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Adorned Man

Standard/Objective

- Describe the ways family, gender, ethnicity, nationality, and institutional affiliation contribute to personal identity. (NCSS)
- Students will study leaders of the Crow tribe and create posters highlighting their influence on the tribe.

Materials

copies of both sides of the *Portrait of a Crow Man* photo card; copies of the historical background information (page 28)

Discussion Questions

- What adornment is this person wearing?
- How old is this person?
- Where was this picture taken? What clues do you have?
- What could this person's status be?

Using the Primary Source

Pass out copies of the photo card to students. Have them look at the card and discuss the questions above with a partner or small group. Then share the background information with the students. Discuss whether this information is what they have traditionally learned about Plains tribes.

If time allows, have students write answers to the questions on the back of the photo card. This would be one way to assess their understanding of the background information.

Research the important leaders of the Crow. Assign small groups a leader and have them each create an educational poster highlighting that leader's influence on the tribe. Examples of leaders include: Crazy-Head, Looks-with-his-Ears, Rock, The-Man-That-Carries-his-Food, The Bank, Deaf Bull, Big-Hail-Stone, and Crazy Head's Son.

Extension Ideas

- Research the battles of the Crow with their enemies. Include research of the Sioux, Dakota, and other tribes with which they battled. Have groups of students create battle cards describing battles between these tribes.
- Learn about the Crow tribe today. Study the jobs they do and the roles they play in society. Assign each student a different aspect of Crow life today, such as jobs, education, government relations, and homes, and have them write short papers describing their assigned section. Put these together to make a magazine about the current Crow Nation.

Adorned Man *(cont.)*

Historical Background Information

The Crow tribe lives in the Colorado and Wyoming area. Originally the Crow lived east of the Mississippi in Missouri. However, the white settlers encroached, and the United States government forced them to move in 1868 to their present region. Originally they were farmers in Missouri, but when they moved west, they quickly became bison hunters as other tribes of the Plains region were. They began calling themselves “bird people,” because they moved so often to follow the bison.

The Crow used horses and lived in teepees that allowed them to travel easily. They were simple people and began trading with other tribes and white traders in the area. In this way, they were able to get a variety of materials. These materials were used in many ways. When hunting bison, they used the fur for clothing and hides for teepee coverings. They used the meat for food and made tools from the bones.

Crow men, and men of many tribes in the Plains region, wore jewelry called “hair pipes.” This can be seen in the necklace worn tightly around this Native American’s neck. The origin of the name is not clear, but it is believed that this type of jewelry dates back hundreds of years. These cylindrical hair pipes were made of bone. The Crow people often wore wool clothing. Feathers were also often used for adornment in their hair or on the ends of their shirts or pants. Feathers were very important to these people, and it was said if a man’s feather was split in half, then he had hurt someone in battle. Fur ermine tails could also be hung from the arm sleeves. The Crow also liked colorful clothing. They used wild berries to dye their clothing. They wore robes made of bison hide and moccasins lined with deer hair. Their pants were made of antelope skins. The belt of their pants was covered with beading. In the winter, they used gloves made of bison. The teeth of bison were worn as ornamental jewelry. White settlers who came in contact with the Crow were especially impressed with their clothing.

Crow men did the hunting and were also responsible for battles. The Crow lived in family units, but men were also a part of a warrior society. These groups led battles and raids against the Crow’s enemies. Men were chosen to be members of a warrior society based on their skill. It was a special honor for members to go into an enemy’s camp and steal its horses and weapons. The men could also earn an extra special honor called counting coup. A warrior would go into an enemy’s territory and touch an enemy warrior on the head with a special stick without harming him. This was considered so dangerous that it was more prestigious than killing a man.

In 1805, the Crow people had their first contact with white men. They began trading with them and used metal obtained from these men for jewelry and weapons. Today the Crow live on a reservation in the same region. They hold a variety of jobs, both on and off the reservation.





Portrait of a Crow Man

Historical Background Information

The Crow tribe originally lived in Missouri. Clashes led them to move further west to Montana. Crow men were warriors and hunters. They liked to wear colorful clothing and used bison bone to decorate themselves. They wore beaded jewelry and furs. Feathers played an important role in decoration for Crow men. The Crow men were honored if they had the courage to go into an enemy's camp and steal its horses and weapons. They were even more honored if they tapped an enemy on the head with a special stick and did not hurt him. This was considered to take more courage than killing a man. The Crow still live in the northern plains region today.



Analyzing History

Knowledge

What is this person wearing?

Comprehension

What kind of work would this man have done?

Application

What is the mark on the left side of this person's face?

Analysis

Tell why this man might have had his picture taken.

Synthesis

Imagine what this person was feeling at this moment. Write a paragraph explaining your answer.

Evaluation

What clues in this picture show this person had contact with white men? Write a paragraph explaining whether the white men had a large or small impact on the Crow tribe.

Historical Writing

Fiction

Imagine you are the man in the picture. Write an autobiography describing your life up to this point. Include details of your work and significance of your clothing.

