

Hey, Hey, We're the Pamunkey...and Other American Indians

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OVERVIEW

Topic: Native Americans, with a focus on the Eastern Woodlands Indians. This lesson introduces the concept that Indians adapted to the areas of the American continents in which they were located. It also includes web applications for facilitating the study and comparison of the different Indian tribes, their rituals, daily lives, and their impact on the Europeans who came later to the continent.

LENGTH OF LESSON

Two, 60 minute sessions

VIDEO/TECHNOLOGY HARDWARE AND SOFTWARE

Native American Series #104, Indians of the Southeast

Native American Series # 101, 102, 103, 105
(Extensions)

Computer with Internet and email access

Email software

Web Sites:

http://trackstar.hprtec.org/themes/ss5-8/index_ss5.html

<http://www.geocities.com/Heartland/Prairie/8962/nainfo.html>

<http://www.dickshovel.com/up.html>

<http://www.germantown.k12.il.us/indians/intro.html>

(Compare tribes from different regions in North America)

<http://inkido.indiana.edu/w310work/romac/swest.htm>

<http://www.anthro.mankato.msus.edu/prehistory/settlements/index.shtml> (Native American shelters)

<http://www.geocities.com/Broadway/1001/poca.html>

(Powhatan Indians and the colonists)

<http://www.apva.org/history/index.html> (History of Jamestown)

WEB APPLICATIONS

The student will use the web to:

- locate Native American group settlements in different geographic regions of the United States.
- collect information about the history, art, shelter and daily life of different American Indian tribes.
- communicate with a keypal in another region of the United States for the purpose of information exchange and comparison and contrast.
- participate in a telefield trip to an American Indian Museum.

LEARNING OBJECTIVES

The student will be able to:

- identify natural resources necessary for the survival of Native Americans in the Southeast Region of the United States.
- explain how geographic and climatic factors influenced the lives of various Indian tribes.
- use historical analysis skills and organize information to compare the different factors affecting the lives of Indians in the United States, using primary sources such as artifacts, photographs, documents and art.

This lesson addresses Va. SOLs History 2.3; English 5.7; Computer/Technology 5.4; VS.1, VS.2, VS.3, VS.4

MATERIALS AND TEACHER PREPARATIONS

For Teacher:

- 7 sacks (paper or plastic) each with a different object used by Native Americans for survival: a coil of basketmaking reed, a ball of clay, a piece of bamboo or river cane, a rock, an ear of dried indian corn, a piece of animal hide, a bone, a feather, and a shell.
- Transparency of the “Survivor” game sheet
- chart of Native American picture writing examples translated to English words. (Pamunkey Picture Writing)
- Computer lab with internet access, or a computer station that students can rotate through to collect their information.
- computer disks for information storage
- watered-down brown tempera paint in a bowl
- newspaper to cover painting center
- two 2” paintbrushes

Per student:

- one “Survivor” game sheet and pencil
- one Chinette paper plate (or brown construction paper circle)
- Crayola or other wax crayons, including black

PREPARATORY/PRE-VIEWING ACTIVITIES

1. Tell students that today they are going to play a game of Native American “Survivor.” Divide the class into 6 or seven groups, and give each group one object in a bag. Tell them to carefully study their object, brainstorm as a group, and fill out their game sheet with a number of ways they could use such an object to survive in the American wilderness. Remind them to think about the difference between “wants” and “needs.” They can imagine the object being larger, such as a complete animal hide, or a much longer bamboo pole. The object can be altered, as long as only natural materials are used, such as bending a stick or using heat or water. Tell them they have 5 minutes to brainstorm and compile their ideas. Adjust the time if necessary for students to complete the activity.

2. When time is up, ask each group to show their object and explain their ideas, using specific examples of how the object could be used. Use the transparency to compile the ideas, and compare information generated by each group.

Vocabulary:

artifacts	natural resources
Eastern Woodlands	pallisade
food	pictograph
longhouse	picture writing
Native American	shelter

FOCUS FOR VIEWING/ OTHER TECHNOLOGY

To give students a specific responsibility for viewing, tell them they are going to see a video which shows the daily life of typical Eastern Woodlands Indians, such as Pocahontas as she lived among the Pamunkey tribe of the Powhatan Confederacy. Explain that the video will show natural resources of the Eastern region and the different ways the Indians utilized them for survival.

