was living in traditional style Longhouses covered with bark. In Wah-pee-kah-mee-kunk, as well as every Delaware village, had a ceremonial house called “The Big House”. Here ceremonies and Council Meetings were held. The Delaware families who lived at the Moravian Mission were living in log homes fashioned in the style of the homes built by their Moravian teachers.

Students can explore the reasons for the Delaware living in 2 different styles of homes in the same area. Ask students to research the different styles of Native American traditional architecture. Students can compare the different styles of houses used by Woodland Native Peoples. Have students report on the reasons they have discovered for the differences in tribal homes. They can determine which homes would be better for seasonal shelter, permanent dwellings and traveling purposes. Students can create a talk with visual aids to report their findings.

Ask students what they think are some stereotypes of Native Americans and the types of homes they dwelt in the past and the present.

- Why did various tribes use different types of housing?
- Did the availability of certain materials affect the style, type and size of homes?
- What types of houses are commonly used among Native Peoples today?

Other research ideas:

Native Americans of Indiana

Have students research and write biographies of Native Americans in Indiana. Some ideas may include Chief Little Turtle, Tecumseh, The Prophet (Tecumseh's brother and founder of Prophetstown/Tippecanoe), Frances Slocum, William Henry Harrison, William Wells, the Conner Brothers or Rebecca Hackley. Presentations can be made to the group.

Tribes of Indiana

Students research one tribe of Native Americans that once lived in Indiana. The history of the tribe could be included such as location of settlements, towns or counties that are named after that tribe, and reasons for leaving Indiana.

Famous Battles

Mississinewa Battle, War of 1812, The Massacre at Fall Creek, The Massacre at Deer Lick Creek, The Battle of Tippecanoe, The Battle of Thames, The Gnadenhutten Massacre

State Standards

4th Grade

Language Arts 4.2.1, 4.2.2, 4.2.8, 4.2.9, 4.4.2, 4.4.3, 4.4.4, 4.4.5
4.4.6, 4.4.7, 4.4.10, 4.4.11, 4.4.12, 4.7.1, 4.7.2, 4.7.5
4.7.6, 4.7.7, 4.7.8, 4.7.9, 4.7.17
Can include all of standard 6

Social Studies 4.1.1, 4.1.2, 4.1.5, 4.3.4, 4.3.11

5th Grade

Language Arts 5.2.1, 5.4.4, 5.4.5, 5.4.8, 5.4.10, 5.5.3, 5.7.1, 5.7.2
5.7.3, 5.7.5, 5.7.6, 5.7.13, 5.7.10
Can include all of standard 6

Social Studies 5.1.1, 5.1.2, 5.1.3, 5.1.6, 5.3.6, 5.3.11, 5.3.12

The Long and Short of It

Sometimes the longhouses measured 60' in length and 20' in width. Give different possible dimensions of a house, and have students find the perimeter and area. You could also scale down measurements to inches and have students build a model frame of a longhouse.

State Standards

4th Grade Mathematics 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.6

5th Grade Mathematics 5.5.2, 5.5.4

Estimate and Measure

To preserve squash and pumpkins when abundant, these foods were cut into rings, put on a stick and hung to dry in the sun. You could do several activities with estimating and measuring.

- Have students estimate the circumference of a pumpkin and then find the actual measurement using string.
- Weight of pumpkins or squash could also be estimated and then measured.
- Cut the pumpkin or squash into rings to dry and estimate, then measure the diameter of each ring.
- Determine the weight of several food items, such as meat, fish, nuts, and fruits. Use a dehydrator to dry the foods. Estimate and measure the weight after dehydration. Calculate the difference. Why was drying a good method of food preservation?

The Conversion Factor

The Turtle Clan (farmers) frequently used bushels to quantify harvested food. Give students the conversions to different measurements of volume and have them change amounts of food to different units.

For example: 1 bushel = 1.2 ft.³, or 8 gallons, or 128 cups.

Measurements of previous activities suggested could also be converted.

State Standards

4th Grade Mathematics 4.5.1, 4.5.7, 4.5.8

5th Grade Mathematics 5.4.5

Other Activities relating to Indian Culture


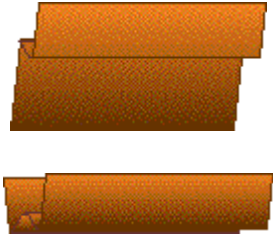



Art

Enchanted Learning Software's **Birch Bark Canoe** More Kinder Crafts

Many Native American tribes made finely-crafted birch bark canoes. You can make a small model using construction paper and yarn.

