



Greetings!

Thank you for choosing the Native American program at Living Land Farm for your field trip. The purpose of this class is to help students gain awareness and appreciation for humanity's interconnectedness with the natural world, through exploration of the philosophy and lifestyle of people who lived in a direct relationship with the natural cycles. Activities are centered on a canvas covered wigwam and Hickory Grove Conservation Area's natural communities. The program includes an exploratory hike and a hands-on field experience during which students collect seeds to be used in prairie restoration projects throughout McHenry County.

**Please make sure all teachers and chaperones attending the field trip are aware of the following information.**

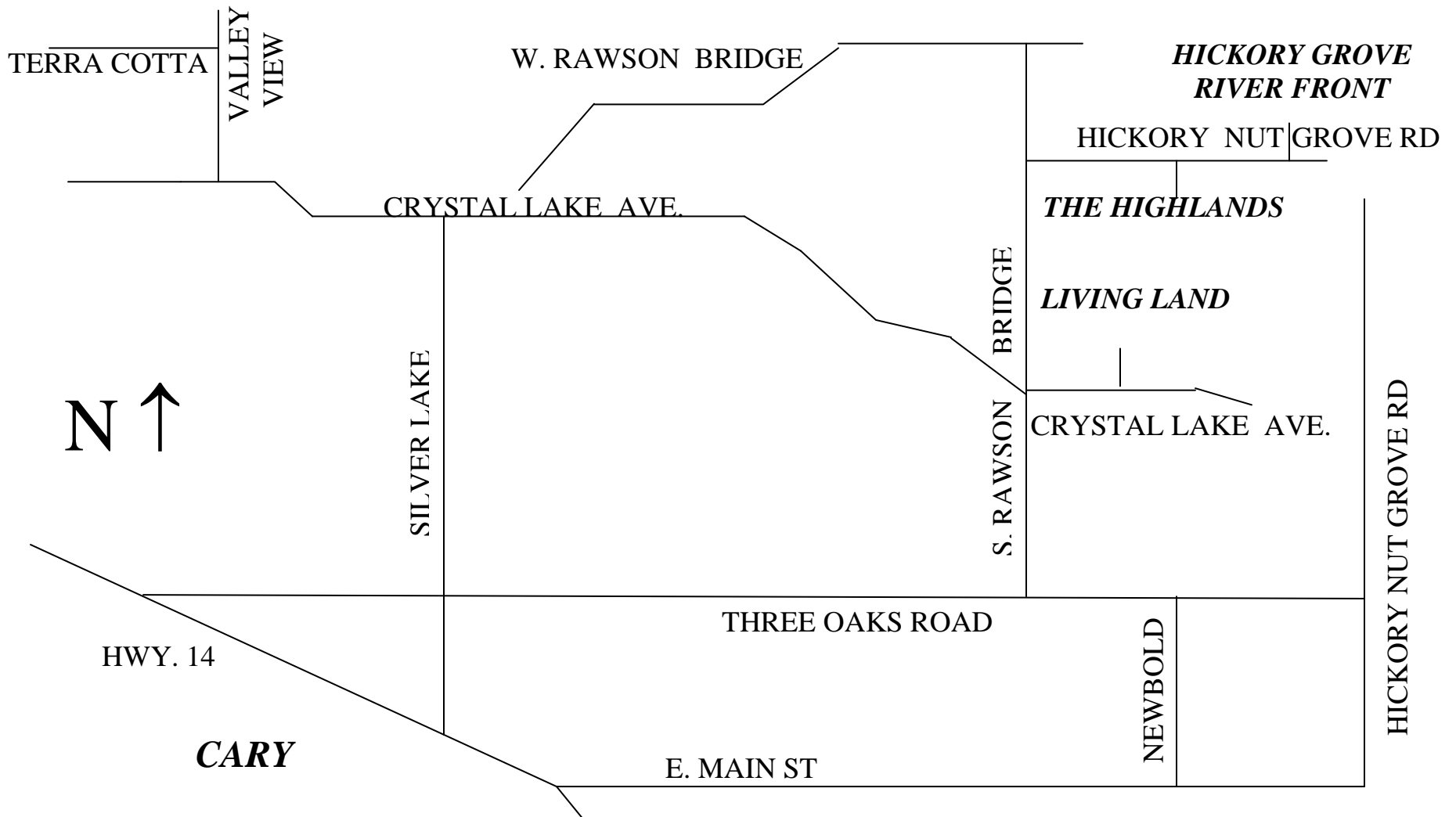
1. Teachers, chaperones and students should dress for the weather and wear sturdy footwear for hiking as we are outside most of the time.
2. One adult chaperone for every 10 students is required to ensure the safety of the students. We expect chaperones to monitor student behavior and participate in the field trip as well.
3. All students should wear a nametag.
4. If your class has signed up for pottery, bring a container or box to transport the completed pots back to school.
5. Encourage everyone to bring a waste-free lunch and plenty of water! Pack lunches in insulated containers and include items that can be eaten in their entirety, recycled or composted. Examples are whole fruits and vegetables; drinks in reusable bottles, snacks purchased in bulk and brought in a reusable container, cloth napkins, and reusable ice packs. Everyone is encouraged to bring a backpack or fanny pack to carry their lunch and drink. For additional information on reducing waste visit [www.epa.gov/epawaste/wycd/index.htm](http://www.epa.gov/epawaste/wycd/index.htm).
6. Background information as well as pre and post-trip activities are available for this and all McHenry County Conservation District school field trips in your choice of format. Completion of the activities ensures a more successful learning experience for your students.
  - Download information from our website at [www.mccdistrct.org](http://www.mccdistrct.org); click on the Education tab.
  - Request that information be sent to your email or school address (call Leslie Krebs at 815-479-5779.)
7. In the event of inclement weather on the day of your field trip, contact Leslie Krebs at 815-479-5779 to discuss rescheduling options.