VIEWING AND /OR ONLINE ACTIVITIES

1. **CUE** the video at the opening screen when the music begins and you can see a teepee. Set the tape counter at 0:00.
2. **FOCUS:** Say, What do you think about when you hear the term *Native American*? Listen for some words in this part of the video that would help describe the term Native American. **START** the video and **PAUSE** at 0:33, after the narrator says “...and teepees.” Ask, “Did you hear some things that made you think of Native Americans?” (Answer: Indians of the Western Plains, eagle feathers, buffalo hunts, and teepees.) Ask, “Why do you think we call Indians *Native Americans*?” (Answer: They were the first people on the continent of North America.)
3. **FOCUS:** Say, “Where did the Native Americans come from? Does anyone know? See if you can find out from this next segment of the video.” **START** the video and **PAUSE** at 0:59, when the narrator says “who crossed the land bridge from Asia to North America 1000’s of years ago.” Ask, Where did they come from? (Answer: All of these

people are descendents of people who crossed the land bridge between Asia and North America thousands of years ago.) Point out the arrow on the map on the screen to illustrate the migration route.

4. **FOCUS:** Say, Look and listen to this portion of the video to see if you can find the different areas where they went after crossing this land bridge. See if you can tell me where they went.” **START** the video and **PAUSE** when the narrator says “...spread from coast to coast.” (1:19) Ask, What did you find out about where the people went after crossing over the land bridge? (Answer: They migrated all the way south as far as the tip of South America and spread from coast to coast.)

5. **FOCUS:** Say, "These Indian groups had to adapt to a lot of different areas. Did all these areas have the same climate and land features? (Answer: No.) Today we are really trying to learn about how the Indians in the eastern region of North America adapted to their environment. Listen to this next segment of video and you should be able to tell me about the land forms found in this Southeast region.” **START** the video and **PAUSE** when the narrator says, “This is the land they knew.” (2:09) Ask, What was the land like here in the Southeast? (Answer: Sandy beaches, rich swamplands, mountains, rivers and streams.)

6. **FOCUS:** Say, Even before the explorers came from Europe, a million Indians were settled in the Southeast. Let’s listen in this next part to see what kind of settlements the Indians had. Also listen to how we found out about the way Indians lived here. **START** the video and **PAUSE** when the man wearing a large hat is shown drawing a picture of two Indians. (2:49) Ask, What type of settlements did the Indians have? (Answer: communities and towns surrounded by log pallsades.) Ask, How did we find out about them? (Answer: Most of what we know about them came from stories and drawings made by Europeans who came here in the 1500s and 1600s.) Discuss with the students how we know what we know and if we are sure the information is accurate. (Most of our information comes from the European viewpoint of Indian life, as well as artifacts found from archeological digs.)

7. **FOCUS:** Say, In this segment you are going to see some of the language groups of Indians found in

the Southeast region of North America. See if Virginia is included in the description. **START** the video and **PAUSE** when the narrator says “...and Eastern Tennessee.” (4:11) Ask, “Was Virginia included in the narrator’s description?” (Answer: No.) Say, I am showing you this video because the Indians in Virginia lived much like these other groups in the Southeast region, except their Language group was called Algonquin.

8. **FOCUS:** Say, Have you heard of Pocahontas? She was a Powhatan Indian who spoke the Algonquin language. Her father was Chief Powhatan, who ruled the Powhatan Confederation, a group of many different Indian tribes who also spoke the Algonquin language. Pocahontas and her father lived among the Pamunkey Indian tribe in the Eastern part of Virginia. Let’s find out more about how these Southeastern Indians lived. I want you to listen for this information in the next part of the video: What type of homes and villages did these Indians build? **START** the video and **PAUSE** when the narrator says, “...topped with a thatched roof.” (4:50) Ask, What did their homes and villages look like?” (Answer: Small hamlets of only a few houses to large towns of up to 1000 people, surrounded by log pallsades. Houses were round (wigwam), or rectangular (longhouse), and made with twigs which were woven together. They were covered with grass and clay, then animal hides or fiber mats. They were topped with a thatched roof.) Say, Tell me again what homes were surrounded by. (Answer: a log pallsade, or “a wall of protection”)

