



Introduction



North America was home to millions of people who belonged to hundreds of different tribes when European explorers discovered what was, to them, a new world. Hundreds of centuries ago, in the heavily forested regions of the northeast, Native American peoples such as the Pequot, Sauk, and tribes of the Iroquois Confederacy were living in complex societies, raising families, building houses, farming, and creating tools.

The models, manipulatives, accompanying background information, and lessons in this book will help your students learn about how various Northeast Indian tribes lived several centuries ago. (NOTE: We use the term *Northeast Indians* to talk broadly about peoples living in the northeast regions of the current United States and southern Canada. In actuality, a wealth of different cultures with different customs, languages, and traditions comprise this group. See Sensitivity to Native Cultures, below, for more.)

Each lesson indicates the specific tribe or tribes whose homes, tools, or cooking methods are depicted. Students will learn where tribes such as the Fox, Menominee, and Ojibwe/Chippewa lived, about their varied histories and cultures, arts and crafts, and the ways in which the different peoples met their needs for shelter, clothing, food, transportation, and communication. They will find out how the lives of different Northeast Indian peoples varied with the seasons and how their use of natural resources varied depending on each group's location. The models and lessons in this book will also help students build content area knowledge, increase their vocabulary, and improve their reading skills.

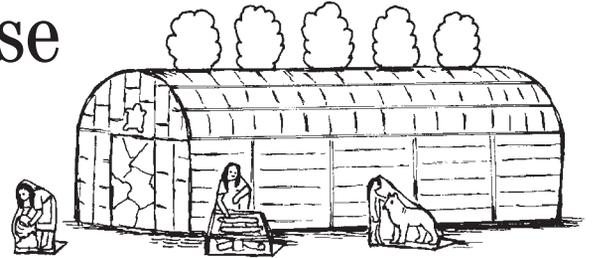


SENSITIVITY TO NATIVE CULTURES

- ❖ Believing that he had reached the Indies, the explorer Christopher Columbus called the native inhabitants of the Americas, *Indians*. It is important to point out to students that the name *Indian* was coined by outsiders. But for tribes such as the Micmac, Seneca, and Mohawk, their true names are the ones they gave themselves. Today, both the terms *American Indians* and *Native Americans* are used to refer to these peoples (also called tribes) as well as their descendants who continue their traditions today. In this book, the terms are used interchangeably. However, whenever possible, specific tribal names are used.*

Look-Inside Longhouse

(IROQUOIS CONFEDERACY)



How to Build a Longhouse Mini-Book

Students make a model of a longhouse that shows where different tribes in the Iroquois Confederacy lived, and a mini-book that shows each stage in the construction of a longhouse.



NATIVE TRADITIONS

Archaeological remains indicate that Iroquois tribes built longhouse homes at least as early as 1100. Sometime between 1400 and 1600, the Iroquois tribes joined together to form a confederacy and the longhouse became its powerful symbol. Calling themselves the Haudenosaunee (ho-deh-no-SHOW-nee), which means “people of the longhouse,” the tribes viewed their confederacy as five peaceful nations living in one enormous longhouse. (A sixth nation, the Tuscarora joined the Confederacy in 1722.) The easternmost Mohawks were called the Keepers of the Eastern Door while the westernmost Senecas were known as the Keepers of the Western Door. The Cayugas guarded the southern walls; the Oneidas, the northern walls; and the Onondagas, who lived in the middle, were called the Keepers of the Central Fire.

To build a longhouse, Iroquois men harvested young trees and then created a frame of upright wooden poles that they sharpened and set into holes in the ground. Then they bent flexible poles to form a roof and lashed the parts together with long strips of damp bark. The entire framework was covered with overlapping sheets of bark that had been stripped from large trees, flattened with

weights, and dried. The men tied additional poles over these bark shingles to hold them in place. A longhouse was usually about 20 feet wide, 20 feet high, and from 40 to 200 feet long, depending on how many members of an extended family shared it. There were two open doorways, one at each end. These were covered with animal hides in winter. Small holes in the roof allowed sunlight to come in and smoke from each of the indoor fires to flow out. The roof holes could be closed with bark to keep out rain, snow, and cold.

