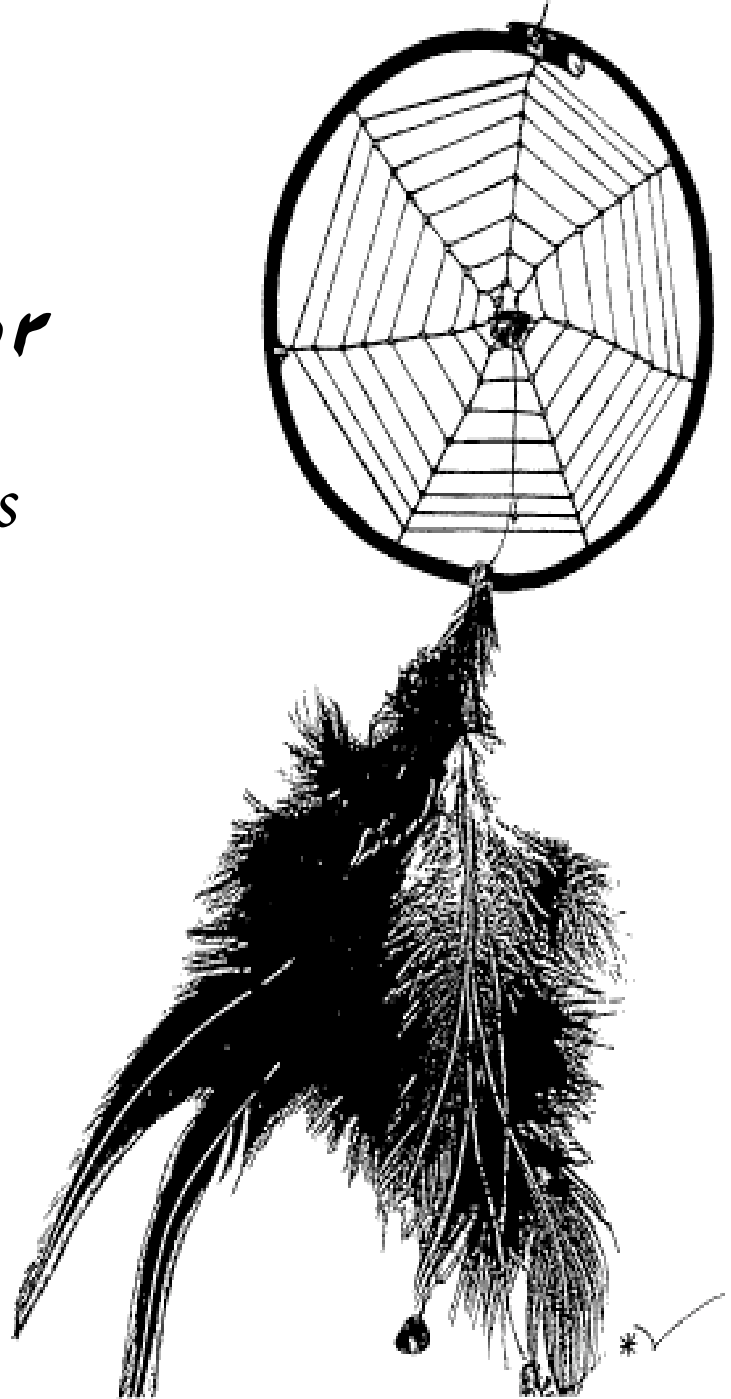




KULTURE KIDS  
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# *RESOURCES for Native American Tales & Traditions*

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## **TITLE & DESCRIPTION OF PROGRAM YOU WILL SEE:**

Ms. Pease is of Mohawk descent and drawing on her heritage, she will take you on a Native American Adventure as you TOUCH THE EARTH, join her in PUSHING UP THE SKY or sing with the GRASSHOPPER'S TALE.



## **WHAT THE CHILDREN WILL EXPLORE:**

Basic Human Values told from a cultural perspective  
Native American culture, language, dress  
Stereotypes about Native Americans  
Contributions Native Americans have made to American society  
Communication Skills  
Problem Solving  
Similarities of different cultures  
Imagination

## **SOME CONNECTIONS TEACHERS CAN MAKE TO CURRICULUM:**

Geography	Native North America
Social Studies	Native American culture
Social Skills	Listening, Participating
Language Arts	Storytelling
Science	Nature
PE	Games
Music	Songs, Rhythm

## **ARTIST NEEDS**

We will need at least a 12' x 15' ft. space, a private place for the artist to change into costume, a table, someone to help with the un/loading of supplies, an electric outlet or the use of a sound system, a parking space close to the performance area and a flat bed rolling cart if help is not available.