I look forward to seeing you!

Sincerely,

Leslie Krebs  
Education Program Coordinator  
Living Land Farm

# HICKORY GROVE AND LIVING LAND FARM



**DROP OFF:** Students will be dropped off at the Hickory Grove River Front (500 Hickory Grove Road, Cary) located on the north side of Hickory Nut Grove Road, just east of South Rawson Bridge Road.

**PICK UP:** Students will be picked up at Living Land's parking lot (716 E. Crystal Lake Ave., Cary), located on the north side of Crystal Lake Avenue, just east of South Rawson Bridge Road.

## Pre-trip Activities

### Native American Field Trip Vocabulary

*Native American* ~ People who are native to the Americas.

*Wigwam* ~ a circular or oval lodge made from a frame of fresh saplings and covered with bark, cattail mats, reeds, or animal skin.

*Potawatomi* ~ A tribe which named themselves "Neshnabe"(true people). During the period around 1640 to the early 1800's they dominated the area around northern Illinois up to Green Bay, Wisconsin.

*Bow/drill* ~ Method of making fire by friction with wooden drill twisted into a bow and string for a greater speed and heat.

*Flint and steel* ~ A method of fire starting that the Europeans brought to North America

*Gourds* ~ A type of squash the Native Americans would dry and use for bowls, instruments etc.

*French Voyageurs* ~ Fur traders from Quebec who brought Native American tribes trade goods (Metal knives, pots, blankets, beads, rifles, etc.) in exchange for beaver and other animal fur. Some of the men married into Native American tribes.

*Sinew* ~ A cordage made from the tendon of an animal. The larger the animal the larger the strip of sinew is.

*Predator* ~ An organism (this includes people) that hunts, stalks, and eats another organism.

*Prey* ~ An organism that is hunted by another organism

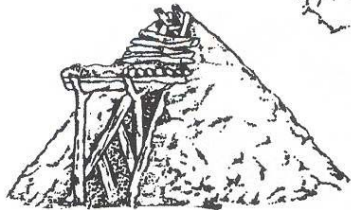
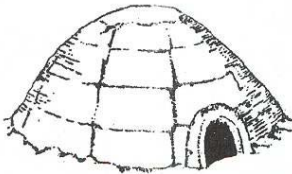
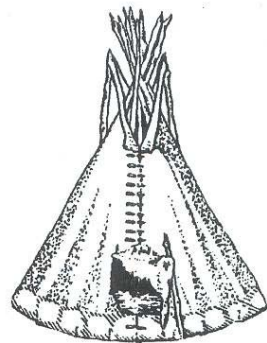
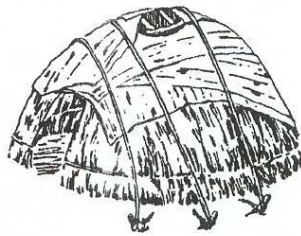
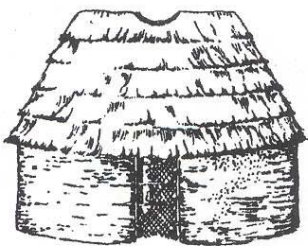
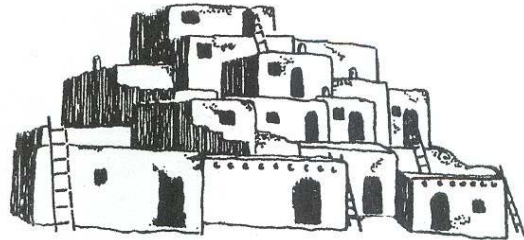
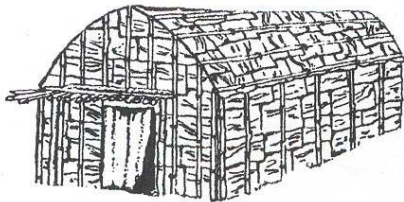
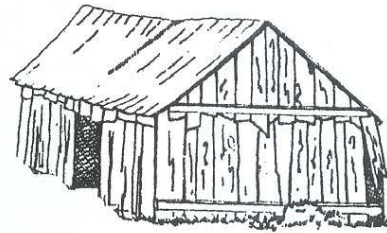
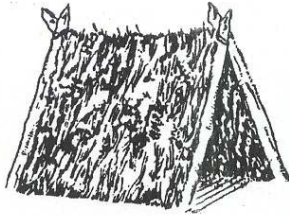
*Environment* ~ The surrounding area where an organism lives, including the plants and animals with which it interacts.