Usually, the families in a longhouse were closely related and were part of the same clan. (A clan is a group of relatives in a village who share a common ancestor.) As many as 20 families lived in the same house, each with its own indoor space with a width of about ten feet. A wide passage ran down the center of the longhouse. Two families, one living on each side, shared a small cooking and heating fire. These fires were built at about 12-foot intervals in the passage. Each family had a raised platform for seating and sleeping and a second platform above that for more beds or for the storage of pots, weapons, cradleboards, and so on. Corn, squash, and other foods were hung from the rafters to dry. The longhouse and nearly all of its contents—except the men’s clothes, weapons, and their personal things—belonged to the oldest woman in the house and her female relatives.

The longhouses that made up a village were usually built near rivers or streams. Crops were planted on land nearby. Each village was protected by rows of tree trunks made into a palisade—a fence for defense against enemies, wild animals, and winter storms. Trails connected one Iroquois village to another.

MAKING THE MODELS

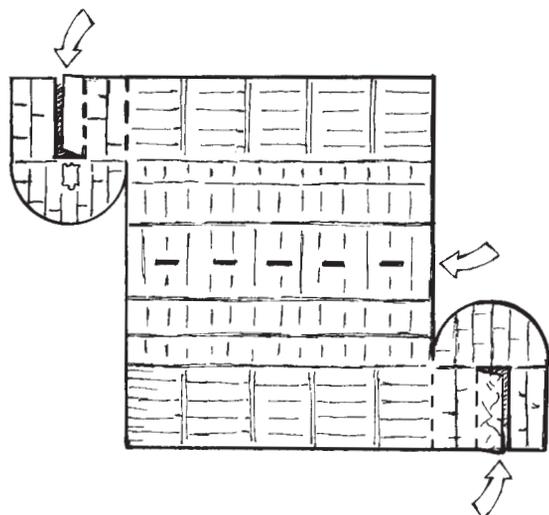
Guide students in following these directions to make each model:

Materials

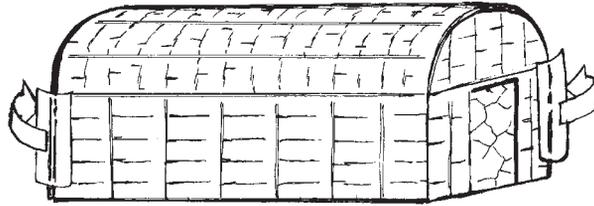
- ☼ photocopies of pages 25–27 for each student
- ☼ scissors
- ☼ stapler
- ☼ tape
- ☼ crayons, markers, or colored pencils (optional)

1 Color page 25 as desired. Then cut apart the pages of the mini-book to use in Teaching With the Models, page 24.

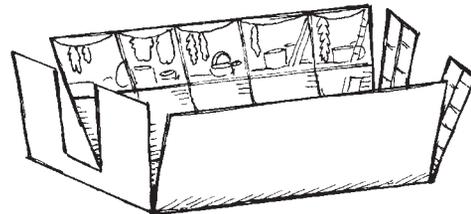
2 Color pages 26–27 as desired. Then cut out the OUTER LONGHOUSE on page 26. Also cut open the doors and the five slits in the roof as indicated.



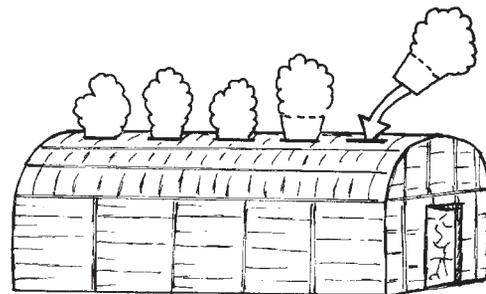
3 Bend the house, fold the ends, and tape as shown.



