



# Winnebago



*teacher's guide*

University of Nebraska State Museum

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Lincoln



Dear Colleague:

The Winnebago Tribal Encounter Kit has been developed by the University of Nebraska State Museum at the request of the Winnebago people. The Winnebago Tribe has generously sought to share their rich tradition with the people of Nebraska through the development of this Encounter Kit. We are indebted to the Winnebago Tribal Council for passing a Tribal Resolution requesting this kit, the Winnebago people for their assistance in its development, and to David Smith, Nebraska Indian Community College, for writing the curricula.

The goal of the Winnebago Tribal Encounter Kit is to introduce aspects of the Winnebago culture to students across Nebraska. Students have the opportunity to learn traditional and contemporary Winnebago values through storytelling, music, honoring celebration, dance, and game. This is an opportunity to introduce the ethnic individuality and richness of cultural diversity that we are fortunate to experience in Nebraska.

The objectives of this Encounter Kit are for students to:

1. discover folklore and storytelling as a means of recording history;
2. investigate the importance of the Winnebago clan system;
3. perform the role of dance and music in Winnebago tradition;
4. create their own Winnebago dance regalia;
5. participate in a Winnebago game.

The activities were developed to run as long as **60 minutes**. However, they can be extended or shortened as desired. Any group size is possible, but **a group of under 30 students is recommended**. Students should have a comfortable amount of space for viewing or working with materials.

Your input into the usefulness, effectiveness, and enjoyment of this kit is valuable. Please assist the University of Nebraska Lincoln and the Winnebago Tribe in ensuring that our goal and objectives are met by completing the enclosed Evaluation of the kit. Your opinion is most important!

We hope that you and your students enjoy learning about the rich culture of the Winnebago people, one of the first traditions in Nebraska. If you have any questions please call (402) 472-6302.

The University of Nebraska State Museum Education Staff

# Encounter Kits

Encounter Kits are organized around a teaching-learning framework, which guides teaching and learning through four main stages.

## STARTING OUT:

Usually a full group discussion. This provides an opportunity for you to stimulate curiosity, set challenges, and raise questions. Students share their knowledge and previous experience on the topic.

Teacher: \_\_\_\_\_

- Probes for current knowledge and understanding
- Motivates and stimulates activity
- Sets challenges and poses problems

Student: \_\_\_\_\_

- Shares thoughts and ideas
- Raises questions

## ACTIONS:

Groups of students look closely at the phenomena or actively participate in actual scientific work. They work directly with materials. It is important to allow enough time for this inquiry stage, so that they can explore materials and concepts that are new and fully experience trial and error. This can be an investigation time as students discuss ideas together, try out activities and manipulate materials.

Teacher: \_\_\_\_\_

- Facilitates
- Observes

Student: \_\_\_\_\_

- Explores
- Observes
- Works as a team member
- Problem solves
- Records

## TYING IT ALL TOGETHER:

Usually a full group experience, this stage provides students with the opportunity to share their discoveries and experiences. You guide them as they clarify and organize their thinking, compare their different solutions, analyze and interpret results, and attempt to explain the phenomena they have experienced.

Teacher: \_\_\_\_\_

- Questions
- Guides
- Assesses student understanding

Student: \_\_\_\_\_

- Interprets and analyzes
- Synthesizes
- Communicates
- Questions

## BRANCHING OUT:

This optional stage allows the students to connect and relate learning from the kit activity into other projects and activities.

Teacher: \_\_\_\_\_

- Facilitates
- Assesses understanding

Student: \_\_\_\_\_

- Applies
- Questions
- Integrates

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# Contents of the Winnebago Tribal Kit

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- 9 Folklore/Stories:
  - Ma-Ona and the Creation of the World*
  - The Young Hunter's Blessing*
  - The Trickster and Winnebago Custom*
  - Wak'djunk'aga and the Car*
  - Wak'djunk'aga's Quest For Food*
  - The Rabbit and the Grasshoppers*
  - Origin Story of Lake Winnebago, Wisconsin*
  - Wak'djunk'aga and the Eagle*
  - Origin of the Winnebago Chief*
- Book: *Mountain Wolf Woman*
- Mounted Print: *Maha the Wing Ah*

## Activity 2: Winnebago Clans

- Winnebago Clan System Activity Card
- 1 Clan Name List Activity Card
- 12 Old Clan Activity Card
- 12 Winnebago Council Lodge Activity Card
- Winnebago Clan System Notes Worksheet
- Story: *The Origin Story of the Winnebago Clans*
- Mounted Print: *Winnebago Family*

