

# Goldie's HISTORY KITS



## Meskwaki Culture

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 Meskwaki history and culture. 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 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 Meskwaki culture. 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, Meskwaki culture, 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 Meskwaki culture 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

## Meskwaki Culture

LESSON PLAN FOR SUPPORTING QUESTION

Who are the Meskwaki?

1<sup>ST</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 Meskwaki Nation, 10 July 2019*

# Meskwaki Culture

## 1st Grade

### Overview

This inquiry allows students to investigate who the Meskwaki are and what aspects of their culture is similar or different to their own. Students will use the Question Formulation Technique (QFT) to ask questions and consider different perspectives across the social studies disciplines while analyzing a variety of sources.

 **Unit Compelling Question**  
How does our culture make us similar or different?

 **Unit Supporting Question**  
Who are the Meskwaki?

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## 1st 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.

**How does our culture make us similar or different?**



#### 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) **Who are the Meskwaki?**

2) What was life like for the Meskwaki long ago?

3) How do Meskwaki live now?



#### Read Iowa History: Meskwaki Culture

This Read Iowa History lesson addresses “How does our culture make us similar or different?” and “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.1.2.</b>	Generate supporting questions across the social studies disciplines related to compelling questions.
<b>SS.1.4.</b>	Construct responses to compelling questions/supporting questions using examples.
<b>SS.1.23.</b>	Describe the diverse cultural makeup of Iowa’s past and present in the local community, including indigenous and agricultural communities.

## Iowa Core Literacy Standards

No.	Standard
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RL.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## Objectives

- I can ask and answer disciplinary questions about the Meskwaki people.
- I can use texts and images on the same topic to describe key details about Meskwaki culture.
- I can write/or explain who the Meskwaki are using facts and evidence from sources.

## Background Essay

**Utilize this background essay, in whole or in parts, with students to provide further context and understanding about Meskwaki history and culture. 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.**

There are many definitions of **culture**, but in general terms, **culture** is one's way of life, how we understand the world around us, the material things we have made and our learned behaviors. **Culture** includes: **language**, religion, economics, family life, the arts, architecture, technology and many other facets of the world around us. While we usually do not include the natural order itself as part of one's **culture**, how we understand and respond to nature is part of our cultural perspective.

Every **culture** must organize to sustain basic needs — food, **shelter**, clothing, labor, gender roles and family. While the needs remain similar among **cultures**, the ways they meet them can differ markedly. Each must respond to the resources and challenges it faces. Where soil and rainfall make agriculture a possibility, cultures often organize themselves according to the seasons that determine planting and harvest. Hunting cultures may prefer smaller units since it would be likely that it would be necessary to overhunt an area to feed a large population. With rapid and reliable transportation, large cities are possible because steady supplies of food can be shipped in.

The **Meskwaki culture** of the early 19th century provides an instructive comparison to our contemporary lifestyle. Men hunted deer and buffalo and protected the **tribe** while women gardened, took care of household needs like building bark lodges, preparing skins and sewing them into clothing, cooking and caring for children. Religious stories were passed along from generation to generation through an oral **tradition**. **Meskwaki** boys learned hunting skills and listened to tribal stories that prepared them to become leaders as adults. **Meskwaki** girls spent the days with the women learning how to feed and clothe their families. Both males and females participated in traditional dances the expressed their religious beliefs and formed a part of their courting rituals.

When white traders introduced manufactured items like iron cookware, cloth and firearms, **Meskwaki** hunters began hunting deer, beavers and other fur-bearing animals for skins that could be traded for items they could not produce themselves. The traders exchanged their inventories for the furs which were shipped back east and sometimes to European markets where they brought high prices. Excessive hunting sometimes forced **tribes** to look for better hunting grounds which could lead to tribal conflicts.

Modern life also needs to feed, clothe and educate its people. Men and women now tend to specialize in specific occupations rather than to provide all of a family's needs themselves. A merchant sells goods and takes the money earned to buy the products of others rather than to produce the food, clothing, medicine and transportation the family needs. Boys and girls are taught together in classrooms rather than learning at home from their parents. Modern communication technology like the Internet and cell phone put the whole world within reach of even young children in ways the **Meskwaki** could never imagine. Events anywhere on the globe can instantly affect life in Iowa.

Still, **Meskwaki** boys and girls had many of the same needs that modern children have. They need to eat and be clothed to protect them from the elements, they need housing to live in and they need education to prepare them to become successful adults. The means to those ends may change but not the needs themselves.

### Vocabulary Words

- Geographer
- Political Scientist
- Custom
- Meskwaki
- Native American/
- Shelter
- Economist
- Culture
- Language
- Nation
- American Indian
- Wickiup
- Historian
- Tradition
- Tribe
- Native
- Settlement

# Think Like... Cards & Question Formulation Technique



## Unit Compelling Question

How does our culture make us similar or different?



## Unit Supporting Question

Who are the Meskwaki?

### Overview

This pre-lesson activity will illustrate tools students can use to help them analyze primary sources in later parts of Read Iowa History. One tool is the [Think Like... cards](#), which students use to identify disciplinary literacy perspectives, key vocabulary and questions asked by a historian, geographer, economist and political scientist. To prepare students to analyze images and documents, this activity is aimed to remind them that the impact of one's experience shapes their perspective on different topics, such as Meskwaki culture.

The other tool is the [Question Formulation Technique \(QFT\)](#), which was created by the Right Question Institute. The steps of the QFT are designed to stimulate three types of thinking: divergent thinking, convergent thinking and metacognitive thinking.

## Instructions

- 1 **Think Like... Cards:** Before class, print off the Think Like... cards that read: geographer, economist, historian and political scientist. You will use the cards during class to represent different disciplines.



**Goldie's History Kit Connection:** Refer to the [Think Like... cards](#) included in the kit that pose the same questions and connect to lowans who worked in those positions.

- 2 Distribute the [Think Like... worksheet](#) to each student. Create four boxes on the whiteboard or chart paper that you will fill out with words and pictures as students answer each discipline's questions.
- 3 Explain to students that they are going to look at social studies by investigating different perspectives. You will hold up each card and ask questions from each discipline while students consider key things that match the discipline. They will draw in the boxes on the worksheet to help them remember each one.
- 4 With each card, discuss what the questions have in common, such as time, perspective and cause/effect. Record responses. After students have completed their worksheets, pair them together so they can share about the four disciplines by using their answers.