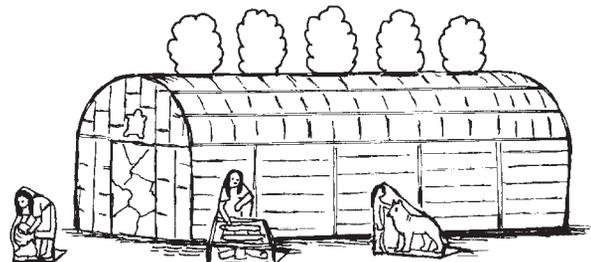
4 Cut out the INNER LONGHOUSE on page 27. Then fold up the sides and tape at the corners.



5 Cut out the five SMOKE pieces on page 27. Slip them into the slits along the roof of the longhouse as shown.



6 Cut out the PEOPLE and BASKETS on page 26. Fold back the flaps on each, and then tape a few in the INNER LONGHOUSE where desired. Fit the OUTER LONGHOUSE over the INNER LONGHOUSE. Place the remaining pieces around the outside.



**Do
More!**

Let students take a fascinating virtual field trip to a Mohawk Iroquois village circa 1600 at the web site of the New York State Museum. (www.nysm.nysed.gov/IroquoisVillage/) At the site, students can view a diorama depicting the construction and layout of a longhouse and examine some of the tools used to build one. They can also view a scale model of a Mohawk village, examine Iroquois artifacts, and learn about the importance of agriculture in this culture.

TEACHING WITH THE MODELS

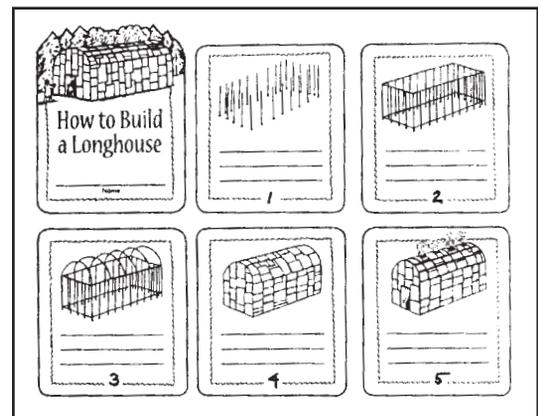
1 Ask students to study the mini-book pages and use the pictures to put the pages in order. Then have them number the pages, stack them together in order, and staple along the left-hand side.



2 Encourage students to explain how a longhouse was built by referring to the pictures. Also discuss how the design reflected the resources available in their environment. (*A longhouse was built from a frame of upright wooden poles, made from small trees. Flexible poles were attached at the top and bent to make a roof frame. The roof was covered with overlapping sheets of bark. Doors and holes in the roof were cut.*)

After the discussion, have students write a brief description of the different steps and materials used on each of the mini-book pages.

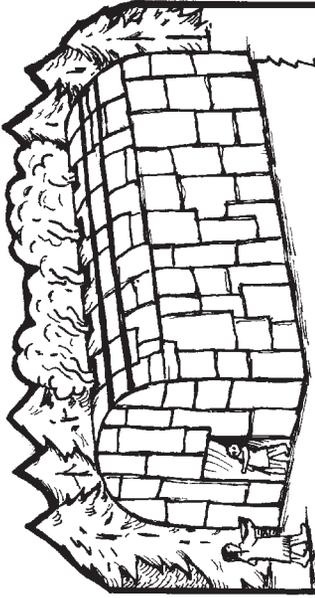
Tell students to fold back the doors on their longhouse to let in light and then look inside. Ask them to describe everything they see. (*two doorways, platforms for sleeping and storage, a row of fires down the central passage, and so on*)



3 Have students study their longhouse models. Ask, “How many families would have lived in a longhouse like this one? How can you tell?” (*Ten families would have lived in it because two families shared each fire, and there are five fires.*)

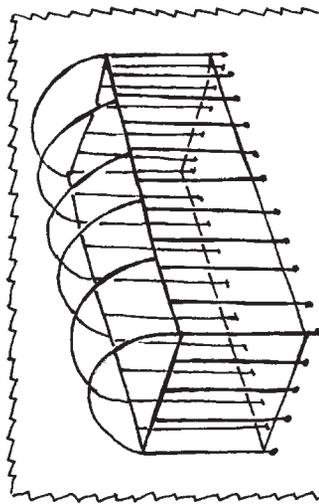
4 Have students write their names on the bottom of their longhouses and then put them all together to form an Iroquois village.

