

# Goldie's HISTORY KITS



## American Indians and Westward Expansion

TEACHER MANUAL

STATE HISTORICAL  
SOCIETY OF IOWA  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY  
OF CONGRESS  
TEACHING  
WITH PRIMARY  
SOURCES

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# Instructions

## What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct on American Indians. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

## What's Included

### Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

### Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

### History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

### Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

## Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

## Read Aloud

This Goldie's History Kit provides four books related to American Indians. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

## History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme through the use of photographs and videos.

## Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding how the lives of American Indians has changed from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.


# Instructions

## How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like... cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

## Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History – as all four components – has background information, a materials list, easily reproducible worksheets and instructions to prepare your lesson.

 **Goldie's History Kit Connection:** There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like... cards activity.

## Read Aloud, History Mystery & Think Like... Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like... cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

## Additional Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a [Google Drive folder](#), where materials can be downloaded.

## Register for Free Goldie's History Kit [Merchandise](#)

Receive Goldie's History Kit merchandise by submitting your contact information to the [online form](#).

# READ IOWA HISTORY

EDUCATOR MATERIALS

## American Indians and Westward Expansion

LESSON PLAN FOR SUPPORTING QUESTION

**Who are American Indians? And who are the Meskwaki?**

X 1471-05



3<sup>RD</sup> GRADE

# Introduction to Read Iowa History

## About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.


[Primary sources](#) (from the digital [Primary Source Sets collection](#)) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the [Primary Source Sets toolkit](#) to learn more about using primary sources in the classroom.

## What's Included

### Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list, instructions and Goldie's History Kit Connections (see below). There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create your own.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

### Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These student worksheets are available on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

### Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproducible assessment worksheets also are available on the USB flash drive and [Google Drive folder](#).



*Courtesy of Library of Congress, "Harvest Dance, Hopi Indians," between 1909 and 1919*

# American Indians and Westward Expansion

## 3rd Grade

### Overview

Students will use primary and secondary sources to learn about the process of migration during the time of the westward movement. Students understand the complexity of rules and laws play a role in trying to mend the division in the country. Aspects of the national story as well as how Iowa fits into the narrative are investigated while students develop skills of analyzing sources, creating and comparing maps, summarizing, comparing and contrasting and supporting answers with evidence.



#### Unit Compelling Question

What factors, forces or reasons cause people to move from one geographic area to another?



#### Unit Supporting Question

Who are American Indians? Who are the Meskwaki?

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## 3rd Grade

### How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the [Primary Source Sets](#), which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 [Primary Source Sets](#).



#### Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

**What factors, forces or reasons cause people to move from one geographic area to another?**



#### Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

- 1) What was Westward Expansion?
- 2) Who are American Indians? Who are the Meskwaki?**
- 3) What happens when cultures collide?



#### Read Iowa History: American Indians and Westward Expansion

This Read Iowa History lesson addresses “What factors, forces or reasons cause people to move from one geographic area to another?” and “Who are American Indians? Who are the Meskwaki?” and includes lesson plans, worksheets, suggested assessments and other tools.



# Standards and Objectives

## Iowa Core Social Studies Standards

No.	Standard
<b>SS.3.1.</b>	Identify disciplinary ideas associated with a compelling question.
<b>SS.3.2.</b>	Use supporting questions to help answer the compelling question in an inquiry.
<b>SS.3.4.</b>	Cite evidence that supports a response to supporting or compelling questions.
<b>SS.3.5.</b>	Construct responses to compelling questions using reasoning, examples, and relevant details.
<b>SS.3.11.</b>	Provide examples of historical and contemporary ways that societies have changed. (21st century skills)
<b>SS.3.21.</b>	Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources
<b>SS.3.26.</b>	Develop a claim about the past based on cited evidence.
<b>SS.3.27.</b>	Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.

## Iowa Core Literacy Standards

No.	Standard
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.
<b>RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Objectives

- I can analyze primary sources to make a claim about Native Americans.
- I can analyze primary sources to make a claim about the Meskwaki.
- I can use maps to explain movement patterns of people related to natural resources and landforms.
- I can explain and cite evidence of how societies have changed.
- I can analyze movements of different groups in and out of Iowa, including the removal and return of indigenous people.

## Background Essay

**Utilize this background essay, in whole or in parts, with students to provide further context and understanding about the history of American Indians. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.**

The first people to live in what we now call Iowa may have arrived some 8,000-10,000 years ago. They lived along the edges of the receding glaciers and hunted large game animals. Gradually, groups began to plant and harvest gardens of corn, beans, pumpkins and squash and gather nuts, berries and fruits to supplement their meat supply. By around 1,200 C.E., corn had migrated along the Gulf Coast and up the Mississippi to tribes in the Upper Midwest who became known as the Oneota culture. They established villages to which they returned for many years after seasonal deer and buffalo hunts.

The arrival of Europeans on the continent had an impact on the Midwest long before permanent settlers came. French and English colonies along the Atlantic Coast displaced eastern **American Indian** tribes who were forced west to compete with existing tribes. The earliest French and English these tribes encountered were not settlers competing for lands fur trappers and traders. They brought with them manufactured goods — blankets, cookware, knives, guns — to exchange for beaver, deer and other skins that sold for high prices in Europe.

Internal competition among both **American Indians** and European sides of the trading partnership led to conflicts. As the French and English battled for control the Atlantic Coast and Canada, they made allegiances with tribes. The French clashed with the **Meskwaki** (sometimes mistakenly called the Fox) and their Sac allies who were forced south from their homelands in Wisconsin and Michigan into eastern Iowa. These tribes became allies of the British against the French and later against the former British colonists, the Americans. The other major tribe as American **settlement** began to put direct pressure Iowa lands in the 19th Century were the Sioux across the northern regions of future Iowa. The Sioux were the last to relocate out of the state in 1851.

From the earliest days of European **settlement** on the Atlantic Coast, pioneers began moving west not just to trade but to live and raise families. This is known as Westward Expansion. Of course, American Indians were already occupying those western lands, setting up conflict situations. In 1832, when the U.S. government tried to enforce the terms of a treaty that demanded **removal** of the Sac from their major village Saukenuk on the Illinois side of the river. Chief Black Hawk resisted and returned in the spring with a portion of the tribe in defiance of the government order. In the Black Hawk “War” that ensued, U.S. troops and the Illinois state militia quickly routed Indian resistance and forced Sac families to flee. The treaty that followed opened eastern Iowa to American **settlement** and pushed the Sac and their **Meskwaki** allies into central Iowa. Treaties between the tribes and the U.S. government eventually provided for relocation of the tribes to western lands and the **removal** of Indian claim to the land.

Iowa has no Indian **reservations**, land owned by the U.S. government but occupied by recognized Indian tribes. In the 1850s, **Meskwaki** tribal members pooled their government annuity payments and, with the consent of the state government, purchased land in Tama County that became known as the **Meskwaki Settlement**. The tribe, not the government, owns the land. Many members of the tribe began to return to Iowa where they have lived ever since. The modern **Meskwaki Settlement** in Tama County maintains tribal , courts, and police and a public works department. Their annual powwow attracts thousands every year who watch traditional dances and learn about **Meskwaki** history and culture. Because they are not subject to state laws, the tribe opened a very successful casino that has brought a new prosperity to the **Meskwaki**. Sioux City is home to another sizable group of American Indians who sponsor a day care that promotes community activities and services to members of several tribes in the area. American Indians have a significant story in Iowa history and are a vibrant part of the Iowa of today.

### Vocabulary Words

- American Indian
- Settlement
- Meskwaki
- Reservation
- Removal

# Meskwaki: A Brief History



## Unit Compelling Question

What factors, forces or reasons cause people to move from one geographic area to another?



## Unit Supporting Question

Who are American Indians? Who are the Meskwaki?

### Overview

Students will use a close reading strategy to gain background knowledge before they begin to investigate primary sources in this unit.

### Source Background

This source, from the Meskwaki Nation, is provided to help students understand the history of the Meskwaki Nation and their settlement in Iowa.

### Instructions

- 1 Read through the text before working with your students to select passages to complete a close read. Follow the steps below to complete this technique.
- 2 Complete a first reading of the passages you selected with your students. Use this read to determine the main idea.
- 3 Complete the second reading of the passage. Have students highlight something interesting and discuss as a class.
- 4 Complete the third reading of the excerpts. Have students ask questions that they will share with the class.
- 5 Post the student-generated questions somewhere so students can refer back to them throughout this unit.

### Materials

- [Meskwaki: A Brief History](#)



**Goldie's History Kit Connection:** To introduce students to a few other American Indian tribes, refer to [We Are Grateful: Otsaliheliga](#) (Cherokee Tribe), [The Star People: A Lakota Story](#) (Lakota Tribe) or [The People Shall Continue - 40th Anniversary Special Edition](#) (not tribe specific). Additionally, [Native American History for Kids](#) provides a broad American Indian history.

To learn more about two Sauk (Sac) and a Fox (Meskwaki) leaders and their response to effects of westward expansion, refer to the [Portraits of Keokuk and Black Hawk](#) and discuss the questions.

To learn more about a recent member of the Meskwaki Nation, refer to the [Think Like... Jean Adeline Morgan Wanatee card](#) and discuss the questions. Refer to the [Sash](#), which she made, as more evidence of the thriving Meskwaki culture.

## Text provided by the [Meskwaki Nation](#)

The Meskwaki people (sometimes spelled “Mesquakie”) are of Algonquian origin from the Eastern Woodland Culture areas. The Meskwaki spoken language is of similar dialect to the Sauk and Kickapoo and they are working hard to maintain it.

The tribe has been historically located in the St. Lawrence River Valley, Michigan, Wisconsin, Illinois, Missouri and Iowa. Meskwaki were called “Renards” (the Fox) by the French, but have always identified themselves as “Meskwaki”. The Meskwaki fought against the French in what are now called the Fox Wars (1701-1742) and in 1735, the Sauk and Meskwaki allied together to fend off Europeans and other Indian Tribes. Both tribes moved southward from Wisconsin into Iowa, Illinois and Missouri. Even though the Meskwaki and Sauk are two distinct tribal groups, with linguistic and cultural similarities, the two tribes have often been associated throughout history.

After the Black Hawk War of 1832, the United States officially combined the two tribes into a single group known as the Sac & Fox Confederacy for treaty-making purposes. Through a series of land concessions in 1845 under the name of “Sac & Fox”, the Sauk and Meskwaki formally lost all lands and were removed to a reservation in east central Kansas (although some persevered and chose to stay). After their banishment to Kansas, Meskwaki ancestors longed to reclaim their Iowa woodland homeland. Choosing to remain, some stayed hidden in Iowa, while others left for the Kansas reservation only to journey back to Iowa over the next few years. Throughout, there was an unbroken presence in Iowa and by 1856, the State of Iowa enacted a law allowing the continued residence of the tribe.

On July 13, 1857, the Meskwaki formally purchased their first 80 acres in Tama County, which gave formal federal identity to the Meskwaki people as the “Sac & Fox In Iowa”. Then 10 years later, in 1867, the United States government allowed the Meskwaki living in Iowa to receive federal annuity payments for the first time. This unique identity (that of unclear jurisdictional status since the tribe had formal federal recognition but also continuing relations with the State of Iowa due to the tribe’s private ownership of land) allowed the Meskwaki people to be virtually ignored by federal as well as state policies. Always persevering, this gave them time to return, thrive and grow.

Every year between 1857 and 1866, different groups of Meskwaki returned to the Settlement, with the majority coming to the area after 1862. The tribe traded 130 trees to obtain funds to purchase another parcel of 40 acres in January 1867. This expanded the Meskwaki Settlement to almost 3,000 acres.

By generating income through trapping and by accumulating annuity payments, the tribe was able to purchase additional land between 1867 and 1901.

During this 30 year time period, the Meskwaki people were able to live a more independent lifestyle than other tribes confined to regular reservations strictly regimented by federal authority.

