Overview

The Haudenosaunee, or the Iroquois, maintain a long presence and history in New York State. The geography and natural resources of the Eastern Woodlands region greatly impacted the Haudenosaunee culture. Arrival of European settlers significantly changed their lifestyle, traditional beliefs, and culture that still inform the lives of Haudenosaunee people today.

During your visit to The Fenimore Art Museum and the Six Nations Iroquois Life Tour, you and your students will have the opportunity to experience the history and culture of the Haudenosaunee. Through a variety of hands-on experiences and interactions, students will discover the contributions and influence of the Haudenosaunee, both past and present.

In preparation for your visit and tour, the lesson and activities included in this guide will give you a chance to become acquainted with the Haudenosaunee and their history and role in New York State.

During Your Visit

TOUR STRUCTURE

In order to best prepare and plan for your trip, we want you to know what to expect during your workshop experience. Students will be divided into small groups and will rotate through various exhibits, sites, and stations. Sites include the Seneca Log House and the Mohawk Bark House, as well as the Thaw Collection of American Indian Art exhibit.

Throughout the tour, students will discuss how the Haudenosaunee were among the early inhabitants of this region, how settlements were influenced by environmental and geographic factors, and the important historical accomplishments and contributions.

LOGISTICS OF THE TOUR

Environmental Conditions

The Six Nations Iroquois Life Tour explores the Fenimore Art Museum and our outdoor Native American interpretive site, Otsego, A Meeting Place. This program includes spending time inside the art museum as well as walking outside to get to and from the outdoor interpretive sites. Our walkways are made out of a variety of materials including packed dirt, gravel, and stone. The Seneca Log House and Mohawk Bark House are not heated. We suggest dressing in layers, and wearing appropriate weather gear, including boots. Don’t forget to leave any backpacks and umbrellas in the coat closet when entering Fenimore Art Museum.

Typically, we ask that you divide your students into roughly equal groups of 10-15 prior to arrival, unless otherwise directed by Education Staff ahead of time. Each group must have at least one adult chaperone with them at all times. You will tour in these groups with a Museum Teacher, but will rejoin your school as a whole for your scheduled lunch time.

Length

This tour normally lasts 2 hours, not including a lunch break. If you plan to visit for a longer or shorter time, or
would like to visit a specific location at our museum, please contact Education staff.

When you arrive
Because our indoor lunch space is located at The Farmers’ Museum, your bus should pull into the main parking lot of The Farmers’ Museum and Museum staff will greet you. It is important that you bring everything you will need with you, as the bus will be parked in a lot further down the street and you will not have access during your visit.

Once you have unloaded, you should head to the Louis C. Jones Center (on the right hand side just past the admissions kiosk as you enter the Main Barn) for orientation and to drop off your lunches. We ask that you leave your lunches, coolers, backpacks, etc., on the table(s) nearest the front of the Louis C. Jones Center. At this time, you may also want to take a bathroom break as a group prior to starting your tour. Restrooms are located just inside the front door in the two large silos.

If your group is not eating lunch on-site, you can make arrangements to get dropped off in front of the Fenimore Art Museum. It is important that this be discussed with Education staff prior to arrival.

At this time, the lead teacher should check in with our Admissions team. You will be asked for the final tally of students, one-on-one aides, and adults with your group; we suggest using your confirmation worksheet as a place to collect all this information the morning of your visit. You will also pay at this time. After you have checked in and your group has been oriented, museum staff will ask you to help divide your students into their pre-assigned groups, and you will walk across the street to the Fenimore Art Museum to set out for your tour!

Additional Information:
Please consult the Fenimore Art Museum Tour Information document that you received, which can also be found on our website, for additional information concerning the logistics of your visit.

TOUR LEARNING STANDARDS
The Arts
STANDARD 3: RESPONDING TO AND ANALYZING WORKS OF ART
Respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

STANDARD 4: UNDERSTANDING THE CULTURAL CONTRIBUTIONS OF THE ARTS
Develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Social Studies
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

English Language Arts Common Core
SPEAKING AND LISTENING
Comprehension and Collaboration
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

LANGUAGE STANDARDS
Vocabulary Acquisition and Use
Determine or clarify meaning of unknown or multiple meaning words and phrases, choosing flexibly from a range of strategies.