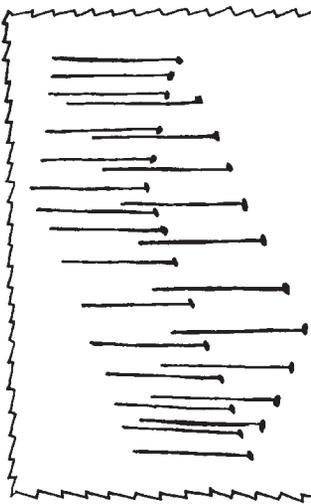
5 How did the Iroquois liken their Confederacy to a huge longhouse? (*They called themselves the “people of the longhouse.” Just as there were two doors on a longhouse, the easternmost and westernmost Confederacy tribes were called Keepers of the Eastern and Western Doors while the Onondagas were called Keepers of the Central Fire. The northern and southern walls were protected by the Oneidas and Cayugas, respectively.*)

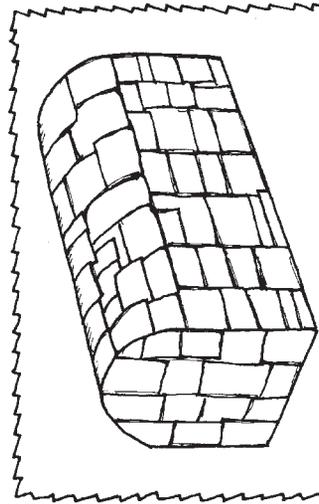


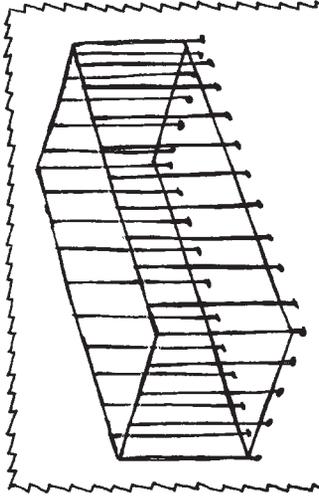
How to Build a Longhouse

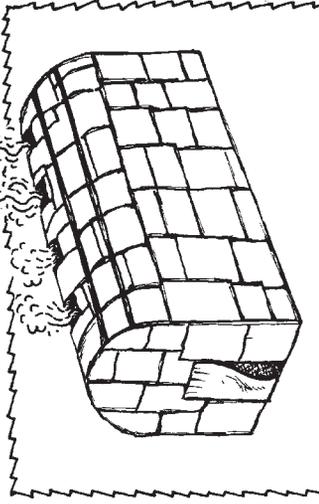
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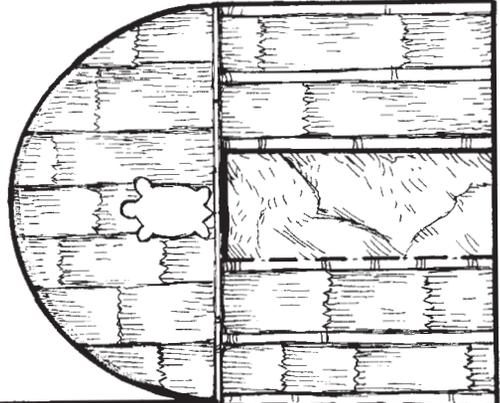




