



Indian Homes in Kansas



Indian Homes in Kansas Traveling Resource Trunk
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<p>The daily life of a contemporary Indian child living in Kansas is explored through the use of a nonfiction book. The lesson uses expository text to explore aspects of her daily life such as home, hobbies, education, and the preservation of her Indian heritage.</p> <ul style="list-style-type: none">• Worksheet 1: My Book About Me	
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Lesson 3 Building a Grass House	13
<p>This lesson uses photographs, objects, and a “sewing” activity to introduce students to the grass house as one type of housing used long ago by Indians living on the Kansas prairie. Sentence strips with picture clue cards reinforce ten facts about the grass house. This lesson is designed to be taught in two parts.</p>	
Lesson 4 Building an Earth Lodge	26
<p>This lesson uses photographs, objects, and a math estimation activity to introduce students to the earth lodge as one type of housing used long ago by Indians living on the Kansas prairie. Sentence strips with picture clue cards reinforce ten facts about the earth lodge. This lesson is designed to be taught in two parts.</p> <ul style="list-style-type: none">• Worksheet 2: This is an earth lodge.	

Lesson 5	Building a Tipi This lesson uses photographs, objects, and a small tipi to introduce students to the tipi as one type of housing used long ago by Indians living on the Kansas Plains. Sentence strips with picture clue cards reinforce ten facts about the tipi. This lesson is designed to be taught in two parts.	40
Lesson 6	Adapting to the Environment: The Kansa This two-day activity explores one way people adapt their homes to fit the environment they live in. Pictures and a map allow students to follow the Kansa as they moved to Kansas and adapted their homes to a new environment. A picture book illustrates many of the different environments on earth and the types of homes people build in them. On the second day, students build a home from resources provided and then adapt it as their resources change.	53
Lesson 7	Comparing the Grass House, Earth Lodge, and Tipi This lesson shows the similarities and differences of the tipi, grass house, and earth lodge using a Kansas map, sentence strips, and graphic organizers. It requires that students already have a general knowledge of the tipi, grass house, and earth lodge. Other lessons in this trunk will provide this background. <ul style="list-style-type: none"> • Worksheet 3: Earth Lodge Facts • Worksheet 4: Grass House Facts • Worksheet 5: Tipi Facts • Transparency: Comparing Indian Homes 	61
Lesson 8	Read Kansas!: Indian Homes in Kansas This lesson is part of the <i>Read Kansas</i> curriculum series. The six short sessions in this lesson show the connection between Indians in Kansas and the environment. Through readings, students learn about the traditional homes of the Wichita, Pawnee, Cheyenne, and Kansa. <ul style="list-style-type: none"> • Worksheet: American Indian Homes in Kansas • Worksheet: American Indian Homes In Kansas Memory Game • Worksheet: Where did they live? • Read Kansas card: Meet the Wichita • Read Kansas card: Meet the Pawnee • Read Kansas card: Meet the Cheyenne • Read Kansas card: Meet the Kansa 	No. P-6

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Introduction

The *Indian Homes in Kansas* traveling resource trunk explores housing styles of Indians from Kansas. The teaching materials contained in this trunk include reproductions of Indian artifacts, photographs and drawings, models of three historical housing styles, books, and lesson plans. The lessons in the trunk were designed to emphasize that houses built long ago were different from contemporary houses, that long ago Indians used natural resources to build their homes, and that long ago Indians adapted their houses to the available natural resources.

Indian Homes in Kansas was developed to correlate to the first grade history standard, “The student will compare types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house).” Lessons and activities in the trunk are directed at a first grade audience, although the information and materials included in the trunk can be adapted for use with other ages.

This manual contains eight lessons. Each lesson deals with Indian homes in Kansas and each includes a brief overview of the lesson, a list of the first grade standards the lesson correlates to, content and skill objectives, the essential question(s) the lesson answers, a list of items that need to be pulled from the trunk or provided by the borrower, advance preparations needed, a vocabulary list, content information, and the lesson itself. Most of the materials needed to teach the lessons are provided in the trunk.

In North America today many different words can be used when speaking of American Indians. Some include Native Americans, Indians, American Indians, or First People. For consistency and simplicity the term “Indians” is used throughout this trunk.

Notes About Using a Traveling Resource Trunk:

- Traveling resource trunks are loaned out within the state of Kansas. They are available on a first-come, first-served basis.
- Reservations should be made a minimum of two weeks in advance, although registering earlier may be necessary depending upon what trunk you would like to borrow and when you would like to use the trunk.
- Borrowers are requested to inventory trunks when they receive them and before returning them. An inventory sheet is provided in all trunks for this purpose. Trunks should be returned in the same condition that they were received.
- Objects and materials in the trunks are to be used as the instructor sees fit; however, please keep in mind that many students will be using the trunk after you this year and in the years to come. Use is encouraged; overuse, damage, and mutilation are not.
- The curriculum in this trunk may be reproduced for educational purposes only and must credit the Kansas State Historical Society. Reproductions of the curriculum for any other purpose is prohibited without written permission from the Kansas State Historical Society.
- To assure that trunks reach their next destination in time we ask that they be returned by their scheduled return date. If you are shipping your trunk please allow at least two days

shipping time. If you have any questions or concerns about a trunk you are using please contact the Education and Outreach Division of the Kansas State Historical Society, 6425 SW Sixth Avenue, Topeka, KS 66615-1099; 785-272-8681, ext. 414, fax 785-272-8682; education@kshs.org.

