



Six Nations Iroquois Life TOUR EDUCATOR'S GUIDE

PRE- AND POST-VISIT LESSON PLAN IDEAS & STRATEGIES / GRADES: 4TH- 8TH

Overview

The Haudenosaunee, or the Iroquois, have had a long presence and history in New York State. The geography and natural resources of the Eastern Woodlands region had many impacts on Haudenosaunee culture. While the arrival of European settlers greatly changed their lifestyle, traditional beliefs and culture still inform the lives of Haudenosaunee people today.

During your visit to The Fenimore Art Museum and the Six Nations Iroquois Life Tour, you and your students will have the opportunity to experience the history and culture of the Haudenosaunee. Through a variety of hands-on experiences and interactions, students will discover the contributions and influence of the Haudenosaunee, both past and present.

In preparation for your visit and tour, the lesson and activities included in this guide will give you a chance to become acquainted with Haudenosaunee history and their role in New York State.

During Your Visit

TOUR STRUCTURE

In order to best prepare and plan for your trip, we want you to know what to expect during your

workshop experience. Students will be divided into small groups and will rotate through various exhibits, sites, and stations. Sites include the Seneca Log House and the Mohawk Bark House, as well as the Thaw Collection of American Indian Art exhibit.

Throughout the tour, students will discuss how the Haudenosaunee were among the early inhabitants of this region, how settlements were influenced by environmental and geographic factors, and the important historical accomplishments and contributions.

LOGISTICS OF THE TOUR

Environmental Conditions

The Six Nations Iroquois Life Tour explores the Fenimore Art Museum and our outdoor Native American interpretive site, *Otsego, A Meeting Place*. This program includes spending time inside the art museum as well as walking outside to get to and from the outdoor interpretive sites. Our walkways are made out of a variety of materials including packed dirt, gravel, and stone. The Seneca Log House and Mohawk Bark House are not heated. We suggest dressing in layers, and wearing appropriate weather gear, including boots. Don't forget to leave any backpacks and umbrellas in the coat closet when entering Fenimore Art Museum.

Typically, we ask that you divide your students in to roughly equal groups of 10-15 prior to arrival, unless

otherwise directed by Education Staff ahead of time. Each group must have at least one adult chaperone with them at all times. You will tour in these groups with a Museum Teacher, but will rejoin your school as a whole for your scheduled lunch time.

Length

This tour normally lasts 2 hours, not including a lunch break. If you plan to visit for a longer or shorter time, or would like to visit a specific location at our museum, please contact Education staff.

When you arrive

Because our indoor lunch space is located at The Farmers' Museum, your bus should pull into the main parking lot of The Farmers' Museum and Museum staff will greet you. It is important that you bring everything you will need with you, as the bus will be parked in a lot further down the street and you will not have access during your visit.

Once you have unloaded, you should head to the Louis C. Jones Center (on the right hand side just past the admissions kiosk as you enter the Main Barn) for orientation and to drop off your lunches. We ask that you leave your lunches, coolers, backpacks, etc., on the table(s) nearest the front of the Louis C. Jones Center. At this time, you may also want to take a bathroom break as a group prior to starting your tour. Restrooms are located just inside the front door in the two large silos.

If your group is not eating lunch on-site, you can make arrangements to get dropped off in front of the Fenimore Art Museum. It is important that this be discussed with Education staff prior to arrival.

At this time, the lead teacher should check in with our Admissions team. You will be asked for the final tally of students, one-on-one aides, and adults with your group; we suggest using your confirmation worksheet as a place to collect all this information the morning of your visit. You will also pay at this time. After you have checked in and your group has been oriented, museum staff will ask you to help divide your students into their pre-assigned groups, and you will walk across the street to the Fenimore Art Museum to set out for your tour!

Additional Information:

Please consult the Fenimore Art Museum Tour Information document that you received, which can also be found on our website, for additional information concerning the logistics of your visit.

TOUR LEARNING STANDARDS

The Arts

ANCHOR STANDARD 11

Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Social Studies

STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

English Language Arts Common Core

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

Standard 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

LANGUAGE

Vocabulary Acquisition and Use

Standard 4: Determine or clarify meaning of unknown or multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Pre-Visit Lessons and Activities

LESSON ONE: HAUDENOSAUNEE COMMUNITY LIFE

Overview

Communities are an important aspect of day to day life. During this lesson, students will have the opportunity to discover and examine what Haudenosaunee life was like in the past (pre-European contact) and how they worked together. This will help students understand how traditions and practices of the past have informed their lives today.

