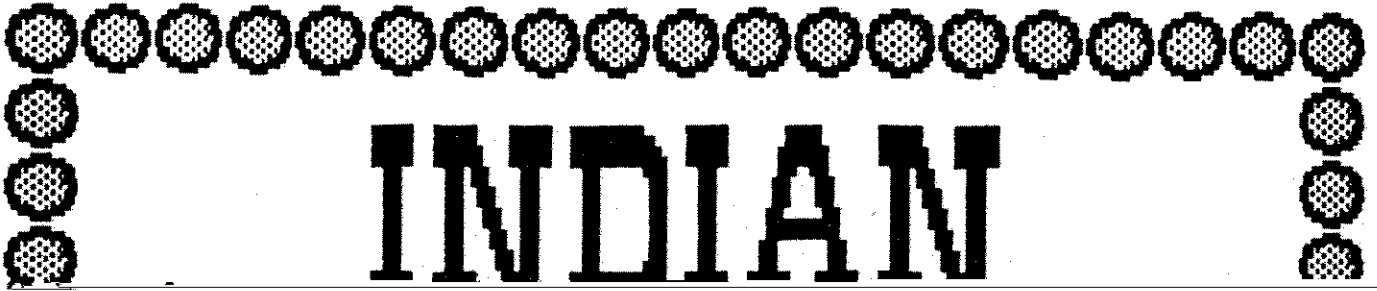


GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for
"INDIANA AND THE NEW MEXICO 1876-1878"



INDIAN

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2/22/90
10:00 AM

YOW

PTS' DAY
4th Grade
ool Gym
7, 1990
.M.

Adam
Lechrone

7

VOW

CTION

to School Each Day"

"We Are the Redmen"

*** "Lemme Sticks"

**** "Rabbit Dance"

***** "Corn Dance"

Banks of the Wabash"

AREWELL

"Where we walk to school each day
Indian children used to play;
All about our native land
Where the shops and houses stand;
And the trees were very tall,
And there were no streets at all;
Not a church, and not a steeple,
Only woods and Indian people;
Only wigwams on the ground,
And at night bears prowling round.
What a different place today
Where we live and work and play!"

By Annette Wynne

THE RED MEN

Origin Unknown

2. We can fight with sticks and stones,
Bows and arrows, bricks and bones,
Pow Wow, Pow Wow.

(Repeat Chorus)

3. We come home from fighting afar,
Greeted by our long-nosed squaw,
Pow Wow, Pow Wow.

(Repeat Chorus)

THE REDMEN

We are the Redmen, tall and quaint, (Raise arms up on "tall.")

In our feathers and war paint, (Fan fingers on top of head on
"feathers." Cross forefingers
Pow Wow, Pow Wow. over cheeks in downward motion
on "war.")

(Fold arms one over the other chest high each time
you say Pow Wow)

CHORUS:

We're the men of the old dun cow.

We are the Redmen, feathers on our head men, (Fan fingers on
"feathers.")
Down among the dead men, (Bend over with hands nearly touching
the floor.)
Pow Wow.

We can fight with sticks and stones, (Gesture with arms striking
in a forward motion.)
Bows and arrows, bricks and bones, (Pull arms back like using a
bow. Then repeat above
Pow Wow, Pow Wow. action.)

We come home from fighting afar (Strike forward with fists

closed.)

Greeted by our long-nosed squaw, (Close hand over nose and
Pow Wow, Pow Wow. motion downward.)

RABBIT DANCE

INSTRUCTIONS.

LEMMI STICKS

LEMMI STICKS: This rhythm game is also called Lummi Sticks, named after the Lummi Indians, a tribe living on the Oregon Coast, and Maori Stick Game, named after the Maori people of New Zealand.

EQUIPMENT: Each player uses a pair of smooth, straight sticks, 3/4" x 9" long. (Some game books say sticks should be 1-1 1/2" in diameter and 12-18" long. I have found this size is awkward to handle.) Girls can paint their own sticks, found in the woods, or wooden dowels can be used. Sticks are often decorated or painted. (I have found Crayola markers work well.) If decorated, several coats of varnish will seal the colors, so they won't rub off onto your hands.

POSITION: Players sit on floor facing each other, their knees about a foot apart.

MOVEMENTS: These are some of the basic movements. As you enjoy your game, you may think of others.