Looking for Other Programs or Activities?

- The Kansas State Historical Society has a variety of programs available for your use including other traveling resource trunks; traveling exhibits; guided tours of state historic sites, the state Capitol, and the Kansas Museum of History; and online resources. For more information on these contact the Education and Outreach Division, 6425 SW Sixth Avenue, Topeka, Kansas 66615-1099; 785-272-8681, ext. 414, fax 785-272-8682; education@kshs.org; www.kshs.org.

Tips for Teaching About Native American People

1. Understand the term “Native American” includes all peoples indigenous to the Western Hemisphere. Present Native American peoples as having unique, separate, and distinct cultures, languages, beliefs, traditions, and customs.
2. Present Native American people as appropriate role models. Do not refer to them, or use materials that depict them as savages, primitives, “The Noble Savage,” “Red Man,” “simple,” or “extinct.” Avoid phrases and wording such as massacre, victory, and conquest that distort facts and history.
3. Avoid the assumption that there are no Native American students in your class.
4. Do not single out Native American students and ask them to describe their family’s traditions and culture.
5. When teaching ABCs, avoid “I is for Indian” and “E is for Eskimo.” Avoid rhymes or songs that use Native Americans as counting devices, i.e. “One little, two little, three...”
6. Avoid materials that use non-Native Americans or other characters dressed as “Indians.” Avoid craft projects that trivialize Native American dress, dance, and beliefs such as paper bag and construction paper costumes and headdresses.
7. Realize that many songs, dances, legends, and ceremonies of Native American peoples are considered sacred and should not be portrayed as an activity.
8. Correct and guide children when they “war whoop” or employ any other stereotypical mannerisms. Avoid offensive terms such as papoose and squaw. Use respectful language.
9. Teach Native American history as a regular part of American history. Avoid materials that illustrate Native American heroes as only those who helped EuroAmericans, i.e., Thanksgiving. Depict Native Americans as people who are defending their people, rights, and lands.
10. Invite a Native American guest speaker/presenter to your class or for a school assembly. Contact a local Native American organization or your library for a list of these resources. Avoid the assumption that a Native American person knows everything about all Native Americans.
11. Most of all, teach children about Native Americans in a manner that you would like used to depict your culture and racial/ethnic origin.

Adapted from “Tips for Teachers” from Albeza Institute, <http://www/albeza.org>.

Getting Started Using a KWL Chart

Prepare a large chart with three columns. The chart needs to be large enough for the class to read and to add information to over the course of teaching several lessons.

The title of the chart will be Native American Homes.

One column will be headed “What We Know”

One column will be headed “What We Want to Know”

One column will be headed “What We Learned”

Native American Homes		
What We <u>K</u> now	What We <u>W</u> ant to Know	What We <u>L</u> earned

The class will then brainstorm thoughts, facts, and questions that they may have regarding the subject. They begin by listing what they know. Next they decide what they want to know. Over time they can add what they learned as new lessons are taught.

The chart will provide the teacher with an understanding of the student’s prior knowledge. It also will serve as a guide for what the students want to learn. This chart is to be saved and periodically reviewed through the lessons in this trunk.

Trunk Contents

Teacher's manual

- 8 lessons
- 8 Worksheets
 1. My Book About Me
 2. This is an Earth Lodge
 3. Grass House Facts
 4. Tipi Facts
 5. Earth Lodge Facts
 - American Indian Homes in Kansas
 - American Indian Homes in Kansas Memory Game
 - Where did they live?
- Transparency: Comparing Indian Homes
- 4 *Read Kansas!* cards
 - Meet the Wichita
 - Meet the Pawnee
 - Meet the Cheyenne
 - Meet the Kansa

4 Books and magazine

- *Cassie's Scrapbook*
- *Houses and Homes*
- *Kansas Kaleidoscope: A Fun Magazine for Kids!* ("The Native American Experience in Kansas," Volume 9, Number 2)
- *Native American Resource Handbook*

18 Object cards

"Setting Up a Tipi" sequence cards (5 cards)

Miniature tipi

- Tipi cover
- Tipi footprint (marked for pole placement)
- 4 lacing pins
- Tipi Instruction Sheet

Kansas floor map

2 Collapsible poles

10 Foot cord

3 Scale models of Indian houses

- Grass house
- Earth lodge
- Tipi

Reproduction objects

- Rawhide strip
- Bark rope
- Scapula hoe blade
- Digging stick
- Grassing needle
- Pole sample

- Scraper
- Flesher
- Tanned hide
- Sinew
- Awl

Pocket chart

30 Sentence strips

- 10 Pink (tipi)
- 10 Yellow (grass house)
- 10 Green (earth lodge)

30 Sentence Strip Picture Clue Cards

- 10 Pink (tipi)
- 10 Yellow (grass house)
- 10 Green (earth lodge)

22 Photos or drawings

1. Tall Grass Environment
2. Grass House Village
3. Grass House Frame
4. Sewing on Grass Bundles
5. Completed Grass House
6. People Standing by Their Grass House
7. Winter in Northern Kansas
8. Earth Lodge village
9. Earth Lodge Frame
10. Covering the Frame with Earth and Sod
11. Completed Earth Lodge
12. People by Their Earth Lodge
13. Dry Kansas Environment
14. Tipi Village
15. Bison
16. Travois
17. Setting up a Tipi
18. Scraping a Bison Hide
19. Three Tipis
20. Girls with Toy Tipis
21. Kansa Bark House
22. Map of Kansa Migration West