LESSON TWO: THE PEACEMAKER STORY

Overview

The Great Law of Peace is one of the most important events that shaped the Haudenosaunee culture. It outlines how to treat and respect other people, maintain a democratic society, and use reason to keep peace. Students will discuss the main themes and ways of life that are presented in this important story.

Choose one object from the Eugene and Clare Thaw Collection of American Indian Art and in an essay, argue why you think that objects are important in telling the Haudenosaunee story.

Create a documentary about the Haudenosaunee, including information about their history, culture, and people. Students can be divided into small groups to accomplish this project, each taking on a role as a researcher, editor, writer, director, or actor.

Post-Visit Lessons and Activities

We hope that you and your students had a memorable and educational experience at the Fenimore Art Museum. The following lesson and activity ideas can be used to create closure and to serve as an evaluative tool for your students' learning experience with us.

STUDENTS COULD...

Research the history and rules of the Haudenosaunee game of lacrosse. Perhaps coordinate with a gym teacher to give students the opportunity to play the game.

Create a classroom exhibit describing the culture and history of the Haudenosaunee and their influence on U.S. culture and history.

Construct a model longhouse after researching a Haudenosaunee community and dwelling structures.

LESSON ONE: HAUDENOSAUNEE COMMUNITY LIFE

OVERVIEW

Communities are an important aspect of day to day life. During this lesson, students will have the opportunity to discover and examine what Haudenosaunee life was like in the past (pre-European contact) and how they worked together. This will help students understand how traditions and practices of the past have informed their lives today.

Learning Objectives

STUDENTS WILL...

Investigate the cultural, political, and social aspects of the Haudenosaunee.

Describe the lifestyle and traditions of the Haudenosaunee.

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of United States and New York

Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native Americans, in New York State and the United States at different times and in different locations.

Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

Standard 3: Geography

Map information about people, places, and environments.

Describe the relationships between people and environments and the connections between people and places.

English Language Arts Common Core Learning Standards

SPEAKING AND LISTENING

Comprehension and Collaboration (SL.1)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

Presentation of Knowledge and Ideas (SL.4)

Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

WRITING

Research to Build and Present Knowledge (W.6-7)

Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.

ESSENTIAL & TOPICAL QUESTIONS

What was life like for the Haudenosaunee in the past?

PROCEDURE

To begin, as a class, create a KWL chart about what students know and want to know about the Haudenosaunee people. At the end of class, students can return to the chart and complete what they learned from the lesson, which can serve as a form of closure to the lesson.

Explain to students that they will be working in research groups investigating one specific aspect about Haudenosaunee life. In the end, students will combine their research to create a guide to understanding the Haudenosaunee culture and heritage prior to European contact.

Divide students into research groups of three to five students and assign each group one of the four research themes: culture, daily life, people, and community. See the "Research Guide Questions Handout" for a more specific breakdown of the assignment.

After students complete their research, they will compile their information and create the guide as a class.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Write an essay expressing why it is important to learn about other cultural groups, particularly referencing the Haudenosaunee (making note that this is a living culture).

Design and write a podcast program talking about the Haudenosaunee culture and history.

Create a Frequently Asked Questions sheet as a class to bring with them on their tour (NOTE: Educators should be sure to submit these questions prior to the tour).

LESSON TWO: THE PEACEMAKER STORY

OVERVIEW

The Great Law of Peace is one of the most important events that shaped the Haudenosaunee culture. It outlines how to treat and respect other people, maintain a democratic society, and use reason to keep peace. Students will discuss the main themes and ways of life that are presented in this important story.

Learning Objectives

STUDENTS WILL...

Explain the "Peacemaker Story" and its impact on the Haudenosaunee.

Analyze the Haudenosaunee decision making process as described in the "Peacemaker Story."

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of United States and New York

Interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and the United States Constitution, Bill of Rights, and other important historical documents.

Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native Americans, in New York State and the United States at different times and in different locations.

Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.

English Language Arts Common Core Learning Standards

READING LITERATURE

Key Ideas and Details (RL.1.)

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure (RL.4)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SPEAKING AND LISTENING

Comprehension and Collaboration (SL.1)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

ESSENTIAL & TOPICAL QUESTIONS

What is the "Peacemaker Story"?

What does the Hiawatha Belt mean to the Haudenosaunee?

PROCEDURE

To begin, as a class read the "Peacemaker Story" that is attached in the educator's guide.

As a class, discuss the main ideas and themes of the story. The questions below may be used to begin the discussion:

- Who were the main figures involved in the story?
- What do the arrows represent?
- Why did the Peacemaker want Tadadahō to join them when he was their enemy?
- How did the Grand Council make decisions or laws?
- What is a consensus?
- NOTE: For a visual representation and further explanation of how the Grand Council makes decisions, refer to the Grand Council Diagram found at the end of this guide.