## Materials

- [Think Like... cards](#)
- [Think Like... worksheet](#)
- Chart paper or whiteboard
- [QFT Instruction Video](#)
- **Suggested video:** [Sim City timelapse video](#)

*Instructions continued on next page*

# Think Like... Cards & Question Formulation Technique

## Instructions continued

- 5 **Question Formulation Technique (QFT):** This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you, the educator, watch the 12-minute [QFT Instruction Video](#). In the video, a 4th grade teacher uses QFT to learn more about what her students knew or did not know about fractions.
- 6 To have students practice the QFT, which they will apply with primary sources later on, replicate the following activity. Have the class watch the [two-minute Sim City timelapse video](#). Use the QFT to ask questions and assess the video with students. Follow the steps below to assist students in their analysis.
  - Write as many student questions as you can on the board or on chart paper.
  - Do not stop to discuss, judge or answer any questions.
  - Write down every question exactly as stated, change any statements to questions.
  - Sort and prioritize questions.
- 7 After sharing the prioritized questions, discuss with students what social studies discipline (use disciplines from the Think Like... cards) that the question falls under. Use the Think Like... cards to assist with the inquiry. Post questions on chart paper for students to answer as they learn more.

## Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

### 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?

### Think Like an Economist

A person who studies the way people make decisions about money.

- 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.



## Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

### 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?

### 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?

# Think Like... Worksheet

This is an example worksheet that corresponds with the instructions in the pre-lesson activity to assist students in recognizing the perspectives of varying disciplines. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A larger, printable version made for reproduction is available in the Student Materials PDF.



## Think Like...

<p><b>A Geographer</b></p>	<p><b>A Historian</b></p>
<p><b>An Economist</b></p>	<p><b>A Political Scientist</b></p>

# Meskwaki Children - Long Ago and Today



## Unit Compelling Question

How does our culture make us similar or different?



## Unit Supporting Question

Who are the Meskwaki?

### Overview

You will introduce students to the compelling and supporting questions through the analysis of two images (one historical and one present-day of Meskwaki children), and engaging in the QFT process from the pre-lesson activity. Students will categorize their own questions into social studies disciplines.

### Source Background

The first image shows a Meskwaki girl playing with her doll beside a wickiup. The image was taken on the Meskwaki Settlement in Tama, Iowa, in 1925. The photographer was Josephine Wallace. The other shows a young Meskwaki boy in traditional dress as he dances at the 104th Annual Meskwaki Powwow in 2018.

### Instructions

- 1 Display or hand out the [Think Like...cards](#) to students, which were introduced in the pre-lesson activity. Briefly describe the role of each of these professions.



**Goldie's History Kit Connection:** Refer to the book [When We Were Alone](#). To add context for students to better understand how American Indians, like the Meskwaki, were impacted by policies of people who did not understand their culture and communities.

The [background essay](#) is also helpful to introduce the Meskwaki and their culture.

- 2 Display the [image of the Meskwaki girl and her doll](#). Use the QFT process and tell students they are going to ask questions about the image but you are not going to stop to discuss or answer any questions yet. You will write down their questions, and as they generate them, the class will decide if a historian, geographer, political scientist or economist might ask the question.



**Goldie's History Kit Connection:** Refer to the [History Mystery Cradleboard](#). Discuss the questions to learn more about Meskwaki children.


### Materials

- ["Meskwaki Girl and Her Doll" image](#)
- ["Boy at 104th Annual Meskwaki Powwow" image](#)
- [Think Like... cards](#)
- [Activity poster](#)
- Chart paper
- Post-it Notes

*Instructions continued on next page*

# Meskwaki Children - Long Ago and Today

## Instructions continued

- 3 The [activity poster](#) was created to remind students of the words that begin a question. Use the poster and the Think Like... cards to determine which perspective their question fits. If students are unsure, you could do a think aloud to explain how the questions fit a discipline.
  - 4 Use the same process described above to analyze the [image of the young boy dancing at the 2018 Meskwaki Powwow](#). Use the activity poster and the Think Like... cards, again, to determine which perspective their questions fit.
-  **Goldie's History Kit Connection:** Refer to the book [Jingle Dancer](#). To add context for students to better understand the importance and significance of a powwow.

Refer to the [History Mystery Flute](#). Discuss the questions that accompany the object to better understand objects important to powwows.
- 5 Questions will be placed in one location for students to answer as they learn more about Meskwaki culture.
  - 6 **Formative Assessment:** After student questions have been completed, put the questions on Post-it Notes. Have students walk up to the inquiry board or chart paper you put together and place their questions. You also can have students explain how they are similar or different to the Meskwaki children as they analyze the images. This could be done orally, recorded on a digital or audio platform.



*Courtesy of the State Historical Society of Iowa, Wallace, Josephine, 1925*





*Courtesy of Meskwaki Nation, 2018.*

## Activity Poster



## Words to Start a Question

**Who...****What...****Where...****When...****Why...****How...**

# Origin of Meskwaki Settlement



## Unit Compelling Question

How does our culture make us similar or different?



## Unit Supporting Question

Who are the Meskwaki?

### Overview

Students will use the compelling and supporting questions while incorporating new vocabulary words they will encounter. The students will compare an online satellite map and a paper map of the Meskwaki Settlement to see where they live. They also will watch a video about Meskwaki history. Students could use this information to help them answer questions from [Part 1](#).

### Source Background

In the early 1800s, the American Indian tribes that occupied much of eastern Iowa were the Sac and the Meskwaki. The Meskwaki were mistakenly referred to by one of their clan names, Fox, by the French in 1655 and thereafter were called Fox throughout recorded history. Although they were two separate tribes, they became known as the Sac and Fox, and were treated by the federal government as if they were one. The earliest French explorers found the Meskwaki tribe living in the Great Lakes region, on what is now the Michigan Peninsula where they were one of the most powerful tribes. Eventually both they and the Sac moved to the Green Bay area of Wisconsin following the fur trade. By the time the white, European frontier had reached Illinois, tribal warfare had pushed the Sac and the Meskwaki into western Illinois and eastern Iowa. They considered much of this land to be their permanent homeland, but soon were forced to move once more. The Meskwaki purchased land from the government in Tama, Iowa - creating the Meskwaki Settlement. Over time, the Meskwaki have continued to purchase more land.

### Instructions

- 1 Remind students of the unit compelling question. Explain to them that while they work to answer this question, they also will be detectives to investigate the unit supporting question, "Who are the Meskwaki?"
- 2 Use the [vocabulary cards](#) to help students define the following words:
  - Culture
  - Tribe
  - Tradition
  - Meskwaki
  - Custom
  - Language



**Goldie's History Kit Connection:** Refer to the [History Mystery Pictograph](#). Discuss the description and questions that accompany the object to better understand the early lives of the Meskwaki.