Seeking to resolve this ambiguity, the State of Iowa ceded to the Federal Government all jurisdiction over the Meskwaki. The outdated federal law was repealed by the Federal Government in 2019.

Because their ancestors had the tenacity and foresight to purchase their land, the Meskwaki Settlement is not an Indian Reservation. It was not set apart from the public domain and reserved for Indians. It is private purchased property, a sovereign nation.

Owing to the noble sacrifices and vision of their ancestors, the Meskwaki continued to thrive and grow over the years on their purchased land.

In 1987, the Meskwaki purchased additional ground, expanding their holdings to 7,054 acres, acquiring land towards the north. Powwow celebrations, however, continue to be held on traditional grounds to the south.

Today, the Meskwaki continue to purchase land as opportunities for economic diversification arise. They currently own more than 8,100 acres in Tama, Marshall and Palo Alto County.

The Sac and Fox Tribe of the Mississippi in Iowa is the only federally recognized Indian tribe in Iowa. They have their own constitution, codified laws, 13 full-time police officers and a fully functioning court system. They have nearly 1400 enrolled tribal members and are the largest employer in Tama County, employing more than 1200 people.

The Meskwaki Nation has been working to improve housing, infrastructure and improve modern amenities over the years including beginning their own fiber optic network. Tribal activities at the Settlement shifted to the north after the relocation of Highway 30, where the Meskwaki Bingo, Casino & Hotel, Meskwaki Settlement School, Meskwaki Health Clinic, Meskwaki Business Center and newer housing additions are situated.

Over the last 10 years, the tribe has purchased Pinnacle Bank, built a new Meskwaki Travel Plaza and created the Natural Resources and Buffalo Wildlife Project. They opened Meskwaki, Inc. and their subsidiaries, an economic diversification project working to create sustainable business opportunities for the Tribe. In 2013, as part of the Meskwaki Food Sovereignty Initiative, they launched Red Earth Gardens, a 40-acre self-sustaining farm. The Meskwaki Nation is working to build a better life for their community members through family service programs and support like MADAC, Historic Preservation and Higher Education.

By adapting, surviving and thriving, The People Of The Red Earth are working hard to determine the needs within their community. They are committed to protecting their inherent sovereignty, preserving and promoting their culture, and improving the quality of life for future generations.

Their mission: "To rely on the knowledge and experiences of the past, along with the will to survive to advance the people, culture and well-being of the Meskwaki Nation."

Another option is to watch the [Meskwaki Heritage video](#).

# National Atlas: Indian Tribes, Cultures & Languages, 1991



## Unit Compelling Question

What factors, forces or reasons cause people to move from one geographic area to another?



## Unit Supporting Question

Who are American Indians? Who are the Meskwaki?

### Overview

Students will read about American Indian regions and they will investigate the map to show where these regions were before settlers forced them off of the land.

### Source Background

This 1991 map from the Library of Congress shows the distribution of American Indian tribes, cultures and languages. Listed American Indian culture regions are: Subarctic, Northeast, Southeast, Plains, Southwest, California, Great Basin, Northwest Coast and Plateau. Each region shows tribes from that region. The languages are delineated by different colors.

### Instructions

- 1 Read the paragraph below as a class and discuss. Or access any of the TrueFlix Stories listed under Materials and discuss as a class.
  - American Indians were often grouped into tribes or nations. These groupings were generally based on shared culture, language, religion, customs and politics. There are over 1,000 American Indian tribes in the U.S. Sometimes, tribes were grouped by region or language.
- 2 As a class, look at the “National Atlas: Indian Tribes, Cultures & Languages” map, which points out the regional areas of American Indian tribes. Compare this map to a map of the U.S.
  - In **Part 2**, students will be digging deeper into the regions of American Indian tribes by analyzing primary sources to understand each region’s culture, such as the environment they live in, the food they eat, the clothing they make and wear, the art they create and the kind of housing they occupy. Keep both maps for this lesson.



**Goldie's History Kit Connection:** To introduce students to more American Indian culture and language, refer to [We Are Grateful: Otsaliheliga](#) (Cherokee Tribe), [The Star People: A Lakota Story](#) (Lakota Tribe) or [The People Shall Continue - 40th Anniversary Special Edition](#) (not tribe specific) and discuss the questions.

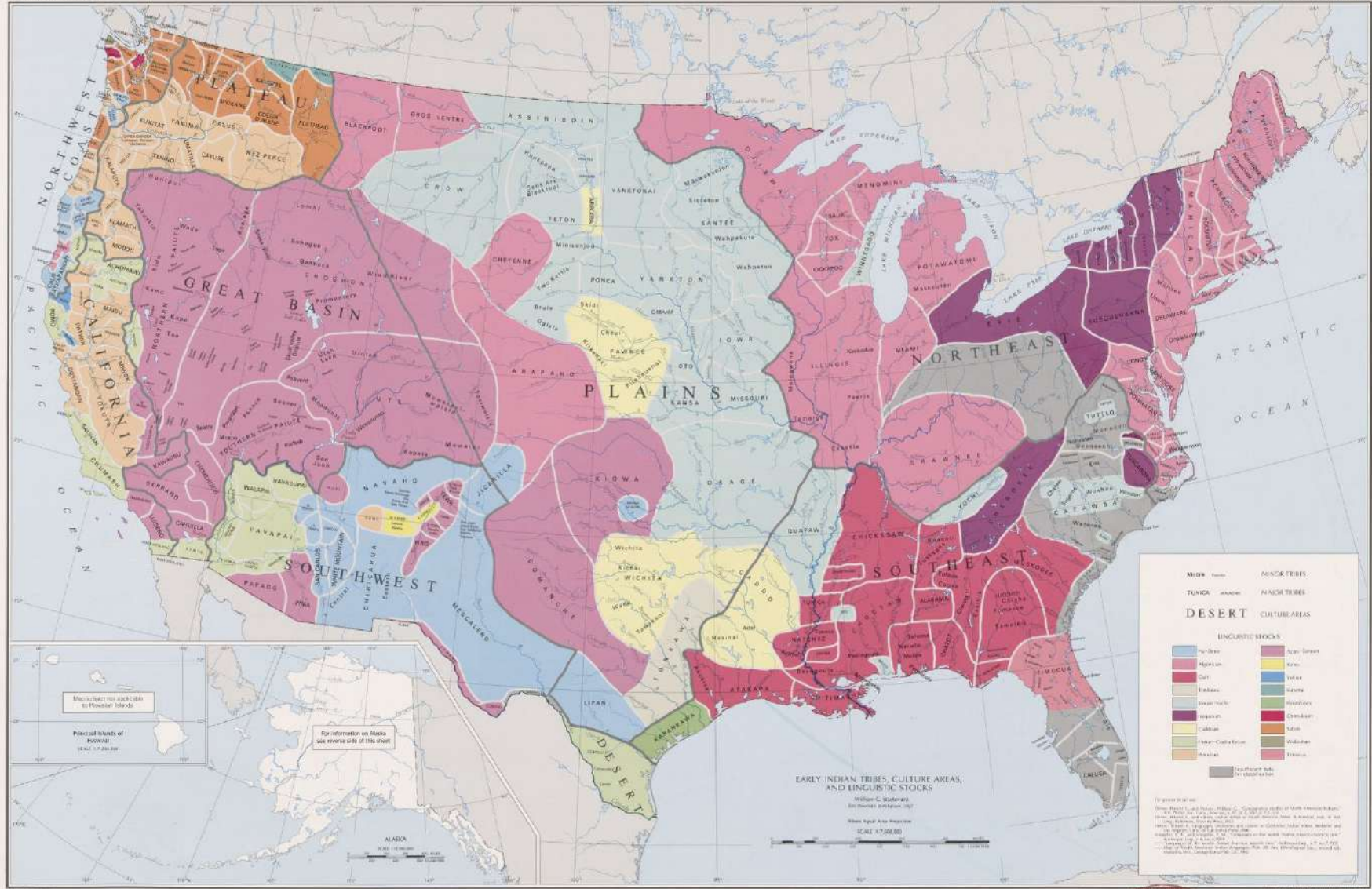
### Materials

- [“National Atlas: Indian Tribes, Cultures & Languages” map](#)
- [Map of the United States](#)
- TrueFlix Stories (*provided to districts by the AEA*):
  - Far North: The Inuit
  - Plains: The Sioux (Northern Great Plains), The Comanche
  - Sioux
  - Southeast: The Pueblo
  - Southwest: The Apache
  - Northwest: The Iroquois

- 3 **Formative Assessment:** Students will write a line of learning in their notebook after they finish the analysis in Part 1.

NATIONAL ATLAS

INDIAN TRIBES, CULTURES & LANGUAGES



NATIONAL ATLAS OF THE UNITED STATES OF AMERICA  
 DEPARTMENT OF THE INTERIOR, U.S. GEOLOGICAL SURVEY  
 RESTON, VIRGINIA 22092

NOV 13 1991  
 U.S. GEOLOGICAL SURVEY  
 FOR SALE BY U.S. GEOLOGICAL SURVEY  
 CENTER, COOKSBOURNE AVENUE, RESTON, VIRGINIA 22092  
 800-368-6999

Courtesy of Library of Congress, Sturtevant, William C., "National atlas. Indian tribes, cultures & languages," 1991

# American Indian Image Analysis



## Unit Compelling Question

What factors, forces or reasons cause people to move from one geographic area to another?



## Unit Supporting Question

Who are American Indians? Who are the Meskwaki?

### Overview

Students will analyze photos of American Indians to consider landforms and natural resources in area. Students also will analyze elements of the photo, such as food, clothing, art, tools, homes, etc., to match each photo to the region on the map in [Part 1](#). This is a two-day activity.

## Source Background

**Source 1:** Three Sioux American Indians of horseback are photographed along the Great Plains in 1906.

**Source 2:** Two women in Tama in 1905 are shown weaving in a wickiup, a hut covered with brushwood or grass.

**Source 3:** Eskimo children are shown posing under salmon hanging from a rack in Alaska in 1906.

**Source 4:** Hopi American Indians are participating in the Harvest Dance in northeast Arizona.

**Source 5:** This American Indian man is a member of the Cree, who were based along the northwest coast.

**Source 6:** Men, women and children, all Seminole American Indians, are posing outdoors in Florida in 1936.

## Instructions

- 1 Divide students into small groups. Distribute the [K-W-L \(Know, Wonder, Learn\) worksheet](#) to each student, and walk students through the questions being asked on the worksheet.
- 2 Each group will receive a photo to analyze with the worksheet. Give students time to analyze the photos and complete the worksheet.
- 3 After their analysis, each small group will share their image to the class. Ask students in each group the following questions. Encourage them to answer based on the images' sourcing and descriptions listed above:
  - Who is in the photo? What is happening?
  - When was this image taken/created? Where is this?
  - What questions do you have about the image?
- 4 After the group shares their image, place it on the map from [Part 1](#) in the region. Students will work to research the questions they recorded on their K-W-L worksheet using the primary sources in these lessons, the suggested research source or books at the school.

