



Museum of the Rockies Teacher Resources

ENDURING PEOPLES EXHIBIT: Importance of Family 4th – 5th Grade

Exhibit Overview:

The *Enduring Peoples* exhibit shows that, despite hundreds of years of persecution, Indian cultures are still in existence, not as they were 100 years ago, but still enduring. The languages still are spoken, religious practices occur, and traditional notions of family are being lived. To underline that point, each panel has a final line with the heading of TODAY which explains how certain traditional ideas are still active today.

The *Enduring Peoples* exhibit does not focus on any single tribal group in this region. Instead, the exhibit deals with the similarities among the various tribes of the Northern Plains and Rockies. This neglects the many unique elements of each culture. Please make sure to address this issue with your class before you visit the Museum.

Lesson Description:

Explore the permanent exhibition of Montana's American Indian cultures with age-appropriate lessons specifically tailored for the Enduring Peoples Exhibit. Students in fourth and fifth grades will explore the roles of men, women, and children in Native American families. Pre-lessons and extensions are provided to maximize each school's visit to the Museum and student learning.

Goals:

Students will be given the opportunity to:

1. Discuss the roles family members play in each of their families.
2. Search for clues on Native American gender roles the Enduring Peoples Exhibit with chaperone supervision.

Objectives:

Students will be able to:

1. Identify the roles of men, women and children in the cultures of Montana's Native American tribes.
2. Compare and contrast the roles of men, women and children in the cultures of Montana's Native American tribes to the roles of men, women and children in their own culture.

Essential Understandings Addressed:

EU 1 – 3, 6

Montana Social Studies Standards/Benchmarks Addressed:

Standard 4, Benchmark 4.7

Standard 6, Benchmark 4.1, 8.1, 4.3, 8.3, 4.6

Vocabulary:

Extended family

Gender

PRE-LESSON DETAILS:

Materials:

Brainstorming paper

Pencils

Whiteboard/Chalkboard/Flipchart and markers

Introduction to Families:

Initiate a discussion with students on families. Discuss extended families. Ask the students who is part of their extended family. What does extended family mean? Encourage students to talk about all the people that belong in their family (mother, father, sister, brother, grand parents, aunts and uncles). Tell the class that soon they will be going to the Museum of the Rockies to visit an exhibit on Native Americans. There, they will learn about Native American families after taking some time in class to learn more about their own families.

Family Roles:

Break the class into small groups. Have each group brainstorm the roles of the father, mother, children and grandparents or other family members who live with you. Let each group share their ideas and create a class list of family roles for their culture. Also on the class list, have the students define together some of the roles that they have in a family. Include such things as: caregiver for pets, babysitter for younger siblings, etc.

If there is times, student can create collages showing the roles of family members by cutting out magazine photos that show what each family member does for the family.

Gender Roles:

Divide the class into smaller groups; this time segregating the boys and girls. Have the students brainstorm all the chores that they have to do in their home. Using a Venn diagram, create a class diagram to illustrate gender roles within the class's homes. Which chores are done by boys and girls? Which chores are done mostly by boys? Which chores are done mostly by girls?

Compare and Contrast:

When the diagram is complete, have the students compare and contrast roles within their families relating to both gender and age. This can be done through writing a short paragraph, poem or verbally.

LESSON DETAILS:

Materials:

“Enduring Peoples Gender Roles” worksheet (1 per student)

Clipboards

Pencils (no pens allowed in exhibit space)

Welcome:

Welcome the students to the Museum and cover behavior expectations if not already addressed. Guide the students to the Enduring Peoples exhibit.

Life Centered Around Family:

Gather the students around the Native American family photo mural next to the “Life Centered Around Family” panel. Share with the class that the importance of the family as a structuring element among Native Peoples.

A family is the group of individuals who raise children, care for the unwell or elderly, love one another and work together for economic and physical well-being.

The core of Indian life was the extended family. People lived in nuclear families (parents and unmarried children) in one tipi, but carried out most of life’s activities within the larger extended family. Grandparents had primary responsibility for raising young children. Young parents did most of the heavy physical labor of hunting and gathering. Sisters or brothers of parents were as important as biological parents in a child’s life. Logically, cousins felt themselves as close as brothers and sisters (in “western” society). Everyone had a large group of people classified as family to give help and assistance in times of need and to celebrate success.

All Native American life centered around family relationships. An extended family with cousins, aunts, uncles, and grandparents shared in childrearing, education, protection, and social events. The family was, and continues to be, the context for discussing religious matters, values, and people’s place in the universe. Wider political organizations extend the concept of family.