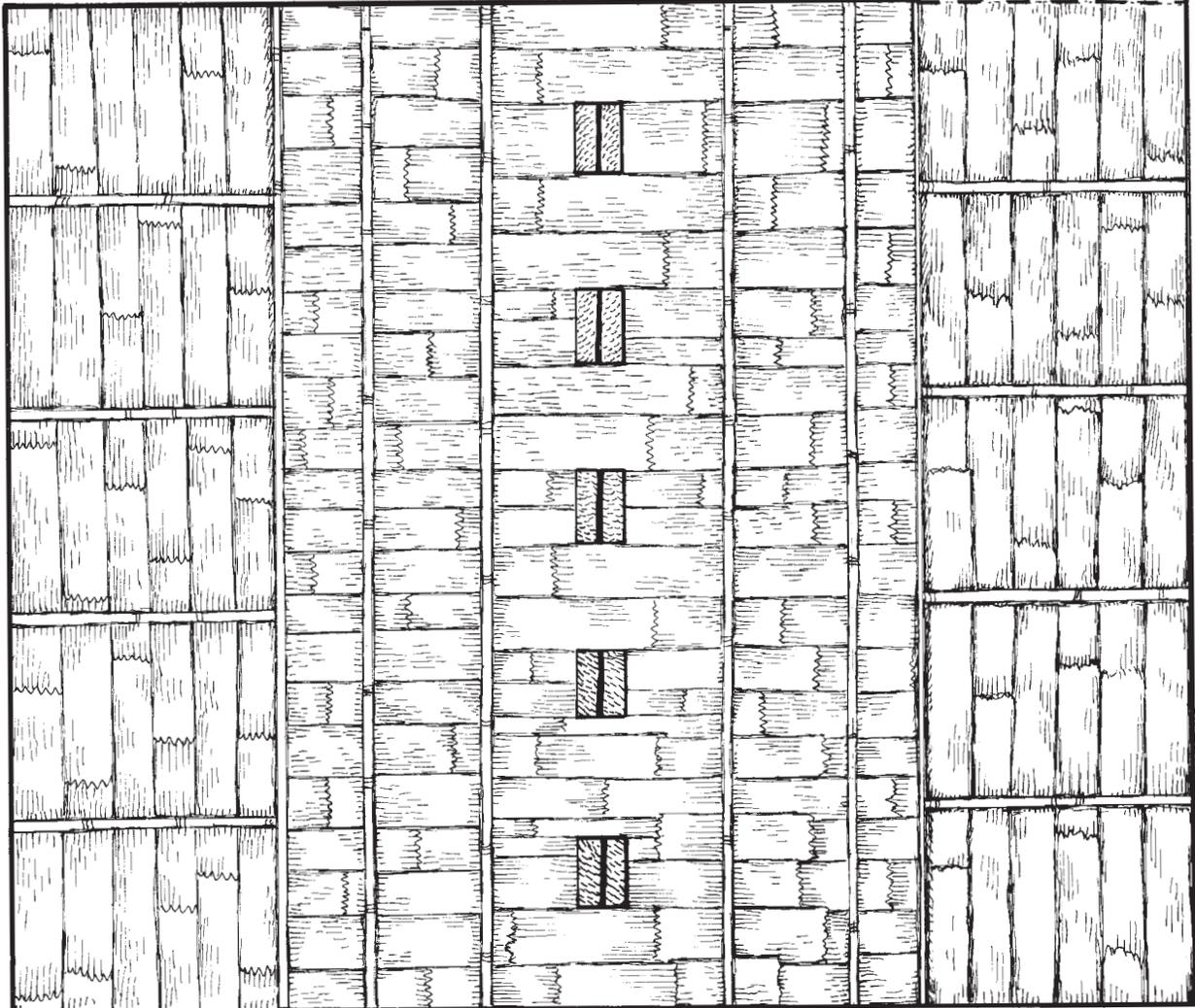
LOOK-INSIDE LONGHOUSE (IROQUOIS CONFEDERACY)