- Down - Hit own sticks on floor upright
- Tap - Tap sticks making an X, or tap partner's stick making an X
 - R Tap - Players tap right sticks
 - L Tap - Players tap left sticks
- Tip - Hit tip end of sticks on floor in front of player
- Flip - Toss sticks in air, turning them once and catching the other ends
- Throw - Throw stick to partner with a gentle upward motion so that the stick drops into her hand easily. The sticks are thrown in a vertical position

Downs, Tips and Flips are done with both hands at the same time. Both

LEMME STICKS

Persuasion Lesson Plan

Prepared by: Cindy Stankovic
John Walsh
IUK Practicum students

Goal: In this lesson students will learn the process of developing material to make a persuasive statement. They will review the position of one of the following groups: Indians, ranchers, farmers, or miners in settling a dispute on the use of land. The culmination of this activity will be to negotiate a treaty.

Objectives:

1. Give a specific set of data about the position of the group.

2. Each group member will be assigned one perspective from which

INDIANS

Your people are a hard working, honest group of people who were moved to this area and, by treaty, promised this land forever. You have a sacred burial ground within the area and the ceremonies conducted there are a very important part of your life. You

most of your own food and fish in the river running through the area. You would like to start a cattle herd since most of the wild game has disappeared and the people of the tribe are going hungry. You have also noticed that the water level of the river has been dropping due to lack of rainfall the last two years. The farmers want some of your land for crops and the cattlemen do also for grazing purposes. The farming practices have resulted in soil erosion that clogs the already low river with silt. The mining company wants your land for strip mining. You feel that this is a very important part of your life.

You have faced three years of poor weather that has limited grazing area for your cattle. Your herds have been getting smaller and smaller. This has caused a shortage of cattle, so the price of cattle has gone up. If you could get more grazing land, you could tend more cattle and make up some of the money you have lost. There is also a way to...

the army is critical. You have neighbors to your east who farm many acres, and neighbors to the south who are members of a local Indian tribe within a reservation. If you do not find a way to replenish your herd, you will lose the ranch and business.

Five issues you will need to be able to persuade your neighbors on:

1. Persuade the Indians of your need of more land for grazing cattle.
2. Persuade farmers to sell what grain they have to quickly fatten cattle to ship to the army.
3. You have heard the farmers want to use chemical fertilizers to improve their crops. But, the runoff water from such fields will...

FARMERS

Your land also seems to be losing fertility. There are many acres of good land belonging to your neighbors, the Indians. There is also a new chemical available on the market that might help solve the fertility problem and put needed nutrients back into the land artificially. Your other neighbor is a settler.

MINERS

You are the owners of a large uranium mining company. Lately, the ore on your land has been running out. If you do not find new areas to mine the whole operation will be out of business. Two hundred miners would then lose their jobs. People in the cities need uranium to keep their nuclear power plants running. There is also a war going on and the...

submarines. You need more land and you know that the ranchers and Indians have ore on their property. You will also need lots of water to process the ore before shipping. At the present time you are spending extra time and money on shipping of ore...

FINAL TREATY

We, the selected representative of the United States government, have come to the following agreement concerning the land problems involving Farmer Brown (E-I-E-I-O Farm), Cowboy Bob (YIPPEE-I-O Ranch), Chief Justice (LOCAL RESERVATION) ...

Lesson: Myths of Origin

Goal: To promote student awareness of the diversity in cultural and traditional perspectives as well as in methods of communication.

Objectives:

1. Students will write a personal myth of origin modeled on an example read by the teacher.
2. Students will create a pictograph to explain their own myth.
3. Students will produce a sandpainting reproduction of the pictograph with an attached legend for interpretation.

Materials:

1. Myth of Nokomis and the Anishnabe
2. 1-Particle board covered with glued sand per child
3. Pictograph "idea" sheets
4. Dyed sand
5. Glue
6. Spoons
7. Newspaper

8. Paper (for writing story and drawing pictographs)
9. Example of finished sandpainting
10. Costume of traditional dress for teacher (optional)

Procedure:

1. Students should sit informally in a semi-circle.
2. Introduce concept of myth through any myth common to students in your area. Explain the importance of traditional storytellers explanations to Native Americans.

7. Distribute particle board squares, colored sand, glue and newsprint.
8. Instruct students on sandpainting process. (See separate sheet) Monitor student activity throughout process. Aid those who have any kind of difficulty.
9. Place finished boards in an unobtrusive spot to be evaluated when the class is finished. Those not finished within the allotted time (varied with class) should be given time during the following day to complete the task.
10. Clean up. Save any colored sand being careful not to mix the colors.

Sandpainting

Instructions:

Draw pictograph on sand board with pencil to use as a guide.

