

Indians In Kansas Today

Overview: 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 through her daily life activities.

First Grade Standards:

History (2004):

Benchmark 2, Indicator 4: The student will compare types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house).

Reading (2003):

Benchmark 4, Indicator 1: The student participates in discussions about expository texts read to them or text read independently.

Benchmark 4, Indicator 5: The student uses picture clues, text, and prior knowledge to make inferences and draw conclusions.

Objectives:

Content

- The student identifies how one contemporary Indian family in Kansas preserves its culture and traditions.

Skills

- The student uses picture clues to determine the meaning of unknown words.
- The student uses picture clues to make inferences about the life of an Indian child living in Kansas today.
- The student makes text-to-self connections.

Essential Questions:

- How do the Potawatomi preserve their culture and traditions while living in Kansas today?

Trunk Materials Needed:

- Book, *Cassie's Scrapbook*
- Worksheet #1 – “My Book About Me.”

Materials You Need to Supply:

- Pencils
- Crayons or colored pencils for drawing.
- KWL chart

Advance Preparation Needed:

- Prepare a KWL chart for use in this lesson. (For information on what a KWL chart is or how to prepare and use one see page vii.)

- Review “Tips for Teaching About Native American People” on page ??? of this manual.
- Make one copy of the worksheet for each student.
- Consider reading the book *Jingle Dress* by Cynthia Leitich Smith in conjunction with this lesson. In this book a young girl who is a member of the Muscogee, or Creek, Nation borrows jingles from the dresses of several friends and relatives so that she can perform the jingle dance at the powwow. The book includes a note about the jingle dance tradition and its regalia.

Vocabulary:

Jingle Dress – A dress with rows of metal bell-like cones sewn to it that make a jingling noise as a dancer moves.

Potawatomi – One tribe of Indians that lives in Kansas. Cassie, the girl featured in this lesson, is a member of the Prairie Band of Potawatomi.

Regalia – Reproductions or adaptations of traditional clothing worn for special occasions, such as ceremonies, celebrations, and dances.

Content Background for the Teacher:

Native Americans in Kansas Today: The term Indian, Native American, or American Indian refers to all peoples indigenous to the Western Hemisphere. This includes people living today as well as those who lived in the past. Throughout Kansas’ history Indians have called home the land we know of as Kansas today. Many Indians live in Kansas today.

Most Indians in Kansas today have lives similar to those of other twenty-first-century Americans. They live in houses, apartments, and mobile homes. They send their children to school. They buy their clothes at malls and department stores and discount stores. They work at jobs to earn wages to pay for food, clothing, shelter, and other necessities of life. Their lives are very similar to most non-Indian Kansans in many ways.

Like people from other ethnic groups, Indians keep their culture and traditions alive through such things as food, stories, songs, and celebrations. Many Indian children learn traditional dances. They do these dances wearing traditional clothing called regalia. Regalia are not costumes and should not be referred to as costumes. They are copies of, or adaptations of, traditional clothing. Regalia is worn for special occasions such as celebrations and dances.

Do not single out Indian students in your class by asking them to describe their families’ traditions and cultures. Just as with other ethnic groups, not all Indian children learn traditional dances, own traditional clothing, or know about their culture’s heritage and traditions.

Prairie Band of Potawatomi: Cassie, the girl featured in this lesson, is a member of the Prairie Band Potawatomi Nation. The stories of old say that the tribe was originally located on the eastern seaboard and slowly migrated westward over the years. They were once allied with other tribes. When the tribes separated, the Potawatomi retained the original council fires once shared by the combined tribes. The word Potawatomi comes from this and means “people of the place of fire.” As Europeans colonized North America and the United States pushed westward, land became an issue. Many Indian tribes were removed from their homelands. The Prairie Band of

Potawatomi were moved from the Great Lakes region to Missouri, Iowa, and finally to Kansas. Today the Prairie Band of Potawatomi reservation is located north of Topeka in Jackson County, Kansas. Many members of the Prairie Band Potawatomi Nation live on the reservation itself or within the state of Kansas. (Adapted from Gary E. Mitchell’s history of the Prairie Band of Potawatomi in the *Native American Resource Handbook*, ©2004)

Frame House: The type of house Cassie lives in is known as a frame house. A frame house is a structure having a wood frame construction. Lumber is used to create wall studs, floor joists, and other wooden members that provide structure and a framework for attaching finished surfaces. Frame construction is the style typically used in building contemporary houses.