Nonfiction

The decision to move to the West was controversial. Create a chart showing reasons some tribe members wanted to stay in Missouri and reasons why others wanted to leave.

History Challenge

The Bismarck Trail played an important role in the life of the Crow in the West. Research the significance of this trail, and explain how it affected this tribe.

Arctic Kayaks

Standard/Objective

- Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world. (NCSS)
- Students will study the Aleutians and bidara they used for travel. They will create diaries describing a hunt in a bidara.

Materials

copies of the facsimile *Aleut Bidara* document; copies of the historical background information (page 44); copies of the student activity sheet (page 45)

Discussion Questions

- What type of document is this?
- How old do you think this document is?
- What was the purpose of this document?
- Who may have used this document?
- What does this document tell you?
- What is the difference between the top image and the bottom image?

Using the Primary Source

Show students the document and have them speculate about what it shows. Have students meet in small groups to talk about the discussion questions above. Then have each group share its answers with the class. Explain that the boat shown is an Aleut bidara. Have each small group read the background information page. Then pass out the student activity sheet and have the students complete it. Activity 1 should be done in small groups, while Activity 2 can be done independently.

When students are finished, let them create covers for their diaries. If time allows, have them share their entries with the class. Post the diaries in the classroom.

Extension Ideas

- Research the various boats used by the Northwest Coast tribes. Have students compare and contrast the different boats they made. Especially note the difference between the bidara (also spelled baidara) and the baidarka boats.
- Have students design their own boats that they would use for hunting today. The boat must be easily maneuverable like the bidara, and have enough room for at least 20 people. They should also be quiet boats so hunters can get close to the sea life without scaring it away.

Arctic Kayaks *(cont.)*

Historical Background Information

The bidara is a type of boat used by Northwest Coast tribes. Most of these tribes, including the Aleut, lived in present-day Alaska. This boat was made waterproof by a covering of walrus, sea lion, or seal skins. The term *bidara* came from the Russian language meaning “large boat.” The Native American name for this boat is *Angyak*. Bidaras were like large kayaks and were used for transporting large groups of people. These groups were often war parties. These boats were 20 to 35 feet long (6 to 11 meters) and they could hold up to 20 men. Oars were used to move the boats through the water.

To make a boat, the entire tribe was involved. From April to July of each year, every able man hunted for sea lions. The women in the tribe removed the intestines and stretched the skins on special racks they made. The skins were steamed to make them stretch without tearing. The skins had to dry for many months. Beginning in October of each year, the seal hunt began. Again the women cleaned the seals and stretched their skins on the racks. These skins were folded and stored after they dried. At this time, the men began repairing the stretchers in preparation for the next season. In a special dance performed by the tribe, the men would reminisce about the number of bidara they owned. It was a status symbol to own many boats. A man’s reputation also increased with the number of seals he had killed.

In the 1780s, western people began arriving in the Northwest Coast region. These people were fur traders from Russia. These Russian fur traders encountered the Aleutians as they hunted for fur seals. The Russians found they could not learn the great hunting skills of the Aleutian quickly. This led them to enslave and coerce the Aleutian men to work for them. They forced Aleutian people to other parts of Alaska on boats to help as crewmen and seal hunters, and they took Aleutian women as concubines. They began destroying the Aleutians’ bidaras in an effort to destroy the tribe. Destroying the boats prevented the tribe from escaping attack, gathering together, and mobilizing attacks against the fur traders. These same fur traders, however, found the bidara could be useful to them. Russian traders added a sail and rudder to the boats and used them for their own purposes.

When the Russians arrived in greater numbers, they sought to create huge hunting operations. The Russian-American Trading Company was created and many Aleutian men were “hired” to hunt for the company. While Russians and Aleutians did short seal hunts, only the Aleutians did the longer hunts, because they were so skilled at it. The men and their bidaras would be loaded onto larger Russian ships, and they would be dropped off at seal hunting areas. The Aleutian men would then hunt in the bidara for two to three months. The Russian ships would then pick the men up and bring them back with the seals. Although these men were said to work for the company, many of the men were never given anything in return for their labor besides shoes and clothing. In later years, the Native American men began doing other jobs such as carpentry, coal mining, and fishing. By the mid-1850s, epidemics, overwork, and starvation had ruined much of the Aleutian tribe.



Name _____

Building Boats

Background Information

Bidara are special boats made by Native Americans living in the Aleutian Islands area, which is near present-day Alaska. These boats were made to carry many men as the tribes went to hunt or go to battle against other tribes. In the mid 1800s, Russian hunters came to the area and began interacting with the Aleutian people. The Russians were not successful hunting sea animals that were far out to sea. They knew the Aleutians were capable, so they had them do this hunting using the bidara boats. The Aleutians would hunt for two to three months in the boats. This led to many years of the Aleutian people working for the Russians. In the late 1800s, this hunting trade diminished, and many Aleutian people died from disease or took jobs outside of the area.

