



Oneota Post-visit

Classroom Activity

Brief Synopsis:

Students should be familiar with the characteristics of pre-historic cultures, specifically the Oneota, through pre-visit classroom activities and their classes at Eagle Bluff. Oneota post-activities are designed so students begin to relate what they have learned about the Oneota to their own lives and what value learning about past cultures has.

Ages: Designed for 5th–8th grade

Time Considerations: Variable

Materials: Activity #1: *Resource Round-up*

- Worksheet
- Writing utensil

Activity #2: *A Lesson from Grandfather*

- Open grassy area
- 1– large mixed bag of: macaroni shells, white lima beans, green split peas, rice, kidney beans, and popcorn.
- 32 small paper cups.
- *Tallying the Harvest* worksheet
- Writing utensil
- *Tool Test* worksheet (optional)

Extension Activity:

- Oneota Life Picture

Vocabulary:

culture, resource, oral tradition

Outcomes:

1. Students will be able to identify the resources that are used in different cultures.
2. Students will discuss the environmental impact of using resources as they are.
3. Students will practice communicating without a written language.

Minnesota Academic Standards:

History: 4-8. I.B.2, 4-8.II.A.1, 4-8.IV.B.3, 4-8.V.D.2
Language Arts: 4.III.A.2, 5.III.A.2, 6.III.A.3

Background:

The Oneota were people that lived in the Upper Midwest of the United States from about 1000 AD to 1650 AD. Since the Oneota were a pre-historic culture and there is no written record nor language associated with them, information was shared within the culture through an oral tradition. Not only will students compare and contrast Oneota cultural traits such as communication to their own, they will also focus on the similarities and differences in resource use in Oneota culture to their own.

Activity 1: *Resource Round-up*

Procedures:

- Explain to the class that during Oneota class at Eagle Bluff, they were able to experience a day in the life of a pre-historic Native American culture.
- With the class, brainstorm examples of what elements make up both Oneotan as well as their own life and culture. (Ex. food, clothes, jobs, travel, religion, etc.)
- Hand out a *Resource Round-up* worksheet to each student. Listed on the worksheet are some of the cultural elements that the class brainstormed.
- Have the students list how/what resources they would use/do for each element. Then have them do the same for Oneota culture.
- Once the list is completed, have the students star the elements that utilize natural resources for both Oneotan and their own cultures.

Discussion:

- Which elements used natural resources in Oneota culture?
- Which elements used natural resources in our culture?
- How do each cultures use natural resources similarly?
- How do each cultures use natural resources differently?
- What impacts do both cultures have on the environment?
- What are the differences between how each culture gets their resources?



Activity 2: *A Lesson from Grandmother*

Procedures:

- Set up the activity outside in a designated “harvesting” area. Randomly spread the seeds within the harvesting area.
- Explain to the class that they will have to gather several different “plants” and hand out one collecting cup to each student.
- Bring outside to the harvesting area: 1 bag of mixed beans, rice, etc., and the 32 small paper cups.
- Break the class into two different groups. Instruct one group to huddle around you while the other half of the class remains at least 20 feet away from you so they cannot hear your directions.
- Tell the huddled group: **DO NOT** collect **white** or **yellow** beans. **COLLECT** as much **rice** and **split peas** as possible. **DO NOT** share this information with the other group.
- Break the huddled group up and gather the whole class.
- Scatter the mixture around the harvesting area and on your signal, have the class gather their “plants.” Give them as much time as you deem.
- When the “plants” have been collected (aka. rice and beans), stop the activity and return to the classroom.
- Hand out the *Tallying the Harvest* worksheet and have the class sort and tally their harvested seeds.
- Have each student compare their harvest to three others.

Discussion:

- What are the differences between the students’ harvests?
- How would the Oneotans learn what to harvest?
- Relate the role the teacher played to a member of Oneota culture.
- What other information might Oneotans share about harvesting food?
- Where does our modern culture get information? What role do our elders play?
- What are the benefits and disadvantages of learning information in our culture compared to Oneotan?

Extension Activity:

Make copies of the “Oneota Life” picture and distribute to the class. Have them look at the Oneota scene and write down as much as they can about the scene based what they now know about Oneota life and culture. Students should be able to correctly identify activities as well as the names of tools, lodging, etc. Compare and contrast their pictures to the first one they did prior to their trip (if applicable). Discuss how the students gained their knowledge.

Teacher Tips

- The Oneota class outline is available online at www.eagle-bluff.org for additional information.
- Before the activities, read over the Oneota Information sheet and online Resources to re- familiarize yourself with Oneota life and culture.

Additional Resources

http://www.uwlax.edu/MVAC/PreEuropeanPeople/EarlyCultures/mississippi_tradition.html

Mississippi Valley Archaeological Center website through the University of Wisconsin- La Crosse. A primary resource for Oneota information and research. Includes teaching trunk rentals and presentation opportunities.

<http://www.uiowa.edu/~osa/>
Website for the Office of the State Archaeologist of Iowa. Another great resource for Oneota information and primary research.

www.eagle-bluff.org/in-the-classroom.html
Supplementary Oneota Information Sheets, by state.