Ask students to explain how the Hiawatha Belt symbolizes the unity of the Great Law of Peace and the meaning of the belt to the Haudenosaunee. Reiterate the illustration with the arrows (i.e. how one arrow can be easily broken by itself, but a bundle of arrows is much harder to break apart).

- NOTE: For more information on the Hiawatha Belt, see the Hiawatha Belt teacher resource at the end of this guide.

To conclude the lesson, ask students what objects they think represent the United States Constitution and/or American law.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Design their own symbol that represents unity of the classroom, community, or country and explain the symbolism.

Write a brief essay describing how the "Great Law of Peace" developed and how it influenced the Haudenosaunee.

Create comparative poster describing the similarities and differences between the decision making process of the Great Law of Peace and the U.S. Constitution.

RESOURCE LIST

Below are some of the resources we find helpful in learning about the Haudenosaunee people and that have been suggested to us by our Native American Advisory Board.

ONLINE RESOURCES:

NATIONAL MUSEUM OF THE AMERICAN INDIAN:

nmai.si.edu/home/

NMAI Haudenosaunee Educator Guide: nmai.si.edu/explore/foreducatorsstudents/

GANONDAGAN:

ganondagan.org

IROQUOIS INDIAN MUSEUM:

iroquoismuseum.org

ONEIDA NATION MUSEUM:

Oneidaindiannation.com/culture/legends

PRINT RESOURCES

Fadden, Ray. *Legends of the Iroquois*. Book Publishing Company: Tennessee. 1998.

O'Connor, George and Harmen Meyndertsz van den Bogaert. *Journey into Mohawk Country*. First, Second: New York. 2006.

National Museum of the American Indian. *Do All Indians Live in Tipis?* Harper Collins: Washington, D.C. 2007.

Waldman, Carl. *Atlas of North American Indian*. Facts on File: New York. 2009.

Weatherfor, Jack. *Indian Givers: How the Indians of the Americas Transformed the World*. Ballantine Books: New York. 1989.

Wonderley, Anthony. *Oneida Iroquois Folklore, Myth, & History*. Syracuse University Press: New York. 2004.

RESEARCH GUIDE QUESTIONS: HAUDENOSAUNEE CULTURE AND HISTORY

During this assignment, you will be history detectives and uncover evidence and information about the Haudenosaunee culture prior to European contact. Remember, the Haudenosaunee is still a vibrant community today; however, they have a rich history that informs their lives today. Each group of students will be responsible for researching one of the research themes, which are listed below.

CULTURE

What are some of the major Haudenosaunee beliefs?

What are some ceremonial customs or rituals?

What are the important stories and games of the Haudenosaunee?

DAILY LIFE

What did their houses look like prior to European contact and how were they constructed?

What was their diet like?

What were the roles of men, women, and children in the community?

PEOPLE

What five tribes, and then later six, made up the Haudenosaunee and what did their names mean?

Where were these various tribes located?

What was the relationship like between these tribes before European contact?

COMMUNITY

Who were and are the leaders and respected members of the Haudenosaunee community?

What were community laws? (Consider the Great Law of Peace)

How were these laws made or decided upon?

NAME: _____

DATE: _____

READING A STORY

WHO ARE THE CHARACTERS?	
WHAT IS THE SETTING/S?	
WHAT ARE THE MAJOR THEMES?	
WHAT WERE EXAMPLES OF IMAGERY?	
WHAT IS THE MORAL/ LESSON?	

THE PEACEMAKER STORY

Long ago, the Haudenosaunee Nations were at war with each other. A man called the Peacemaker wanted to spread peace and unity throughout Haudenosaunee territory.

While on his journey, the Peacemaker came to the house of an Onondaga leader named Hayo'wetha (hi-an-WEN-ta), more commonly known as Hiawatha. Hayo'wetha believed in the message of peace and wanted the Haudenosaunee people to live in a united way. An evil Onondaga leader called Tadadaho, who hated the message of peace, had killed Hayo'wetha's wife and daughters during the violent times. Tadadaho was feared by all; he was perceived as being so evil that his hair was comprised of writhing snakes, symbolizing his twisted mind. The Peacemaker helped Hayo'wetha mourn his loss and ease his pain. Hayo'wetha then traveled with the Peacemaker to help unite the Haudenosaunee.

