

## Lesson #1 - Early Indian People in Minnesota - Trade - Tribal Value - Respecting Elders

Start Lesson by welcoming all the students to the first AI Culture Class.

- Why do we get to come to culture class every month?
- What makes us special?

We are all AI, we have parents, or grandparents, or even great grandparents that are connected to a reservation, a place that some people call home. (***Taking the big map of reservations, first locate your reservation, then locate each reservation belonging to each student.***)

We are going to have a really fun time this year learning all about Trade.

- What is trade? Does anyone know?
- Has anyone ever traded something with someone else? (some examples may be cards, toys, clothes.etc.)

We are going to try a trade. Give each student something, have them hold it out so everyone can see what they have and ask them to trade their object with someone else.

Discuss the process: I have something that I want to trade, you have something I may want. You think you might want to trade so we exchange items. Did you make a good trade? Are you happy with what you ended up with?

***Question: Did you know that AI people all over this continent we call North America have always used trade to get the things they wanted or needed even before people from other countries started coming here.***

- Before the arrival of Europeans different American Indian Tribes populated all of what we know now as North America. (Picture - The Indian Tribes of North American before 1492)
- As early as 100/BCE to 500/CE American Indian tribes developed a widely connected network of trade routes to help them get things that they needed or wanted.. (Picture - Hopewell Interaction Sphere)
- The seven fires of the Dakota Nation occupied much of the land that we now know as Minnesota. Their traditional stories tell us they have always been here. (Picture #2- Dakota in 1650 - True North Lesson)
- Ojibwe people migrated from the east making their way into what we call Minnesota in the late 1600's)

Narrative:

- ***American Indian people relied on trade to get the things they needed (or wanted) that could not be found in the areas in which they lived. People would trade raw materials found in their areas or convert materials into products to take them to local and regional exchange networks. Some of the trails created by these trade networks have actually become highways today.***

***AI often would travel great distances to trade. They had relationships with the people of these villages and would stay not only to trade goods but to share stories and ideas. Tribes traded with people closer to them who traded with their neighbors, who traded with their neighbors. That is how shells could travel to people who did not live by the ocean or large bodies of water.***

***Let's see what kinds of trade goods AI had way back before Europeans showed up:***  
(remember AI have always loved beautiful, well-made things)

**All items from the Learning Trunks:**

Take out deer hide, explain: This is brain tanned deer hide from a white-tailed deer, with this you could make a dress or shirt or a pair of moccasins. See how soft it is?

Other things:

- Porcupine quills, we used to make jewelry and decorate clothing
- Copper was only found in the Great Lakes region and was used to make knife blades and jewelry
- Obsidian is only found west of the Mississippi River (**Arizona, California, Idaho, Nevada, New Mexico, Oregon, Washington, and Wyoming.**) It was used for knife blades and drill bits to make holes in things.
- Things made from various types of wood, cedar flute, drinking cup, spoon.
- Things made from rawhide, knife sheath, parfleche box
- Food in the form of seeds (corn & beans ) for planting, and for eating, wild rice.
- Pelts from various animals to make mittens and pouches..many useful items
- Various types of shells, we used for decoration before Europeans brought beads to NA  
They came from tribes that lived by oceans or large bodies of water.

**Learner Outcomes:**

After participating in teacher-led discussions and activities, the students will be able to:

- Identify and find their reservation
- Understand that North America was populated by millions of American Indians from hundreds of tribes before Europeans arrived.
- Identify Dakota and Ojibwe as the two principal tribes of Minnesota and when they arrived in this land.
- Describe the function of trade among AI tribes
- Identify two pre-European trade items and discuss their importance.

**Craft:** Arrowhead or shell Necklace

**Take home:** Activity sheet, maze to your reservation

## **Lesson #2 -Trade: Games - Tribal Value- Cooperation**

In this lesson we explore the many purposes of games in traditional AI cultures. We will discover how ideas of different games spread through North America and how they changed to meet the needs of different Indian cultures. Students will play various games and have an opportunity to make a game of their own.

### **Helpful games from Learning trunks:**

The Deer Toe Bone Game (game of skill)	Dakota Plum Stone Dice Game
The Snake game (game of chance)	Cherokee Bean Toss Game
	Shell Game

### **Teacher & Student Information:**

Games were important tools to help children learn the skills they needed to survive an adult life. Many, especially team games had the additional purpose of helping young people learn social skills such as caring, sharing and being responsible for one another.

The games we are going to discuss today fall into two categories, **games of skill**, the more you play them the better you get and **games of chance**, where a certain amount of luck is needed to win the game.

**Student Question: Can you name a contemporary game of skill? (football, hockey, etc.)**  
**Can you name a contemporary game of chance? (card & dice games)**

**Review:** In our last lesson we discussed how many Indian Tribes used trade to get the things they needed and wanted. We discussed people traveling long distances to trade with other tribes and the relationships that they built with their trading partners. Sharing ideas and playing games were part of their exchange.

**Student Question: Have you ever been to a friend's house and they taught you a new game? Then when you went home and played with different friends, you may have taught them your new game and maybe you decided to play it in a different way?**

That is just what happened a long time ago, one group would teach another group a game and then that group would teach another group that same game...and over and over again until that game or one very much like it was played all over what is now the United States.

**(Show students the map of the spread of games of chance.)**

When someone invented a game they made it out of materials from their surroundings. (remember there were no stores).

If someone wanted to make a dice-type game they may have used Plum Stones like the Dakota people did or bean seeds like the Cherokee people did or even seashells like many California Indian Tribes did. The rules of the game changed to fit the available resources.

**Show all three games and talk about the rules for each game (see attached game instructions.)**

### **Activity:**

Students will have an opportunity to play two traditional games:

- The snake game (game of chance)
- The deer toe bone game (game of skill)

\*see attached game instructions

Students will have the opportunity to make one of two games:

- Cherokee Bean Toss game
- 4-Stick Game

### **Learner Outcomes**

After participating in teacher-led discussion and activities, the students will be able to:

- Name two games invented by American Indian people.
- Describe ways that games spread throughout North America
- Describe why games may have changed in the sharing from tribe to tribe.
- Two lessons children may have learned by playing games

**Extended Lesson:** Have students work with a partner or small group to create a game of their own. You can give them a choice of simple materials (cotton balls, craft sticks, seeds, construction paper, paper clips, plastic straws, etc.)

### **Some leading questions:**

Is your game going to be skill or chance?

Is your game going to be a team game or one that is played singularly?

What are the rules to your game?

Does your game teach a skill?

At the end of the time allowed for creating the games each group will share their game with the rest of the class.

References: *Games of North American Indians* by Stewart Culin  
*American Indian Toys and Games* by Priscilla Buffalohead