## Activity 3: Winnebago Dance and Song

- Winnebago Round Dance Steps Activity Card
- Video cassette or DVD: *On the Round Dance*
- Audio tape: *Round Dance Songs*
- Costume items (in large box): Shirt, shawl and moccasins
- Envelope specimen: 6" satin ribbon and 6 calico swatches
- 2 Mounted Prints:
  - Dancing Together*
  - Winnebago Style Moccasins*

## Activity 4: Winnebago Powwow

- Fry Bread Recipe Activity Card
- Medicine Wheel Activity Card
- Video or DVD: *The Winnebago An. Homecoming Celebration*
- Box Specimen: Sea Shell Necklace
- Box Specimen: Sea Shells
- Box Specimen: Beads
- Box Specimen: Earrings
- Box Specimen: Porcupine Quills
- Box Specimen: Jingles
- Box Specimen: Bells
- Envelope Specimen: Feathers
- Envelope Specimen: Medicine Wheel
- Large Box Specimen: Doll
- 4 Mounted Prints:
  - Young Woman's Jingle Dresses*
  - Young Men's Grass Dance*
  - Fancy Winnebago Women's Shawls*
  - Ribbon Dresses and Roaches (head dresses)*
- Poster: Laurie Houseman-Whitehawk painting

## Activity 5: Winnebago Moccasin Game

- 2 Activity Cards
- Video or DVD: *The Moccasin Game*
- Audio tape: *Moccasin Game Songs*
- Box specimen: Pebble
- Box specimen: Counting Sticks
- Envelope specimen: Moccasin Pillows
- Other specimen: Striking Stick

## Other Items

- Pamphlet: *Indians of Nebraska - Winnebago*
- Article: *The First Voices*
- Resource List and References

# Teacher's Background Materials

## Winnebago Tribal Encounter Kit

# Resource List

## **The Winnebago Tribe**

P.O. Box 687  
Winnebago, Nebraska 68071  
402-878 2272  
[www.winnebagotribe.com](http://www.winnebagotribe.com)

## **Nebraska Indian Community College**

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## **National Anthropological Archives**

National Museum of Natural History  
Smithsonian Institution  
Washington, D.C. 20560  
301-238-1300  
[www.nmnh.si.edu/naa/](http://www.nmnh.si.edu/naa/)

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# Native Americans: What Not to Teach

by June Sark Heinrich  
Nebraska Curriculum Institute on Native American Life (1979)  
University of Nebraska-Lincoln

*June Sark Heinrich directed an alternative school for Native American children in Chicago. Her experiences there revealed many inadequacies in the way teachers present the history and heritage of Native peoples in the classroom. She offers the following pointers to aid elementary school teachers in correcting the most common errors made in presenting Native American subject matter.*

## 10 CLASSROOM “DON'TS”

### **Don't use alphabet cards that say A is for apple, B is for ball, and I is for Indian.**

The matter may seem to be a trivial one, but if you want your students to develop respect for Native Americans, don't start them out in kindergarten equating Indians with things like apples and balls. Other short “i” words (imp, ink or infant) could be used, so stay away from I-is-for-Indian in your alphabet teaching.

### **Don't talk about Indians as though they belong to the past.**

Books and filmstrips often have titles like “How the Indians Lived,” as though there aren't any living today. The fact is that about 800,000 Native Americans live in what is now the United States, many on reservations and many in cities and towns. They are in all kinds of neighborhoods and schools and are in all walks of life. Too many Native Americans live in conditions of poverty and powerlessness, but they are very much a part of the modern world. If the people who write books and filmstrips mean “How (particular groups of) Native Americans Lived Long Ago,” then they should say so.

### **Don't talk about “them” and “us.”**

A “them” and “us” approach reflects extreme insensitivity, as well as a misconception of historical facts. “They” are more truly “us” than anyone else. Native peoples are the original Americans and are the only indigenous Americans in the sense that all of their ancestors were born on this land. Everybody else in this country came from some other place originally.

### **Don't lump all Native Americans together.**

There were no “Indians” before the Europeans came to America--that is, no peoples called themselves, “Indians.” They are Navajo or Seminole or Menominee, etc. The hundreds of Native groups scattered throughout the U.S. are separate peoples, separate nations. They have separate languages and cultures and names. Native Americans of one nation were and are as different from Native Americans of another nation as Italians are from Swedes, Hungarians from the Irish or the English from the Spanish. When referring to and teaching about Native Americans, use the word “Indian”--or even “Native American”--as little as possible. Don't “study the Indians.” Study the Hopi, the Sioux, the Nisqually or the Apache.

