



Educator Resources

Local Native American History Lesson Plan

LESSON PLAN 1 – approx. grades 1-4



Group of people watching the Native American performance, Native Americans standing in group separated from white people looking on. From the John Henry Hauberg papers, Augustana College Special Collections.

View Wacoshashe's [Talking Paper](#), which was probably made by the Meskwaki chief Wacoshashe in about 1820. Images can be printed from Jack and Mary Musgrove's article [Wacoshashe's Talking Paper](#), teachers should read this article for context.

- 1) In this drawing, Wacoshashe was probably telling a story. What do you think the story was about?
- 2) What animals can you identify in these images? Make a list. How do you know what they are? Which ones are you not sure about?
- 3) Where do these animals live?
- 4) Why do you think these animals were important to the Sauk and Meskwaki people? What do you think they used them for?
 - a. Does the drawing give us any clues?
 - b. Think about what the human figures are doing.
 - c. What do you think the lines mean?
 - d. Listen to the [Meskwaki language names](#) for different animals.
- 5) After 1830, the number and kinds of animals in this area began to decrease. What might have contributed to the animals' disappearance? How do you think this might have affected the Sauk and Meskwaki people?
- 6) Today, Meskwaki people live at Tama, Iowa, where they still take care to consider their relationship to the environment. They have a project called [Red Earth Gardens](#). What vegetables do they grow? What would you like to grow?



Mrs. Susanne Hauberg admiring the lush gardens on the Meskwaki Indian Reservation. 1914. From the John Henry Hauberg papers, Augustana College Special Collections.



7) Extension activities:

- a. Research one of these animals. How did the Sauk and Meskwaki (or other native American nations) use it? How did white settlers use it? Is this animal still present in the area today? Why or why not?
- b. Visit the Hauberg Civic Center grounds and/or Black Hawk State Historic Site. What plants and animals do you see? Make a drawing that shows what you saw and what you did. How is your drawing like or not like Wacoshashe's?
- c. Meskwaki people today participate in a project called "phenology" – recording when certain events in nature happen (first ice forms, first robin) to help them manage their environment. Look at their [phenology chart](#) (p. 4). What does it tell you about what natural events are important to Meskwaki people today? Make your own phenology chart for each season. (You can do this at home, or by visiting the same place over time – for example, the Hauberg Center grounds or Black Hawk State Historic Site). What does your chart tell you about your relationship to nature and what is important to you?



Chief Poweshuk's descendants. Tama Indian boys. 1916. From the John Henry Hauberg papers, Augustana College Special Collections.

