



## Woodlands Culture Area Map



The Woodlands Culture Area spanned west to the Mississippi River and east to the Atlantic Ocean. It stretched north into Canada and south to the Gulf of Mexico. The Great Lakes region, specifically Illinois, fell into this area. Native people here travelled seasonally to hunt, fish, and gather wild foods. They also planted the so-called Three Sisters—corns, beans, and squash. In addition, many grew tobacco as a sacred crop.

There were two major subdivisions in this large area due to climate, the Northern and Southern Woodlands. While the people had similarities, it is important to recognize that, at the time of European contact, there were at least 40 different nations in the northeast, and 30 in the southeast. Each nation had individual differences based on their history and cultural traditions. For example, most spoke Algonquin languages, but some did not.



## Woodlands Culture Area Mural



Using the following learning objectives and activities tied to them, this section explores Woodlands cultural artifacts to understand both the similarities and differences between tribal nations.

**Learning Objective 1:** Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

**Learning Objective 2:** When Europeans arrived, new resources from another part of the world became available to Native people and altered their ways of life.



## STUDENT WORKSHEET **BEFORE** VISITING THE MUSEUM

### Fundamental Needs

**Pre-Assessment:** Draw and/or describe one way that you meet each of the fundamental needs listed below. Then draw and describe one way that you know American Indians met those same needs.

#### A. Food

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*Foods I Eat*

*Foods American Indians Ate*

#### B. Clothing

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*Clothes I Wear*

*Clothes American Indians Wore*



**C. Transportation**

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*How I Get Around*

*How American Indians Got Around*

**D. Shelter**

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*Where I Live*

*Where American Indians Lived*



## STUDENT WORKSHEET **BEFORE** VISITING THE MUSEUM

**Pre-teach:** The Woodlands Culture Area was very large, covering most of what today is the eastern part of the United States. It was populated by many tribes. Introduce the students to some of these tribes by having them study the Woodlands Map on page 1. The area is divided into the Northern Woodlands and the Southern Woodlands.

**Activity:** Using the Woodlands map, identify the section where each tribe lived by writing the proper word, *Northern* or *Southern* in the blank below each tribal name.

Delaware	Illinois	Seminole	Micmac
_____	_____	_____	_____
Chippewa	Coushatta	Passamaquoddy	Cherokee
_____	_____	_____	_____
Kickapoo	Winnebago	Muskogee	Potawatomi
_____	_____	_____	_____
Alabama	Creek	Choctaw	Shawnee
_____	_____	_____	_____



## STUDENT WORKSHEET **BEFORE** VISITING THE MUSEUM

**Learning Objective 1:** Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

**Read:** By the beginning of the 19th century the Potawatomi occupied country around the head of Lake Michigan from the Milwaukee River in Wisconsin to the Grand River in Michigan and extending southwest over a large part of northern Illinois, east across Michigan to Lake Erie and south into Indiana. Within this territory they had about 50 villages. These tribes lived sustainably. They grew their own crops including beans, squash, and tobacco. The men hunted following their belief of killing wild game only when there was a need. Animals were used for food, clothing, shelter and utensils.

**Activity:** Look at the Woodlands Mural on page 2 to answer the following question.

1. What do you see as evidence that the Indians were self-sufficient? Make a list of the items that the people would have had to make themselves to survive.

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## STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

**Learning Objective 1:** Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

**Meeting Needs:** Look at the picture of the Woodlands Mural on page 2. Use it to draw a picture and/or describe one way that Woodland Indians met each of these needs.

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### A. Foods

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### B. Clothing



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C. Transportation

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D. Shelter



## STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

**Learning Objective 1:** Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

**Activity:** Use the Word Bank below to write the name of the natural resource Woodland Indians used to meet each need.

*cattail mats    deer hide    birchbark    corn, beans and squash    dry meat    young trees (saplings)*



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**STUDENT WORKSHEET AFTER VISITING THE MUSEUM**

**Learning Objective 1:** Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

**A. What Did I Learn Chart:** Write information you learned in the chart below.

	What are some examples?	How were they made or gotten?
Food		
Houses		
Clothes		
Transportation		

**B. Artifact Story:** Pick an artifact that you like. Imagine you are a Woodlands man, woman, or child and create a story to tell about what you needed to do to make it. Then tell what you did with it. For example, fishing lure—*“I went to find a good piece of wood to carve. Then I carved it into a fish shape. I got plants to make paints and painted it. I used strong plant material to make a fishing line. Then I went to a river to fish. ”*

Artifact \_\_\_\_\_

My Story \_\_\_\_\_

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## STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

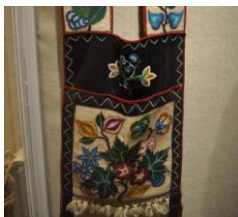
**Learning Objective 1:** Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

**A. Woodlands Mural:** Use the Woodlands Mural on page 2 to answer the following questions.

1. Are the people from the Northern or Southern Woodlands? How do you know?
2. What season is it? What clues tell you?
3. What are some things people are doing?
4. What kind of natural resources can you find?
5. When do you think Native people lived this way?

