



Louisiana State Museum

Meeting Friends in Early
Louisiana
Elementary Learning Module

A cross-
curricular
lesson
linked to the
common
core state

PERFORMANCE TASKS:

Pre-Visit – Students will be introduced to Native Americans and European explorers with the use of pictures. Students will recognize the characteristics of each group and be able to differentiate between the two.

Museum Visit – Students will be introduced to different objects, artifacts, and pictures that are representations of Native American shelter, tools, food, clothes, transportation, culture, and social lives. They will then be led in a role playing activity in which they act out trade between the Native Americans and European explorers. Students will then be taken on a tour of the museum galleries. While in the exhibits, students will have a checklist of artifacts they must find.

Post-Visit – Students will use their checklists to draw a picture of the Native Americans providing help to the European explorers. They must illustrate at least **three** things the Native Americans gave to the Europeans. Have them label these items **1, 2 and 3**. Students will present their drawings and give descriptions of the artifacts they chose draw.

STUDENT LEARNING:

- work independently
- work collaboratively
- application of knowledge and observation
- using and applying knowledge

STANDARDS:

ARTS: VA-CE-E1

**SPEAKING
& LISTENING:** SL.K.1,
SL.1.1, SL.2.1, SL.3.1,
SL.K.2, SL.1.2, SL.2.2,
SL.K.5, SL.1.5,

MATH: K.CC.3, K.CC.4

SOCIAL STUDIES: G-
1C-E4, G-1C-M6, E-1A-E1,
H-1D-E3, H-1C-E1, PK-SE-
C1, C-1D-E4

FUNCTIONAL FOCUS:

ARTS – able to identify pictures from a variety of sources and create visual representations.

SPEAKING – able to confirm understanding of information presented orally or through other media by asking and answering questions about key details and recounting details.

Able to add drawings to descriptions to provide detail and clarify ideas.

LISTENING – able to listen to directions with understanding and follow them.

MATH – Represent a number of objects with a written numeral and understand the relationship between number and quantities.

GRADING

We suggest you grade on the ability to differentiate between characteristics of Native Americans and those of European explorers. Students should also be graded on their ability to provide and number the three objects in their illustration.

MATERIALS

Handouts provided in the museum packet, crayons, paper, markers, scissors, glue, various pictures representing the characteristics of Native Americans and European Explorers

LEARNING MODULE:

Pre-Visit Activities prepare your students for a rewarding Museum visit. Before your visit, introduce your students to Native Americans and European explorers. Make sure you differentiate between the two groups by showing and explaining to students the following:

- How each group dressed
- How each group traveled
- How each group got their food
- Tools each group used
- Things each group did for fun
- Types of homes each group lived in

Words to Know

- Native American
- European explorer
- Louis and Clark
- Chief
- Shelter
- Transportation
- Culture
- Clothing

Introduce students to some of the different Native American groups who were indigenous to Louisiana. Provide students with visual representations of the groups you choose that illustrate how each of the groups were similar and different. Make sure you explain that Louisiana Native Americans did not live in teepees and introduce students to the types of homes they did inhabitate. Explain to them why these types of homes were found in Louisiana versus teepees.

Additional Resources: <http://www.mrdonn.org/nativeamericans.html>,
<http://www.bigorrin.org/>,
<http://www.crt.state.la.us/louisiana-state-museum/online-exhibits/the-cabildo/american-indians/>

During your visit to the Cabildo Museum, the students will learn about the many different items Native Americans used in their daily lives. Next, the students will engage in a role playing activity in which they will act out the relationship between the Native Americans and the European explorers. To conclude the visit, they will go into our exhibits on Native American Indians to search for different artifacts that relate to what they have learned.

Activity 1: Writing and Matching

Materials Required: Matching handout (provided)

Activity Procedure

- Give each student a handout.

Definitions:

A Native American is a person who is a member of one of the original tribes in America.

A European Explorer is a person from Europe who traveled to the Americas to discover new lands.

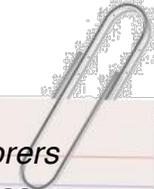
- Have students either trace or write out the words “Native American” and “Explorer.”
- Next, have the students draw a line from the words to the pictures that relate to them.

