



Learning on the Great Lakes Seaway Trail

One of America's Byways

Chapter 1- Lesson #2 - Paleo-Indians

Grade 4 – 6

Subject: Science, Social Studies

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Anticipatory Set:

Ask the students who were the first group of people to live in North America? When did they start living in North America? What was the area like then? How did people survive?

NYS Learning Standards:

Mathematics, Science, and Technology Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Objectives:

Students will learn about the first settlers in North America. Students will learn how different the landscape was at the time and how people found ways to survive. Students will be broken in to groups of two. Each group will be given a Native American tribe to research. The Native American tribes will be tribes that lived in New York at different time periods. The groups will give a presentation on their tribe and mark on a large oversized map of New York the primary location where their tribe settled in New York.

Purpose:

For students to understand how human civilization got started in New York State and how the different beliefs and traditions developed our society today.

Summary: Paleo-Indians

Evidence found in Central New York shows that around 12,000 to 10,000 years ago the first humans in the Seaway Trail were the Paleo-Indians. They most likely had the opportunity to see the Champlain Sea. The Paleo-Indians did not maintain a permanent settlement. They were hunters and gatherers that ran in groups of 20 to 50 people. They moved over large territories harvesting natural plants and following the migrating animal herds. In the summer they had hunting camps near the shores of the Champlain Sea. The hunters traveled westward along the Seaway Trail corridor to the southern shores of Lake Ontario. They hunted caribou, and musk oxen. Their weapons were spears with flint points attached with rawhide. There are no indications that the Paleo-Indians of the Northeast pursued the Mastodons or the Mammoths. Some of the Paleo-Indians followed the caribou herds to Canada and settled in that region. The Archaeological records are less clear on the fate of the Indians that remained south of Lake Ontario. Scarcity of artifacts, like the hunting spears, from this time period suggests that there was a sparse human population.

The Indian cultures that later developed in this region are believed to be immigrants from the south. A warming trend peaked and lasted from 5,000 to 2,000 years ago caused a decrease in moisture. This increased growth of Oak, Hickory, and Beech



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trees. With the abundance of trees came an increase in nuts from these trees. The White oak acorn is not as bitter as other oak acorns so they are more edible than other oak acorns. With the increase of these trees in this area came an increase in the migration of southern Indians.

Lamoka Indians - South of the eastern part of Lake Ontario. They were hunters and gathers that also fished. They used fishnets and bone hooks to fish. They lived in a community of several rectangular lodges that were covered with skin or bark. Their source of meat was deer, mainly, moose, bear, beaver and wild turkey. Their weapons were spears that were thrown with handheld launching sticks called atlatl. After the warming spell a cooling trend started about 2,000 years ago in central New York. This caused an increase in moisture and a decrease in the beech, hickory and white oak trees. They were being taken over by the hemlock trees. A decrease in nuts could have caused a decrease in the Indian population in central New York. Indians have continuously occupied the Seaway Trail for the past 7,000 years.

Owasco Indians 1000 AD - The Owasco Indians were the first known people in the northeast to practice agriculture. They grew corn, beans, squashes, and sunflowers. They also collected natural plants and hunted deer. With the abundance of food came an increase in population. Some of the communities had up to three to four hundred people. The increase of population also made increasing demands for food. This caused competition and conflicts among the communities. Communities were built with stockades around the villages so they could protect themselves from raids from other villages. Warfare became a part of life where they would capture raiders and torture, enslave or kill their captives. The Owasco Indians occupied central New York from 1,000 to 3,000 AD and they are direct ancestors of the Iroquois Indians.

Iroquois Indians 1400 AD - The tradition of the Iroquois Indians to fence in their villages, containing as many as 700 people, replaced the Owasco culture. They cultivated corn, beans and squash. They also hunted, fished and collected wild plants for food. The Iroquois Indian tribes consisted of five separate tribes: the Mohawk, Oneida, Onondaga, Seneca, and Cayuga tribes. The Algonquian tribes raided the Iroquois tribes. The Iroquois also had a lot of internal conflict that made them more vulnerable to raids from outsiders.

The Iroquois have a "Legend" about a holy man named "Dekanawida" who had a vision in which he saw the five nations united. Hiawatha, a Mohawk warrior, joined Dekanawida in traveling among the tribes with a message of union and peace. Eventually the tribes united and created the "League of the Five Nations". In the 1600's, the five nations was one of the most powerful confederations of Indians in North America.