Draw first symbol with a thin line of any brand white, disappearing craft glue

Who gave to me
The breath of life
My frame of flesh?
Who gave to me
The beat of heart
My vision to behold
Who?

Who gave to us
The gifts we do not own
But borrow and pass on?
Who made us one?
Who set the Path of Souls?
Who carved the Land of Peace?
Who?

Kitche Manitou-the Great Spirit

Kitche Manitou saw that Sky-Woman was lonely and sent her a husband. They were happy when Sky-Woman found she was to have a baby. As Sky-Woman grew in size she became weary. The water creatures asked the great Turtle to rise to the surface of the water to give Sky-Woman a place to rest. She left her home in the sky and lived upon the back of the great turtle that became the island Michelimackinac. One cloudless morning, she gave birth to twins, a boy and a girl. These were the Anishnabe. Many years passed and the Anishnabe grew in number. Eventually, when Sky-Woman was certain her children would survive, she returned to her home. Ever after, the Anishnabe remembered the first of mothers--Nokomis (the grandmother) who is seen now as the moon giving light to her children. Animkee, the father of the Anishnabe, became despondent because his children and grandchildren had forgotten him. In his anger, he came from the western skies, calling out in a voice which shook the earth and sky. He flew over the homes of the Anishnabe shooting fire arrows at the earth, whipping the clouds until they cried tears upon the earth. He did not remain, but flew east. At first he was alone, but later he was joined by many grandfathers. Together they stormed the Anishnabe. These

PREPARATIONS FOR SAND PAINTING

Buy a 75 pound bag of white sand.
Purchase whatever colors you wish of Rit dye.


Mix small amounts of dye according to directions.
Place quantities of sand in a mixing bowl and add dye slowly.


Spread sand on cookies sheets that have been lined with paper towels.
Place sand in a low oven (about 200 degrees) in order to dry.
Stir frequently to keep it from getting hard lumps and to dry evenly.
It may be necessary to sift the sand after it is dry.
Place in containers like cookie tins.

Purchase a bag of yellow sand or get some from the dunes near
Lake Michigan. The dune sand is very fine and works the best.


Cut rectangles of cardboard the size you wish to make your pictures.

Spread carpenter's glue thinly across the surface. Sprinkle about
1" of sand atop and press with a glass bottom. Tap off excess sand.

 = path

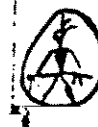
 = rocks

legend


 = Kitche Manitou


 = sky


 = sun


 = human life
- general

legenda


 = cave in mountain


 = spruce trees


 = bear track


 = maiden who


SYMBOLS


 = Kitchie Naxifou (Creator)


 = corn plant


 = sky or universe


 = lightning


 = sun, life, time


 = knife

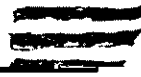
 = man, if surrounded by all... it is all human life