## **TEACHER INVOLVEMENT**

Participating in the program as students do when asked Responsible for discipline and classroom management  
Sit interspersed with the students not at the back of the room  
Enjoy the show  
Feedback after the presentation

## **BEFORE THE PROGRAM**

Discuss with students:  
"willing suspension of disbelief"  
theatre etiquette  
imagination  
participation when asked, quiet when not

## **NEW VOCABULARY**

NATIVE AMERICAN MOHAWK LANGUAGE:

Sekoh (SAY-coe)  
Niawen (KNEE-ah-when)  
Yonkyatenron (yon kya-TEN rohn)  
Oh niyohtonhatye (oh-KNEE-yah-tone-ha-tie)  
Yoyaneratyē. (yo ya ne RA TYE)  
Hegeota (hay-GAY-oh-da)

*Hello*  
*Thank You*  
*Friend*  
*How's it going?*  
*It's going well.*  
*Storyteller*

## WHAT SHOULD THE TEACHERS DO AFTER THE PROGRAM?

Go on a nature walk and collect interesting, unusual treasures of nature. Then, design and create some jewelry, games or toys using what you found. Or, see how you can re-create a modern day game, toy or jewelry using only treasures from nature.



Develop your own classroom sign language and use it instead of speaking aloud. Remember, in sign language, there isn't a sign for every single word (especially not for words like *the*, *a*, *if*, *an...*), but by signing the most important words of the sentence, you get the idea.

Read fiction and non-fiction about Native Americans, remembering that not everything you read is true or told from a Native American perspective.

Discuss what you experienced.

Read about different Native American nations.

Listen to Native American music ([www.searchingbearflutes.com](http://www.searchingbearflutes.com)).

Make a Native American recipe (see last page of resource guide).

Find out about a POW WOW in your area by checking [www.powwows.com](http://www.powwows.com).

Many of the stories of different nations were passed down orally from generation to generation. These stories usually taught the children something about how to live, where their people came from or were just an amusing story for entertainment's sake.

Have students ask an older relative to tell them a story. The story can be true or not. Do not use any classic stories like Cinderella or other fairy tales. After student hears the story, have them write it down as they remember it, save it, then pass it on.

If you or your students have a story, recipe, game, craft or anything that reflects culture you think should be shared, please send it to:

**Kulture Kids P. O. Box 181425 Cleveland Heights, OH 44118 USA**  
or E-mail it to: [kulturekids@yahoo.com](mailto:kulturekids@yahoo.com) check out: [www.kulturekids.org](http://www.kulturekids.org)

## DIDJA KNOW?

Which of the following foods are of European (old world) origin and which are of Native American (new world) origin?

Horse, cow, sheep, chicken, honeybee, pigs,

coffee, wheat, cabbage, turnip, lettuce,  
pear, peach, lemon, orange, banana, olive,  
gladiolus, lilac, carnation, daffodil, tulip, daisy, crab grass, dandelion  
ANSWER: *all originated in the old world (Europe).*

Which are of European (old world) origin and which are of Native American (new world) origin?

Corn, sweet potato, tomato, bell and chili pepper,  
pimento, cacao (chocolate) vanilla, lima,  
pole, navy & kidney beans,  
squash, pumpkin, cassava root, avocado,  
peanut, pecan, cashew,  
guaya, pineapple, sunflower, petunia, black-eyed susan, dahlia, marigold, zinnia,  
poinsettia, turkey

ANSWER: *all originated in the new world (the Americas-cultivated by Native Americans).*

Didja know that the names of over half of the states in the USA came from Native American languages?

Check out [www.kulturekids.org](http://www.kulturekids.org) and scroll to “interactive” then “didja know” to see the states and the meanings of their names. What does Ohio mean?

## RECOMMENDED RESOURCES

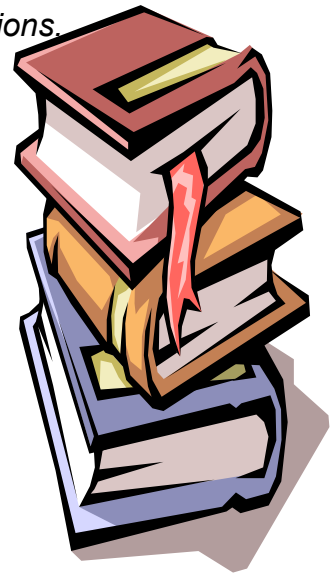
*US Kids History: Book of the American Indians*  
by Marlene Smith-Baranzini and Howard Egger-Bovet  
Canada: Yolla Bolly Press, Little, Brown & Company, 1994.  
*Stories, games and activities of various Native American nations.*  
*Best for adults to use for grades 1-4.*

*A Boy Called Slow*  
by Joseph Bruchac  
New York: Philomel Books, 1994.  
*Story of Sitting Bull with beautiful illustrations.*

*After Columbus: The Horse's Return To America*  
by Herman J. Viola  
Norwalk, CT: Trudy Management Corp., 1992.