## 10 CLASSROOM “DON'TS” (cont.)

### **Don't expect Native Americans to look like Hollywood movie “Indians.”**

Some Native Americans tell a story about a white “American” woman who visited a reservation. She stopped and stare at a young man, then said to him, “are you a real Indian? You don't look Indian.”

Whatever it is that people expect Native Americans to look like, many do not fit those images. Since they come from different nations, their physical features, body structure and skin colors vary a great deal and none have red skin. Of course, Native and non-Native Americans have intermarried so that many Native Americans today have European, African or other ancestry. Therefore, don't expect all Native Americans to look alike any more than all Europeans look alike.

### **Don't let TV stereotypes go unchallenged.**

Unfortunately for both Native and non-Native American children, TV programs still show the savage warrior or occasionally the noble savage stereotypes. Discuss with children the TV programs they watch. Help them understand that from the Native American point of view, Columbus and other Europeans who came to this land were invaders. Even so, Native Americans originally welcomed and helped the European settlers. When they fought, they were no more “savage” than the Europeans and were often less so. Help children understand that atrocities are a part of any war. In fact, war itself is atrocious. At least the Native Americans were defending land they had lived on for thousands of years. If Native Americans were not “savage warriors,” neither were they “noble savages.” They were no more nor less noble than the rest of humanity.

Another common stereotype is the portrayal of the “Indian” as a person of few words, mostly “ugh.” The fact is that early European settlers were aware of and commented specifically on the brilliance of Native American oratory and the beauty of their languages.

Stereotypes are sneaky. They influence the way we talk and live and play, sometimes without our knowing it. Don't say to your students, “You act like a bunch of wild Indians.” Don't encourage or even allow children to play “cowboy and Indians.” Be sensitive to stereotypes in everything you say and do.

### **Don't let students get the impression that a few “brave” Europeans defeated millions of “Indian savages” in battle.**

How could a few Europeans take away the land of Native Americans and kill off millions of them? This did not all happen in battle. Historians tell us that, considering the number of people involved in the “Indian” wars, the number actually killed on both sides was small. What really defeated Native Americans were the diseases brought to this continent by the Europeans. Since Native Americans had never been exposed to smallpox, measles, tuberculosis, syphilis and other diseases that plagued the Old World, they had no immunity and were thus ravaged. Between 1492 and 1910, the Native population in the U.S. area declined to about 200,000. Help your students understand that it was germs and disease, not Europeans' “superior” brains and bravery, that defeated the Native peoples.

### **Don't teach that Native Americans are just like other ethnic and racial minorities.**

Ethnic and racial minorities in the U.S. share in common discrimination, unemployment, poverty, poor education, etc. But they are not all alike. The problems these groups encounter are not all the same, nor are their solutions. Perhaps the biggest difference between Native Americans and other U.S. minorities is that Native peoples didn't come from some other land. This land has always been their home.

Although dispossessed of most of their land, Native peoples didn't lose all of it. According to U.S. law, Native American reservations are nations within the United States. U.S. government and business interests persist in trying to take away Native land--especially land containing oil or other valuable resources. However, the fact is that Native Americans--by treaty rights--own their own land. No other minority within the United States is in a similar legal position. Native peoples view themselves as separate nations within a nation. And though often ignored and/or violated, U.S. laws and treaties, officially endorsed by U.S. presidents and the Congress, attest to those claims.

## 10 CLASSROOM “DON'TS” (cont.)

### **Don't assume that Native American children are well acquainted with their heritage.**

If you have Native American children in your class, you may expect that they will be good resource persons for your “unit on Indians.” Today, it is not unlikely that such children will be proud of being Native American. Some may participate in traditional activities of their cultures.

In general, however, Native children have much in common with other children in the U.S. in that they know far more about TV programs than about their own national ways of life. They eat junk food and want all of the things most children in our society want. If lost in a forest, they would not necessarily be able to manage any better than other children would. Like other children in the U.S., Native children need to be taught about the Native heritage which, in a very real sense, is the heritage of everybody living in the U.S. today.

### **Don't let students think that Native ways of life have no meaning today.**

Native arts have long commanded worldwide interest and admiration. But far more important for human and ecological survival are Native American philosophies of life. Respect for the land, love of every form of life, human and non-human, harmony between humans and nature rather than conquest and destruction of nature--these are vital characteristics of Native ways of life. All peoples in the U.S. can and must learn to live in harmony with the natural world and with one another. That is one lesson Native peoples can teach the world, and that is one of the most significant lessons you should teach your students about “the Indians.”