9. **FOCUS:** Say, Think about our Survivor Game and the ways we decided to use our natural resources to survive. Let’s listen and see if the Southeast Indians used them in the same ways we did. **START** the video and **PAUSE** when the narrator says “... corn, squash, pumpkins and other foods.” Ask, Can you name some ways the Indians used some of the resources we had in our bags during the game? (Answer: They made bows and arrows to use for hunting; spears, nets and traps for fishing, and they gathered plants, nuts and berries from the forest to eat. They began farming and grew corn, squash, pumpkins and other foods.) Ask, Did anyone hear what was mentioned as the most important food? (Answer: Maize, or Indian corn.) Let’s listen again. **REWIND** to 5:03, where the Indian is spear fishing. **PLAY** and **STOP** at 5:48,

when the narrator says, "...In general though, the men hunted and the women farmed." Discuss the tools seen in the video, the importance of maize, and the term "Hunters/Gatherers" to describe the Indians of the Southeastern region.

10. **REFOCUS:** Say, Let's look for some other things we used in the game that are necessary for the Indians to survive. **PLAY** and **PAUSE** when the Indians are canoeing down the river toward you (8:30). Ask, What did the Indians need? (Answer: Storage containers to store the food they had grown, such as pottery and baskets.) Ask, What natural resources are used to make pottery containers and baskets? (Answer: clay to make pots; grasses, cane, honeysuckle and bark to make baskets.) Say, Did you notice the canoe the Indians made? What natural resource would you need to make that? (Answer: trees)

11. **FOCUS:** Say, Indians also needed weapons to survive in the wilderness. In the last video segment, find the natural resources they used to make weapons. **PLAY** and **STOP** when the narrator says, "...think of all the resources you've just seen." (12:49) Ask, What can you tell me about how the Indians made their weapons? (Answer: Cane and wood was used to make bows and arrows; quartz flint struck repeatedly with a rock was used to make the arrowheads, and a piece of deer antler was used to do the final shaping of the arrowheads. Animal sinew was used to attach the arrowhead to the arrow shaft, and turkey feathers for the tail to make it fly straight. The blowgun was made from river cane (bamboo) and was used to hunt small animals. The blowgun was straightened by heating and bending, and hollowed out by using sand and flint with a stick. Plants such as thistle were used to make the tail of the dart for the blowgun.)

POST-VIEWING AND/OR ONLINE ACTIVITIES

1. Tell students that they are going to learn more about one tool shown in the video, the one made with clay. Ask how the Indians used clay. (Answer: To make pots and bowls, containers for cooking and storage.) Tell students that the Pamunkey Indians were known for the picture writing found on their pottery. We can learn more about the culture of Native Americans by examining one method of

communication used by them. Native Americans developed ways to record events and ideas using picture symbols called pictographs, or picture writing. Other members of their tribe understood the symbols they used. Explain that the Pamunkey Indians were known for their picture writing, found on pottery in the region where they lived. The Indians decorated their pottery with pictographs that actually depicted events that happened in their lives. Hand out the Picture Writing Dictionary sheet. Ask students to translate the story of Pocahontas and John Smith by using the Picture Writing Dictionary. Go over the translation with them. Hand out paper plates and crayons. Ask students to create a story about themselves as if they had lived in Virginia during the time of Pocahontas. Their story should be used to decorate the plate, going around the inside edge, and should be done entirely in picture writing. Tell them to be sure to use information they have learned from the video in their story. To finish the plates, have students paint over the entire design with watered-down brown tempera paint. This will give the effect of a terracotta clay design. (An alternative method is to use a brown construction paper circle as the base for the picture story)

2. In the computer lab, have students take a telefield trip to various Indian museums and tribal web sites around the country. Have them collect information about food, shelter, clothing, art, and culture of tribes located in different regions. Use the research grid to record data about regional differences they find in their research.

3. Have students communicate via E-mail withkeypals from different areas of the United States to exchange information about Indian tribes indigenous to their area.

ASSESSMENT

1. Ask students to write a story translation of the pictographs used on the plate they made in the previous activity. Students can trade plates to try translating other stories.

