Native American Studies
Learning with Visual Materials

• Interdisciplinary Unit
  Grade 6
  Minnesota Standards

*Arts
*Reading and Literature
*Writing, Speaking, Listening and viewing
*Geography and Citizenship

N.C. Wyeth (1882-1945)
Last of the Mohicans
Cold Minnesota Winters

• Some Minnesota Sioux asked their Chief one Autumn if the winter was going to be a very cold one or a very mild one.

• Not really knowing the answer but wanting to be prepared, the chief replies that the winter was going to be cold and that the members of the village were to collect wood to be prepared.

• Being a good and responsible leader, he then went to the nearest phone booth and called the National Weather Service and asked, “Is this winter to be cold?” The man on the phone responded, “Yes sir, this winter was certainly going to be very cold.”
So the Chief went back to speed up his people to collect even more wood to be prepared for this cold Minnesota winter.

A week later, wanting to cover all of his bases, he called the National Weather Service again, “is it going to be a REALLY cold winter? “Oh yes” the man replied, “it’s going to be a REALLY cold winter.”

So the Chief goes back to his people and orders them to go deep into the forests and find every scrap of wood that they can find. Two weeks later he calls the National Weather Service again and asks, “Listen, how can you be so sure that this winter is going to be so cold?” to which the Weather man replies “Of COURSE it’s going to be cold, the Sioux have been collecting wood nonstop for weeks!”
The Noble Savage

By using the Noble Savage image in the painting, West tells the viewer as much about indigenous people’s status as he does about the General’s prominence. The Native American is noble – ignorant, but capable of learning – but he also is savage. Either the soldiers are boiling hot, or the Native American is freezing cold. Why are Indians commonly portrayed as half-naked?
When is a Saturday Afternoon Game Demeaning?
Stereotypes of Native Americans and outright racism underscores these athletic team mascots.

The imagery and practices associated with Native mascots further miseducates about indigenous peoples. The use of Native mascots is tied directly to the stereotype of the Demonic Indian – a war-driven, violence-prone warrior who elicits fear. Why else would professional sports teams and schools choose Native images as mascots?
Mascots

• Research one of the teams in the last slide.
• What state is this team from?
• Design a new Mascot for this state based on the history of that state.
• Include your research on the sport team and the state.
• Include the new Motif.
This Land is Ours

- Teaching Tolerance.org

Native Americans resist the U.S. government’s policy of forced removal in the 19th century. What factors contributed the U.S. government’s policy of forcibly removing Native Americans from their ancestral lands?
The Indian Removal Act

The Indian Removal Act allowed the U.S. government to force America’s native people into the already established region, West of the Mississippi River known as Indian Territory. The Act hastened the relocation of the, so called, “Indians,” that had already been going on ten years, since 1820, to Oklahoma. The Sauk from Wisconsin, the Fox Iowa, the Chickasaw and Choctaw from Mississippi, and the Creek from Alabama had been almost completely relocated within five years. By that time President Jackson had negotiated ninety-four removal treaties, and was able to claim the process had been completed with the exception of a handful of Indians. With no choice realized, the Choctaw agreed to trade 10.3 million acres in Mississippi for 10.3 acres in Indian Territory.
Map showing the movement of some 100,000 Native Americans forcibly relocated to the trans-Mississippi West under the terms of the U.S. Indian Removal Act (1830).
1837 with Sioux, ceded all land west of Mississippi.

1851 Treaty of Traverse des Sioux cedes all land in Minnesota, creates 2 150 mile strips along N and S sides of Minnesota River as reservations.

1855 treaty with Minnesota Winnebago's (Ho-Chunk) cedes 900,000 acres land in Minnesota.

The orange part is the territory the Sioux accepted in the 1826 peace treaty of Prairie du Chien.
Activity: “Reservation Relocation”

Objective: Students will develop an understanding of what it was like for the Native American population during the time they ceded much of their land.

Goal: Students will relate their experiences from the activity and express them in written or pictorial form.

- Divide students in groups of 3.
- Groups are given a 6’X6’ area in which to “live”.
- A group of “U.S. government officials” overtake each group, one by one, forcing them to live within the parameters of the other groups.
"I am happy to inform you that, in spite both of blandishments and threats, used in profusion by the agents of the government of the United States, the Indian nations within the confederacy have remained firm in their loyalty and steadfast in the observance of their treaty engagements with this government."