### Materials

- [Vocabulary cards](#)
- [Meskwaki Land Purchases Map](#)
- [Iowa PBS Video](#)
- [Blank U.S. map worksheet](#)
- Computer for Google maps

*Instructions continued on next page*

# Origin of Meskwaki Settlement

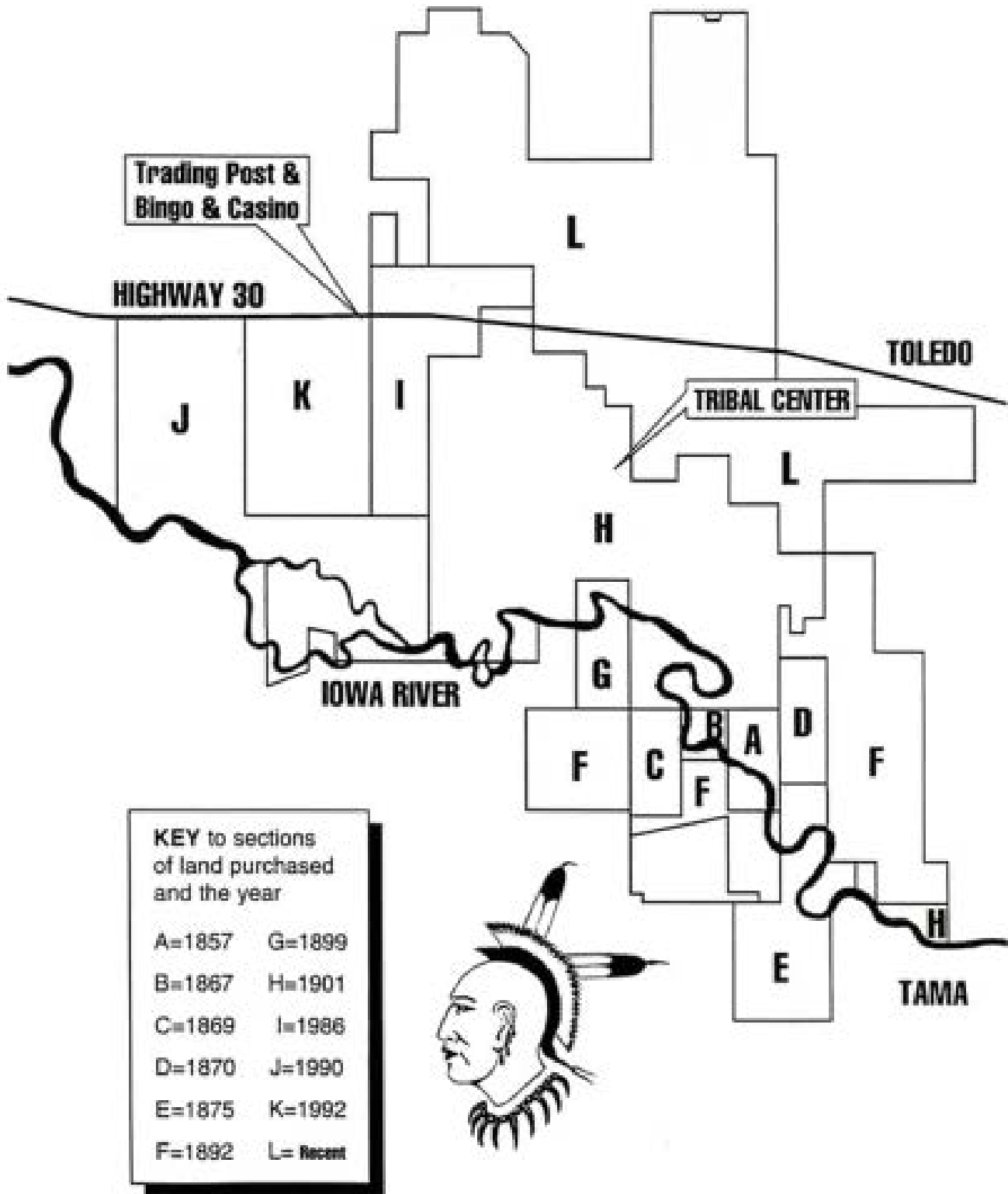
## Instructions continued

- 3 Using Google maps, display for students the location of the current Meskwaki Settlement. Show the outline of the settlement by displaying for students [Meskwaki Land Purchases Map](#).
- 4 After reviewing the map, have students watch the brief Iowa PBS video, "[Sac and Mesquakie Move to Iowa](#)." Share with your students that the Meskwaki never left Iowa and purchased 80 acres of land in Tama County in 1857.
- 5 After students watch how the Fox, Sac and Meskwaki became known as one tribe, ask students the following question: What was the path they took to get to Tama, Iowa? Remind students that the Meskwaki now own more than 8,000 acres in Tama, Marshall, and Palo Alto Counties, which is shown on the [Meskwaki Land Purchase Map](#).



**Goldie's History Kit Connection:** Refer to the [Think Like... Keokuk card](#). Discuss Keokuk's biography and the questions that accompany the card to help frame this lesson.

- 6 Display the [blank United States map](#) for students. Draw the path the tribe took to eventually settle in Iowa.
- 7 **Formative Assessment:** Have students use their map to explain the path the Meskwaki took to get to Iowa. This could be done verbally to the teacher, on a digital or audio platform.





# Blank Map of the United States of America (Continental)

This is an example map that corresponds with the instructions to trace the path of the Meskwaki across the United States. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.



# Meskwaki Life and Artifacts



## Unit Compelling Question

How does our culture make us similar or different?



## Unit Supporting Question

Who are the Meskwaki?

### Overview

Students will analyze three images related to the Meskwaki of long ago in small groups. You will read aloud *The Goldfinch* essay so students can make connections to the text and the images.

### Source Background

The name Meskwaki, which means “red earth people,” comes from the color of the red soil of their homeland. At one point in their migration, the Meskwaki lived in the forests of what is now the states of Wisconsin and Michigan. Seasons determined how they lived. During the summer months (May to September), the Meskwaki lived in villages located along major rivers in the center of tribal lands. Their homes consisted of frames covered with slabs of elm bark. Several families lived in each town house. Meskwaki women tended gardens near their summer homes. They also gathered food (wild berries, nuts and roots) and collected bark and cattails for weaving baskets and mats.

### Instructions

- 1 Remind students they are trying to investigate the question: Who are the Meskwaki? Explain to the class that they will be analyzing three different photographs of Meskwaki artifacts from long ago.
- 2 Place students into three groups. Each group will get an image of an artifact and an [“Analyze a Photograph with the Five W’s” worksheet](#).



**Goldie’s History Kit Connection:** Refer to the [History Mystery items](#) to add further context to the primary sources.