*Instructions continued on next page*

## Materials

- [K-W-L chart](#)
- Seven primary source images
- [American Indian Region Analysis worksheet](#)
- **Suggested Book:** *A Visual Dictionary of Native Communities* by Bobbie Kalman
- **Suggested Resource:** [Native American Cultures](#)
- **Suggested Resource:** [Part 1 TrueFlix Stories](#)



# American Indian Image Analysis

## Instructions continued

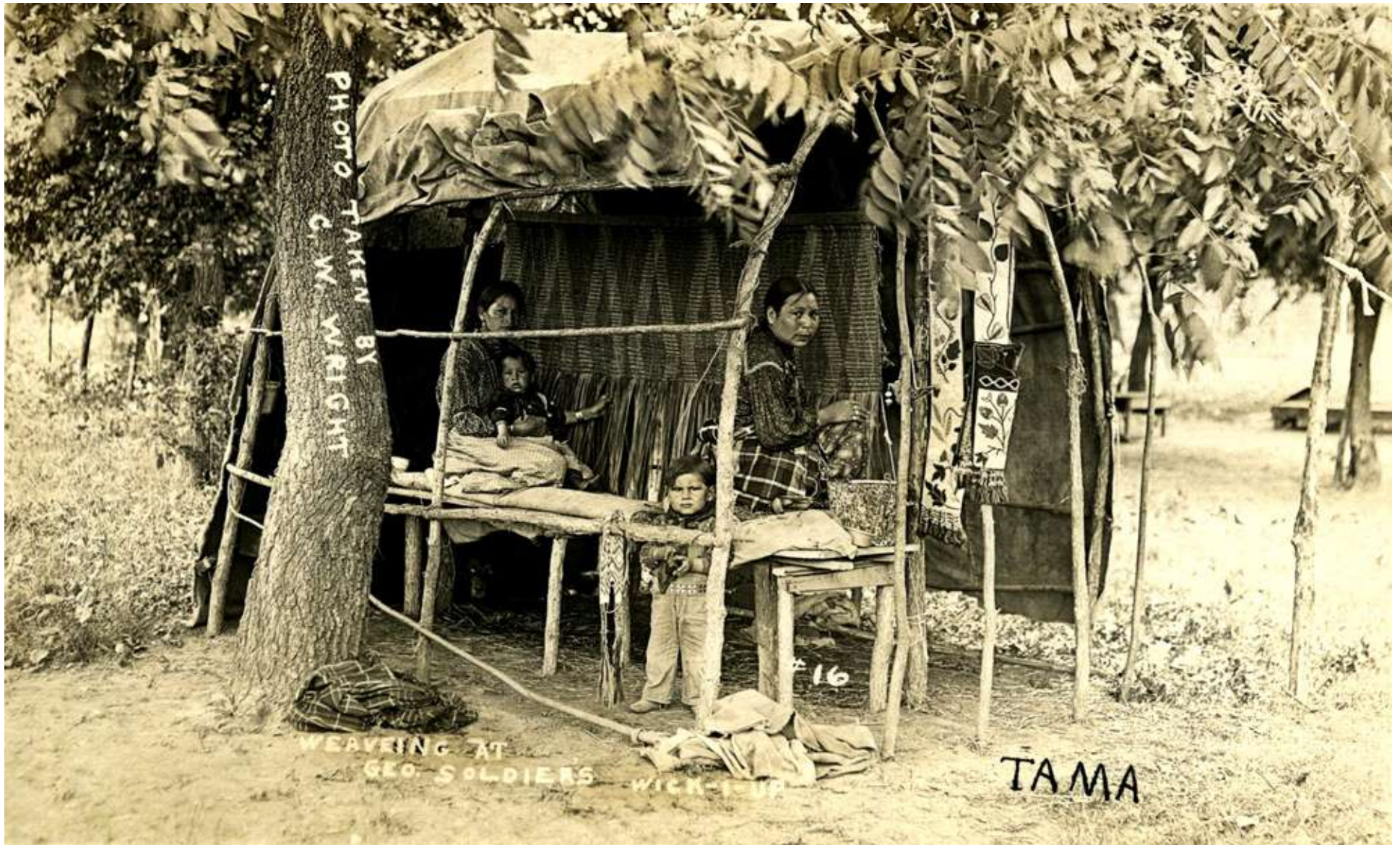


**Goldie's History Kit Connection:** To help with research, have the students refer to [\*Native American History for Kids\*](#) book which addresses the history of the American Indian tribes.

- 5 Distribute the [\*American Indian Region Analysis worksheet\*](#) to students to record their research. Students will write the name of the American Indian tribe in the center circle. They will then record their research for the region on the following topics in the corresponding circle:
  - Landforms and natural resources
  - Food
  - Clothing
  - Art
  - Tools
  - Homes
- 6 After doing research on their American Indian region, each group will share their analysis to the class.
- 7 **Formative Assessment:** Students will return to the initial question in their notebook: Who are American Indians? Students will add to their line of learning from Part 1. They can use pictures and/or words to explain what they have learned. Ask students to also will write a claim about American Indians.



Courtesy of Library of Congress, Curtis, Edward S., "[The plains of the Dakota--Sioux]," 1905





Courtesy of Library of Congress, Nowell, Frank H., "Under the Salmon Row, 1906



Courtesy of Library of Congress, "Harvest Dance, Hopi Indians," between 1909 and 1919



Courtesy of Library of Congress, Curtis, Edward S., "Calling a moose--Cree," 1927



Courtesy of Library of Congress, "Seminole Indians," 1936

# K-W-L Chart: American Indian Image Analysis

This is an example K-W-L worksheet that corresponds with the instructions to analyze American Indian images. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.



## K-W-L Chart

<b>K</b> What We Think We Know	<b>W</b> What We Want to Know	<b>L</b> What We Hope to Learn
Stop and Source	Why do you think they're doing this?	Where could you find the answers?
People:	How do you think they are feeling?	
Objects:	When do you think these photos were taken? How do you know?	
What are they doing?	Questions these photos raise:	



# K-W-L Chart: American Indian Image Analysis

This is an example K-W-L worksheet that corresponds with the instructions to analyze American Indian images. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.

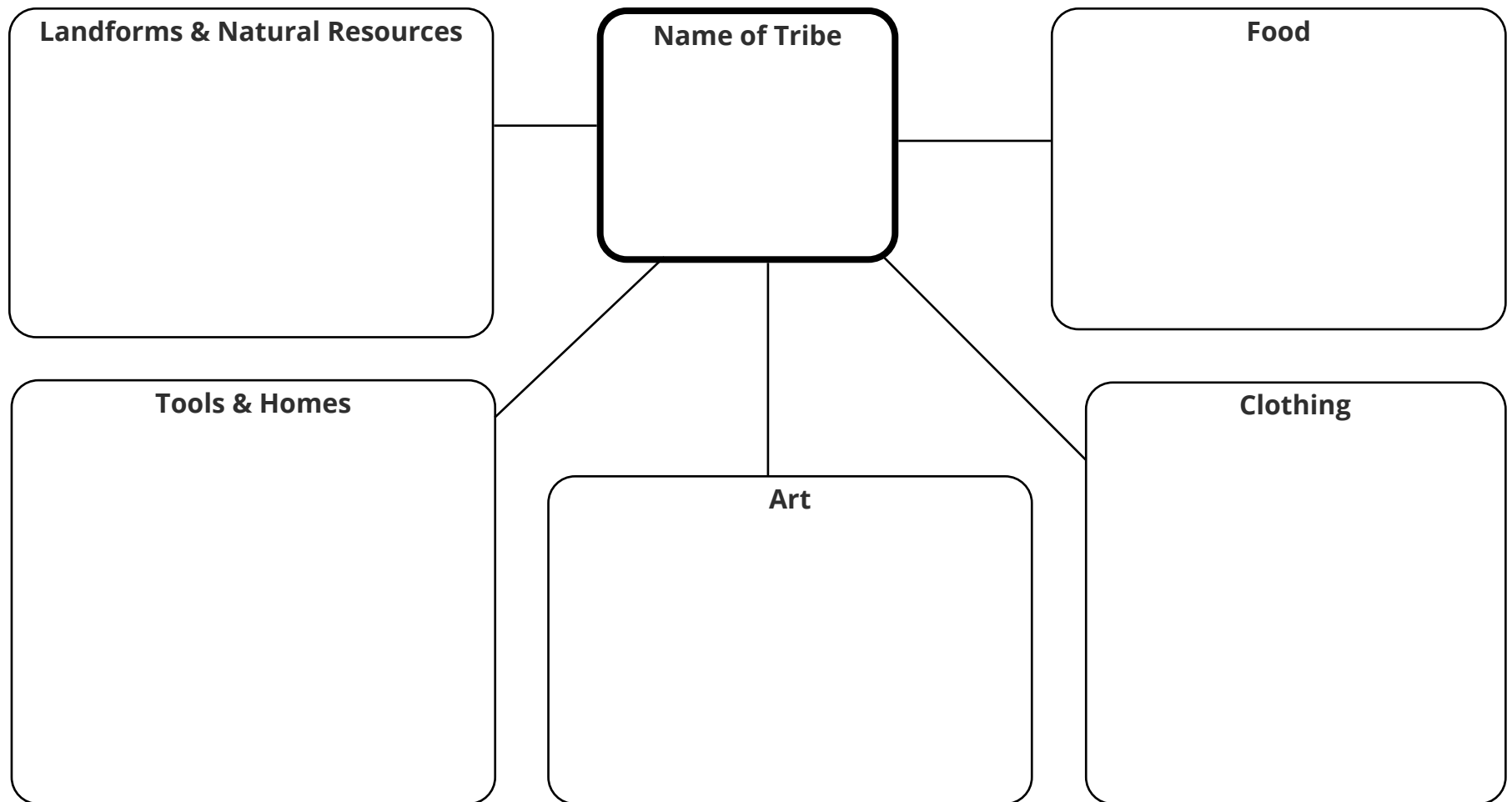


## K-W-L Chart

<b>K</b> What We Think We Know	<b>W</b> What We Want to Know	<b>L</b> What We Hope to Learn

This is an example worksheet that corresponds with the instructions in Part 2 to analyze various elements of different American Indian regions. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.

## American Indian Region Analysis



# Meskwaki Land Purchases & Timeline



## Unit Compelling Question

What factors, forces or reasons cause people to move from one geographic area to another?



## Unit Supporting Question

Who are American Indians? Who are the Meskwaki?

### Overview

Students will investigate how the Meskwaki people own their land in Iowa, which means their land is recognized as a settlement rather than a reservation.

### Source Background

The Meskwaki were one of five or six politically-allied Central Algonquian-speaking peoples that also included the Sac (or Sauk), Miami, Kickapoo, Mascouten and possibly Potawatomi. They were named “Renards” (Fox) by the French, who first encountered them in the Great Lakes region in the mid 1600s. Today, they identify themselves as Meskwaki, or “Red Earths.” Their migration to Wisconsin was related to the displacement of native peoples resulting from inter-tribal warfare in the Lower Great Lakes region and competition for the fur trade. Between 1712 and 1737, the French and Meskwaki engaged in an extended period of conflict known as the French and Fox Wars. By 1730, the Meskwaki were forced to abandon their east-central Wisconsin villages and migrate south and west. By 1800, they were firmly established in Iowa. Treated by the U.S. government as a single “Sac and Fox Tribe,” the Meskwaki and the Sac, lost all lands in Iowa through a series of treaty cessions. By 1845, most were removed to a reservation in east-central Kansas, although some Meskwaki remained hidden in Iowa and others soon returned. In 1856, the Iowa legislature enacted a law permitting the Meskwaki to remain in Iowa, and in 1857, they purchased the first 80 acres of their current Settlement in Tama County. This map and accompanying text show the history of land purchases made by the Meskwaki tribe. The timeline, compiled by the Meskwaki Nation Historical Preservation Office, shows how the Meskwaki and Sac tribes became three separate “Sac & Fox” tribes between 1812 and 1869.

### Instructions

- 1 Read students the [timeline of “How the Meskwaki and Sauki Became Three Separate ‘Sac & Fox’ Tribes.”](#)
- 2 Introduce the **vocabulary words**: reservation, settlement.
  - Reservations are areas of land American Indians were forced to live on when white settlers took over their land. The main goals of reservations were to bring American Indians under U.S. government control, force them to assimilate and potentially reduce conflict.
  - Settlements include land purchased by American Indian tribes from the U.S. government. The tribe, not the government, owns the land. An example of this in Iowa is the Meskwaki Settlement.
- 3 Utilize an online satellite map option, such as Google Earth. Locate the [Meskwaki Settlement](#). Have students view the location so they can see where they live in relationship to the settlement.