Within the family unit, men, women, and children had distinct complementary roles to play for the betterment of all. Men’s and women’s tasks and leadership areas were clearly defined, which allowed for efficiency, interdependence, and independence through cooperation.

(Make sure to emphasizing the short “Naming” text at this display if planning on doing the “What’s in a Name?” Extension.)

Gender Roles Worksheet:

Explain to the students that within a family, everyone has a specific role to help the family function. Remind students of the brainstorming work they did early in class. Tell the students that now they are going to search for clues about the different family roles with Native American families. With students working individually, in pairs, or small groups, have them explore the exhibit for artifacts, interpretive displays and pictures that give them insight into the roles of men, women, girls and boys in Native American tribes in Montana. Have chaperones guide the students towards clues and keep them focused. Encourage students to look closely and read the fine text, as some clues may be hidden deeper than others.

Wrap-up:

As a class, walk through the exhibit one last time, stopping at key displays to enforce small group learning. Have students share some of their ideas and how they drew their conclusions. Key interpretative displays include:

- *Hunter with Atlatl and spear* platform (Hunting is a responsibility of the men.)
- *Woman and Dog Travois* platform (Setting up, taking down and packing up camp is a woman's responsibility.)
- *Woman on Horse Pulling a Travois* mural (Women's horses pulled the travois.)
- *Woman Working Hide* platform/photo mural (Hide preparation is a responsibility of the women.)
- *Daily Camp Life was Women's Responsibility* – photo panel on wall
- *Women's and Men's clothing cases: Children's Clothing* (decorated as elaborately as adults signifying that children were thought of as small adults with rights and responsibilities)
- *Children's Toy Case* (Children learned to be adults by imitating adult ways.)
- *Tipi Set Up* panel (Tipis were made and owned by women.)
- *Tipi Decoration Panel* (Men decorated tipis. Often the decoration was a “family” symbol.)
- *Cooperative Social Groups* panel (leadership roles)

When students have completed the worksheet, collect them to refer to later in an extension.

EXTENSIONS:

Gender Roles Compare and Contrast:

Redistribute students' worksheets from their field trip. Have them read over their ideas to refresh their memory about what they learned. If students did not do so already during their field trip, have them share their findings. Record their answers as a class.

Display the class list from the pre-lesson family and gender roles activities. Have the students compare roles from their culture to the roles in Native American culture. This can be done as a class verbally, using a Venn diagram (individually or as a class) or through a writing assignment.

What's In A Name?:

Revisit how Native Americans name their children. (This should be taught while in the Enduring Peoples exhibit.) Indian children are generally named soon after birth. Usually their father, grandfather, or father's brother will select a name. If the infant becomes ill, often the child will be renamed. In some tribes, a second name is given after puberty or following a vision quest. In some cases, this name is given by an honored family friend. A third name may be given to a tribal elder.

Find a book that lists common names and their origins. Have students look up their first names in the book, identifying their origin and meaning. Ask if any of the students were named after a parent or grandparent. See if any have a nickname. Explain that Indian people may have had several names that were given to them at different times in their lives. For example, Crazy Horse (Tashunka Witco in Sioux) was nicknamed "Curly" as a child.

Students can also research the meaning of their family name and middle name.

RESOURCES:

Circle of Stories. Public Broadcasting Service (PBS). 11 Aug 2008
<<http://www.pbs.org/circleofstories/>>.

Lakota Winter Count: An Online Exhibit. Smithsonian Institution. 12 Aug 2008
<<http://wintercounts.si.edu/index.html>>.

“Montana Indians: Their History and Location.” Montana Office of Public Instruction, Division of Indian Education. January 2007.

Montileaux, Donald F. Tatanka and the Lakota People. Pierre: South Dakota State Historical Society Press: 2006.

My Friends and Family, Lesson 4: Rules and Roles. Kidlink: The Who-Am-I? Project. 15 August 2008 <<http://www.kidlink.org/kie/nls/english/friends/lesson4.html>>.

Teaching American History Lesson Plans: Native American Gender Roles in Maryland. University of Maryland Baltimore Center for History Education:. 15 August 2008
<<http://asp1.umbc.edu/newmedia/sites/chetah/lessondisplay.cfm?lesson=30>>.



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Name: _____

Enduring Peoples Gender Roles

Use pictures, interpretive displays and artifacts in the Enduring People exhibit to draw conclusions about the roles of men, women, boys and girls in Native American tribes of Montana. Record your findings in the boxes below.

MEN

WOMEN

BOYS

GIRLS