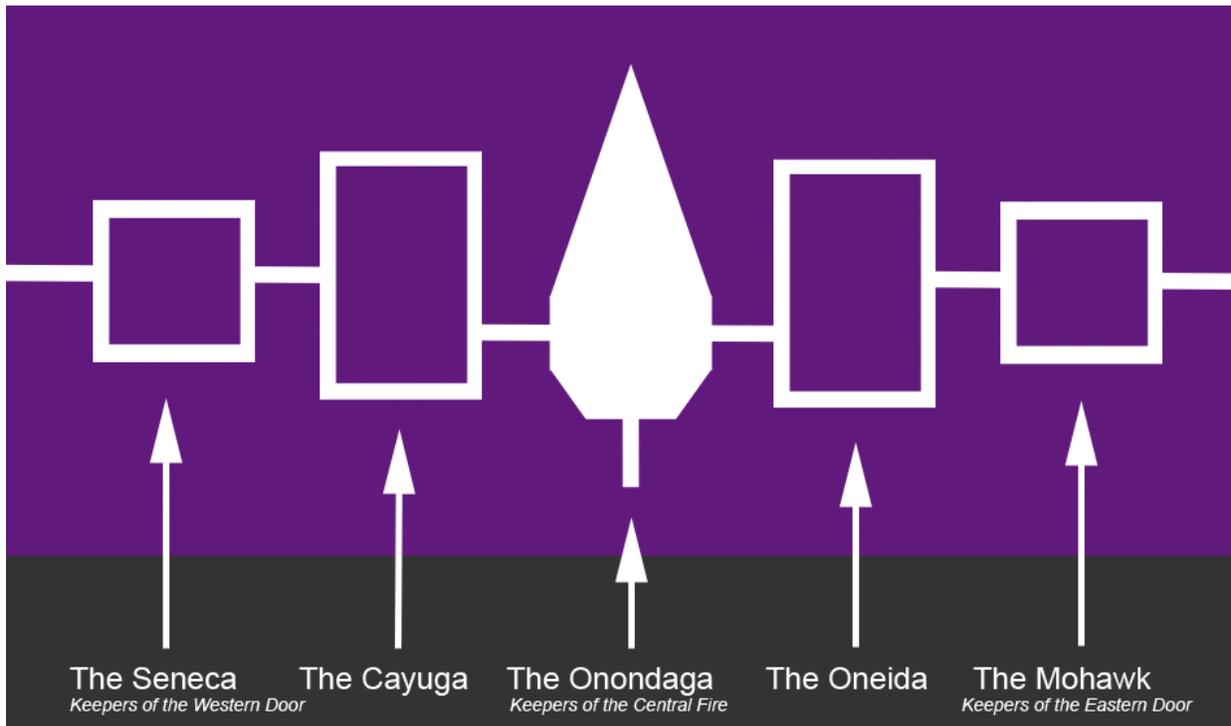
The Peacemaker used arrows to demonstrate the strength of unity. First, he took a single arrow and broke it in half. Then he took five arrows and tied them together. This group of five arrows could not be broken. The Peacemaker said, "A single arrow is weak and easily broken. A bundle of arrows tied together cannot be broken. This represents the strength of having a confederacy. It is strong and cannot be broken." The Mohawk, Oneida, Cayuga, Seneca, and Onondaga accepted the message of peace.

With the nations joined together, the Peacemaker and Hayo'wetha sought out Tadadaho. As they approached Tadadaho, he resisted their invitation to join them. The Peacemaker promised Tadadaho that if he accepted the message of peace, Onondaga would be the capital of the Grand Council. Tadadaho finally succumbed to the message of peace. It is said that the messengers of peace combed the snakes from his hair. The name Hayo'wetha means "he who combs," indicating his role in convincing Tadadaho to accept the Great Law of Peace.

Joined together, these five nations became known as the Haudenosaunee Confederacy. When peace had successfully been spread among the five nations, the people gathered together to celebrate. They uprooted a white pine tree and threw their weapons into the hole. They replanted the tree on top of the weapons and named it the Tree of Peace, which symbolizes the Great Law of Peace that the Haudenosaunee came to live by. The four main roots of the Tree of Peace represent the four directions and the paths of peace that lead to the heart of Haudenosaunee territory, where all who want to follow the Great Law of Peace are welcome. At the top of the Tree of Peace is an eagle, guardian of the Haudenosaunee and messenger to the Creator.

The Peacemaker then asked each nation to select men to be their leaders called hoyaneh. The Peacemaker gave the laws to the Haudenosaunee men, who formed the Grand Council. The Grand Council, made up of fifty hoyaneh, makes decision following the principles set forth in the Great Law of Peace. When decisions are made or laws passed, all council members must agree on the issue; this is called consensus.