 = feathers


 = star


 = earth (—), tepees represent tribes


 = speech, language


 = trails


 = woman, ^{primacy and constancy} of woman kind


 = eye


 = moon cycle

 = mountains

 = great turtle

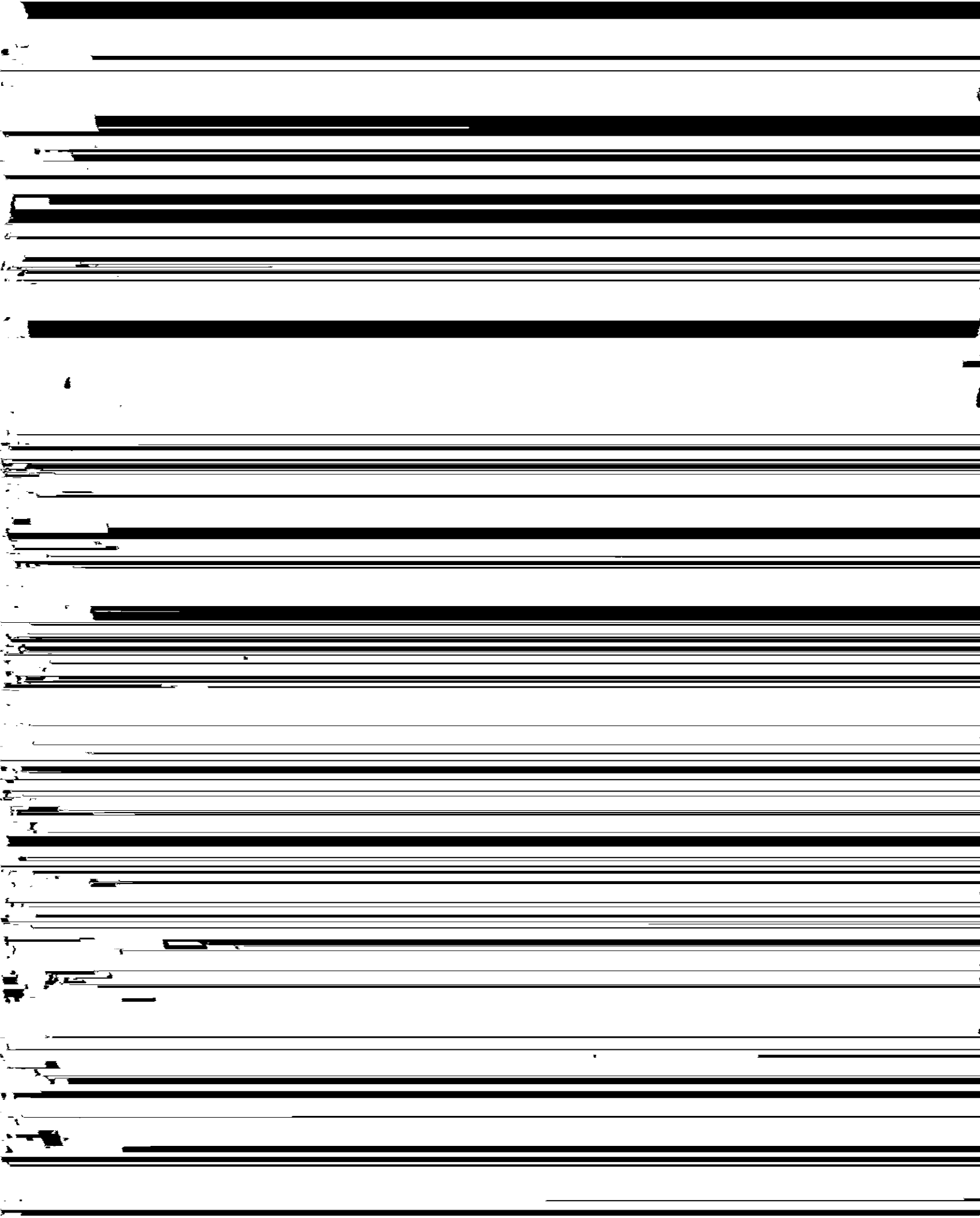
 = spider




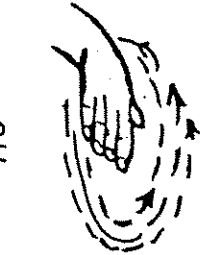
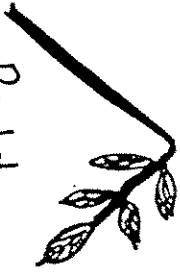
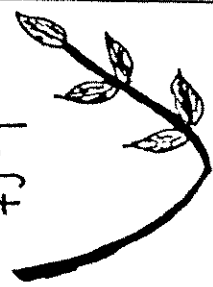


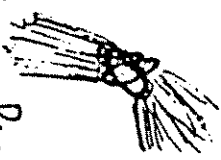







 = thunderbird

 = bear paw







<p>Stones</p>  <p>Right</p>	<p>Stones</p>  <p>Straight</p>	<p>Stones</p>  <p>Left</p>	<p>Stones</p>  <p>All</p>
<p>Broken Twigs</p>  <p>Right</p>	<p>Broken Twigs</p>  <p>Left</p>	<p>Broken Twigs</p>  <p>Below</p>	<p>Broken Twigs</p>  <p>Below</p>
<p>Knots Tied in Weeds Or Buffalo Grass</p>  <p>Right</p>	<p>Knots Tied in Weeds Or Buffalo Grass</p>  <p>Straight</p>	<p>Knots Tied in Weeds Or Buffalo Grass</p>  <p>Left</p>	<p>Knots Tied in Weeds Or Buffalo Grass</p>  <p>Deer</p>
<p>Deer</p>  <p>Deer</p>	<p>Deer</p>  <p>Deer</p>	<p>Deer</p>  <p>Deer</p>	<p>Deer</p>  <p>Deer</p>

COSTUME ARTICLES TO MAKE FOR A POW WOW

VEST:

Cut a brown paper bag straight up the side that has the over-lapping section. Cut out both sides of the glued flap and the complete bottom of the sack. Lay the paper sack out flat and draw a pattern like the one below cutting the top of each arm section to allow for fitting to each individual student.