# The Winnebago Tribe of Nebraska Today

The Winnebago people have lived in Nebraska since 1863. Many Winnebago families continue to live on their reservation in eastern Nebraska. The reservation is situated in the bluffs of the Missouri River, and is bordered on the south by the Omaha Reservation.

The hub of Winnebago activity is the town of Winnebago. Here is located the Indian Health Service hospital whose chief administrator is an American Indian. Many Winnebago people are employed at the hospital. There are also the Bureau of Indian Affairs offices, tribal offices, schools, businesses, such as the tribally owned grocery stores, factories, and the Winne-Vegas casino. The Winnebago are looking to farming and tourism for new business and job possibilities in the future.

One business in the town of Winnebago is the gas station, called "Company A," named after the Winnebago Scouts of the 34th Nebraska Volunteers who served in the United States Army. This volunteer military group was originally lead by Chief Little Priest in 1866. They helped the U.S. Army to stop the Indian wars in what later became North and South Dakota. Not only is the grocery store named in honor of these brave men, but the Winnebago Annual Homecoming Powwow, begun in 1866, continues to honor these and all Winnebago military veterans.

Most of the Winnebago people live in three housing developments on the reservation. Some Winnebago own their homes and some rent homes provided by tribal housing. The houses are of all different types and styles, as they are in any small Nebraska town.

Winnebago children attend school beginning with the Native American Head-Start Program, and continuing on with education at the Winnebago Public Elementary and High Schools. Some students attend St. Augustine's Indian Mission Elementary School in Winnebago. After high school, Winnebago men and women have the opportunity to continue their education at the Nebraska Indian Community College, Winnebago Campus. Others attend public and private colleges across the United States. Several Winnebago students are in graduate schools, studying law, medicine, anthropology, and other disciplines.

In junior and senior high school, Winnebago boys play football and basketball, while the girls play volleyball and basketball. Both boys and girls participate in track. At the Winnebago Youth Development Prevention Center, a recreation facility, Winnebago youth play video games, pool, socialize, and attend rock and roll dances sponsored by the center. Youth who Indian dance are invited to join the local Indian Dance Club and perform throughout the mid-west. Local Powwows during the year and the Annual Homecoming Powwow Celebration in late July provide opportunities for traditional song, dance, drumming, food, and costume, as well as socializing with family and friends. Traditional Indian games, like the Winnebago Moccasin Game, continue to be played today by young and old.

Photo taken during Winnebago Powwow, 2007.

Photo courtesy Kerry A. Smith



# History of the Winnebago Tribe of Nebraska

The Winnebago call themselves “Ho-chun-gra,” which means “People of the parent speech.” The Winnebago people speak a language that is called Siouan. It is related to, but different from other Siouan languages, like Omaha, Ponca, Lakota, Dakota, and Oto-Missouria. Each of these tribes speaks their own Siouan language, not often understood by other Siouan or American Indian groups.

The Winnebago people came to live in Wisconsin about 700 A.D. The first known non-Indians arrived in the Great Lakes region in 1614, when the French explorer, Samuel de Champlain, arrived in Winnebago Country near Lake Superior. The Winnebago fought wars as allies of other Indian tribes or as allies of the French, the British, and the Americans. Beginning in 1728, different Winnebago factions chose to fight on different sides of wars between Europeans and Indians. During the Revolutionary War, in the mid 1700’s, they fought with the British against Americans. During the War of 1812 they fought with the British and the Indian Confederation led by the great Chief Tecumseh in another war against the Americans.

The defeat of the British and Winnebago by the Americans in the War of 1812 led to the final split within the tribe by 1816. That year part of the tribe began signing treaties with the U.S. government. They signed 10 treaties in 34 years. In these treaties they unwillingly gave up their land to the government. The whole tribe moved from their homeland in Wisconsin to Indian reservations in Iowa, Minnesota, South Dakota, and Nebraska.

In the early 1900’s, most of their land was lost to the government. At that time, part of the tribe moved back to Wisconsin to become the Winnebago Tribe of Wisconsin. Those remaining on the Winnebago Reservation, just north of the Omaha Reservation in Nebraska along the Missouri River, became the Winnebago Tribe of Nebraska.