### Materials

- [Meskwaki Land Purchases map and text](#)
- [Timeline of “How the Meskwaki and Sauki Became Three Separate ‘Sac & Fox’ Tribes”](#)

*Instructions continued on next page*

# Meskwaki Land Purchases & Timeline

## Instructions continued



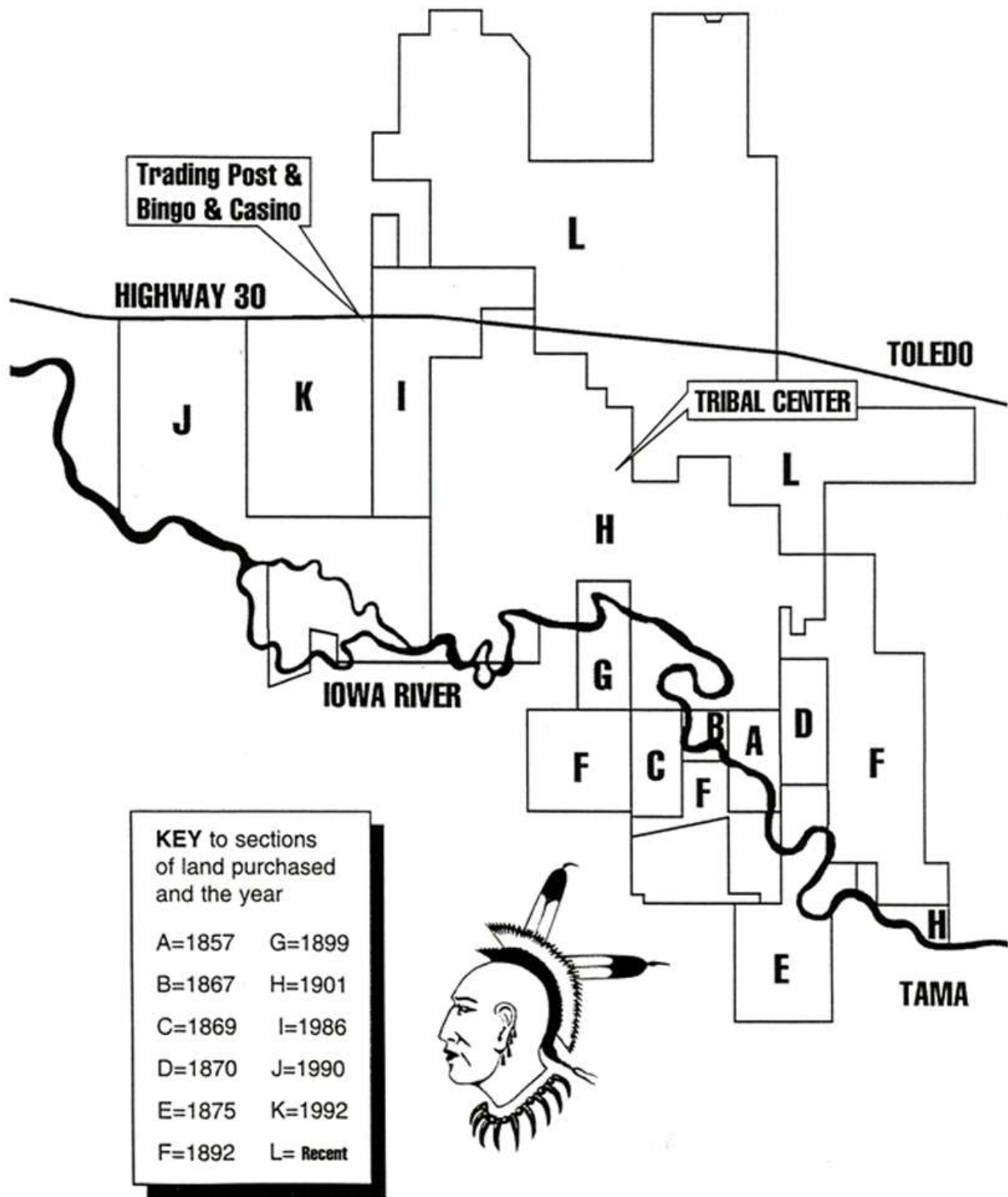
**Goldie's History Kit Connection:** To further discuss Meskwaki connections to the naming of Iowa counties, lakes, cities, etc, refer to the [Think Like... Taimah](#) and discuss the questions.

- 4 Display the ["Meskwaki Land Purchases" map and text](#) for students.
- 5 Discuss with students how the Meskwaki came to settle in Iowa. Talk about why the Meskwaki would want to purchase their own land and why they continue to purchase land.



**Goldie's History Kit Connection:** To learn more about the Meskwaki and their connection to their land and settlement, refer to the [Reed Mat](#), [Saddle Blanket](#), [Feast Bowl and Spoon](#) and [Pipe](#) and discuss the objects and questions. These items were made using materials indigenous to land the Meskwaki inhabited in the past or currently.

- 6 **Formative Assessment:** After analyzing, use ["Meskwaki History"](#) to help students answer questions posed by students. Or have students do a quick write on their thoughts about the question: Who are the Meskwaki?



On July 13, 1857, the Meskwaki purchased their first 80 acres in Tama County. A small band gathered in a summer village on the west bank of the Iowa River, but they scattered in all directions to their winter camps. (Section A on the map)

Every year between 1857 and 1866, different groups of the Meskwaki returned to the Settlement in Tama County with the majority coming to the area after 1862. The tribe traveled 130 miles to obtain funds to purchase another parcel of 40 acres in January 1867. (Section B on the map)

In 1867, the United States government finally allowed the Meskwaki living in Iowa to receive federal annuity payments for the first time in ten years. By generating income through trapping and by accumulation annuity payments, the tribe was able to purchase additional land between 1867 and 1901. This expanded the Meskwaki Settlement to almost 3,000 acres. The Settlement stayed the same until 1987, and this area is commonly referred to the "Old Settlement". (Sections C, D, E, F, G, H on the map)

In 1987, the Meskwaki purchased more land, expanding their holdings to 7,054 acres. Although the tribe's summer village and housing were originally built on river bottom land or along the Iowa River Valley, the tribe gradually acquired land on higher ground towards the north, closer to Highway 30. (Sections I, J, K, L on the map)

Once the tribe relocated away from the flood-prone areas, the Meskwaki secured housing improvements and other modern amenities. Tribal activities at the Settlement have shifted to the north, where the casino, high school, and newer housing are located but pow-wow celebrations are held on the south. Subsequent land purchases were made in 1990 and 1992, and the Meskwaki continue to acquire neighboring land as it becomes available. (Sections M, N, O on the map)



## Meskwaki History

How the Meskwaki Tribe and the Sauki Tribe became Three Separate "Sac & Fox" Tribes

### 1812 -1824

The Meskwaki (Fox) are concentrated along the Mississippi River Valley areas. The Sauki (Sac) are also along the Mississippi River but more to the south. Leaders of both tribes sign treaties as "Sac & Fox;" both tribes controlled a large stretch of the waterway and subsequently were identified as the **"Sac & Fox of the Mississippi River."** Then a group of mostly Sac Indians broke away from the larger Sac tribe and moved to northwest Missouri along the Missouri River Valley and in 1824 this break-away group signs a treaty independently ... receiving a separate identity as the **"Sac & Fox of the Missouri River."**

### 1837

The Sacs and Foxes are forced inland as punishment for the Black Hawk War and to break the tribes' domination of the Mississippi and Missouri rivers. The Fox are moved into central Iowa Territory, the Sac are moved into southern Iowa Territory and the other Sac group (the "Sac & Fox of the Missouri River") are moved to a reservation in the northeast Kansas Territory. The government refers to the Sacs and Foxes in the Iowa Territory as **"The Sac & Fox of the Mississippi"** in order to differentiate this group from the "Sac & Fox of the Missouri".

### 1845

Wanting more land for settlers, the government forces a treaty to remove the "Sac & Fox of the Mississippi" from Iowa Territory to a reservation in east central Kansas Territory ... south of the reservation already occupied by the "Sac & Fox of the Missouri." However, only one-fifth of the Meskwaki (Fox) actually arrive at the new reservation; the rest are still hiding in Iowa or have taken refuge with other tribes. The Fox who go to Kansas occupy the west side of the reservation and the Sac occupy the east side. Following the removals, Iowa almost immediately becomes a State in 1846.

### 1846 -1869

The Meskwaki gradually return to Iowa before and after purchasing 80 acres of land in the state in 1857. The United States is embroiled in Civil War, 1861-1865. The people remaining at the second reservation are mostly Sauki and move to a new reservation in the new Indian Territory (present-day Oklahoma). The vacated reservation in central Kansas is opened up to white settlers. The reservation in northeast Kansas remains intact. This accounts for the three Sac and Fox tribes of today:

**The Sac & Fox of the Mississippi in Iowa** (primarily Meskwaki),

**The Sac & Fox Nation of Oklahoma** (remaining Sauki plus a few Meskwaki), and

**The Sac & Fox of the Missouri** in Kansas and Nebraska (the first group of Sauki who broke away in 1824).

Text provided by the Meskwaki Nation Historical Preservation Office.



# Meskwaki Life and Culture



## Unit Compelling Question

What factors, forces or reasons cause people to move from one geographic area to another?



## Unit Supporting Question

Who are American Indians? Who are the Meskwaki?

### Overview

Students will investigate different elements of the life and culture of the Meskwaki people, who are the only federally-recognized American Indian tribe currently based in Iowa.

### Source Backgrounds

**Source 1:** The news clipping shows a composite picture showing eight Sac and Fox Native American men, all member of Company H in the 186th Infantry, using their Meskwaki language to be “code talkers” during World War II.

**Source 2:** The photo shows Meskwaki men in tradition dress participating in the powwow celebrations in 1953. The annual powwow celebration is a time for renewing contacts within and outside the Meskwaki tribe.

**Source 3:** This is the Meskwaki Settlement School on the settlement. The Sac and Fox Settlement School was established as a day school and became part of the South Tama County Community School District. However, it closed in 1972. In 1980, the Sac and Fox Settlement School was established a tribal school. The Meskwaki Settlement School was a tribally-controlled school. The mission of the school since the 1980s has been, and continues to be, the preservation of the Meskwaki culture and language and preparation of all students to become productive citizens.

### Instructions

- 1 Divide the class into three groups. Each group will analyze the three images using a [K-W-L \(Know, Wonder, Learn\) worksheet](#).
- 2 Each small group will share their image to the class. Ask students in each group the following questions. Encourage them to answer based on information in the images’ sourcing and descriptions listed above:
  - Who is in the image? What is happening?
  - When was this image taken/created? Where is this?
  - What questions do you have about the image?



**Goldie’s History Kit Connection:** To learn more about the Meskwaki and their life and culture, refer to the [Ribbon Shirt](#) and [Skirt, Charm Bag](#) and the [Silver Bracelet](#) and discuss the objects.

### Materials

- [K-W-L chart](#)
- [“Meskwaki Code Talkers” image and caption](#)
- [“Meskwaki Powwow Celebration in Tama, Iowa” image](#)
- [“Meskwaki New Settlement School” image](#)

- 3 **Formative Assessment:** Have students expand on their thoughts about the question: Who are the Meskwaki?





—T.-R. Photo

**MAN-NWE-NET-DA-MON!** It's an Indian's way of saying "We don't like it" in his native Mesquakie and what he really means is that he doesn't like to have people ask too many questions about his language, now that he knows it will play a strategic part in regimental communications of the 168th infantry. Above is a composite picture showing how eight Sac and Fox Indian boys, members of Company H, will use the army's "walkie-talkie" radio units for field communications. Upper left Willard Sanache helps strap the unit to Dewey Youngbear's back. At the right Capt. John C. Petty giving a group of Indians instruction in the use of the units. At the lower left, Lieut. Dean A. Knudson points out troop movements to Williard Sanache, who broadcasts the information by short wave radio, while at right Dewey Youngbear picks up the message and translates it into English for Captain Petty, commanding officer of Company H, theoretically at field headquarters.