Other enemies of the Iroquois Confederacy were the Erie Indians. They lived in the northwestern part of Pennsylvania. The Hurons were on the north side of the St. Lawrence River that bordered the hunting ground of the Oneida Tribes. In the 1700's the Europeans began to arrive in greater numbers. By the late 1700's the European settlement was being established. From the 1800's to the early 1900's the lumber business was growing. White pine, hemlock, beech, and sugar maple were being cut down. White pine has never returned to the number of trees before the colonial time. The landscape the Iroquois knew was changing forever.

Materials:

1. Large map Of New York to record location of each Indian tribe.



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2. Worksheet for students to record findings on a Indian tribe.
3. Large white sheets or poster board for students to use for project.
4. Provide material students could use for a diorama of there tribe. Example: construction paper, boxes, twigs, felt, clay, etc.

Teach:

1. Teach the lesson on Paleo-Indians. Talk about how they lived and how there is a scarce number of artifacts of the Paleo-Indians in New York. Use a large map of New York State and point out where the Champlain Sea was located and how the area has changed over the years.
2. Introduce the other tribes like the Lamoka and Owasco Indians. Explain the different tribes up to the Iroquois Indians. Create a time line as you introduce each tribe.
3. Break the students up to groups of two or three depending on size of class.
4. Assign each group a tribe and have a worksheet listing the number of facts they need to find about each tribe. Facts include: when they lived in New York, what were their beliefs, customs, and how they survived. They will find out if they were nomads or farmers. List of tribes: Paleo, Lamoka, Owasco, Mohawk, Oneida, Onondaga, Seneca, Cayuga, Algonquin, Huron tribes.
5. Each group will be given time to research their tribe and present their findings to the class.
6. Have a Native American tribal day meeting where all the tribes are meeting each other for the first time. Each group will give a five-minute oral presentation explaining what their tribe is all about. The groups will make a drawing or a diorama of their tribe's village. When each group presents their tribe there will be a large oversize map of New York. Each group will place a label of their tribe on the map showing where the tribe were mostly located and lived in New York.
7. Once all groups have presented their tribes, the class will look at the map and discuss how the tribes are distributed on the map. The class will discuss what the class findings are, how the tribes are located near water etc.
8. The class will discuss any conflicts the tribes had and why. Discuss what tribes did get along and what tribes were enemies.

Guided Practice:

The teacher will help the students conduct their research on the tribes by giving the students a list of web sites and books they can use to find the material they need for the report. The teacher will set up time for the students to use the computer lab. The teacher will have books and other materials for the students to use as well.

Closure:

What are some of the similarities and differences between some of the tribes? Why did the tribes settle in the areas they did?

Independent Practice:



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Have students write an essay picking two Indian tribes. In the essay, have the students discuss what were the similarities and the differences between the tribes.

Extended Activities:

1. The lesson could be used to introduce the 4th grade curriculum on the Social Studies section on the Native Americans of New York. This helps student see how the Native Americans were established in New York before the Europeans started to settle in New York.
2. The class can go on a field trip to the local museum (e.g. the Jefferson County Historical Society in Watertown), where they have an exhibit on Native American artifacts. Many museums will also come to the school to give a presentation, and bring some of their artifacts for the students to see.
3. Teach the students Native American hieroglyphics and have the students write a paragraph about themselves using the hieroglyphic symbols.
4. Students can create a fur trading post and set up a trading station where a certain number of beaver pellets can be exchanged for pots and pans. The students can reenact the Indians and fur trappers trading furs for supplies.

Web sites:

The Paleo-Indians

1. <http://www.tauntonriver.org/paleo.htm>
This site gives the history of the Paleo-Indian from 12,000 to 10,000 B.P. and the Late Paleo Indian period 10,000 to 9,000 B.P. It is a great site for teachers to gather information.
2. <http://www.usd.edu/anth/epa/paleo.html>
The First Peoples 10,000 B.C. There are sections on this site to click on for more details on the ice age.
3. <http://rbcml.rbcm.gov.bc.ca/notes/mammoth.html>
Royal BC Museum - The site is about Ice Age Mammoths and hunters. It is a great site for teachers to get background information.
4. <http://www.wvculture.org/shpo/paleo.html>
The site gives a brief summary on the Paleo-Indians.
5. <http://www.cr.nps.gov/seac/paleoind.htm>
This is a great site for teachers to use for a timeline of the Paleo-Indians.
6. <http://www.ontarioarchaeology.on.ca/oas/summary/paleo.htm>
The Archaeology of Ontario - This is a great site for finding information on the Paleo-Indians in the Ontario area.