2. After visiting several web sites about Indians in different regions of North American, have students compare the ways natural resources were used in the different areas.

3. Have students choose a region of the country and write in their journals what a day in the life of an Indian child might have been like there.

ACTION PLAN:

1. Plan a trip to a Native American museum or pow-wow so students can see first hand how Indians lived.
2. Invite a member of a local Indian tribe or an historian to visit the class to speak about what life was like for Indians in our region of the country.
3. Invite a group of Native American dancers to perform tribal dances for the school. This is an excellent way to expose students to Native American rituals and beliefs.
4. Students could write to or conduct interviews with local Indian people.

EXTENSIONS

Language Arts

1. Have students read trade books about Native Americans in different regions of North America. Compare the cultures by location, land forms, natural resources, clothing, food, shelters, art forms, etc. Students can create plays about the Indians of different regions based on their reading and research.
2. Compare Native American pictographs with Egyptian hieroglyphics and Chinese ideographs. Describe similarities and differences, and how they were used in the culture in which they were developed.
3. Have students write poems, stories and songs about Native American life.

Math: Using colored pencils or markers, have students create a symmetrical design using geometric shapes and patterns found in Native American art. Designs should show examples with definite lines of symmetry.

Social Studies:

1. Have students create a map of North America, and map the regions where tribes they have learned about were located.
2. Have students construct a model Indian village, including longhouses, palisade, and other things found in an Eastern Woodlands community.

Students should compare early Indian communities with life in our communities today.

3. Have students create a map of Virginia and label the locations of the eight recognized tribes in Virginia.
4. Students could plan an Indian Fair, where they could create artifacts and display where they might have been used.

Art:

1. Students can create a pinch pot with terra cotta clay, and decorate it with a story using pictographs from their picture writing dictionary.
2. Using their picture writing dictionary as a source for design ideas, have students construct a sand painting.
3. Have students draw or construct an Indian home, and compare it to a picture or model of their own home. This activity can be expanded to include building a model of an entire Indian village and compare it to a map of their community.

Technology: Have students choose a region of America and plan a PowerPoint presentation showing what they have learned about Native Americans of that region. They should include food, clothing, shelter, make-up of the community and any other details that would describe life in that part of the country. Presentations should be shared with others in the class in order to study many different tribes and regions.

Resources:

- Barbour, Philip L. Pocahontas and Her World. Boston: Houghton Mifflin Company, 1970.
- Woodward, Grace Steele, Pocahontas. Norman: University of Oklahoma Press, 1969.
- Feest, Christian, The Powhatan Tribes, December, 1990
- Jeffers, Susan, Brother Eagle, Sister Sky, September, 1991
- Neill, Rev. Edward D. Pocahontas and Her Companions. Albany: Joel Munsell, 1869.
- Perdue, Theda, The Cherokee, October 1999
- Potter, Eloise, Native Americans: The People and How they Lived, June, 1986
- Rodanas, Kristina, Follow the Stars: A Native American Woodlands Tale, July, 1998
- Rountree, Helen C. Pocahontas's People: The Powhatan Indians of Virginia: The Powhatan

Indians of Virginia Through Four Centuries

Norman: University of Oklahoma Press, 1990.

- Sonneborn, Liz, Native American Culture: Arts and Crafts, September, 1994

ABOUT THE AUTHOR

Barbara Moody teaches Art and Performing Arts within an integrated curriculum at T. C. Miller School for Innovation in Lynchburg, Virginia. Barbara is a master teacher for NTTI. She has presented at the National Association of Elementary School Principals Annual Conference, the Virginia ASCD Annual Conference, at VAEA Conferences, the National Teleconference on Magnet Schools at the University of Virginia, and at Virginia Standards of Learning Sharefairs. She is a graduate of the University of Delaware with a B.A. in Art Education. She received an Alumni Commitment to Education Award from the University of Delaware. Barbara was named Lynchburg City Schools Teacher of the Year in 1995, and also the Virginia Region V Teacher of the Year. She received an Excellence in Education Award from Virginia Tech during the 1999-2000 school year. Barbara has illustrated a counseling book for children, When a Parent Goes to Jail, by Yaffe and Hoade, published by Rayve Productions, California, 2000. She is married to Chip Moody, and has two children, Sara and Brian.