Pre-Visit Lessons and Activities

LESSON ONE: WHO ARE THE HAUDENOSAUNEE?
Overview
The Haudenosaunee, commonly referred to as the Iroquois, are made up of an alliance that included six Native American nations: the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora. The original confederacy was made up of five nations until the Tuscarora joined in 1722.

LESSON TWO: IF OBJECTS COULD TALK—ANALYZING NATIVE AMERICAN OBJECTS
Overview
Objects provide an interesting perspective in understanding the events and cultures of various groups of people. During this lesson, students will
investigate a Native American object, exploring what it tells historians about the people that created it.

**Post-Visit Lessons and Activities**

We hope that you and your students had a memorable and educational experience at the Fenimore Art Museum. The following lesson and activity ideas can be used to create closure and to serve as an evaluative tool for your students’ learning experience with us.

**STUDENTS COULD...**

Create a classroom exhibit highlighting the historical accomplishments and contributions of the Haudenosaunee, as well as describing their part in the community today.

Participate in a classroom dialogue, discussing how your perspective and understanding of the Haudenosaunee have changed.

Interview family members to discuss special family and cultural traditions and customs. Then, in a poster display, compare these activities and traditions to similar Native American ones, demonstrating continuity and similarities. Display posters in classroom or school.

Research and compose a report about the Haudenosaunee today, discussing issues of land usage, reservation life, and sovereignty. Write persuasively, taking a stand, and backing up your points with research.
**LESSON ONE: WHO ARE THE HAUDENOSAUNEE?**

**OVERVIEW**

The Haudenosaunee, commonly referred to as the Iroquois, are made up of an alliance that included six Native American nations: the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora. The original confederacy was made up of five nations until the Tuscarora joined in 1722.

**Learning Objectives**

**STUDENTS WILL...**

Investigate the identities and cultures of the Haudenosaunee.

Describe the distinguishing characteristics of the Six Nations of the Haudenosaunee through an in-class presentation.

**New York State Learning Standards**

**SOCIAL STUDIES**

*Standard 1: History of United States and New York*

Compare and contrast the experiences of different ethnic, national, and religious groups, including Native Americans, in the United States, explaining their contributions to American society and culture.

*Standard 3: Geography*

Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.

Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface.

**English Language Arts Common Core Learning Standards**

**READING INFORMATIONAL TEXTS**

*Key Ideas and Details (RI.1)*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; develop factual, interpretive, and evaluative questions for further exploration of the topics.

**WRITING**

*Text Types and Purposes (W.1)*

Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly through effective selection, organization, and analysis of content.

*Research to Build and Present Knowledge (W.8)*

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question, avoiding plagiarism, and following format for citation.

**SPEAKING AND LISTENING**

*Presentation of Knowledge and Ideas (SL.4)*

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and organization, development, substance, and style are appropriate to purpose, audience, and task.

**ESSENTIAL & TOPICAL QUESTIONS**

Who are the Haudenosaunee?

How are the various tribes different? Similar?
What are the contributions of the Haudenosaunee culture and nations?

PROCEDURE
To begin, explain that students will be investigating the culture and traditions of the Haudenosaunee people. Explain that the Haudenosaunee confederacy was and is made up of Six Nations: Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora.

Divide students into six groups that will each research one of these six groups. Groups should identify the various languages, regional locations, beliefs, ceremonies and traditions, name meanings, and lifestyles of these various groups prior to European contact.

Discuss with students into appropriate resources, emphasizing the use of primary sources, such as maps, oral histories, paintings, and photographs.

After researching their information, students will create a presentation with both an oral and visual component about their researched nation for the class.

Presentation requirements and scoring components are available in the “Who are the Haudenosaunee Checklist.”

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...
Create a class documentary about the Haudenosaunee, with each nation’s group submitting a chapter to the documentary.

Write a persuasive essay arguing what main points of information about the nation should be included in a local cultural center’s Haudenosaunee display.
LESSON TWO:
IF OBJECTS COULD TALK—ANALYZING NATIVE AMERICAN OBJECTS

OVERVIEW
Objects provide an interesting perspective in understanding the events and cultures of various groups of people. During this lesson, students will investigate a Native American object, exploring what it tells historians about the people that created it.