# Meskwaki Powwow Celebration in Tama, Iowa, 1953

PART 4



*Courtesy of State Historical Society of Iowa, 1953*

# Meskwaki New Settlement School, Date Unknown

PART 4



*Courtesy of State Historical Society of Iowa, Date Unknown*

# K-W-L Chart: Meskwaki Life and Culture

This is an example K-W-L worksheet that corresponds with the instructions to analyze images showing different elements and contributions of Meskwaki culture. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.



## K-W-L Chart

<b>K</b> What We Think We Know	<b>W</b> What We Want to Know	<b>L</b> What We Hope to Learn
Stop and Source	Why do you think they're doing this?	Where could you find the answers?
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# K-W-L Chart: Meskwaki Life and Culture

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## K-W-L Chart

<b>K</b> What We Think We Know	<b>W</b> What We Want to Know	<b>L</b> What We Hope to Learn

# Lesson Summative Assessment



## Unit Compelling Question

What factors, forces or reasons cause people to move from one geographic area to another?



## Unit Supporting Question

Who are American Indians? Who are the Meskwaki?

### Assessment Instructions

- 1 Print enough [Meskwaki Land Purchase maps](#) for each student in the class to color. Students will use the map to explain why the Meskwaki move(d) and how natural resources helped them. Make sure students have access to colored pencils or crayons to color the map.
- 2 Print out and distribute the [“Meskwaki Land Purchases” worksheet](#) for students.
- 3 Work as a class to fill out the worksheet and color the map. As students number the land purchase facts from 1 to 5 (1 being the oldest, 5 being the newest addition), they will color in that section in the Meskwaki land purchase map.
- 4 After completing the worksheet, instruct students to write about their thoughts and what they learned about the Meskwaki and American Indians in these lessons.
- 5 **Optional:** Students can share their thinking and learning on an online, digital platform.

### Assessment Scoring Options

<b>Proficient</b>	Is able to match and explain statements to a map of the Meskwaki: how they purchased land in Iowa, saved federal money and more earned through fur trading to over time purchase more land while evidence from sources within the lesson plan; explanation is accurate and complete
<b>Developing</b>	Partially answers question, or has mixture of some accurate and some inaccurate ideas
<b>Beginning</b>	Minimal or insufficient answer to question and/or ideas are very inaccurate

# Lesson Summative Assessment

This is an example lesson summative worksheet for students to track the history of Meskwaki land purchases. While students can complete their answers on a piece of paper or in a notebook, this sheet can be projected, handed to students and/or just used by the educator to guide the students' free response activity.

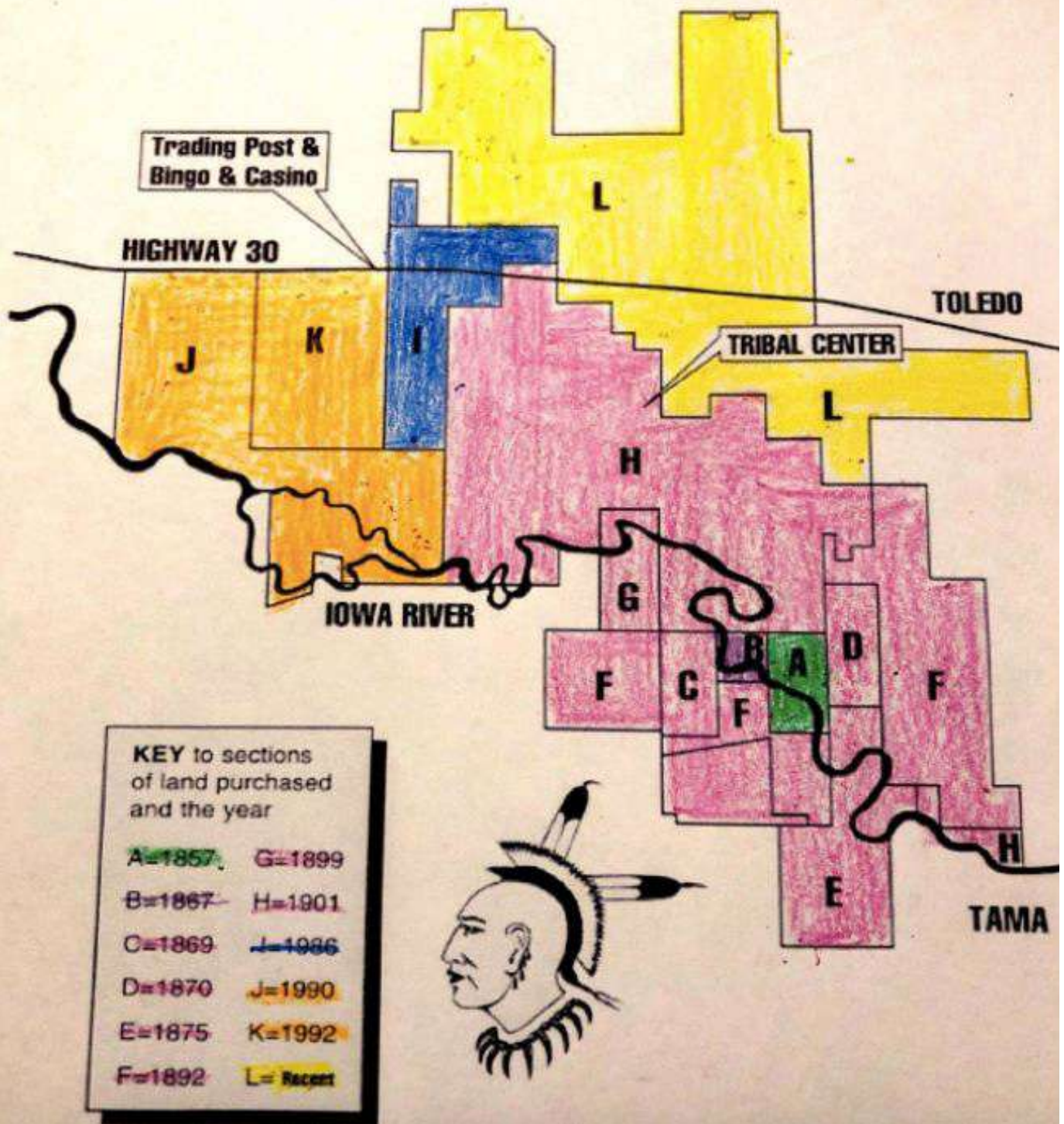


## Meskwaki Land Purchases

Use the map to help you put the statements in order to tell the story of the migration and land purchases of the Meskwaki people. Label the color on the map that matches each statement.

Number the story	Statements about the Meskwaki
	<p>Every year between 1857 and 1866, different groups of the Meskwaki returned to the settlement in Tama County. The tribe purchased 40 acres in January 1867.</p> <p>Color on the map: _____</p>
	<p>In 1986, the Meskwaki purchased more land. They now have 7,054 acres with more of it being north, closer to Highway 30.</p> <p>Color on the map: _____</p>
	<p>The Meskwaki made improvements to houses on the settlement. Tribal activities at the settlement have moved to the north, where the casino and high school are located, but powwow celebrations are held on the south side. More land was purchased in 1990 and 1992.</p> <p>Color on the map: _____</p>
	<p>In 1857, the Meskwaki purchased their first 80 acres in Tama County. A small band gathered in a summer village on the west bank of the Iowa River.</p> <p>Color on the map: _____</p>
	<p>The United States government finally allowed the Meskwaki living in Iowa to receive federal money for the first time in 10 years. With the federal money and money earned by trapping and hunting off the land, the tribe was able to purchase more land between 1868 and 1901. Now, they have almost 3,000 acres.</p> <p>Color on the map: _____</p>

### Meskwaki Land Purchases







**American  
Indian**



**Meskwaki**



**Settlement**



**Reservation**

## American Indian

A member of any of the indigenous peoples of the Americas.

## Settlement

An area of land purchased by a federally-recognized American Indian tribe.

## Meskwaki

The Meskwaki people (sometimes spelled "Mesquakie") are of Algonquian origin from the Eastern Woodland Culture areas. The Meskwaki spoken language is of similar dialect to the Sauk and Kickapoo and they are working hard to maintain it.

## Reservation

A reservation is a legal designation for an area of land managed by a federally-recognized American Indian tribe under the U.S. Bureau of Indian Affairs rather than the state governments of the United States in which they are physically located.



# Removal





**Removal**  
American Indian removal was a forced migration in the 19th century whereby American Indians were forced by the U.S. government to leave their ancestral homelands to lands west of the Mississippi River, specifically to a designated Indian Territory.

## Additional Resources for Educators

### [American Indians and Westward Expansion Primary Source Set](#)

This primary source set is a digital collection from the State Historical Society of Iowa that features multiple primary and secondary sources that showcase American Indians and the impact of westward expansion.

### [“The Long Way Home” Article from \*The Goldfinch: Iowa History for Young People\*](#)

This article focuses on the life of a young Meskwaki woman. *The Goldfinch* was published quarterly by the State Historical Society of Iowa from 1975-2000.

### [Sac And Fox Native American Fact Sheet](#)

The website was written for young people to learn about the Fox and Sacs tribes for schoolchildren.

### ***A Visual Dictionary of the Native Communities* by Bobbie Kalman**

This book provides an overview of American Indians before their contact with the Europeans, discussing the shelter, food, clothing, tools and activities of tribes in such regions as the Eastern Great Lakes, the Great Plains and the Pacific Northwest.

**READ ALOUD**

READ ALOUD

EDUCATOR MATERIALS

# American Indians and Westward Expansion



3<sup>RD</sup> GRADE

**Goldie's**   
**HISTORY KITS**

**STATE HISTORICAL  
SOCIETY OF IOWA**  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

# American Indians and Westward Expansion

## Introduction

A “**read aloud**” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. This Goldie’s History Kit provides four books related to the cultures and traditions of American Indians, particularly the Meskwaki people. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

## What’s Included

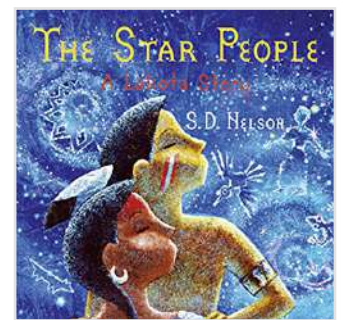
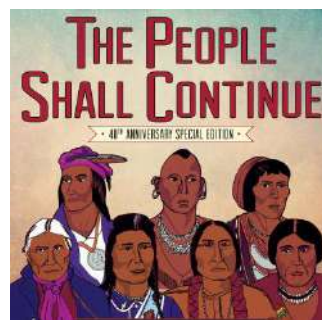
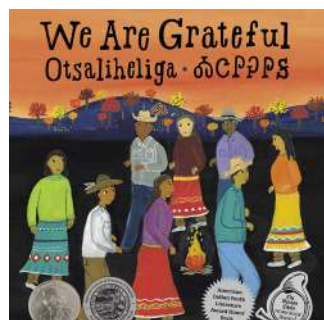
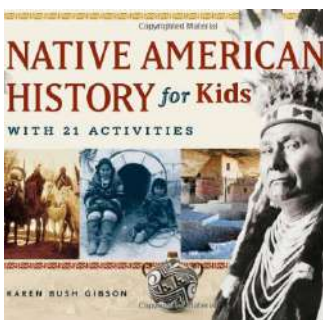
### Each Read Aloud Activity Features

- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

## Books

This kit contains the four storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to the theme, American Indians, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Native American History for Kids* by Karen Bush Gibson
- *We Are Grateful: Otsaliheliga* by Traci Sorell
- *The People Shall Continue (40th Anniversary Special Edition)* by Simon J. Ortiz
- *The Star People: A Lakota Story* by S. D. Nelson



## Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

# American Indians and Westward Expansion

## 3rd Grade

### Read Aloud Table of Contents

<b>Book:</b> <i>Native American History for Kids</i> . . . . .	51
<b>Book:</b> <i>We Are Grateful: Otsaliheliga</i> . . . . .	52
<b>Book:</b> <i>The People Shall Continue (40th Anniversary Special Edition)</i> . . . . .	53
<b>Book:</b> <i>The Star People: A Lakota Story</i> . . . . .	54

### Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie's History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

#### Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book's content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic (American Indians) with a brief explanation. You can use the [background essay](#) and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students' attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

#### During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the [Read Iowa History lesson plan](#) and the topic, .
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: "What do you think will happen next?" or "Why would (X) do this? What would you have done if you were (X)?"
- Don't be afraid to follow participants' lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.