*Camouflage* ~ The ability to blend in with the surrounding environment.

*Cycle* ~ A chain of events that leads back to where it started.

## Native American Homes Handout

Research some of the homes and find out who made them and in what part of North America they would have been found. Draw a circle around the house local Native Americans built.



## Post-Trip Activities

### Native Americans and Natural Resources

Native American survival depended on the natural resources that were available to them. Trees and plants were used for everything from food to medicine to covering their wigwams. Lakes and rivers provided a source of water, food and transportation. Animals also had many different uses. Besides providing food, they also provided clothing, tools, and a means of trade. Next to the picture of each animal or plant, list some of its possible uses. You may want to use this sheet to introduce the activity.



Deer



Beaver



Buffalo



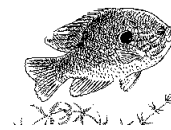
Flint



Cattail



Oak tree



Fish



Prairie Grasses

## Map Activity

1. Sketch a map of the United States that includes major rivers, lakes, and mountain ranges.
2. Research some of the tribes listed below and find out where they lived. You may want to have each student pick just one tribe and in addition to finding out where they lived, also find out how they lived (food, clothing, shelter, tools. etc.)
3. Locate the tribe(s) on the map.
4. Find out what the environmental conditions are like in each area where that tribe lived (is it hot or cold, wet or dry). Have the students come up with symbols for the different conditions and place them on the map.
5. Next find out what types of plants and animals might be found in each area where a tribe lived and have students draw pictures of the different plants/animals on the map in the appropriate place.
6. As a class or individually, have students discuss a tribe's location, the natural resources available to them, and the environmental conditions. How did these factors impact what they ate, what clothes they wore, what they used for tools, for homes, etc.

NORTHEAST-Ojibwa, Potawatomi, Illinois, Mohawk, Abenaki, Pennacook

SOUTHEAST-Powhatan, Choctaw, Seminole, Cherokee, Natchez

GREAT PLAINS-Comanche, Blackfeet, Lakota, Pawnee, Osage, Crow

PLATEAU-Modoc, Nez Perce, Flathead, Colville, Columbia, Shuswap

GREAT BASIN-Paiute, Ute, Shoeshone, Washo, Goshiute, Mono

SOUTHWEST- Navajo, Apache, Pima, Hopi, Zuni, Papago, Yavapai

CALIFORNIA- Yana, Yokut, Hupa, Shasta, Pomo, Takic

PACIFIC NORTHWEST-Tlingit, Nootka, Tsimshian, Coosan, Bella Coola,

## Review Sheet

Fill in the blanks with the correct word or words. Not all the words will be used.

Native Americans in this area usually lived in \_\_\_\_\_, which were covered with \_\_\_\_\_ or \_\_\_\_\_. To keep warm and cook food, they built a fire using \_\_\_\_\_ and later traded \_\_\_\_\_ pelts with early French trappers for \_\_\_\_\_ to start their fires.

Other animals were also important to Native Americans. Buffalo and \_\_\_\_\_ provided clothing, food and \_\_\_\_\_. \_\_\_\_\_, which was a tendon from an animal, was used to make cordage.

Besides animals, plants were also very important. \_\_\_\_\_ from oak trees and berries provided a source of food. They also planted crops such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, known as the Three Sisters to some.

Native Americans didn't have schools as we do today. Instead they learned by playing \_\_\_\_\_, listening to \_\_\_\_\_, and observing the natural \_\_\_\_\_ in their environment.

Flint and Steel

Cycles

Gourds

Matches

Acorns

Games

Beaver

Corn

Sinew

Bow and Drill

Cattails

Tools

Clay

Beans

Stories

Wigwams

Tree Bark

Aluminum

Squash

Deer

## Native American Bibliography

Compiled for use with the M.C.C.D. Living Land - Native American Program  
(A short list of Native American Resources)

### Books and Other Publications

Benton-Banai, Edward. The Mishomis Book, The Voice of the Ojibway. Little Red Schoolhouse: Saint Paul, MN, 1988. Uses storytelling form to recount the culture, history and philosophy of the Ojibway Nation, passed down orally for many generations. Told in an easy-to-read form that is good for young readers, but just as interesting for older readers.