When Europeans first arrived in Winnebago country in the 1600’s, the Winnebago population was about 20,000. The Europeans brought diseases like smallpox with them. Disease, warfare with other Indian tribes and Europeans, and starvation caused the Winnebago population to decrease to about 1200 in Nebraska and 1600 in Wisconsin today. One-third of these Winnebago tribal members live off the reservation, in cities and towns across the United States.

Proud of their warrior heritage, the Winnebago of Nebraska hold an annual powwow to honor military veterans who have fought on the side of the United States government in many wars since the late 1800’s.



**Photo taken during Winnebago Powwow, 1907.**

BAE GN 4417, Smithsonian Institution, National Anthropological Archives

# Activity One – Winnebago Folklore

**Learning Objective:**

Students discover Winnebago beliefs through the myths and legends.

## Activity One-Winnebago Folklore

**Group size:** Any

**Time:** 50-60 minutes

**Subjects Covered:** Folklore, Language Arts, History, Education

**Values:** Tradition, Morals, Education, Survival

### Materials Provided:

- 9 Folklore/Stories:
  - Ma-Ona and the Creation of the World*
  - The Young Hunter's Blessing*
  - The Trickster and Winnebago Custom*
  - Wak'djunk'aga and the Car*
  - Wak'djunk'aga's Quest For Food*
  - The Rabbit and the Grasshoppers*
  - Origin Story of Lake Winnebago, Wisconsin*
  - Wak'djunk'aga and the Eagle*
  - Origin of the Winnebago Chief*
- Book: *Mountain Wolf Woman*
- Mounted Print: *Maha the Wing Ah*

### Additional Supplies Needed Per Student:

- Several pieces of paper
- Pencil or pen
- Colored pencils or crayons

### Preparation:

- This activity may be conducted in any type of comfortable space, indoors or outdoors.
- Display in the classroom the Winnebago stories and pictures, social studies books, and those books most enjoyed by the students.
- Gather writing and drawing supplies together.
- Write Winnebago and English vocabulary on the board.

### Background:

Before Winnebago history was written on paper, the Winnebago recorded information about their tribe in paintings on animal hide, in drawings on rock walls, and through the story telling of the Winnebago elders. The elders held in their memory information about their tribal traditions, events, and people. Traditions included customs, dress, ceremonies, movements of people from winter to summer camps, hunting, plant gathering and farming, how to behave with relatives, how bad behavior will hurt you, and how parts of the earth and certain foods were created.

Each elder had his or her own way of telling a story, adding their own humor or comments about the events, morals, and values being retold. Stories told over and over differed each time they were told because the storyteller would add personal things that had happened to him or her.

The stories remained the same in the lesson they taught. Some American Indian tribes tell certain myths and legends only during specific seasons of the year. Among the Winnebago, winter was the time for the telling of legends and myths around the fire in the warmth and safety of the family lodge. While the cold north wind blew outside the lodge, the Ice Giants roamed the earth searching for frozen Winnebago victims for their food kettles. While there was no escape, offerings of tobacco, feathers, and food would keep them away. These gifts were offered in the early evening. The old men and women recounted tales late into the night of how the Winnebago came to be on earth and how their ancestors knew what was necessary to survive.

Many Winnebago folktales set in the olden days involved human beings who could still understand animal talk. Today, the Winnebagos still tell myths and legends about their people and the past to the younger generation to educate them on how to do things right or wrong. Trickster stories always have a moral or lesson to learn.

The most important message handed down by the elders to the children was to be proud of who you are - a Winnebago tribal member.

# Activity 1

## Starting Out:

### Ask the Questions:

- Think for a minute of enjoyable folktales, legends and myths that were told to you when you were younger. Could you share some of these with the class?
- Think about where you were when the story was told or read to you. Where were you? Share this with the class.
- Ask for students to share with the class a family story that their parents or grandparents told them.

Introduce the concept of folktales and storytelling to the students.

Explain how the purpose of these is to entertain or teach lessons, morals, values, traditions, and how the world was created.

Discuss stories that have been passed down in their family.

## Action:

**Choose one story and read it to the whole group. Together share and discuss: theme, legend, why it was told, what was the moral, and what did they learn.**

1. Divide the students into groups .
2. Have one student from each group choose one of the Winnebago stories to read to their group.
3. Have the group discuss the meaning of the Winnebago story they have read, and be ready to read and share their ideas with the whole class.
4. Have each group read and share their ideas with the whole class. Discuss.
5. Ask the students to get out paper and pencil.
6. Have each child write or draw their own folktale about anything in their life (i.e. family, friends, school, a trip, a pet, a feeling, etc.).
7. Ask the students to share their folktale with their group.
8. Have one volunteer from each group read or describe his or her tale with the whole class in three minutes. If there is time, ask for more volunteers to share their stories.
9. Display in class or make a booklet for each student of all forms of the student folktales.