Activity 2: Tribes of Louisiana

Materials: Paper, information sheets for each Native Tribe you choose (include pictures), crayons, pencils, markers.

Activity Procedure

- Introduce students to various Native American groups who lived in Louisiana.
- Make sure to discuss and visually represent the names of tribes, how they dressed, what types of homes they lived in, etc.
- Put students in groups and give each group a tribe name. A few we recommend are the Tunica, Choctaw, and Caddo tribes.
- Provide each group with a handout of illustrated descriptions of their tribe.
- In groups have students illustrate the following on separate sheets of paper: tribe name, type of house those natives lived in, pictures of how they dressed, etc. (assign each group member to a different page).
- Bind each group’s illustrations into a booklet.



Definitions:

Louis and Clark were explorers appointed by President Thomas Jefferson to explore the Louisiana territory after it was purchased from France.

.A **chief** is the leader of a Native American tribe.

Activity 3: Identification Chart

Materials: Pictures of various representations of Native Americans and European Explorers. Ex: headdresses, hats, ships, pirogues, arrows, swords, etc., chart handout, scissors, glue, pencils.

Activity Procedure

- Give students printouts of various pictures of items that relate to both Native Americans and Europeans.
- Give students a chart handout and have them label the columns *Native Americans* and *Explorers*.
- Have students glue the pictures that relate to Native Americans in the corresponding column. Have them do the same with the pictures relating to European Explorers.



Definitions:

Shelter is the home a person lives in.

Transportation is how a person gets from place to place.

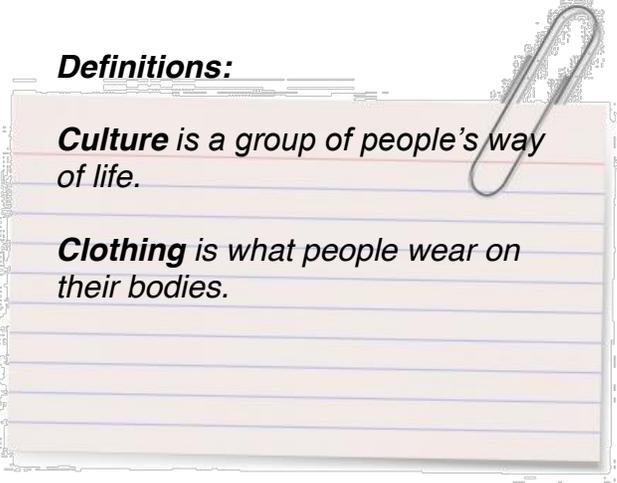
Activity 4: How I'm Living

Materials: Paper, crayons, markers, pencils.

Activity Procedure

- Once students have learned about the different types of homes Louisiana Native Americans inhabited, have them choose their favorite one and draw a picture of it.
- Have pictures of the types of homes labeled on the board for the class to see.
- Make sure they include in their drawing a picture of themselves living in the home.
- Have them explain verbally why they chose to draw their particular style of home.

Definitions:



Culture is a group of people's way of life.

Clothing is what people wear on their bodies.

Post-Visit Activities

Use our post-visit activities to reinforce what your students learned during their visit to Capitol Park Museum.

Activity: Checklist Illustration

Materials: Museum artifact checklist, paper, pencil, crayons, markers.

Activity Procedure:

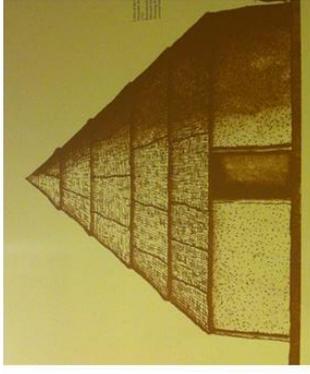
- Prompt a group discussion by asking students the questions “How did the Native Americans help the European Explorers?”
- Tell students they will now draw a picture of how the Native Americans helped the European explorers using their Capitol Park artifact checklist.
- Have students include three things from their artifact checklist that the Native Americans gave to the European Explorers.
- Have students label the artifacts 1, 2, and 3.
- Have students present and explain their drawings to the class or in small groups.