**Group 1:** With the Meskwaki Bead Belt, include the [Finger-Woven Sash](#) and/or [Think Like... Ska-ba-quay Tesson card](#)

**Group 2:** With Meskwaki Boy’s Bow and Arrows, include the [Moccasins](#) and/or the [Feast Spoon](#)

**Group 3:** With Meskwaki Woman and Child by a Wickiup, include [Feast Spoon](#) and/or [Medicine Bag](#)

- 3 After each group is finished analyzing their object and filling out their worksheet, have each group play the expert, share their image (display image for the class) and explain their thinking while sharing their answers. Use a few [vocabulary cards](#) to assist with the image analysis:
  - Shelter
  - Wickiup

### Materials

- [Vocabulary cards](#)
- [“Analyze a Photograph with the Five W’s” worksheet](#)
- [“Meskwaki Bead Belt” image](#)
- [“Meskwaki Boy’s Bow and Arrows” image](#)
- [“Meskwaki Woman and Child by a Wickiup” image](#)
- [“Mesquakie” essay from \*The Goldfinch\*](#)

*Instructions continued on next page*

# Meskwaki Life and Artifacts

## Instructions continued

- 4 Read aloud [The Goldfinch essay](#) to the class. Introduce a few more [vocabulary cards](#) to assist with students' analysis of the essay. Lead students in discussion to make connections between text and images.
- Native
  - Native American/American Indian
  - Settlement



**Goldie's History Kit Connection:** Refer to the book [Fry Bread](#). To add context for students to better understand the importance and significance of traditions in the lives of modern American Indians, including the Meskwaki.

- 5 **Formative Assessment:** Students will explain how they are similar or different to the Meskwaki children while use vocabulary words from the lesson(s). This could be done verbally to the teacher, on a digital or audio platform.

## Meskwaki Bead Belt Made by Chi Ki Ka, 1905

PART 3



*Courtesy of State Historical Society of Iowa, 1905*



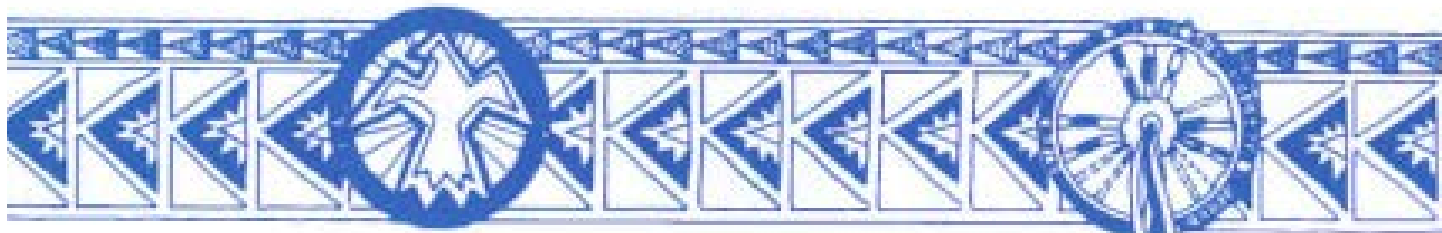
Courtesy of State Historical Society of Iowa, Greiner, Chuck, Date Unknown

Meskwaki Woman and Child by a Wickiup in Tama, Iowa,  
Date Unknown

PART 3



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



## MESQUAKIE

The name “Mesquakie” which means “red earth people” comes from the color of the red soil of their homeland. At one point in their migration, the Mesquakie lived in the forests of what is now Wisconsin and Michigan. Seasons determined how they lived. During the summer months (May to September), the Mesquakie lived in villages located along major rivers in the center of tribal lands. Their homes consisted of poles covered with slabs of elm bark. Several families lived in each town house. Mesquakie women tended gardens near their summer homes. They also gathered food (wild berries, nuts, and roots) and collected bark and cattails for weaving baskets and mats.

Young Mesquakie boys learned to hunt small game with bows and arrows while the men hunted deer and elk and protected the villages from enemies.

Once the Mesquakie encountered European-Americans, they gathered pelts for trading. The Mesquakie bartered for cloth, glass beads, iron and copper cooking utensils, blankets, and guns. Winter also provided time for tribal elders to tell stories around campfires and for playing games.

As European-American settlers moved west, the Mesquakie were forced to move



SISU, Ward Collection—Iowa City

Kwi-ya-me, a Mesquakie born in 1833 to reservation land in Kansas. A few households stayed behind, setting up camps along Iowa rivers. In 1850, Mesquakies living on the Kansas reservation combined their money and sold many of their ponies to purchase land in Iowa, now known as the Mesquakie Indian Settlement near Tama. A “settlement” differs from a reservation because the Indians—not the government—own and control the land. ☀



# Meskwaki Life and Artifacts

This is an example worksheet that corresponds with the instructions in Part 3 to analyze the three images of Meskwaki life. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.



## Analyze a Photograph with the Five W's

Use the chart below to take notes about the image by focusing on the who, what, when, where and why. Then determine if the source is primary or secondary (circle one) and explain why.

<b>Who?</b>		Is this source primary or secondary?  <b>Primary</b>  or  <b>Secondary</b>
<b>What?</b>		
<b>When?</b>		
<b>Where?</b>		
<b>Why?</b>		

# Lesson Summative Assessment



## Unit Compelling Question

How does our culture make us similar or different?



## Unit Supporting Question

Who are the Meskwaki?

### Assessment Instructions

- 1 Display all the images from the supporting question:
  - [Meskwaki Girl and Her Doll, 1925](#)
  - [Boy at 104th Annual Meskwaki Powwow, 2018](#)
  - [Meskwaki Land Purchases, 2004](#)
  - [Meskwaki Bead Belt Made by Chi Ki Ka, 1905](#)
  - [Meskwaki Boy's Bow and Arrows, Date Unknown](#)
  - [Meskwaki Woman and Child by a Wickiup in Tama, Iowa, Date Unknown](#)
- 2 Describe the culture of the Meskwaki people by answering: Who are the Meskwaki? Students can choose to write sentences to answer the question or take a picture of the display of images and record their answer on a digital platform.

### Assessment Scoring Options

<b>Proficient</b>	Describes who are the Meskwaki through their cultural makeup of Iowa's past and present while using evidence and reasoning from sources.
<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



**Meskwaki**



**Nation**



**Native**



**Native American/  
American Indian**

## Native

A person who was born in a certain country is a native of that country.

## Native American/American Indian

A member of any of the indigenous peoples of North, Central, and South America, especially those of North America.

## Meskwaki

The Meskwaki are an American Indian tribe that currently resides on purchased land in Tama, Iowa. Meskwaki means people of "the Red-Earths."

## Nation (American Indian)

A group of people within an American Indian tribe.



**Settlement**



**Shelter**



**Wickiup**



**Culture**

## Settlement

A place where people live.

## Wickiup

A hut consisting of an oval frame covered with brushwood or grass, formerly used by nomadic peoples in the western and southwestern U.S.

## Shelter

A structure that protects you from the weather.

## Culture

The way that people live: food, language, art, music, traditions and customs.