**B. Museum Artifacts:** Look at these artifacts. Underneath, write which category fits the artifact.

*Categories— clothes, food, houses, transportation*



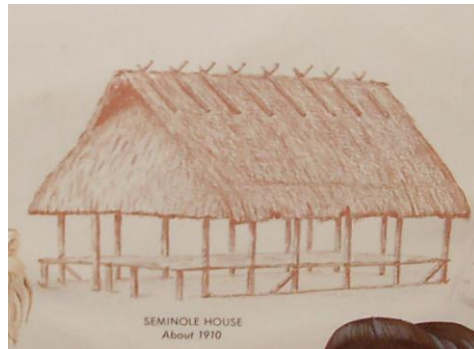


## STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

**Learning Objective 1:** Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

**Introduction:** Look at the Woodlands Map on page 1. It spans an area from Canada on the north, the Atlantic Ocean on the east, the Gulf of Mexico on the south and the Mississippi River on the west. This area is divided into the Northern Woodlands and the Southern Woodlands. Write several sentences addressing each of the questions below.

- A. What environmental differences exist in these two areas?
  
  
  
  
  
- B. How do these differences impact the way the people of each area met their fundamental needs?
  
  
  
  
  
- C. Study the picture of a Seminole house called a *chickee*.



1. How does it differ from the Northern Woodland's wigwam? \_\_\_\_\_

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2. Can you identify other differences between the Southern and Northern Woodlands way of life based on your museum visit? If so, what are they?

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## STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

**Learning Objective 2:** When Europeans arrived, new resources from another part of the world became available to Native people and altered their ways of life.

**A. Natural Resource or Trade:** Look at the pictures of items found in the Woodlands exhibit. Write **NR** next to the picture if it was made from natural resources. Write **T** if it came from trade with Europeans.



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**STUDENT WORKSHEET AFTER VISITING THE MUSEUM**

**B. Natural Resource to Trade:** Draw a line from the item Woodland Indians made from natural resources to the item the people used after the Europeans came.





## STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

**Learning Objective 2:** When Europeans arrived, new resources from another part of the world became available to Native people and altered their ways of life.

**A. Natural Resource or Trade:** Read the following list of objects in the Woodlands Exhibit.

*blankets*  
*baskets*  
*rattles*

*guns*  
*cloth*  
*dolls*

*stone tools*  
*garden hoe*  
*beads*

**Things Made from Natural Resources**

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**Things Gotten by Trade**

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**B. Bead Designs:** Traders brought beads. Native people used them to make designs. Draw a Woodlands design.



## STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

**Learning Objective 2:** When Europeans arrived, new resources from another part of the world became available to Native people and altered their ways of life.



During your visit to the museum, you learned that the lifestyle of Northern Woodlands people changed when they began trading with the Europeans. The fur trade began in Canada when the French offered Indians kettles, knives and other gifts to establish friendship. In turn, the Indians gave animal pelts to the French. By the late 1500s, a great demand for fur, in particular beaver fur to make felt hats, had developed in Europe. The Native people hunted the beaver, trading the pelts for manufactured goods such as clothing, blankets, pots, and guns. In the fall, the French would supply these goods to Indians. Then they would collect beaver furs in the spring from them. Because of this arrangement, the Indians became indebted to the Europeans.

**Activity:** Consider the beliefs and practices of the Indians. Use the Woodlands Mural on page 2 to remind you of the ways Indians lived before the arrival of Europeans.

1. Explain how the fur trade worked.

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2. How did the fur trade affect the self-sufficient lifestyle of the Northern Woodlands people?

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## STUDENT WORKSHEET **AFTER** THE MUSEUM

**Learning Objective 1:** Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

**Learning Objective 2:** When Europeans arrived, new resources from another part of the world became available to Native people and altered their ways of life.

**Post-Assessment:** Write facts about the Woodlands Culture Area in the correct box. Put a question mark if you don't know an answer. Add other information that you remember at the end of the chart.

	Northern Woodlands	Southern Woodlands
Location/Climate		
Food		
Houses		
Clothes		
Transportation		
Trade Items		