Lesson:

Directions	Script
<p>1. Introduce lesson.</p> <ul style="list-style-type: none"> • Indians live in Kansas today. • The class will be reading a book about a girl who lives in Kansas and is an Indian. She is a member of the Prairie Band Potawatomi Nation. 	<p><i>Today we are going to read a book about a girl named Cassie. Cassie lives in Kansas. Cassie is an Indian. She is a member of the Prairie Band Potawatomi Nation.</i></p> <p><i>As we read this book I want you to think about what Cassie’s house is like. I also want you to think about what she does. What does she like to do? Who does she like to spend time with? Where does she like to go?</i></p>
<p>2. Introduce book</p> <ul style="list-style-type: none"> • Title – <i>Cassie’s Scrapbook</i> • Authors – Sadie Day and Lois Herr (pronounced ‘hair’) • Photographer – Craig Cooper 	<p><i>Look at the cover of this book.</i></p> <p><i>What is the title of this book?</i></p> <p><i>This book has two authors. Can you find their names? The authors are Sadie Day and Lois Herr.</i></p> <p><i>This book has pictures in it, but it does not have an illustrator. The pictures are photographs. A photographer took these photos. Can you find the name of the photographer? The photographer’s name is Craig Cooper.</i></p>
<p>3. Guide students through the text.</p> <ul style="list-style-type: none"> • Note any new or unfamiliar words • Use picture clues in book to determine meanings of unfamiliar words • Use picture clues and the “Teacher 	<p><i>Let’s read the book.</i></p>

Directions	Script
<p>Text” in the book to make inferences and draw conclusions about Cassie’s life.</p>	
<p>4. Discuss if this book is fiction or non-fiction.</p> <ul style="list-style-type: none"> • Fiction books contain imaginary, or made up stories, people, events, etc. • Nonfiction books contain facts and information about people, places and things that are real. 	<p><i>What is the difference between a fiction and nonfiction book?</i></p> <p><i>Is Cassie’s Scrapbook fiction or nonfiction?</i></p> <p><i>What are some things we read about, or saw, in the book that tells us that the book is nonfiction?</i></p>
<p>5. Have students make short three- or four page books about their homes and lives using <u>Worksheet #1: “My Book About Me”</u>.</p> <ul style="list-style-type: none"> • Prepare students to write their book. Choose three topics. Share illustration and text ideas for several topics. • Pass out <u>Worksheet #1: My Book About Me</u>. Show students how to fold the page and where to illustrate it and write their text. 	<p><i>In Cassie’s Scrapbook we learned about Cassie’s life. We learned who is in her family.</i></p> <p><i>We learned what grade she’s in.</i></p> <p><i>We learned that she likes to play basketball.</i></p> <p><i>What else did we learn about Cassie?</i></p> <p><i>Now it’s your turn to make a scrapbook about your life. This book will be nonfiction. It will be about your life.</i></p> <p><i>First, you need to decide what you want to put in your book. Think about your life. Think about who is in your family or who your friends are. Do you have a pet? Think about what you like to do. Do you like to read? Do you like sports? What else might you talk about in your book</i></p> <p><i>You will need to think of three (3) things to put in your book. For each of these you will need to draw a picture and write a sentence. What are some ideas for our books?</i></p> <ul style="list-style-type: none"> • <i>If you wanted to include your house what might you draw? What might you write?</i> • <i>If you wanted to include your family what might you draw? What might you write?</i> • <i>If you want to include your favorite sport what might you draw? What might you write?</i> • <i>If you wanted to include your friends what might you draw? What might you write?</i> <p><i>You’re going to use a worksheet like this to make your book.</i></p> <p><i>We start by making the piece of paper into a book. This</i></p>