**Tradition**



**Custom**



**Language**



**Tribe**



## Language

A set of words, and rules for using them, used for communication by the inhabitants of a particular country or region.

## Tradition

A tradition is a belief or custom that people have had for a long time.

## Tribe

A tribe is a group of people with shared beliefs and cultures.

## Custom

The way that something is always done or that someone always behaves



**Geographer**



**Economist**



**Political  
Scientist**



**Historian**

**Historian**  
A person who explains changes that happened in the past.

**Economist**  
A person who studies ways people make a living.

**Political Scientist**  
A person who studies governments and how they work.

**Geographer**  
A person who studies places and people in the places.

## Additional Resources for Educators

### [Meskwaki Culture Primary Source Set](#)

This is a digital collection of primary and secondary sources about Meskwaki history and culture. This Read Iowa History unit is based on this primary source set.

### [Sac and Fox Indian Fact Sheet](#)

This online fact sheet was written to provide children with basic facts about the Sac and Fox tribe.

### [Fox Tribe](#)

This online article contains interesting facts, pictures and information about the life of the Fox (Meskwaki) Tribe of the northeast woodland cultural group.

### [Meskwaki Nation - History](#)

This webpage for Meskwaki Nation includes a historical timeline of the Meskwaki people.

### [Meskwaki Culture and History](#)

This webpage from the Office of the State Archaeologist includes information about Meskwaki culture and history.

**READ ALOUD**

READ ALOUD

EDUCATOR MATERIALS

# Meskwaki Culture



**1<sup>ST</sup> GRADE**

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

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

# Meskwaki Culture

## Introduction

A “**read aloud**” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. The Meskwaki Culture Goldie’s History Kit provides four books related to children at play and popular games and toys. This read aloud activity directly combines literacy and Iowa history in an easily reproducible format.

## What’s Included

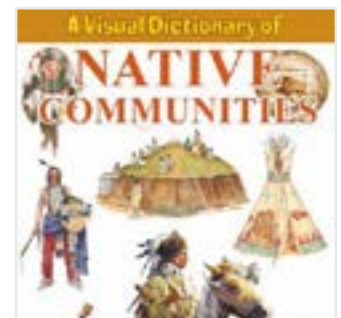
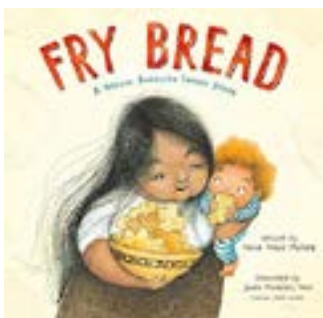
### Each Read Aloud Activity Features

- 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, Meskwaki culture, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Fry Bread: A Native American Family Story* by Kevin Noble Maillard
- *When We Were Alone* by David A. Robertson
- *Jingle Dancer* by Cynthia Leitich Smith
- *A Visual Dictionary of Native Communities* by Bobbie Kalman



## 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.

# Meskwaki Culture

## 1st Grade

### Read Aloud Table of Contents

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<b>Book:</b> <i>When We Were Alone</i> . . . . .	48
<b>Book:</b> <i>Jingle Dancer</i> . . . . .	49
<b>Book:</b> <i>A Visual Dictionary of Native Communities</i> . . . . .	50

### 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 (Meskwaki culture) 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, Meskwaki culture.
- 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.



# Meskwaki Culture

## 1st 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:** *Fry Bread: A Native American Family Story* is a storybook that shows the making of food can be a cultural act that should be cherished and passed down to future generations. The author uses fry bread as a symbol of passing on traditions. While this book is written by a member of the Mekusukey band of the Seminole Nation tribe, the Meskwaki (Sac & Fox) in Iowa also make fry bread and it plays the same important role within the Meskwaki culture. There are real-life connections to be made between the storybook and the Meskwaki primary sources that document cultural traditions that are being passed down, such as recipes, languages, clothing and other traditional practices like basket weaving.
- 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.

# Meskwaki Culture 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 Meskwaki culture. 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.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RI.1.1</b>	Ask and answer questions about key details in a text.
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## Iowa Core Social Studies Standards

No.	Description
<b>SS.1.7.</b>	Investigate how social identities can influence students' own and others' thoughts and behaviors.
<b>SS.1.8.</b>	Identify students' own cultural practices and those of others within the community and around the world.
<b>SS.1.11.</b>	Compare the goods and services that people in the local community produce with those that are produced in other communities.
<b>SS.1.19.</b>	Compare how people in different types of communities use goods from local and distant places to meet their daily needs.
<b>SS.1.21.</b>	Compare life in the past to life today within different communities and cultural groups, including indigenous communities.
<b>SS.1.23.</b>	Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.

# Fry Bread: A Native American Family Story

**Kevin Noble Maillard**

Author

**2020**

Year of Publication

**Historical Biography  
(Storybook)**

Book Genre/Type

## Book Description

The author, who is a member of the Mekusukey band of the Seminole Nation tribe, creates a powerful reflection on food as “a cycle of heritage and fortune.” In each spread, descriptions of fry bread range from the experiential (flavor, sound) to the more conceptual (nation, place). Bolstering the bold statements, spare poems emphasize fry bread in terms of provenance (“Fry bread is history/The long walk, the stolen land”), culture (“Fry bread is art/Sculpture, landscape, portrait”) and community (“Fry bread is time/On weekdays and holidays/Supper or dinner/Powwows and festivals”). The illustrations feature a diverse group of children carrying ingredients and learning about the importance of fry bread. A fry bread recipe concludes the book, and an author’s note offers vital, detailed context about this varied dish and its complex history. (48 pages)

- [Listen to the digital recording of the book \(read by author\)](#)

## Why This Book

While this book is written by a member of the Mekusukey band of the Seminole Nation tribe, the Meskwaki (Sac & Fox) also make fry bread and it plays the same important role within Meskwaki culture. This book shows how fry bread is more just than making food, it is a cherished cultural act, imbued with meaning for each tribe to pass down to future generations. The author has broken up the book into sections to highlight the similarities and differences of fry bread, as well as the people and cultures that use fry bread for nourishment, celebration and connection to their heritage. The author’s family recipe for fry bread is included along with notes that dive deeper into the history of American Indians and fry bread.

## Text-Dependent Questions

- 1 What roles do the adults in the book play? Why would the American Indian elders, or adults, want to pass down the fry bread traditions to younger children?
- 2 Look at how the [Meskwaki Tribe makes fry bread](#) in the three photos in the [Meskwaki Culture Primary Source Set](#). How are the photos and the story the same? How are they different? What can you learn about the Meskwaki and fry bread from the photos?
- 3 The passage that closes the book says, “Fry bread is us/We are still here/Elder and young/Friend and neighbor/We strengthen each other/To learn, change, and survive/Fry bread is you.” How are we all connected, even if we do not make or eat fry bread?
- 4 The book is broken up into sections to show fry bread’s multiple roles. What is your favorite section and why?
- 5 What recipes or types of food are important to you? When are those recipes or foods made or enjoyed by you?