HIAWATHA BELT



The Haudenosaunee flag is based on the Hiawatha Belt, a wampum belt that records the founding of the Haudenosaunee confederacy. The background is purple and there are four white squares with a stylized white tree in the center of them. A white line that symbolizes the path of peace connects the tree and squares. The tree stands for the Onondaga nation, where the Tree of Peace was planted and where the central fire of the Haudenosaunee resides. The four squares are the other founding members of the confederacy. The belt can be read from east to west, according to the territories of each nation: Mohawk, Oneida, Onondaga, Cayuga, and Seneca. The white line extends off the edge of the belt on both sides to symbolize that other nations may join, thus the belt also includes the sixth nation to join the confederacy, the Tuscarora nation, even though there is not a separate symbol on the belt for them.

GRAND COUNCIL OF THE HAUDENOSAUNEE

Grand Council meetings of the Iroquois Confederacy are held for serious matters, which affect all of the member nations: Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora. Before an issue can be presented to the Grand Council, it must first be heard by the Onondagas who decide whether the issues requires a Grand Council meeting. Sometimes, the issue is sent back to the individual nation to be solved at home. Each nation has its own Council of Chiefs and deals with its own problems. These Chiefs are also the representatives to the Grand Council.

The Grand Council is organized into the Elder and the Younger Brothers. The elder Brothers are the Mohawk, Seneca, and Onondaga. The Onondagas are called Firekeepers. The Tuscarora joined the Confederacy in the early 1700s and sit with the Younger Brothers in Grand Council meetings.

When an important issues is to be discussed in Grand Council, the Onondaga send runners with strands of wampum to invite the Chiefs of the Confederacy to a meeting. The runners advise the chiefs of the issue, and the date and time to gather at Onondaga, where Council meetings are normally held.

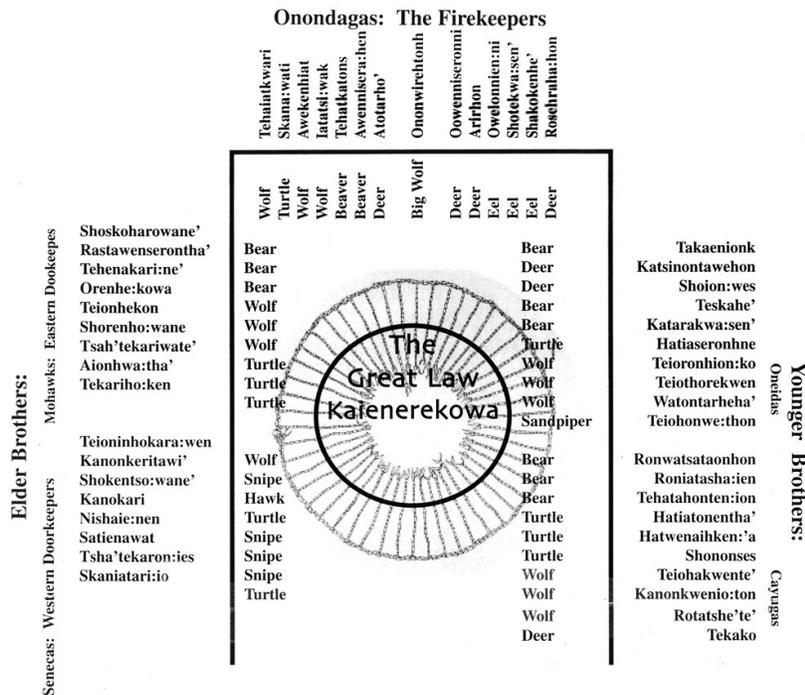
When the Grand Council session begins, the Thanksgiving address is spoken first. The Onondagas then present the issue to the Elder Brothers. Discussion of the issue proceeds among the Elder Brothers. When they have reached a decision, their spokesmen stands up and "throws or tosses the issue across the fire," meaning they tell the Younger Brothers their decision.

The Younger Brothers discuss the issue until they reach a decision. Their spokesmen stands and "throws the issue back across the fire" to the Elder Brothers. If the Elder and Younger Brothers reach the same decision, the spokesman for the Elder Brothers stands and informs the Onondagas of their agreement. The Onondagas must then discuss the issue and the decision considering the cultural values and laws of the Haudenosaunee. If all is in balance, the Onondagas then announce the decision.

Sometimes reached between the Younger might be discussed not enough

The diagram below seating arrangement Grand Council

The Seating of the Grand Council



agreements cannot be the Elder Brothers and Brothers and the issue again later, especially if information is available.

demonstrates the at a Haudenosaunee meeting.