Trace the numbers and words below. Draw lines to match the words to the correct pictures.

1. Native

American

2. Explorer

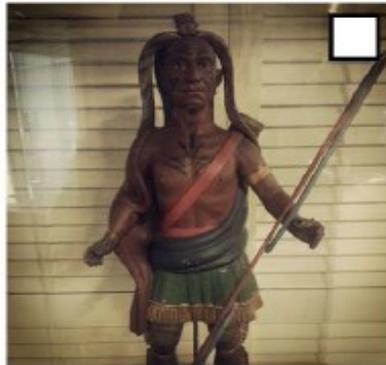
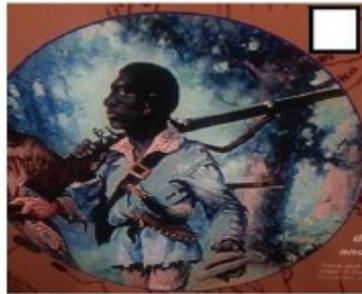


Native American	Explorer

Name _____

Capitol Park Artifact Checklist

Explore the museum to find the artifacts below. Check them off as you go!



Native American/Lewis and Clark Explorer Skit.

Students will focus on the life of the Native Americans in the 1800's and how when the Lewis and Clark arrived, they helped them to survive. Students will tour the Poverty Point gallery for Indian artifacts on their check off list.

MUSEUM VISIT

Classroom Activity

Materials:

Explorer Costume – tri-corn hat, beads (represent glass beads), cloth, swords

Chief Costume – headdress, food, furs

Lewis and Clark – boat, American flag, and Peace Medal.

River - Rope

Shelter-Picture of Palmetto House

Tools- hunting bow, basket

Food-Plastic food

Clothes-animal skins, animal pelts, feathers, Mardi Gras beads, pictures of Native American dress

Transportation-picture of a pirogue

Culture-picture of Native Americans dancing

Social Life-pictures of the racquet game

****Before the group visits, have the teacher select three student actors. Place the rope on the floor in a winding pattern to represent the Mississippi River.**

Provide students with an introduction to European explorers and Native Americans. Ask them questions to gauge their understanding. Use the above materials to discuss the daily life of Native Americans.

Narrate the story of President Thomas Jefferson sending Lewis and Clark into Louisiana to explore. Make sure to include the fact that he worked for the President and point him out in the crowd. Have Lewis and Clark travel down the Mississippi River to Louisiana where he will come across a Native American Chief. Lewis will read his script with the Chief following. Narrate them trading their various items. Explain to students that this was a friendship formed between the two groups. Conclude the skit portion by thanking the actors and allowing them to take a seat. Discuss the give and take of goods and services. Explain how hard it would have been for the explorers to survive without the help of the Native Americans.

Next, tell students about the various artifacts they will find in the galleries from Native Americans and explorers. Show samples and pass them around. Or you can set them up on a table for students to view as they exit.

Museum Tour

Students will then go into the museum and explore the Louisiana Purchase and Poverty Point galleries on the first floor of the Capitol Park Museum. Students will find the different artifacts that relate to the activity. As students find the artifacts they will check them off on their check list.

Below are possible items for trading.

The Native Americans helped the Lewis and Clark with food, herbs for medicines, furs, baskets and pottery. They taught the American settlers to make Palmetto houses and helped protect the settlements.

The American settlers traded the American Indians metal tools, knives, cloth, glass beads, cows, pigs, chickens, guns and red paint.

Where are the Native Americans Today?

- Some died from diseases brought to their land by explorers.
- Many moved inland when explorers took their land to build cities.
- Much of the Native American culture changed or has disappeared.
- The Museum collects objects from the past to remember and honor the ways of Louisiana's Native Americans.

Activity Scripts

Bienville

"We are new to this land. This is a nice place to build a city...between the Mississippi River and the lake. I will call it La Nouvelle Orleans—New Orleans, but we need food and do not know how to find food in this new land. We also do not know how to build houses and live off the land. Can you help us?"

Native American Chief

"We have food and will teach you how to find it and to grow it in our land. We will trade you food for the new things that you have brought from your far away home. We will teach you skills you need to know to live here and we will be friends and help each other."