Bigelow, Miner and Peterson, B. (Eds.). "Rethinking Columbus: Teaching About the 500<sup>th</sup> Anniversary of Columbus's Arrival in America." (A special issue of Rethinking Schools). 1001w E. Keefe Ave., Milwaukee, WI 53212. (414) 964-9646. A variety of articles and viewpoints on how Columbus and those who followed impacted the Americas from historical and contemporary Native American perspectives.

Caduto, Michael and Bruchac, Joseph. Keepers of the Earth Series. Fulcrum Publishing: Golden, CO, 1991. Includes Keepers of the Earth, Keepers of the Animals, Keepers of Life, and Keepers of the Night. Caduto, a well known environmental educator, and Bruchac, an Abenaki storyteller, combine talents to make Native American stories come to life. Each chapter begins with a Native American tale or two and goes on to provide classroom and outdoor environmental activities to enrich and extend the lessons.

Clifton, James. The Potowatomi. Chelsea House Publishers: NY, Philadelphia, 1987. In a simple, straightforward way this book tells about a tribe that was at one time prominent in Illinois. It contains useful facts for teaching a regional Native American program.

Erdos, Richard and Ortiz, Alphonso (Eds.). American Indian Myths and Legends. Pantheon Books, a division of Random House: NY, 1984. A wide selection of Native American stories. They can be read or related orally for use in Native American or environmental programming. There are stories suitable for all ages.

Jackson, Donald (Ed.). Blackhawk, An Autobiography. University of Illinois Press: Urbana, IL, 1964. History from the perspective of an important Native American leader of the Sac and Fox tribe who lived in the Illinois region. A rare personal account by a Native American in the 1700-1800 period. Orally related by Blackhawk and translated into English.

Macfarlane, Allan and Paulette. Handbook of American Indian Games. Dover Publishers: Minola, NY, 1958. An assortment of games that can be used for educational and recreational purposes. Many of the games are useful for teaching children environmental awareness.

Weatherford, Jack. Indian Givers and Native Roots. Ballantine Books: NY, 1988 and 1991. An account of contributions that Native American culture gave to modern society including; medicine, agriculture and ecology. Indian Givers includes a chapter on how the American system of government is based on the model of the Iroquois Confederacy.

### Children's Books

Bruchac, Joseph. Illustrated by Thomas Locker. 13 Moons on Turtle's Back, A Native American Year of Moons. The Putnam and Grosset Group: NY, 1992. In Native American Legend, the 13 scales on turtle's back hold the key to the 13 cycles of the moon and the changing seasons. These lyrical poems and striking paintings celebrate the wonders of the seasons from the Northern Cheyenne's Moon of Popping Trees to the Big Moon of the Abenaki.

Erdrich, Mary. The Birch-Bark House. Hyperion Books for Children: NY 1999. This novel takes place in 1847 on La Pointe Island on Lake Superior. When an Ojibwe village is wiped out by Smallpox the sole survivor, Omakayos, is adopted and brought up by another band of Ojibwe. This is a very well written book about the life of the Ojibwe people at the time and their relationship with the French fur traders. Mary Erdrich is of Ojibwe heritage.

Fritz, Jean. Illustrated by Tomie de Paola. The Good Giants and the Bad Pukwudgies. G. P. Putman's Sons: NY, 1982. A legend from the Wampanoag tribe of Algonquin Indians on Cape Cod. One of my favorite children's picture books.

Goble, Paul. The Gift of the Sacred Dog. Bradbury Press: Scarsdale, NY, 1980. A Plains Indian legend about how the horse is given to the tribe through words and pictures.

Goble, Paul. Also look for The Friendly Wolf, The Girl Who Loved Wild Horses, Red Hawk's Account of Custer's Last Battle, Lone Bull's Horse Raid and many other picture books.

Shemie, Bonnie. Houses of Bark, Native Dwellings Woodland Indians: Tipi, Wigwam and Longhouse. Tundra Books: Montreal, Quebec, 1990. Color illustrations and write-ups of different lodges of the Eastern Woodland Indians.

### Web Sites

First Nations Website ([www.dickshovel.com](http://www.dickshovel.com)) -contains compact histories of 49 tribes in N.A.

Native Tech Website ([www.nativetech.org](http://www.nativetech.org)) - how Native tribes of Northeastern U.S. created the many objects used in their lives, including toys, pots, tools and wigwams.

Canku Ota ([www.turtletrack.org](http://www.turtletrack.org))-online newsletter that celebrates current Native American life.