



Six Nations Iroquois Life **TOUR** EDUCATOR'S GUIDE

PRE- AND POST-VISIT LESSON PLAN IDEAS & STRATEGIES / GRADES: 9TH– 12TH

Overview

The Haudenosaunee, or the Iroquois, maintain a long presence and history in New York State. The geography and natural resources of the Eastern Woodlands region greatly impacted the Haudenosaunee culture. Arrival of European settlers significantly changed their lifestyle, traditional beliefs, and culture that 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 the Haudenosaunee and their history and 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 7: Perceive and analyze artistic work.

ANCHOR STANDARD 8: Interpret meaning in artistic work.

ANCHOR STANDARD 9: Apply criteria to evaluate artistic work.

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

Comprehension and Collaboration

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.

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

taking a stand, and backing up your points with research.

LESSON ONE: WHO ARE THE HAUDENOSAUNEE?

Overview

The Haudenosaunee, commonly referred to as the Iroquois, are made up of an alliance that included six Native American nations: the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora. The original confederacy was made up of five nations until the Tuscarora joined in 1722.

LESSON TWO: IF OBJECTS COULD TALK—ANALYZING NATIVE AMERICAN OBJECTS

Overview

Objects provide an interesting perspective in understanding the events and cultures of various groups of people. During this lesson, students will investigate a Native American object, exploring what it tells historians about the people that created it.

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...

Create a classroom exhibit highlighting the historical accomplishments and contributions of the Haudenosaunee, as well as describing their part in the community today.

Participate in a classroom dialogue, discussing how your perspective and understanding of the Haudenosaunee have changed.

Interview family members to discuss special family and cultural traditions and customs. Then, in a poster display, compare these activities and traditions to similar Native American ones, demonstrating continuity and similarities. Display posters in classroom or school.

Research and compose a report about the Haudenosaunee today, discussing issues of land usage, reservation life, and sovereignty. Write persuasively,

LESSON ONE: WHO ARE THE HAUDENOSAUNEE?

OVERVIEW

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Learning Objectives

STUDENTS WILL...

Investigate the identities and cultures of the Haudenosaunee.

Describe the distinguishing characteristics of the Six Nations of the Haudenosaunee through an in-class presentation.

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of United States and New York

- Compare and contrast the experiences of different ethnic, national, and religious groups, including Native Americans, in the United States, explaining their contributions to American society and culture.

Standard 3: Geography

- Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
- Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.

English Language Arts Common Core Learning Standards

READING INFORMATIONAL TEXTS

Key Ideas and Details (R.1-2)

- 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.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

WRITING

Text Types and Purposes (W.1)

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Research to Build and Present Knowledge (W.7-8)

- 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.

SPEAKING AND LISTENING

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.

ESSENTIAL & TOPICAL QUESTIONS

Who are the Haudenosaunee?

How are the various tribes different? Similar?

What are the contributions of the Haudenosaunee culture and nations?

PROCEDURE

To begin, explain that students will be investigating the culture and traditions of the Haudenosaunee people. Explain that the Haudenosaunee confederacy was and is made up of Six Nations: Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora.

Divide students into six groups that will each research one of these six groups. Groups should identify the various languages, regional locations, beliefs, ceremonies and traditions, name meanings, and lifestyles of these various groups prior to European contact.

Discuss with students into appropriate resources, emphasizing the use of primary sources, such as maps, oral histories, paintings, and photographs.

After researching their information, students will create a presentation with both an oral and visual component about their researched nation for the class.

Presentation requirements and scoring components are available in the "Who are the Haudenosaunee Checklist."

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Create a class documentary about the Haudenosaunee, with each nation's group submitting a chapter to the documentary.

Write a persuasive essay arguing what main points of information about the nation should be included in a local cultural center's Haudenosaunee display.

LESSON TWO:

IF OBJECTS COULD TALK—ANALYZING NATIVE AMERICAN OBJECTS

OVERVIEW

Objects provide an interesting perspective in understanding the events and cultures of various groups of people. During this lesson, students will investigate a Native American object, exploring what it tells historians about the people that created it.

Learning Objectives

STUDENTS WILL...

Describe the appearance and purpose of a Native American object from The Eugene and Clare Thaw Collection of American Indian Art.

Analyze what the object says about its creator or the culture it represents.

Explain the cultural and historical meaning of an object.

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of United States and New York

Compare and contrast the experiences of different ethnic, national, and religious groups, including Native Americans, in the United States, explaining their contributions to American society and culture.

English Language Arts Common Core Learning Standards

Key Ideas and Details (R1)

- 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.

WRITING ANCHOR STANDARDS

Text Types and Purposes (W.1, W.4)

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

Research to Build and Present Knowledge (W.6-70)

- 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

Why is the study of primary sources valuable?

What do objects tell us about the people and cultures that created and used them?

PROCEDURE

Begin by discussing with the class why studying primary sources and materials are valuable to the study of history.

Explain to students that they will be analyzing an object from The Eugene and Clare Thaw Collection of American Indian Art, which is available through The Fenimore Art Museum's collection links, to create a Classroom Manual for Native American Objects. The digital collections of the Thaw Collection are available at through the following link: <http://collections.fenimoreartmuseum.org/items/browse?collection=2>

Direct students to choose an object from the Thaw's online digital collection and then review the information available regarding the object. Using the "If Objects Could Talk: Analyzing Native American Objects Worksheet," assist students in understanding their objects.

After students have found their object and information available from the Thaw Collection, direct students to investigate and additional aspects and information regarding their object. For example, if the object was used by a particular group or tribe, research more about the group

Once students have found their information, they will create a written description and analysis of the object. The written description should address the analysis questions from the worksheet and any relevant photographs of the object, or others like it, or the peoples that used or created it.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Create a classroom or exhibit or poster display highlighting and explaining their object, research, and process.

Discuss as a class the relevance and importance of primary and secondary sources, defending which they think is the best source of information.

Develop interview questions and interview other classmates, one-on-one, about their object and research.

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/

AKWESASNE (MOHAWK):

akwesasne.ca/index.html

CAYUGA NATION OF NEW YORK:

cayuganation-nsn.gov

GANONDAGAN:

ganondagan.org

IROQUOIS INDIAN MUSEUM:

iroquoismuseum.org

ONONDAGA INDIAN NATION:

onondaganation.org

ONEIDA NATION MUSEUM:

oneidaindiannation.com/culture/legends

SENECA NATION OF INDIANS

sni.org

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.

WHO ARE THE HAUDENOSAUNEE?

The Haudenosaunee, commonly referred to as the Iroquois, are made up of an alliance that included six Native American nations. These nations include the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora.

For this project, you will investigate the below aspects of the society and culture of these tribes prior to European contact.

CONTENT GUIDELINES

- __ Languages (Important words or names and their meanings)
- __ Geographic Location
- __ Special Ceremonies and Traditions
- __ Recreational Activities/Games
- __ Religious or Cultural Beliefs
- __ Daily Life (Tribal structure, diet, family roles)

PRESENTATION GUIDELINES

- __ Oral Presentation (All group members must participate)
- __ Visual Components (Photographs, paintings, etc.)