# When We Were Alone

**David A. Robertson**

Author

**2016**

Year of Publication

**Historical Fiction  
(Storybook)**

Book Genre/Type

## Book Description

When a girl helps tend to her grandmother's garden, she begins to notice things that make her curious. She wonders why her grandmother has long, braided hair, beautifully colored clothing and speaks another language. She asks her grandmother about these things and is told about life in a residential school a long time ago, where all of these things were taken away. *When We Were Alone* is a story about a difficult time in history and, ultimately, one of empowerment and strength. (24 pages)

- [Listen to the digital recording of the book \(read by author\)](#)
- [Verbal pronunciations of the Cree words](#)

## Why This Book

This book highlights the history of how Native and Indigenous tribes and people were treated. Throughout the book, the grandchild and grandmother carry on conversation, highlighting Cree vocabulary, which tells the story of the grandmother's childhood and her treatment at the hands of European-American educators at American Indian Boarding Schools as they stripped the grandmother of any identity to her tribe. In the United States, these boarding schools operated from 1860 until 1978, ending with the passing of the Indian Child Welfare Act. The Meskwaki were also impacted by boarding schools, although their boarding school was in Toledo, about three miles away from Tama, rather than far away from their home like most other American Indian children experienced. The boarding school operated from 1898 to 1910. Eventually, two "day schools" (like traditional schools today) were built on the settlement. These schools joined to form the Sac & Fox Day School in 1938. Today, the Meskwaki are fully in control of their children's education at the Meskwaki Settlement School in Tama. This book demonstrates the proud history and importance of holding onto one's traditions, family ties and language to pass them along to future generations.

## Text-Dependent Questions

- 1 When the grandmother was a child, she was taken away from her family and moved to a boarding school where she lived with other American Indian children and could only speak English, not their native languages. Do you feel it was fair to take these children away from their families? Why or why not?
- 2 Throughout the book, the granddaughter asks her grandmother a lot of questions. What are some of the reasons that the grandmother gives for her answers?
- 3 Why do you think non-Native people thought that it was best for American Indian children to forget their language, heritage and traditions? What would be the repercussions of this?
- 4 The grandmother often says, "They wanted us to be like everybody else." Who is the grandmother referring to with these statements? Why would this have an impact on her childhood, as well as adult life?

# Jingle Dancer

**Cynthia Leitich Smith**

Author

**2000**

Year of Publication

**Historical Fiction  
(Storybook)**

Book Genre/Type

## Book Description

The author, a member of the Muscogee (Creek) Nation, juxtaposes cherished American Indian tradition and contemporary life. Watching a videotape of Grandma Wolfe performing a jingle dance, Jenna is determined to dance at an upcoming powwow. But she lacks the cone-shaped, tin jingles that are sewn on to dancers' dresses as part of the regalia. The girl walks down a suburban sidewalk lined with modern houses as she sets out to visit her great-aunt, a neighbor, a cousin and Grandma Wolfe, all of whom lend her jingles for her dress. The illustrations capture the genuine affection between Jenna and her caring family members, as well as highlight the integration of indigenous and standard furnishings and clothing to complement the author's portrait of a harmonious meshing of old and new. Author's notes and a glossary of terms is included. (32 pages)

- [Listen to the digital recording of the book \(read by author\)](#)

## Why This Book

Throughout the book, the young character learns more about her heritage by preparing for the upcoming powwow. While the author is a member of the Muscogee (Creek) Nation, the Meskwaki proudly coordinate an annual powwow in which girls like the main character and her family participate. From the beginning of this book, the main character connects with various family members who have diverse careers and live in varied housing settings, thus dispelling some stereotypes about American Indian lifestyles. Through her relatives, the main character gains a more full appreciation of her participation in the powwow. Educators and students are encouraged to watch the [Iowa PBS episode featuring the Meskwaki powwow in 2018](#) either before or after reading this book to connect the story back to Iowa and the Meskwaki.

## Text-Dependent Questions

- 1 Jenna, the main character, wanted her dress to sing or jingle while dancing. Watch the [Iowa PBS episode](#) of the Meskwaki powwow and discuss how musical instruments, singing, dancing and chanting are important parts of a powwow.
- 2 At the end of the book, Jenna reflects on the women who helped her dress jingle. How does Jenna honor those women as well as her heritage?
- 3 Notice the illustrations throughout the book. Describe the types of houses the women live in. How do the illustrations help you to better understand the lives of American Indians today?
- 4 Jenna learns how to jingle dance from watching videotapes of her grandma. What can you learn about your family's background from talking with or watch old recordings of family members?

# A Visual Dictionary of Native Communities

**Bobbie Kalman**

Author

**2000**

Year of Publication

**Informational**

Book Genre/Type

## Book Description

This book provides an overview of the many different American Indian communities before their contact with the Europeans, discussing the shelter, food, clothing, tools and activities of tribes. (32 pages)

## Why This Book

This book provides reference and overview of American Indians' shelter, food, clothing, tools and activities before their contact with Europeans. This illustrated dictionary introduces the way of life of the early American Indian peoples who lived on the Great Plains, such as the Cheyenne, Lakota and Ojibwe. The Meskwaki, who now reside in Iowa, are made up of the Sac & Fox tribes.

---

## Text-Dependent Questions

- 1 Look at the different types of shelter that Great Plains American Indians have used over time. Select two different tribes and compare and contrast their shelter.
- 2 Look at the different types of food that Great Plains American Indians have harvested, hunted or enjoyed over time. Select two different tribes and compare and contrast their types of food.
- 3 Look at the different types of tools that Great Plains American Indians have used and made over time. Select two different tribes and compare and contrast their tools.

# HISTORY MYSTERY

HISTORY MYSTERY

EDUCATOR MATERIALS

## Meskwaki Culture



1<sup>ST</sup> GRADE

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

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



# Meskwaki Culture

## 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, Meskwaki culture. 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, Meskwaki culture

## What's Included

### This History Mystery Activity Features

- Photographs of seven objects
- Video of a select object (one)
- 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.

# Meskwaki Culture

## 1st Grade

### History Mystery Table of Contents

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<b>Object:</b> Moccasins . . . . .	60
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<b>Worksheet</b> . . . . .	62

### 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 the Meskwaki.</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>

# Meskwaki Culture

## 1st 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 the Meskwaki.</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>

# Feast Spoon



## Description

This feast spoon was made by Arthur Blackcloud in Tama, Iowa. Created in 1989, the spoon's handle is carved to depict a fox head that is connected to the Fox Clan totem (the Meskwaki are members of the Sac and Fox tribe). A totem is an object that serves as an emblem of a family or clan as a reminder of ancestry. The feast spoon is about 11.25 inches long and 4.75 inches at the widest point.