Supplies needed:

- Brown construction paper or brown paper bag
- Crayons, tempera paint, or markers
- Scissors
- Yarn
- Hole punch

	Fold the piece of construction paper in half the long way.
	About a half-inch from the fold line, make another fold. Do this on both sides of the original fold. The paper should now look a bit like a capital "W." The folds will be the bottom of the canoe.
	Draw a canoe shape on the paper (make sure the folds are on the bottom of the canoe).
	Cut out the canoe shape and punch a few holes on each end.
	Using yarn, weave through the holes. Push the folded floor flat so that the canoe sits upright

State Standards

1 st Grade	Language Arts	1.7.3	Science	1.6.1
2 nd Grade	Language Arts	2.7.4	Science	2.6.2
3 rd Grade	Language Arts	3.7.15	Science	3.6.3

Sponge Painting Cut-outs

Supplies needed:

- Poster board or brown paper bag cut open and flattened
- Scrap white paper to trace patterns
- Tempera paint
- Paper plate
- Small pieces of sponge
- Pencils
- Scissors

1. Make pattern cut outs of things like animals, trees, canoes, leaves, etc.
2. Place cut-outs onto poster board or paper bag in desired arrangement, tape with masking tape to hold cut-outs in place.
3. Dip piece of sponge lightly in the paint, dab all over bag or poster board, including cut-outs.
4. Lift the cut outs off carefully and unpainted shapes will appear.
5. Let dry.

Talking Feather

Materials:

- 1 lg. turkey feather (from craft store)
- Beads
- Thin piece of leather bootlace or 1/4" ribbon
- Glue

Wrap feather with the lacing or ribbon; glue the ends in place to hold it; tie on another piece of ribbon/lacing; string beads on the ends of the ribbon/lacing; tie knots at the end so beads don't fall off; decorate feather any way you choose, even coloring it with markers. The talking feather was used during a gathering to signify the speaker. The only person allowed to speak was the one holding the talking feather.



Instruments

Turtle Shell Rattle:

Materials:

- 2 small paper plates
- ½ c. dried beans
- one paper towel tube,
- markers
- crayons

Procedure:

1. Decorate the outsides of the paper plates with a turtle shell design; decorate the paper towel tube
2. Staple plates together, leaving an opening for beans
3. Insert beans, and staple plates closed
4. Cut the tube to 7". Make two 2" slits on both sides of one end of the tube
5. Staple the slit end of the paper towel tube onto the edge of the paper plate

Soda Can Rattle

Materials

- Soda can
- 10" dowel rod ½" diameter
- Beans, rice or popcorn (each has a different sound)
- Nail
- Hammer
- Construction paper
- Markers and crayons

Procedure

1. Insert dowel into open end of can and secure with a nail at the top
2. Insert beans, rice or popcorn
3. Tape the opening of the can
4. Cover the can with paper and decorate

Drums

Materials

- Coffee can (remove metal bottom & cover with construction paper)
- Oatmeal box
- Paper ice cream container
- Pottery jar
- Flower pot
- Metal bucket
- Construction paper
- Cotton canvas
- Markers and crayons
- String
- Wooden spoon

Procedure

1. Cover drum with construction paper and decorate
2. For head of the drum, tie the fabric on and dampen fabric to shrink it.
This gives a drum-like sound after it dries.
3. Use the wooden spoon for the beater.

State Standards

Language Arts 1.7.3; 2.7.4; 3.7.15

Teachers Resources

The Woodland Adventure Series – Rita Kohn

Spring Planting - (Contemporary Miami family)

Celebrating Summer - (Contemporary Woodland Pow Wow)

The Fall Gathering - (Contemporary Woodland Fall Feast)

* *Winter Story Time - (Contemporary Delaware family)*

Games of the North American Indians – Stewart Culin

The Tragic Saga of the Indiana Indians – Harold Allison

The Indians of New Jersey: Dickon Among the Lenape – M.R. Harrington

First Houses; Native American Homes and Sacred Structures – Jean Guard Monroe and Ray A. Williamson

The Lenape or Delaware Indians – Herbert C. Kraft

Legends of the Delaware Indians and Picture Writing – Richard C. Adams

Native American Nations Ask n' Answer Cards – Trend Enterprises, Inc.

The Native Tribes of North America An Illustrated Encyclopedia – Michael Johnson

Woodland Indians Coloring Book – Peter F. Copeland

The Great Native Americans Coloring Book – Peter F. Copeland