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7. http://www.oswego.edu/Acad_Dept/a_and_s/earth.sci/geo_geochem/greatlks/history/outline.htm

This web site gives you a great outline of information on humans in the Great Lake area. The site also lists a number of books to check out for more information.

Iroquois:

1. <http://www.adamsheritage.com/pre/stlawrence.htm>
The site is about the St. Lawrence Iroquoians. You can also find information on the Huron tribe, Paleo Indian, Archaic, and the Woodland Indians. This is a great site for both teachers and students to use.
2. <http://www.carf.info/kingstonpast/prehistory.php>
The Cataraqui Archaeological Research Foundation - The site give Prehistoric Ontario by listing the eras in chronological order. This is a great site for students to find information.
3. <http://www.securenet.net/members/chastie/hisTL1.html>
Canadian History Timeline – Click on to the link *Iroquois history*. This will take you to another site that has a lot of information on the Iroquois Indians. On this site you can also find information on the Erie Indians. It is a great site for the students to collect information.
4. <http://www.germantown.k12.il.us/html/woodland2.html>
This is a great site for students to visit. It has great pictures and information on the Iroquois Indians.
5. <http://ccins.camosun.bc.ca/~conklin/pages/martin/html/iroquois.htm>
Students can visit this site and get a lot of information on the Iroquois Indians.

Lamoka Indians:

1. <http://www.corningny.com/history/default.asp?chapter=2&page=1>
This is a great site for students to find information on the Lamoka Indians as well as other Indians in the area.
2. <http://www.mcc.gouv.qc.ca/pamu/champs/archeo/archisto/chapdelaine.htm>
This site gives you history of the Saint Lawrence Valley. The site has a lot of photos of the many artifacts the Native Americans used.
3. <http://www.travelniagara.org/other/history/index.html>
This site has some history of the Native Americans in the Niagara Falls area.

Huron Indians:

1. http://caca.essortment.com/huronindians_rjru.htm
This site offers a lot of information on the Huron Indians.
2. <http://www.geo.msu.edu/geo333/Hurons.html>
This is another site with information on the Huron Indians.



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3. www.mnsu.edu/emuseum/cultural/northamerica/huron.html
This site offers a lot of information on the Huron Indians and also lists several sites to go to. On the last site listed for the Huron History you will find a list of other Indian Tribes to find information on. This is a great site for students to find information they can use for research on several different tribes.

Books for children to read:

1. "The Legend of the Cranberry" – A Paleo-Indian Tale – Ellin Greene, Simon & Schuster, Sept. 1993, ASIN 0671759752 (Ages 6-8)
2. "The Iroquois", Craig and Katherine Doherty, First Books, 1989, Watts LB, ISBN 0531107477, (ages 8-12)
3. "The Cayuga", Jill D Duvall, New True Books, 1991, ISBN 0516011235, (ages 6-9)
4. "The Mohawk", Jill D Duvall, New True Books, 1991, ISBN 0516011154, (ages 6-9)
5. "The Oneida", Jill D Duvall, New True Books, 1991, ISBN 0516011251, (ages 6-9)
6. "The Onondaga", Jill D Duvall, New True Books, 1991, ISBN 051601126x (Ages 6-9)
7. "The Seneca", Jill D Duvall, New True Books, 1991, ISBN 0516011197, (ages 6-9)
8. "The Algonquians", Patricia R. Quiri, First Books, 1992, Watts, ISBN 0531200655, (ages 8-12)
9. "The Huron Indians", Martin Schwabacher, The Junior Library of American Indians, 1995, ISBN 079102489x, (ages 8-12)
10. "The Iroquois Indians", Victoria Sherrow, The Junior Library of American Indians, 1993, ISBN 0791016552, (ages 8-12)