## Object Significance

Used during ceremonies, this feast spoon would play an important role with the ceremonial aspects of the gathering. Arthur Blackcloud made this spoon by hand in 1989 while living in Tama, Iowa. The spoon's handle is carved to depict a fox head which relates back to Meskwaki's Sac and Fox ancestors.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 The Meskwaki are members of the Sac and Fox. Why would Arthur Blackcloud, the artist who made this feast spoon, make reference to a fox?
- 3 Feast spoons play important roles in ceremonies. Think about important or meaningful ceremonies you've attended, what ceremonial objects were used? And why are those objects important?

# Flute



## Description

This flute is attributed to the Meskwaki. It is created out of red cedar with bands of brass wire wrapped around in five places. There is a carving of a horse near the mouthpiece with a leather strap wrapped around it. The flute is 20 inches long and 1.5 inches in diameter.

## Object Significance

The flute, like other musical instruments, play important roles in ceremonies, like powwows, community gatherings and for spiritual purposes, in American Indian culture. But the history of the flute is as diverse as American Indians; many believe the development and idea of the flute can be traced back to branches found with holes created by woodpeckers.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Most flutes that the American Indians use are made out of wood. Why do you think that is?
- 3 Discuss how musical instruments can play important roles in community ceremonies and gatherings, like powwows.

# Pictograph



## Description

Created around 1830, this pictograph was drawn with ink on paper and attributed to Wacochaci (meaning he is thought to be the artist). Gaylord Torrence, senior curator of American Indian Art at the Nelson-Atkins Museum, wrote that this is "one of the earliest Native American narrative works on paper." Each sheet is 9.25 x 15.5 inches and the two sections comprise one piece. The pictograph appears to illustrate a spring hunt, with the story beginning at about the center of each sheet of paper and moving in a circle around the sheet, as if the paper were turned as successive pictures were drawn.

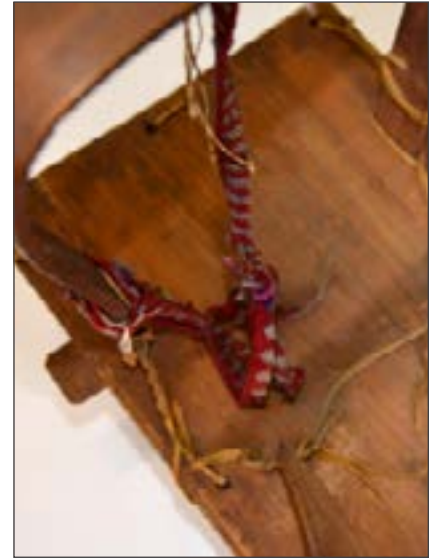
## Object Significance

This piece is believed to be the earliest drawing created by any American Indian and is thought to be created by Wacochaci, a member of the Fox, around 1830. It is believed to represent a spring hunt with the story starting in the center of each piece of paper and as it continues in a circle formation around each sheet. This tells the story of how American Indians interacted with the land, nature and animals.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 It is believed the story told in each sheet of paper starts in the center. Look at the center of each piece, what is involved with each story beginning? What is happening around the center? How is what's happening in the center connected to what's happening around the edges of the drawing?
- 3 There are many animals and other natural elements portrayed in these images. Look closely and describe what animals and natural elements you see. How are these items portrayed?

# Cradleboard



## Description

This cradleboard was used by John Young Bear for his baby, Co-Ques-Se-We. It is made from wood with leather ties. There's a wooden hoop, which would have been above the baby's head, with yarn decorations hanging from the hoop. The dimensions are 12 x 27.5 x 10.5 inches.

## Object Significance

Cradleboards are used for the first few months of an infant's life, when a portable carrier for the baby is a necessity. Cradleboards are built with a broad, firm protective frame for the infant's spine. A footrest is incorporated into the bottom of the cradleboard, the "U"-shaped part at the bottom of the piece. There are leather ties that would have been used to secure the baby in the cradleboard. The hoop was used to hang decorations to amuse and help the infant develop its eyesight. It would have also been used to protect the infant's head or covered with cloth to provide shade or protection from the weather. Parents would place cradleboards on their backs (like a backpack) so they could continue working while caring for their infants.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why would cradleboards be important for families with infants?
- 3 Why would infants need a hoop to protect their head while they were in cradleboards?



## Finger-Woven Sash



### Description

This finger-woven sash was made by Jean Adeline Morgan Wanatee on the Meskwaki Settlement around 1983. It is made from blue, white and red synthetic yarn, woven in an arrowhead pattern. It is 46 inches long and five inches wide.

### Object Significance

Sashes were most likely used, rather than being decorative. They could have been used to hold coats closed or function as a belt. Most sashes were made by finger weaving, like this one. The yarn would have been attached to a fixed item, like a tabletop, and woven by hand.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 The pattern in this sash is called an arrowhead pattern. Why do you think it was given that name?
- 3 Why do you think the yarn is unwoven, or more like fringe, at the ends of the sash?



## Moccasins *(Object Video Available)*



### Description

These moccasins, made at the Meskwaki settlement in the early 1900s, are created from tanned buckskin. There is a beaded strip in the top, from opening to toe, with flaps on the side which are heavily beaded. The side flaps color and design vary from side to side – red, white and green beads on one side and blue, green and yellow beads on the other. Each moccasin is 3.75 x 2.25 x 9.5 inches.

### Object Significance

Moccasins are shoes that are made out of animal hide, like deer or buckskin. This pair is made from buckskin and consists of a sole and sides that have been stitched together. The sole of moccasins are made from leather that is more rugged and the sides are made from leather that has been worked to be softer. The beading uses colors that are important to the Meskwaki, red and green – green represents spring, peace or life while red signifies fall, war or death.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 These moccasins were made from leather, which is the hide or skin of an animal. Why do you think this material was used?
- 3 Look closely at the beading on the side of the moccasins and describe the [design of the medicine bag](#). How is the design the same? How is it different? Why would different designs be used for different objects?

## Medicine Bag



### Description

This medicine bag was created on the Meskwaki Settlement and is made from cloth and beads. The beads are sewn on the cloth and the back of the bag is checked blue and tan fabric. There is one pocket with a wide shoulder strap. The bag is 18 x 29.5 inches.

### Object Significance

Medicine 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. Medicine bags 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 by the owner.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Look at the design of this bag. How do you think it was worn?
- 3 Look closely at the beading on this bag and describe it. Compare this beading to the [beading on the moccasins](#). How is the design the same? How is it different? Why would the design be different for a medicine bag and a pair of moccasins?