# American Indians and Westward Expansion

## 3rd Grade

### After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
  - **Example:** In Part 4 of the Read Iowa History, students will investigate different elements of the life and culture of the Meskwaki people, who are the only federally-recognized American Indian tribe currently based in Iowa. This activity can be paired with a number of books in this kit, such as *The People Shall Continue*. The author is a member of the Acoma Pueblo tribe and a key figure in the second wave of the Native American Renaissance. Through this history, readers are introduced to the impact cultures have upon one another when they come into contact. The resilience and adaptability of American Indians in the face of conquest and resettlement is underscored. The book addresses the impact of westward expansion upon the American Indians and the modern consequences.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

# American Indians Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit about the cultures and practices of American Indians. If a book title is listed after the description, this signifies that this standard only applies to this book.

## Iowa Core Literacy Standards

No.	Description
<b>RL.3.1</b>	Ask and answer questions about key details in a text.
<b>RL.3.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.3.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>RL.3.6</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL.3.7</b>	Ask and answer questions about key details in a text.
<b>RI.3.1</b>	Identify the main topic and retell key details of a text.
<b>RI.3.2</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.3.3</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RI.3.6</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>RI.3.7</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Iowa Core Social Studies Standards

No.	Description
<b>SS.3.8.</b>	Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.
<b>SS.3.9.</b>	Compare and contrast the treatment of a variety of demographic groups in the past and present.
<b>SS.3.11.</b>	Provide examples of historical and contemporary ways that societies have changed. (21st century skills)
<b>SS.3.13.</b>	Identify how people use natural resources, human resources, and physical capital to produce goods and services.
<b>SS.3.20.</b>	Describe how cultural characteristics influence people's choices to live in different regions of the U.S.
<b>SS.3.23.</b>	Compare and contrast conflicting historical perspectives about a past event or issue.
<b>SS.3.25.</b>	Explain probable causes and effects of events and developments.
<b>SS.3.27.</b>	Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.
<b>SS.3.28.</b>	Explain the cultural contributions that different groups have made on Iowa.

# Native American History for Kids

**Karen Bush Gibson**

Author

**2010**

Year of Publication

**Historical Nonfiction**

Book Genre/Type

## Book Description

American Indian history is often depicted in the context of European conquest. Gibson has made every effort to present factual information from the American Indian perspective. The result is a comprehensive history that is accessible to children. Each chapter contains black and white historical images alongside vignettes of historical events, peoples and places. The book also contains 21 interactive activities, which introduce readers to American Indian traditions and practices. The book is divided into eight chapters. It begins with a presentation of various origin theories, progresses through the arrival and settlement of Europeans, and concludes with an examination of tribal rights and cultures. (144 pages)

## Why This Book

The complex history of American Indians is distilled into an accessible text for young children. Popular (and sometimes inaccurate) narratives are told and expanded upon, such as the origins of Thanksgiving and the life of Pocahontas. Often, this means readers are presented with the difficult events of history rather than an idealized story. To align with the supporting questions that guide this kit, the following chapters are emphasized, "Europeans Settle on the Eastern Shore," "Change in Indian Country" and "Tribal Rights and Cultural Pride." Additional resources include a timeline, glossary, a list of sources to explore and an index. Feel free to explore the other chapters with your students to learn more about the effects of westward expansion on American Indians.

## Text-Dependent Questions

- 1 In 1620, the native Wampanoag helped the Pilgrims. What are some examples of American Indian practices that helped the Pilgrims survive in a new land?
- 2 The Pequot War was the first of many wars between Europeans and American Indians. What were they often fighting over?
- 3 As of 1940, the majority of American Indians lived on reservations in rural settings. How did life on the reservations differ from the ways American Indians had previously lived?
- 4 The occupation of Alcatraz in 1969, lasted for 19 months and consisted of at least 100 protesters at a given time. What rights of American Indians did protests seek to establish?
- 5 Historically, treaties and laws have either been broken or used to disadvantage American Indians. How has legislation since the 1990s sought to restore and protect American Indian Rights?
- 6 A powwow is an American Indian celebration. What takes place at such an event?

# We Are Grateful: Otsaliheliga

**Traci Sorell**

Author

**2018**

Year of Publication

**Fiction (Storybook)**

Book Genre/Type

## Book Description

The word *otsaliheliga* (oh-jah-LEE-hay-lee-gah) is used by members of the Cherokee nation to express gratitude. The book follows the life of a Cherokee family through a year, during which they celebrate and mourn loved ones, enjoy food and fun and work on their farm or in the army. The theme of the book focuses on celebrating one's blessings and reflecting upon life's struggles in every season. (32 pages)

- [Listen to the digital recording of the book](#)

## Why This Book

Sorell is a citizen of the Cherokee; through her work, readers are introduced to the daily rhythms of American Indian life. A number of Cherokee words are presented phonetically and written in the Cherokee script. Festivals and holidays, such as, the Cherokee New Year are described. Readers are also introduced to common meals and household objects. The book concludes with a glossary, an author's note and an explanation of Cherokee syllabary.

## Text-Dependent Questions

- 1 Notice the different things that the people are expressing their gratitude toward. Do you see similarities in your own life? What are things that you are grateful for?
- 2 Often, American Indians maintain a dual status as citizens of the United States and their tribal nation. What examples do you see in the book of American Indians honoring both of these roles?
- 3 Engagement with the natural world and honoring the Earth's gifts is a central practice in American Indian culture. What examples do you see of the people acknowledging the earth?
- 4 Various cultures often have certain types of food that they enjoy. Hominy is a meal made from corn. What is a dish that your family likes to eat?

# The People Shall Continue (40th Anniversary Special Edition)

**Simon J. Ortiz**

Authors

**2017**

Year of Publication

**Historical Nonfiction  
(Storybook)**

Book Genre/Type

## Book Description

This history begins with an acknowledgment of the diversity present within American Indian beliefs and livelihoods through descriptions of creation accounts, geography and professions. Then, a change ensues among the Native peoples when settlers from distant lands arrive in the coastal regions. Indigenous people faced destruction, warfare and abuses. Treaties and reservations are constructed by the Americans to subdue the American Indians. The story concludes with a recognition of other people groups' struggles and a call to share the history of the American Indians. (30 pages)

- [Listen to the digital recording of the book](#)

## Why This Book

The author is a member of the Acoma Pueblo tribe and a key figure in the second wave of the Native American Renaissance. Ortiz employs “the rhythms of traditional oral narrative” in his rendition of American Indian history. Through this history, readers are introduced to the impact cultures have upon one another when they come into contact. The resilience and adaptability of American Indians in the face of conquest and resettlement is underscored. The book addresses the impact of westward expansion upon the American Indians and the modern consequences.

## Text-Dependent Questions

- 1 Although we use the term American Indian, you can see in the story that many different nations make up this community, such as the Sioux, the Apache and the Shawnee. Where else did you see the author acknowledge the different beliefs and experiences of the people?
- 2 What was the experience of the American Indians when the Europeans arrived on the coasts?
- 3 After hundreds of years of conflict, what was the solution imposed by the white, American settlers?
- 4 How did the use of treaties and reservations impact the American Indians?

# The Star People: A Lakota Story

**S. D. Nelson**

Author

**2003**

Year of Publication

**Fiction (Storybook)**

Book Genre/Type

## Book Description

In this story, two siblings, Sister Girl and Young Wolf, are wandering through the prairie when they become lost. They become trapped by a plains fire that leads them further astray. To find their way home, they look to the natural world and the spirit of their grandmother, Elk Tooth Woman, who takes the form of clouds by day and stars by night. (40 pages)

- [Listen to the digital recording of the book](#)

## Why This Book

The author is a member of the Standing Rock Sioux Tribe in the Dakotas. Nelson incorporates members of his family into the narrative. Readers are introduced to a traditional storytelling style of the Lakota people. The story highlights American Indians' belief that the natural world is filled with spiritual beings, such as, Mother Earth, Father Sun and Cloud People. The illustrations throughout the work evoke the Plains Indian imagery known as ledger book art. The author's note explains this tribute to the Lakota art form. Readers are provided with both audible and visual representations of Plains Indian traditions.

## Text-Dependent Questions

*Note: You are encouraged to also use the books included in the [Goldie's History Kit: Meskwaki Culture \(1st grade\)](#) with this unit.*

- 1 Plains Indians believe that the clouds and stars are the spirits of their ancestors. Who do Sister Girl and Young Wolf see in the clouds and the stars?
- 2 How did Sister Girl and Young Wolf use the natural world surrounding them to escape the fire and find their way home?
- 3 A powwow is a traditional American Indian gathering that includes celebratory dance circles. In the story, what are the animals celebrating as they dance and chant?

# HISTORY MYSTERY

EDUCATOR MATERIALS

## American Indians and Westward Expansion



HISTORY MYSTERY

3<sup>RD</sup> GRADE

**Goldie's**  
**HISTORY KITS**

**STATE HISTORICAL  
SOCIETY OF IOWA**  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

# American Indians and Westward Expansion

## Introduction

The **History Mystery** activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme, American Indians. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the [Read Iowa History lesson plan](#). Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

### By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze clues to deduce the name and use of objects
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme

## What's Included

### This History Mystery Activity Features

- Photographs of objects
- Video of an object
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

## Objects

Each object has photos specifically taken for students to analyze. The photos are printed, laminated and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. Some objects also include videos. All images and videos for History Mystery are available on the USB flash drive included in this kit and also in the [Google Drive folder](#).

## Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

### History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.



# American Indians and Westward Expansion

## 3rd Grade

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### Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p><b>Kit Connections</b></p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> <li>Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the <a href="#">Read Iowa History lesson plan</a>.</li> <li>Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions.</li> <li>Choose the most effective, convenient way to display the object photos (and possibly videos) to the class.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a> about American Indians.</li> </ul>	<ul style="list-style-type: none"> <li>After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object.</li> <li>After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object.</li> <li>Following this time, pose the questions connected to the object to your students.</li> <li>Remember to connect the objects to the kit topic and the lesson currently in progress.</li> </ul>

# American Indians and Westward Expansion

## 3rd Grade

Type of Activity	Before Activity	During Activity
<p><b>Group Work</b></p> <p>Standalone activity with students working together in small groups to investigate objects</p>	<ul style="list-style-type: none"> <li>• Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions.</li> <li>• Separate your students into groups and assign each group a photo of an object from the kit.</li> <li>• Choose the most effective, convenient way to display the object photos (and possibly videos).</li> <li>• Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object.</li> <li>• Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group.</li> <li>• If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a> about American Indians.</li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet.</li> <li>• Ask student groups to present on their objects. As they speak, project the object on the classroom screen.</li> <li>• To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.</li> </ul>

## Portraits of Keokuk & Black Hawk



### Description

These are two portraits of two leaders of the Sauk (Sac) and Fox (Meskwaki). The tribes were two independent nations with cultural similarities. They formed an alliance during the Fox Wars (1701-1742) against the French. The Meskwaki are identified as the Sac & Fox Tribe of the Mississippi in Iowa by the U.S. government. The nation is the only federally recognized American Indian tribe in Iowa. Meskwaki means the "Red Earth People." The first portrait features Chief Keokuk of the Sauk nation standing in a field while holding a pipe and pointing to the left. Chief Keokuk is wearing beaded buckskin clothing, moccasins, a red headdress, a red and black shawl and a necklace. The portrait was painted by George Upp. The second portrait features Sauk elder Black Hawk. Black Hawk is wearing a white shirt in the style of European origin, a red and black shawl and a red roach on his head. The painting was done by Charles Atherton Cumming.