*Trails, Tails & Tide pools in Pails*  
by the Docents of Nursery Nature Walks  
Santa Monica, CA: Nursery Nature Walks, 1994.  
*Over 100 fun and easy nature activities for families and teachers to share with babies and young children.*

*The Earth Under Sky Bear's Feet*  
Native American Poems of the Land  
by Joseph Bruchac and Thomas Locker  
New York: Philomel Books, 1994.



*Grandfather Four Winds and Rising Moon*

by Michael Chanin

Tiburon, CA: H.J. Kramer Inc., 1994.

*A grandfather teaches his grandson about courage, gratitude, generosity and faith through nature.*

*The Girl Who Loved Wild Horses*

by Paul Goble

New York: Bradbury Press, 1978.

*The Art of American Indian Cooking*

by Kimball, Yeffe and Jean Anderson

New York: Doubleday and Company and McIntosh and Otis, 1965.

*The Boy who Dreamed of an Acorn*

by Leigh Casler and Shonto Begay

New York: Philomel Books, 1994.

*Teaches about Native American spirit quests and that mighty oaks from small acorns grow.*

*The Mud Family*

by Betsy James

New York: GP Putnam & Sons, 1994.

*The Anasazi Indians face drought unless Sosi's dance can bring rain.*

*Coyote Walks on Two Legs*

*A Book of Navajo Myths and Legends*

by Gerald Hausman and Floyd Cooper

New York: Philomel Books, 1995.

## **WEB SITES\*:**

[www.kulturekids.org](http://www.kulturekids.org)

[www.indiancircle.org](http://www.indiancircle.org) (good links to most Native American Nations)

[www.mohawktribe.com](http://www.mohawktribe.com)

[www.native-languages.org/kids.htm](http://www.native-languages.org/kids.htm)

[www.firstpeople.us/](http://www.firstpeople.us/)

*\*check these websites prior to giving them to others, as websites are often changed.*

## **NATIVE AMERICAN RECIPE: Strawberries and Honey**

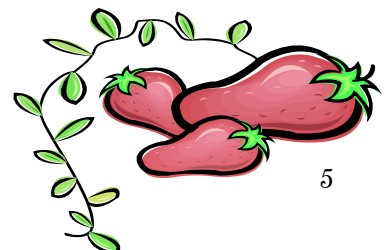
### **Ingredients**

1 quart wild strawberries

1/2 cup honey

6 oz. cream cheese

1 cup sour creme



2 tablespoons white wine

### ***Equipment***

Bowl  
Spoon  
Serving dish

### ***Instructions***

Mix together cheese, sour cream and honey until very smooth.  
Stir in wine.  
Put strawberries on serving dish.  
Spoon honey sauce over and eat!

## **NATIVE AMERICAN GAME: Passamaquoddy**

### ***Supplies***

6 Peach pits (or something similar-coins, buttons...) painted white on one side  
1 basket without handle  
48 counting sticks (may use toothpicks, poker chips, Popsicle sticks, coins...)



### ***Directions***

Place peach pits in basket.  
1st player picks up basket and slams it down on the floor or table, catching pits in basket when they fly up.  
Collect one counting stick for each pit that lands on the white side.  
If 5 or 6 pits land with the same color facing up, take another turn.  
Next player takes turn...and so on until all 48 counting sticks are taken.  
Player with most sticks wins!

## **WHAT CAN YOU DO TO TOUCH MOTHER EARTH?**

- Recycle
- Walk or ride a bike instead of driving
- Turn off lights
- Don't burn plastic or foam
- Don't leave water running
- Take quick showers
- Use a clothes-line

- Don't wash clothes needlessly
- Don't litter
- Pick up any litter that you encounter.

**REMEMBER, NATIVE AMERICANS ARE PEOPLE TOO!**

DON'T say, "Sit Indian style"

DON'T use alphabet cards that say A is for apple, I is for Indian.

DON'T talk about Indians as though they belong to the past.

DON'T talk about "them" and "us".

DON'T lump all Native Americans together (each nation is different as the French are different from the Germans even though they are both Europeans).

DON'T study the "Indians", study the Sioux, the Navajo, the Mohawk...

DON'T expect Native Americans to look like Hollywood movie "Indians".

DON'T let TV stereotypes to go unchallenged.

DON'T assume Native American children are well acquainted with their heritage.

DON'T let students think that the Native Way of life has no meaning today.

DON'T say to children ..."you are behaving like a bunch of wild Indians."

DON'T dress up as an Indian for Halloween (Indians are not Halloween costumes or sports teams-this perpetrates the idea that the Indians are stereotypes).

**Remember** that Indians are American citizens, or citizens of Canada, Mexico, South or Central America and the Caribbean or since they live all over the world, they could be citizens of many different countries.

They don't (nor have they ever all) live in tipis (not 'teepees'), travel by canoe, for clothes and food or dress in buckskin.

Native Americans live in the modern world, work, go to school, take care of their families, serve in the military, eat pizza, and have good days and bad days just like you!