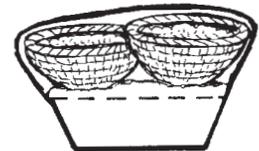
people



outer longhouse



people



baskets

Easy Make & Learn Projects: Northeast Indians

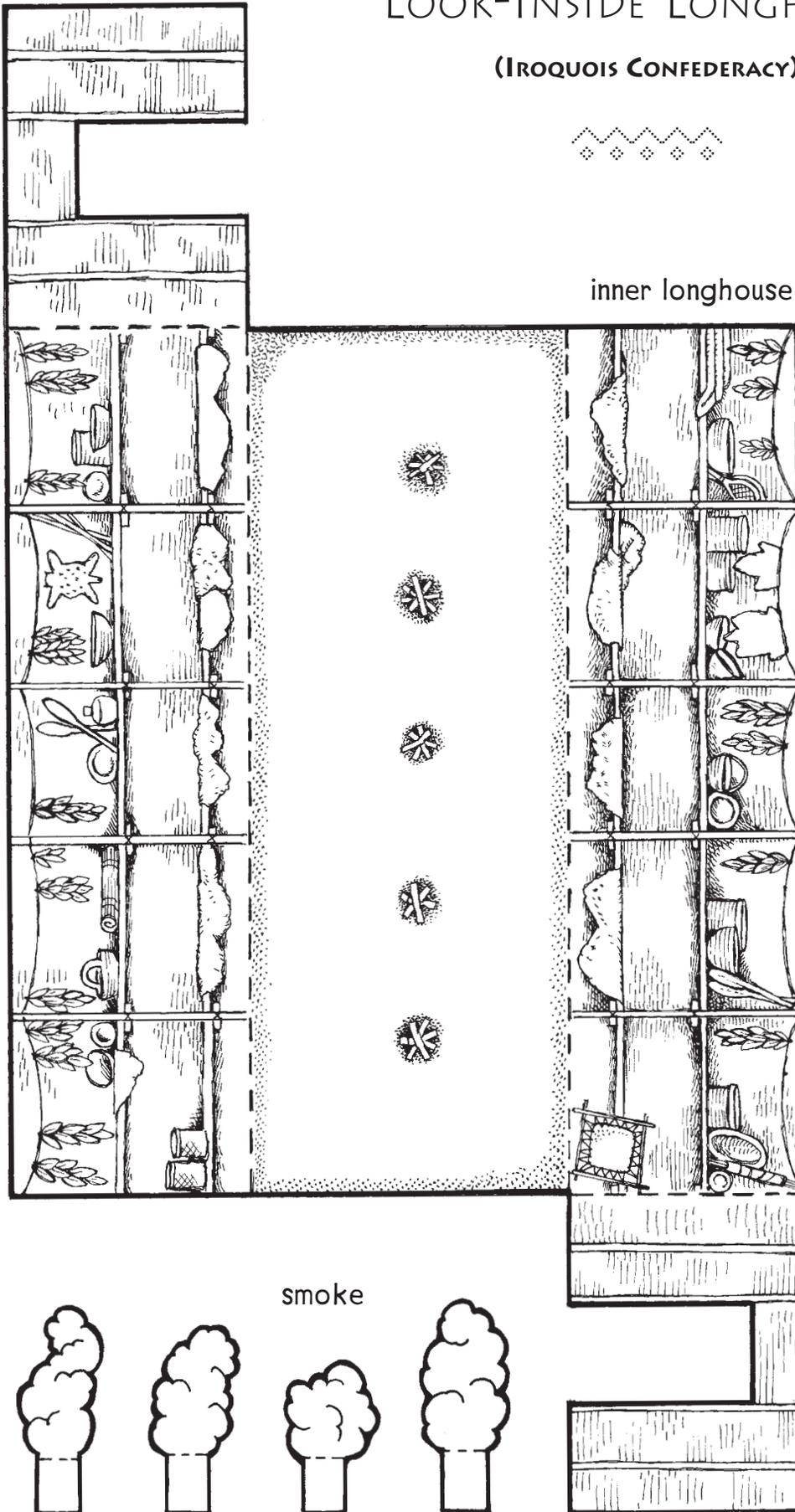
Scholastic Teaching Resources

LOOK-INSIDE LONGHOUSE

(IROQUOIS CONFEDERACY)



inner longhouse



Easy Make & Learn Projects: Northeast Indians Scholastic Teaching Resources

smoke