### Object Significance

These portraits represent leaders of American Indian tribes who had two different responses to white settlers entering their lands. Following the War of 1812, Chief Keokuk was recognized by the U.S. government as the leader of the Sac and Fox nation. While there was no singular leader, the government chose him due to his support of ceding land and accommodating the federal government. Therefore, treaties between the Sauk and the U.S. very much favored the government; and, in return, Chief Keokuk was awarded with gifts and honors. Because of Keokuk's persuasiveness, wealth and power, many Sauk followed him. On the opposite side of the issue was Black Hawk. Black Hawk favored resistance to occupation of American Indian land and defiance of treaties calling for Indian removal. While the Sac and Fox were neutral overall, Black Hawk led American Indians as allies of the British in the War of 1812 against the U.S. In April 1832, Black Hawk led Sauk, Meskwaki, Kickapoo and Potawatomi warriors against the U.S. and its American Indian allies in a conflict known as the Black Hawk War. The war only lasted a few months. On August 27, 1832, Black Hawk surrendered to government agent Joseph Street at Prairie du Chien. After the war, most tribes were forced from the Midwest. While Keokuk's and Black Hawk's responses to invading settlers differed, the end result was the same for the Sauk. The Sauk were removed to Kansas. The Meskwaki persistence and refusal to follow Keokuk provided a unique level of independence. Other nations were driven from their lands but the Meskwaki followed a different path. They purchased land in Tama, Iowa rather than accepting removal.

### Questions about History Mystery Object

- 1 What do you see when you look at these objects? What else do you notice?
- 2 Look at the poses of the two chiefs. Why do you think Chief Keokuk and Chief Black Hawk's portraits were painted in different poses? What impression does each portrait give of how the two chiefs were viewed?
- 3 Both leaders were, rightfully, resistant to surrendering their land. Discuss the different approaches each leader took and how those actions ultimately led to the same outcome.

# Meskwaki Pipe



## Description

This is a pipe carved out of Sumac wood. The carver also shaped a turtle near one end, an otter at the other and a snake wrapping around the pipe's center. Sam Slick of the Meskwaki Settlement in Tama, Iowa, owned this pipe before selling it to the State Historical Society of Iowa. The pipe is 26 by 6.75 inches.

## Object Significance

Although the specific use for this particular pipe is not known, pipes are a sacred tool in many American Indian cultures with their ceremonies. For the Meskwaki people, they use the pipe as part of their Pipe Dance in order to honor the bravery of their warriors. Pipes like this are also used in a number of dances of social and spiritual significance. While dancing or the use of pipes are not unique to the Meskwaki, this particular dance is entirely their own.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This pipe is hand-carved. What do you think this says about its significance?
- 3 Many cultures have different means of honoring and showing thanks to their warriors. What does the significance of the pipe, as well as ceremony, tell you about how the Meskwaki feel about their heritage?

## Feast Bowl and Spoon



### Description

This is a bowl and spoon made from walnut. Wa-Wa-to-Sa made this set and it was owned by Johnathan Young Bear's mother-in-law, all members of the Meskwaki Nation, before being sold to the State Historical Society of Iowa. Both the spoon and bowl show some marks of usage.

### Object Significance

This bowl and spoon would have been used for ceremonies by the Meskwaki people. After participating in food-gathering activities (i.e. hunting, fishing, gardening and gathering), a feast would occur in which this food would be shared between all members of a clan or even the entire Meskwaki tribe. Even today, the Meskwaki use bowls and spoons like these as part of ceremonies.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think the Meskwaki have gatherings that involve the communal sharing of food? What does this say about their values as a group?
- 3 Look at the size of the bowl and spoon and think about any communal events you have attended. In what ways are the food utensils used at those events similar to the feast bowl and spoon? What value do those utensils have?

## Finger-Woven Sash



### Description

This finger-woven sash was made by Jean Adeline Morgan Wanatee of the Meskwaki Settlement in Tama, Iowa. It's made from red, dark blue and light blue synthetic yarn woven in a traditional pattern.

### Object Significance

For three decades, Wanatee was a leader in the Meskwaki Settlement starting in the 1950s. At the same time, she worked to keep Meskwaki crafting traditions alive, but did so using modern material such as synthetic yarn. Meskwaki women traditionally crafted most of the clothing and sashes by hand using a technique called finger weaving. This sash serves as an example of how traditional Meskwaki craftsmanship has been maintained into modern times.

### Questions about History Mystery Object

- 1 What do you see when you look at this object?
- 2 Why is it important to pass down traditions, such as finger weaving?
- 3 Why do you think the end of the sash was left unwoven?

# Charm Bag



## Description

This charm bag has a beaded strap and tassels ending in wool tufts. The strap contains the designs of an underwater panther, a star, a cross and line and dot design created with blue, green, red, white and yellow beads. The bag is also beaded with one side having blue and yellow diamonds on a red background and a green and white design reflected horizontally across a blue line on a red background with white, blue and green borders. Wool is wrapped around the top of the bag's opening. The bag was acquired from the Meskwaki in Tama, Iowa.

## Object Significance

A charm bag can be thought of as a medicine bag. Charm bags are containers for items believed to protect or give spiritual powers to its owner. The size of the bag is determined by how many things needed to be carried. They might contain items like seeds, pine cones, grass, animal teeth, horsehair, beads, rocks or anything else that fit in the bag that possessed spiritual value to the bag's owner and the contents of the bag were often kept secret.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 To the Meskwaki, there are three parallel worlds: the Underworld below the water, the Earth in the center and the Upper World in the sky. Legendary creatures controlled these two worlds surrounding the Earth and the underwater panther was the master of the underworld. Why might a charm bag include a depiction of this creature?
- 3 Charms usually served to protect or bring good fortune and were kept close to its user at all times. How does this bag help in this role? Do you have an object that you consider brings good fortune, like a lucky charm? How does your handling of it compare to that of the charm bag?

## Ribbon Shirt



### Description

This is a dark blue blouse that would have been worn by a member of the Meskwaki. The shirt is made of cotton with numerous German silver broaches attached around the shoulder area with green and red ribbon trimming outlining these. In the center is a large broach with crosses.

### Object Significance

Men, women and children wear ribbon shirts and each shirt is designed based on the preferences of the wearer. On this ribbon shirt, the silver broaches do not actually contain any silver and are actually composed of several, inexpensive metals, usually copper, nickel and zinc. This inexpensive jewelry combined with the use of cotton instead of wool shows this was made from materials obtained from trading after established contact with people of European origin. Even with the change in readily available resources, the Meskwaki carried on tradition through the use of green and red as, in their general use, green symbolizes God, the creator, while red represents the Meskwaki themselves as they're the "people of the red Earth."

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why would it be important to carry on Meskwaki traditions, even when trade was available?
- 3 Why would it be important for each ribbon shirt to be based on the wearer's preferences?



## Ribbon Skirt [\(Object Video Available\)](#)



### Description

This skirt was made on the Meskwaki Settlement in Tama, Iowa, around the 1960s. The skirt is made of red wool with ribbon work applied to it. The ribbon work consists of two ribbon panels in purple, green and white running vertically down the front with a bilateral, double-curve design. A green ribbon band runs horizontally along the hemline with a pink band running above it. The skirt is 36 by 34 inches.

### Object Significance

Ribbon work has been an important piece of Meskwaki culture for centuries as it is a means of expressing one's identity. Although typically reserved for religious ceremonies and special events, the ribbon work on display by the wearer could communicate to others what tribe(s) they are a member of, their clan and status within the tribe and spiritual beliefs just to name a few. This ribbon work elevates a woman's appearance to really show others that she is of the Meskwaki.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 What indications in the design might tell us information about the wearer?
- 3 Why might the Meskwaki choose to put such an emphasis on communicating through visual appearance?

## Silver Bracelet



### Description

A bracelet made by Bill Leaf of the Meskwaki Settlement in Tama, Iowa. The bracelet is made from German silver consisting of a complex design of triangles on its wristband and a mother-of-pearl disk (the material found on the inner shell of pearl producing mollusks) surrounded by a platform of large triangles with repeating lines in between said triangles. The bracelet is 2.5 by 2.25 by 1.125 inches.

### Object Significance

This bracelet is an example of how elements of one culture can be adapted into another after contact between the two. The use of metals, except copper, were not a part of American Indian cultures until contact with European traders and settlers. While the Meskwaki had their own jewelry that included copper beforehand, silver began to be incorporated into these designs around the middle of the 19th century after trading. The use of metals among American Indians originally started among the cultures living in South America as far back as 1000 BCE. Through the centuries, though, other cultures further North began incorporating it into their cultures and eventually into what is present day Mexico. All while being used in jewelry as denoting someone of high status within society. While American Indians, such as the Meskwaki, north of Mexico were not exposed to such metals by other American Indians but by people of European-origin, they still adapted it into their cultures just the same.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 The Meskwaki culture developed near the Great Lakes and they lived for a time along the Mississippi River. How are these landscapes reflected in this bracelet?
- 3 Think about this bracelet and the [Meskwaki ribbon shirt](#). How has trade played a role for the Meskwaki?

# Saddle Blanket



## Description

This saddle blanket was made by American Indians of the Plains region around 1830. The blanket is made from bison hide and is designed with blue, black and white beads. The beading consists of blue and white stripes along the blanket's border with a repeating black and white design set in between the stripes. The blanket is 24.75 by 50 inches.

## Object Significance

The saddle blanket, just like the saddle, is an important tool used by animal riders. Many American Indian tribes incorporated the use of horses into their lifestyle. The American Indians of the Plains region in particular greatly adapted their way of life around the use and maintenance of herds of horses.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Many saddle blankets of American Indians of the Plains were made from bison hide. Why do you think that was?
- 3 How do you think this blanket helped when riding horses? Do you think this is still used today?

## Reed Mat



### Description

This reed mat was made by Susie Poweshiek on the Meskwaki Settlement in Tama, Iowa, during the early 20th century. Poweshiek made it using bulrush, commonly called cattails, with dyes of purple and green combined with the bulrush's natural color to create a diamond pattern.

### Object Significance

These reed mats served different roles within the Meskwaki community and they were created to be portable. The mats were created with different types of designs. Some were created with more animalistic designs, such as a thunderbird of the Upper World or an underwater panther of the Underworld which could have been used as either wrappers for ceremonial material or seats for participants. This mat and others like it tell people about how the Meskwaki used parts of nature around them to create items that represent their culture.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think the Meskwaki chose bulrush, or cattails, to weave mats out of?
- 3 Why would mats be made for different purposes? Why would the designs change for the different uses?

## Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's "Student Materials" packet on the USB flash drive and [Google Drive folder](#).

### Analyze an Object

1	<b>1. What does it look like?</b> Think about size, shape and color.	<b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?
	<b>2. What is the object made from?</b> Is it one or more materials combined?	<b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?
	<b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?	<b>6. Who is the owner?</b> Write a brief description of the owner.
2	<b>1. What does it look like?</b> Think about size, shape and color.	<b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?
	<b>2. What is the object made from?</b> Is it one or more materials combined?	<b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?
	<b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?	<b>6. Who is the owner?</b> Write a brief description of the owner.