## 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>
<b>5</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>

THINK LIKE ...

EDUCATOR MATERIALS

# Meskwaki Culture

THINK LIKE ...



1<sup>ST</sup> GRADE

*Goldie's*  
**HISTORY KITS**

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

# Meskwaki Culture

## 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 Meskwaki people 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 (Ska-ba-quay Tesson, Keokuk). 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

<b>Card:</b> Think Like Ska-ba-quay Tesson . . . . .	67
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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 Meskwaki culture. 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 Meskwaki culture has 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.

# Meskwaki Culture

## 1st 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... Ska-ba-quay Tesson Card

# Think Like Ska-ba-quay Tesson

- What importance do you think art has within a culture? Why is looking at art a good way to learn about a culture?
- Why do you think it was important that Tesson and her pieces helped teach others about Meskwaki culture?
- Why do you think the Meskwaki people needed bags like the ones Tesson was creating?



### **Ska-ba-quay Tesson (1846-1929)**

Ska-ba-quay Tesson was born in 1846, and became a well-known Meskwaki artist while residing in Tama, Iowa, in the late 1800s. Tesson and her pieces help people better understand the Meskwaki culture through art. Her pieces, most famously her tapestry-like twined bags, typically included colorful bands and repeating images of Meskwaki figures, including men and horses. These bags were originally created from natural materials like buckskin and nettle fibers, but later incorporated wool yarns and cotton string when these materials became more available. Tesson's bag shown here is currently in the collection of the Museum of the American Indian, part of the Smithsonian museums.



## Think Like... Keokuk Card

## Think Like Keokuk

- What kind of issues do you think Chief Keokuk had to deal with serving as an ambassador to the federal government?
- Under Keokuk's leadership, he had to make many difficult decisions. Have you had to make any difficult choices? If so, what was it about and how was it resolved?
- Why do you think good speaking skills were helpful as Keokuk became a leader?



### Keokuk (ca. 1780-June 1848)

Keokuk was known as a warrior and a powerful diplomat. Born the son of a Sauk warrior, he first rose to prominence during the War of 1812. His public-speaking skills and push for diplomacy, not warfare, led to him being declared war chief of the Sauks and later positions of power. He led two delegations to Washington, D.C., in 1824 and 1837 to negotiate changes to treaties and land claims. Following the Black Hawk War, the U.S. government named Keokuk as the civil chief of a confederated Sauk and Meskwaki tribe following the Black Hawk War. Due to depletion of game and increased debt, Keokuk negotiated the final sale of remaining tribal lands in Iowa territory. He died in Kansas in 1848, and was later reburied in Keokuk, 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)**

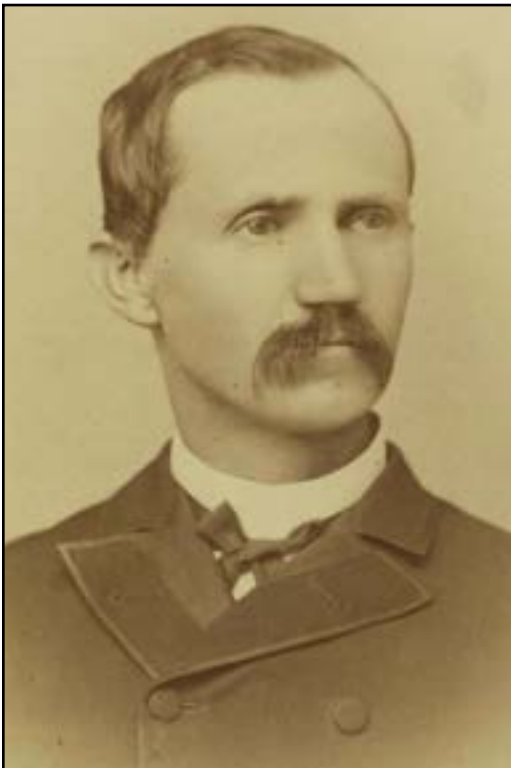
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured 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.



# Iowa Core Social Studies Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.1.1.	Explain why a compelling question is important.				
SS.1.2.	Generate supporting questions across the social studies disciplines related to compelling questions.	X			
SS.1.3.	Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.				
SS.1.4.	Construct responses to compelling questions using examples.	X			
SS.1.5.	Take group or individual action to help address local, regional, and/or global problems.				
SS.1.6.	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
SS.1.7.	Investigate how social identities can influence students' own and others' thoughts and behaviors.		X		X
SS.1.8.	Identify students' own cultural practices and those of others within the community and around the world.		X		
SS.1.9.	Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)				
SS.1.10.	Compare and contrast rules or laws within different communities and cultures. (21st century skills)				
SS.1.11.	Compare the goods and services that people in the local community produce with those that are produced in other communities.		X	X	
SS.1.12.	Explain why people in one country trade goods and services with people in other countries.				
SS.1.13.	Explain why people have different jobs in the community. (21st century skills)				
SS.1.14.	Explain why something borrowed must be returned. (21st century skills)				
SS.1.15.	Describe the role of financial institutions in the community in order to save and invest. (21st century skills)				
SS.1.16.	Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.				
SS.1.17.	Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.				
SS.1.18.	Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.				
SS.1.19.	Compare how people in different types of communities use goods from local and distant places to meet their daily needs.		X	X	
SS.1.20.	Create a chronological sequence of multiple related events in the past and present using specific times.				
SS.1.21.	Compare life in the past to life today within different communities and cultural groups, including indigenous communities.		X	X	
SS.1.22.	Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.			X	
SS.1.23.	Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.	X	X	X	X

# Iowa Core Literacy Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
<b>RL.1.1</b>	Ask and answer questions about key details in a text.	X	X		
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		X		
<b>RL.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X		
<b>RL.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X			
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.		X		
<b>RI.1.1</b>	Ask and answer questions about key details in a text.		X		
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.		X		
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.	X	X		
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		X		
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X			
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X			
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X		
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X			

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



## Goldie's History Kit - Meskwaki Culture Manual

**Book 1:** *Fry Bread: A Native American Family Story* by Kevin Noble Maillard

**Book 2:** *When We Were Alone* by David A. Robertson

**Book 3:** *Jingle Dancer* by Cynthia Leitich Smith

**Book 4:** *A Visual Dictionary of Native Communities* by Bobbie Kalman

## History Mystery Object Photos

- Feast Spoon
- Flute
- Pictograph
- Cradleboard
- Finger-Woven Sash
- Moccasins
- Medicine Bag

## 7 Think Like... Cards

- Ska-ba-quay Tesson
- Keokuk
- 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
- Videos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of Meskwaki Culture Manual

## Goldie's History Kit Container