Learning Objectives
STUDENTS WILL...
Describe the appearance and purpose of a Native American object from The Eugene and Clare Thaw Collection of American Indian Art.
Analyze what the object says about its creator or the culture it represents.
Explain the cultural and historical meaning of an object.

New York State Learning Standards
SOCIAL STUDIES
Standard 1: History of United States and New York
Compare and contrast the experiences of different ethnic, national, and religious groups, including Native Americans, in the United States, explaining their contributions to American society and culture.

English Language Arts Common Core Learning Standards
READING LITERACY IN HISTORY/SOCIAL STUDIES
Key Ideas and Details (RL.1)
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE, & TECHNICAL SUBJECTS
Text Types and Purposes (W.1)
Write arguments focused on discipline specific content; develop claim supplying data and evidence.

Research to Build and Present Knowledge (W.7 & W.9)
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

ESSENTIAL & TOPICAL QUESTIONS
Why is the study of primary sources valuable?
What do objects tell us about the people and cultures that created and used them?

PROCEDURE
Begin by discussing with the class why studying primary sources and materials are valuable to the study of history.

Explain to students that they will be analyzing an object from The Eugene and Clare Thaw Collection of American Indian Art, which is available through The Fenimore Art Museum’s collection links, to create a Classroom Manual for Native American
Objects. The digital collections of the Thaw Collection are available at through the following link: http://collections.fenimoreartmuseum.org/items/browse?collection=2

Direct students to choose an object from the Thaw’s online digital collection and then review the information available regarding the object. Using the “If Objects Could Talk: Analyzing Native American Objects Worksheet,” assist students in understanding their objects.

After students have found their object and information available from the Thaw Collection, direct students to investigate and additional aspects and information regarding their object. For example, if the object was used by a particular group or tribe, research more about the group.

Once students have found their information, they will create a written description and analysis of the object. The written description should address the analysis questions from the worksheet and any relevant photographs of the object, or others like it, or the peoples that used or created it.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...
Create a classroom or exhibit or poster display highlighting and explaining their object, research, and process.
Discuss as a class the relevance and importance of primary and secondary sources, defending which they think is the best source of information.
Develop interview questions and interview other classmates, one-on-one, about their object and research.
RESOURCE LIST

Below are some of the resources we find helpful in learning about the Haudenosaunee people and that have been suggested to us by our Native American Advisory Board.

ONLINE RESOURCES:

NATIONAL MUSEUM OF THE AMERICAN INDIAN:

nmai.si.edu/home/
NMAI Haudenosaunee Educator Guide: nmai.si.edu/explore/foreducatorsstudents/

AKWESASNE (MOHAWK):

akwesasne.ca/index.html

CAYUGA NATION OF NEW YORK:

cayuganation-nsn.gov

GANONDAGAN:

ganondagan.org

IROQUOIS INDIAN MUSEUM:

iroquoismuseum.org

ONONDAGA INDIAN NATION:

onondaganation.org

ONEIDA NATION MUSEUM:

oneidaindiannation.com/culture/legends

SENeca NATION OF INdIANS

sni.org

PRINT RESOURCES


WHO ARE THE HAUDENOSAUNEE?

The Haudenosaunee, commonly referred to as the Iroquois, are made up of an alliance that included six Native American nations. These nations include the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora.

For this project, you will investigate the below aspects of the society and culture of these tribes prior to European contact.

CONTENT GUIDELINES
__ Languages (Important words or names and their meanings)
__ Geographic Location
__ Special Ceremonies and Traditions
__ Recreational Activities/Games
__ Religious or Cultural Beliefs
__ Daily Life (Tribal structure, diet, family roles)

PRESENTATION GUIDELINES
__ Oral Presentation (All group members must participate)
__ Visual Components (Photographs, paintings, etc.)
IF OBJECTS COULD TALK: ANALYZING NATIVE AMERICAN OBJECTS

DIRECTIONS: USING THE OBJECTS AS YOUR PRIMARY SOURCE, ANSWER THE FOLLOWING QUESTIONS.

1. What is the object? Describe its appearance.

2. When was this object created or used? How do you know? Can you know?

3. Who created this object? What do you know about him or her?

4. What is the purpose of this object? Why is it important to study?

5. List two to three things that this object tells you about life during this period or its owners.

6. List two to three questions you have about this object. What would you ask its maker if he or she were alive today?