Continued on next page.

## Analyze History Mystery Objects

<b>3</b>	<p><b>1. What does it look like?</b> Think about size, shape and color.</p>	<p><b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?</p>
	<p><b>2. What is the object made from?</b> Is it one or more materials combined?</p>	<p><b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?</p>
	<p><b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?</p>	<p><b>6. Who is the owner?</b> Write a brief description of the owner.</p>
<b>4</b>	<p><b>1. What does it look like?</b> Think about size, shape and color.</p>	<p><b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?</p>
	<p><b>2. What is the object made from?</b> Is it one or more materials combined?</p>	<p><b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?</p>
	<p><b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?</p>	<p><b>6. Who is the owner?</b> Write a brief description of the owner.</p>
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	<p><b>2. What is the object made from?</b> Is it one or more materials combined?</p>	<p><b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?</p>
	<p><b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?</p>	<p><b>6. Who is the owner?</b> Write a brief description of the owner.</p>

THINK LIKE ...

THINK LIKE ...

EDUCATOR MATERIALS

# American Indians and Westward Expansion



3<sup>RD</sup> GRADE

**Goldie's**   
**HISTORY KITS**

**STATE HISTORICAL  
SOCIETY OF IOWA**  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

# American Indians and Westward Expansion

## Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding about the cultures and practices of American Indians from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (Jean Adeline Morgan Wanatee and Taimah). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

## Think Like... Activity Table of Contents

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## What’s Included

### Think Like... Cards Feature

- Pack of seven cards
- Each card Includes
  - Definition of card description (ex: the job of a geographer)
  - Questions to guide the connection between the card and the topic
  - Brief biography of a notable Iowan in that profession

## Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic, not just American Indians. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about how the cultures and lives of American Indians have changed over time as an historian may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.



# American Indians and Westward Expansion

## 3rd Grade

### Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p><b>Kit Connections</b></p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> <li>Choose which Kit Connection with a Think Like... card you would like to use.</li> <li>If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable).</li> <li>Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate.</li> <li>Provide students with the Think Like... questions and display connected primary source image (if applicable).</li> <li>Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit.</li> <li>To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class</li> </ul>

Type of Activity	Before Activity	During Activity
<p><b>Group Work</b></p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> <li>Separate your students into groups. Assign each group a different Think Like... card from the kit.</li> <li>Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a>.</li> </ul>	<ul style="list-style-type: none"> <li>It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card.</li> <li>Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen.</li> <li>Following their answers, open the discussion to the class for other ideas or answers regarding the questions.</li> <li>Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.</li> </ul>

## Think Like... Jean Adeline Morgan Wanatee Card

### Think Like Jean Adeline Morgan Wanatee

- Discuss reasons why Jean Adeline Morgan Wanatee would want to work with the Smithsonian to share information about the Meskwaki language and culture.
- Wanatee believed that American Indian children should be educated in local public schools under tribal control. Why do you think this was important to her and others?
- Human rights, especially those of American Indians and minority women, were important to Wanatee. Discuss reasons why she would take an interest in this area.



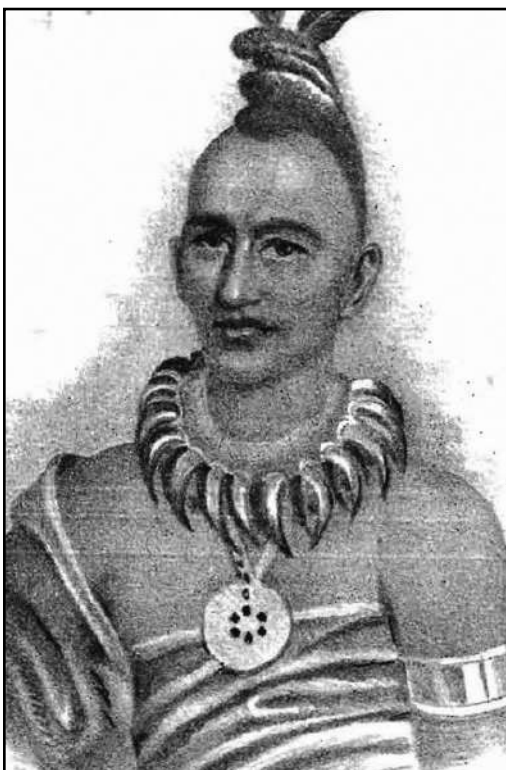
#### **Jean Adeline Morgan Wanatee (1910-1996)**

Jean Adeline Morgan Wanatee was born in 1910 on the Meskwaki Settlement in Tama, Iowa. She was a member of the Wolf Clan. Over the years, Wanatee worked tirelessly for the rights of American Indians and for the rights of women – particularly women of color. She was a Meskwaki language specialist and resource for the Smithsonian Institute. Nationally, Wanatee was the first woman elected to the Meskwaki Tribal Council. Most recently, a park in Linn County was renamed after her. When asked what she would like people to know about her, she responded, “Where I came from, I am proud that my people never left Iowa, never became prisoners. They are the reason I want to help.”

## Think Like... Taimah Card

## Think Like Taimah

- Taimah and the Meskwaki experienced pressure from white settlers and were forced to move from their native territory. What issues would he and the Meskwaki be dealing with during this contentious time?
- Many of Iowa's lakes, rivers, cities, counties, schools, buildings and sites are named after Indigenous people. Discuss reasons why past leaders decided to do that.
- Taimah served as the principal leader of a Meskwaki village. What characteristics and traits would be necessary to serve?



### **Taimah (1790-1830)**

Taimah was a Meskwaki (Fox) leader in the early 19th century in present-day Wisconsin, Iowa and Illinois. He was born into a Meskwaki family in present-day Wisconsin. Taimah was the principal leader of a Meskwaki village near Burlington, Iowa, and experienced increasing pressure from white settlers moving West. He was known for saving the life of the United States Indian agent by warning him of an assassination attempt. He is also known as Chief Tama in historical records and was one of the signatories of an 1824 treaty ceding land to the U.S. Taimah is the namesake of the city of Tama and Tama County, Iowa. The city is located near the Meskwaki Settlement, founded in 1857 when the Meskwaki were allowed to buy land in Iowa.

## Think Like... a Geographer Card

# Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



### **Ira Cook (1821-1902)**

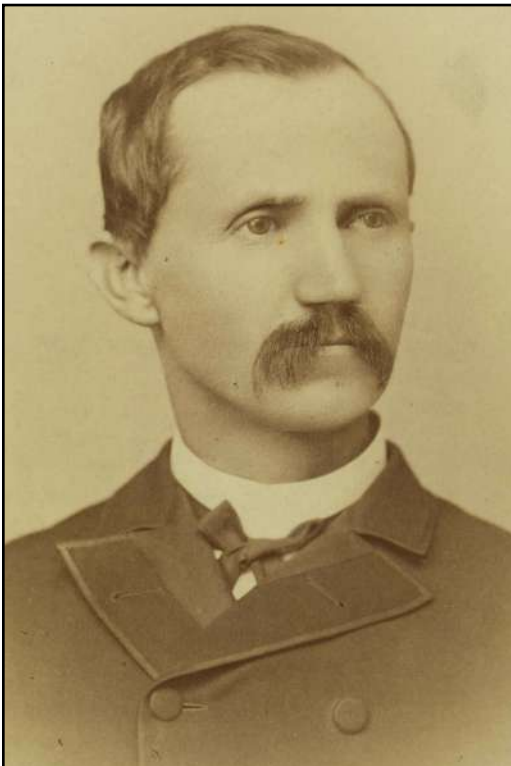
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

## Think Like... an Economist Card

# Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



### **Voltaire Twombly (1842-1918)**

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

## Think Like... a Historian Card

# Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



### **Louise Noun (1908-2002)**

Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

## Think Like... a Political Scientist Card

# Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



### **George Gallup (1901-1984)**

A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

## Think Like... a Journalist Card

# Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



### **George Mills (1906-2003)**

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.



No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
<b>SS.3.1.</b>	Identify disciplinary ideas associated with a compelling question.	X			
<b>SS.3.2.</b>	Use supporting questions to help answer the compelling question in an inquiry.	X			
<b>SS.3.3.</b>	Determine the credibility of one source.				
<b>SS.3.4.</b>	Cite evidence that supports a response to supporting or compelling questions.	X			
<b>SS.3.5.</b>	Construct responses to compelling questions using reasoning, examples, and relevant details.	X			
<b>SS.3.6.</b>	Identify challenges and opportunities when taking action to address problems, including predicting possible results.				
<b>SS.3.7.</b>	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
<b>SS.3.8.</b>	Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.		X		
<b>SS.3.9.</b>	Compare and contrast the treatment of a variety of demographic groups in the past and present.		X		
<b>SS.3.10.</b>	Explain how rules and laws impact society. (21st century skills)				
<b>SS.3.11.</b>	Provide examples of historical and contemporary ways that societies have changed (21st century skills)	X	X	X	
<b>SS.3.12.</b>	Use historical examples to describe how scarcity requires a person to make choices.				
<b>SS.3.13.</b>	Identify how people use natural resources, human resources, and physical capital to produce goods and services.		X		
<b>SS.3.14.</b>	Describe the role of various financial institutions in an economy.				
<b>SS.3.15.</b>	Analyze why and how individuals, businesses, and nations around the world specialize and trade.				
<b>SS.3.16.</b>	Describe how people take risks to improve their family income through education, career changes and moving to new places.				
<b>SS.3.17.</b>	Explain an individual's responsibility for credit and debt. (21st century skills)				
<b>SS.3.18.</b>	Determine the importance of saving/investing in relation to future needs. (21st century skills)				
<b>SS.3.19.</b>	Create a geographic representation to explain how the unique characteristics of a place affect migration.				
<b>SS.3.20.</b>	Describe how cultural characteristics influence people's choices to live in different regions of the U.S.		X		
<b>SS.3.21.</b>	Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.	X			
<b>SS.3.22.</b>	Compare and contrast events that happened at the same time.				
<b>SS.3.23.</b>	Compare and contrast conflicting historical perspectives about a past event or issue.		X		X
<b>SS.3.24.</b>	Infer the intended audience and purpose of a primary source using textual evidence.				
<b>SS.3.25.</b>	Explain probable causes and effects of events and developments.		X		
<b>SS.3.26.</b>	Develop a claim about the past based on cited evidence.	X		X	
<b>SS.3.27.</b>	Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.	X	X		
<b>SS.3.28.</b>	Explain the cultural contributions that different groups have made on Iowa.		X	X	X

# Iowa Core Literacy Standards Chart

## AMERICAN INDIANS

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		X		
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		X		
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		X		
<b>RL.3.6</b>	Distinguish their own point of view (perspective) from that of the narrator or those of the characters.		X		
<b>RL.3.7</b>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		X		
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X		
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.	X	X		
<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	X	X		
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	X			
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.	X	X		
<b>RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	X	X		
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.	X			
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	X			
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	X			

\*Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.

### Goldie's History Kit - American Indians and Westward Expansion Manual

**Book 1:** *Native American History for Kids* by Karen Bush Gibson

**Book 2:** *We Are Grateful: Otsaliheliga* by Traci Sorell

**Book 3:** *The People Shall Continue (40th Anniversary Special Edition)* by Simon J. Ortiz

**Book 4:** *The Star People: A Lakota Story* by S. D. Nelson

### History Mystery Object Photos

- Portraits of Keokuk and Black Hawk
- Meskwaki Pipe
- Feast Bowl and Spoon
- Finger-Woven Sash
- Charm Bag
- Ribbon Skirt
- Ribbon Shirt
- Silver Bracelet
- Saddle Blanket
- Reed Mat

### 7 Think Like... Cards

- Jean Adeline Morgan Wanatee
- Taimah
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

### USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of and Manual

### Goldie's History Kit Container