Activity

1. After reading the background information page, discuss the following questions with your group. Use the lines provided to jot down a few notes.

- Why did the Aleut use the bidara?

- What natural resources did the Aleutian people have in their area?

- From what were the bidaras made?

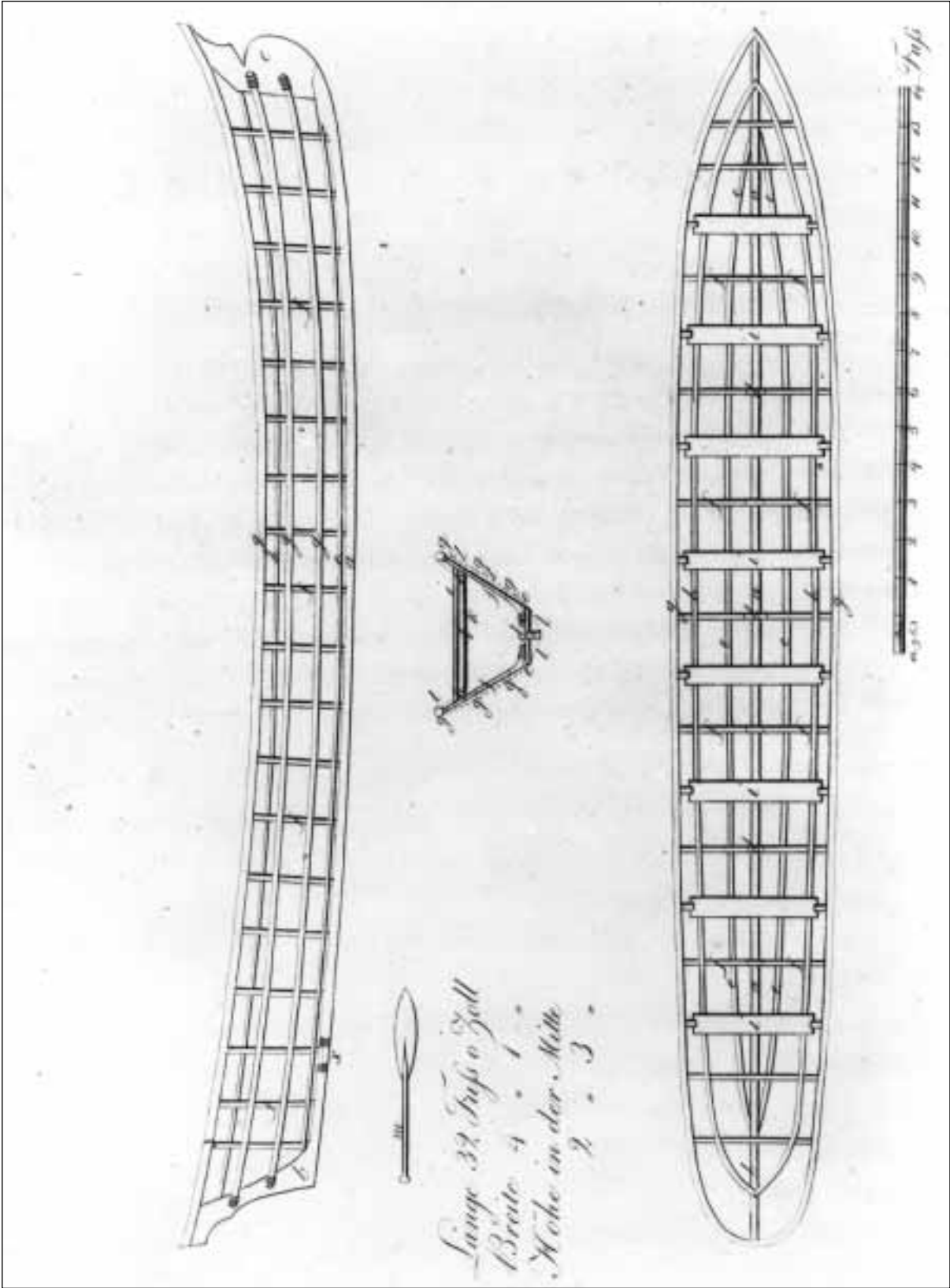
- How long might it take to build a bidara?

2. You are an Aleutian going on a whaling hunt with several of your tribe members. You are heading out to sea to hunt these animals. Create a diary with several entries describing your hunt and living conditions in the bidara. The hunt can last several weeks, so include several entries describing where you camp for the night and what you see.

Challenge

Study the Aleut tribe of today. Determine if the people still use bidaras and where they are located. Write a report of the Aleutians, and include what they do to make a living today. If you have time, include a map in your report that shows the areas where the tribe is located today.

Aleutian Boats



MSCUA, University of Washington Libraries (NA3941)

Name _____

Cherokee Trail Marker



Denver Public Library, Western History Collection (X-32646)

1. Why would such a marker be placed here?

2. How could the person whose name appears on the marker be connected to the site?

3. Who would be the audience for this marker?

4. How is this monument similar to other monuments?