Directions	Script
<ul style="list-style-type: none"> • Have students share their books with the class. 	<p><i>worksheet has a dotted line crossing it. Point to the dotted line on your worksheet. The worksheet also has a solid line crossing it. Point to the solid line.</i></p> <p><i>Fold your worksheet in half on the solid line.</i></p> <p><i>Next, fold the worksheet in half on the dotted line.</i></p> <p><i>Where does the title of this book belong? What will be the title of your book?</i></p> <p><i>You will write and illustrate your book. Where does the name of the author go? Where does the name of the illustrator go?</i></p> <p><i>After you have written the title of your book and the name of the author and illustrator you are ready to write your book.</i></p>
<p>6. Use <i>Cassie’s Scrapbook</i> to introduce the topic of housing types Indians in Kansas lived in long ago.</p> <ul style="list-style-type: none"> • Cassie is a member of the Prairie Band of Potawatomi Nation living in Kansas today. • Most contemporary Indians live in contemporary housing. 	<p><i>When we read Cassie’s Scrapbook we learned about the life of Cassie. Do you remember what tribe Cassie is a member of? (Prairie Band Potawatomi Nation)</i></p> <p><i>There were many clues in this book about the kind of house Cassie and her family live in. Let’s look at some of the picture and see what they tell us about Cassie’s house.</i></p> <ul style="list-style-type: none"> • “My name is Cassie.” page – <i>Cassie and her family are standing in front of their house in this photo.</i> • “What do you do after school?” page – <i>These two photos were taken in Cassie’s bedroom. What type of bed does she have? [bunk bed] Cassie likes to hang posters in her bedroom. Do you see any of her posters?</i> • “Do you play outside?” page – <i>This picture shows Cassie kicking a soccer ball next to her house. Does the house have windows? Can you find a door in the photo?</i> • “Do you have pets?” page – <i>Cassie is playing with Sable in her backyard here. Does her yard have a</i>

Directions	Script
<ul style="list-style-type: none"> The homes people live in today are different than the homes people lived in long ago. Start a KWL chart to record previous knowledge about the homes Indians in Kansas lived in long ago and what you want to learn. Keep this chart to use with other lessons in this trunk. <p>Consider the types of houses that were built. What were they called? What shape were they? How big or small were they? What were they built from?</p>	<p><i>fence around it?</i></p> <ul style="list-style-type: none"> “Do you learn things from your grandma?” page – <i>Cassie and her grandmother used a crock pot to cook their corn soup. The crock-pot needs electricity to work. Where did they plug in the crock-pot at? Can you find something else in this picture that needs electricity to work?</i> <p><i>We know that Cassie is a Potawatomi Indian. We know that Cassie lives in Kansas. What did we learn about her house by looking at these picture?</i></p> <p><i>People did not always live in houses like this. Long, long ago houses were very different. There was no electricity. No bathrooms. No faucets with water. No stoves. No refrigerators. There were lots and lots of people who lived long ago and lots and lots of different kinds of houses. We can’t learn about <u>all</u> these different kinds of houses, but we are going to learn about some of the houses Indians in Kansas lived in long ago.</i></p> <p><i>We are going to start by making a KWL chart about Indian Homes in Kansas long ago. First, let’s write down what we know about Indian homes in Kansas long ago. Tell me what you know and I’ll write them down.</i></p> <ul style="list-style-type: none"> <i>What shape were they?</i> <i>What were they made from?</i> <i>Were they big or little?</i> <p><i>Next, let’s write down what we want to learn about some of the houses Indians in Kansas lived in long ago.</i></p> <p><i>There were many different Indian tribes that lived in Kansas long ago. We are going to spend the next few days learning about the houses some of them lived in. We’ll bring this chart out and write down what we learned as we study Indian homes in Kansas.</i></p>