Recommended Fiction:

- *Children of the Longhouse*—Upper Elementary
- *The People Shall Continue*—Upper Elementary
- *The Sign of the Beaver*—Middle School
- *Bead on an Ant Hill*—Middle School



Resource Roundup

- List what you would usually use/do for each category, then do the same for Oneota culture.
- Once you have completed the list, star all the elements that use natural resources for both you and the Oneota.

ME		ONEOTA
Ex. Go to school	Education	Learn from elders
	Food/Drink	
	Clothes	
	Shelter	
	Energy	
	Communication	
	Entertainment	
	Transportation	
	Jobs	
	Religion	

Tallying the Harvest

- Count the number of the listed items you collected and record the number in the boxes below.

<i>Lima Beans</i>	<i>Rice</i>	<i>Popcorn</i>	<i>Macaroni</i>	<i>Kidney Beans</i>	<i>Split Peas</i>

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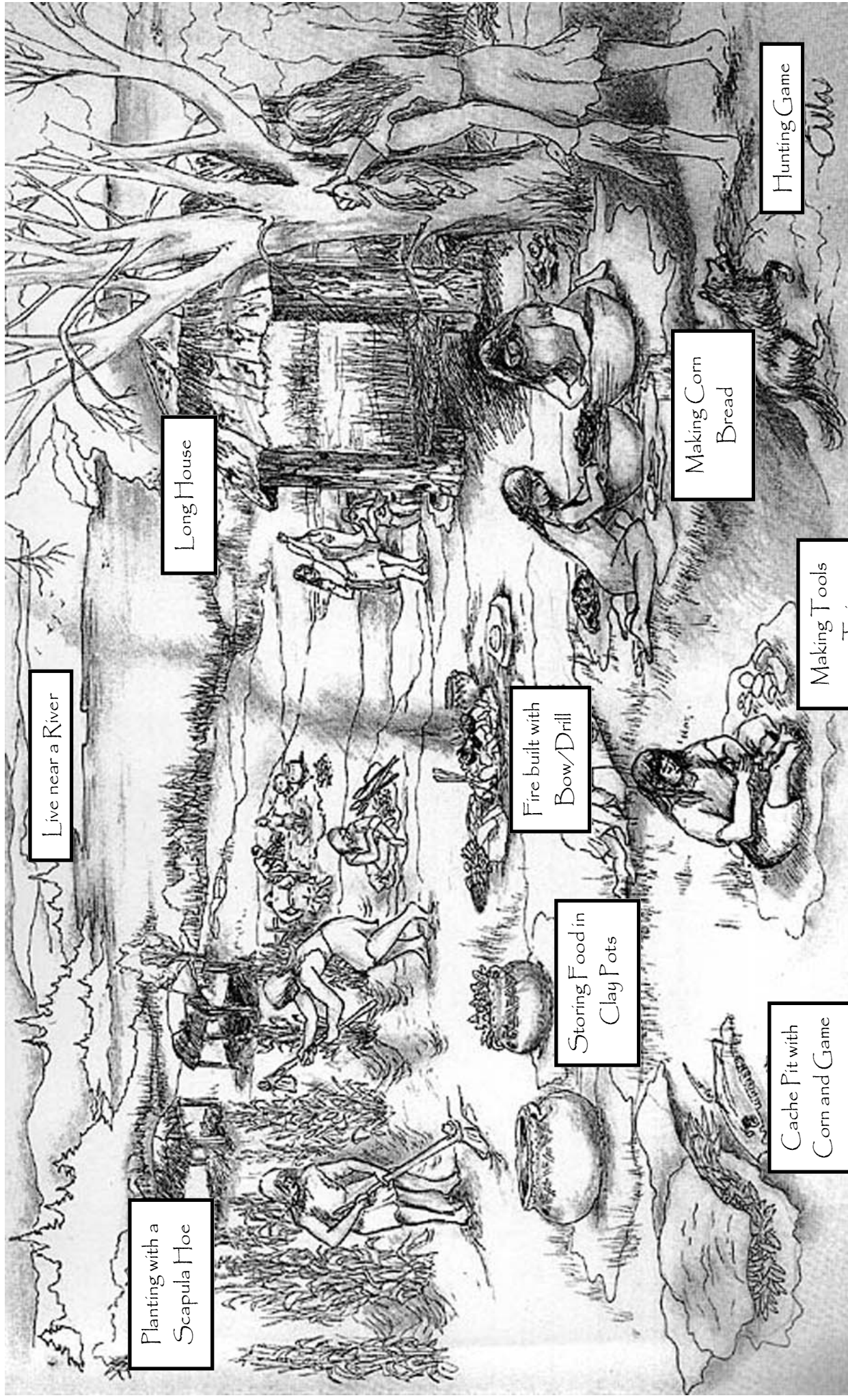
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Peter



Live near a River

Planting with a Scapula Hoe

Long House

Fire built with Bow/Drill

Storing Food in Clay Pots

Making Corn Bread

Cache Pit with Corn and Game

Making Tools or Twine

Hunting Game