(The above Extract from Jeff Davis's last Message will serve to explain the News from Minnesota.)
The Battle of Birch Coolie, Minn.

BATTLE OF BIRCH COOLIE, MINN.

Fought September 2nd and 3d, 1862. Ninety-five horses lay dead within the camp; 60 men killed and wounded; 500 Indians were under cover in the tall grass, and concentrated their fire on the camp.

Designed by A. P. Connolly.
Dakota Group shortly before outbreak
Effects

• After 37 days of war over 500 Americans and 60 Dakota were killed. The majority of New Ulm buildings had been burned. Of almost 400 Dakota men tried by a military commission, 303 were sentenced to die.

• Encampment at Fort Snelling
President Lincoln pardoned many men, but 38 Dakota men were hanged in Mankato.
Destination and Imagination

• Imagine you are being forcibly removed from your home to a place hundreds of miles away. What reasons do the authorities give for your relocation? Locate your destination on a map and study the route. Write you feelings and impressions as you make this journey. Will you resist the orders and turn back? Why?
Start in Duluth, Minn.
Following a News Event

• The Sioux Uprising is just about to happen. After researching the daily battles, create a “news” story to either write for a newspaper article, or for broadcast on your news channel.

• Names, dates and locations must be accurate.
Ledger Art from Fort Marion
The suicide was left in Nashville with a guard, but recovered and was sent on to St. Augustine a few days later.
The night of the surrender and after they had given up their arms and all war material and had received rations the Indians had a dance to which they invited Capt. Pratt and his interpreter, Phil McCusker. The incidents of that dance are among the most vivid in my memory. There were 72 lodges and about that many warriors beside their women and children, about 200 in all. I had eight Indian scouts, the interpreter, two wagons with colored teamsters and three tents. (See on one side)
On the parapet of Ft. Marion next day after arrival
Art from Fort Marion

• Joyce M. Szabo
  The Silverman Collection
  University of Oklahoma Press  2007
Winter Calendars
1843 Nest Building Kado
1843-33 Unnamed Winter
1844 Sioux Kado
1862-63 Horses ate ashes winter
1863 No Arm’s Kado
1863-64 Big Head died winter
1867 Koitsenko initiated again Kado
1867-68 Treaty Winter
1868 Without Horn killed Kado
1869-69 Black Kettle killed winter
1868 Warbonnet captured Kado
1869-70 Frightened by bugle winter
1874-75 Kiowa prisoners to jail
1875 Love Making Spring Kado
1875-76 Given sheep winter
1879 Horse eating Kado
1879—80 Red Buffalo died winter
1880 Big Bow did
1903 Payment Winter
1903-04 Sore eye winter
1904 Many did summer
1916-17 Delegation to Washington winter
“Prior to widespread literacy, the Kiowa people recorded their history in pictorial calendars, marking an entry for each summer and each winter.” Their calendar *sai-guat*, can be translated as winter marks or winter pictures.

Information from *One Hundred Summers: A Kiowa Calendar Record*  
Candace S. Greene  2009
Native American pourquoi tales

• From ReadWrite Think: November 2, 2009: November is National American...

Activity: The First People website includes a selection of tales. Brainstorm a list of animals with distinctive features then have your students write original pourquoi tales. (use beanie baby animals to help spark ideas)

www.readwritethink.org/calendar/calendar-day.asp?=618
Anishinabe

• Are the third largest Indian tribe in North America, surpassed only by the Cherokee and Navajo. They were primarily located around the Great Lakes region, mostly in the Lake Superior area.

• What does Anishinabe mean?

• List some Anishinabe traditions you know.
Research Resources

- C:/Documents and Settings/Owner/Desktop/Indian Affairs – State of Minnesota Tribal Nations.mht
- Minnesota Historical Society
Resources

• One Hundred Summer
Akiowa Calendar Record
Candace S. Greene
Pages 60, 86, 94, 96, 104, 110, 151, 172,
Bead Loom Weaving Lesson

• Students will be able to describe the process of weaving and demonstrate how Native Americans and others wove beads on a loom to create long, narrow bands for hair and bracelets. They will produce a patterned beaded band influenced by their visual study of Native American geometric patterns in their Web and print resources.

• Grade levels 5-7
Dream Catcher

• Students will construct a dream catcher
• Materials:
  • Sinew
  • Willow branch
  • Feathers
  • Seed beads