## Tying It All Together:

### Ask the students:

- Which folktale did you like best and what did you like about that tale?
- What was the most important lesson or moral your favorite tale taught you?
- Why do you think the Winnebago stories were usually told during the winter?

## Branching Out:

Invite a Winnebago or other American Indian storyteller to tell the class folktales, myths and legends and their meanings. (See Teacher's Guide Resource List.)

## Vocabulary:

### English

Folktale

Myth

The Old People

### Winnebago

Worak

Waika

Wank-sheek-szh-ak-dda

### English

Fire

Night

Winter

### Winnebago

Pack

H-ka

Ma-nee

## Activity Two – Winnebago Clans

**Learning Objective:**

Students investigate Winnebago clans, their responsibilities and totems.

# Activity Two-Winnebago Clans

**Group size:** Divide into 12 groups

**Time:** 50 minutes

**Subjects Covered:** History, Geography, Language

**Values:** Organization, Teamwork, Tradition, Responsibility, friendship

### Materials Provided:

- Winnebago Clan System Activity Card
- 1 Clan Name List Activity Card
- 12 Old Clan Activity Card
- 12 Winnebago Council Lodge Activity Card
- Winnebago Clan System Notes Worksheet
- Story: *The Origin Story of the Winnebago Clans*
- Mounted Print: *Winnebago Family*

### Preparation:

- Make copies of:
  - Winnebago Clan System Notes Worksheet (1 per student)
  - Clan Name List (1 clan name per student)
- Provide an indoor or outdoor space, with a hard writing surface (floor, table, or tray), in which each of the twelve student clans can work.
- Place clan names in a box so they are ready to draw out.
- Write English and Winnebago vocabulary on the board.

### Background:

In many American Indian cultures, like the Winnebago, people organized themselves into large families called clans who worked together like a team. When people work as a team, a job gets done better and quicker than

one person working alone. Teamwork was necessary for survival through hunting for food, clothing, shelter from the cold or wet, and protecting each other from enemies and loneliness.

Over three hundred years ago the Winnebago lived near the Great Lakes in what is today Wisconsin. They learned from neighboring Indian tribes how to organize themselves into clans. Families, like teamwork, helped the Winnebago to protect themselves during warfare. Today the Winnebago still have clans, but only use clan tradition to choose names for their children.

Clans, like teams, clubs, and countries today, have their own names with their own symbol that helps people to identify each other when they do not speak the same language. Symbols, or emblems, are called totems when they are taken from nature and related to people's mythological ancestors, or ancient relatives. Totems can be natural forces, like Thunder or Water Spirit, from the Winnebago's environment, or powerful animals, like Bear or Eagle, that once lived in the Winnebago's old homeland. Out of respect for clan ancestors and for survival, a Winnebago performed his or her best work and responsibilities in a good way.

The Winnebago Tribe was organized into the **Sky Family** and the **Earth Family**. The **Sky Family** consisted of 4 clans: **Thunder, Hawk, Eagle, and Pigeon Clans**. The **Earth Family** consisted of 8 clans: **Bear, Wolf, Water Spirit, Deer, Elk, Buffalo, Fish and Snake Clans**. All 12 clans worked together. Each was responsible for a job that helped the Winnebago Tribe to survive for hundreds of years through many hardships.

Each clan had a special friendship between themselves and one or more other clans. Friendship clans: 1) provided food and shelter when visiting each other; 2) fought for each other when some wrong was committed against a member of one of their clans; 3) gave their clan names to each other's children or adopted family members; 4) buried a member of their friendship clan when he or she died.

## Starting Out:

### Ask the Questions:

- What are some jobs or responsibilities that you have at home or at school?
- What is a clan?
- What purpose did the clan serve in the Winnebago Tribe of Nebraska?
- What were the names of the Winnebago clans?
- Why do you think the Winnebago clans had animal names and symbols?

Introduce the concept that clan organization helped the Winnebago survive (background information) and read the story *The Origin of the Winnebago Clans*. Discuss teamwork in games, sports, the family, and the classroom.

## Action:

1. Pass around the box of clan names so each student can draw one out of the box. Students are “born” into the clan that they have drawn.
2. Divide the students into the 12 clans and give each clan their Old Clan Activity Card. Have each clan choose a clan leader.
3. Each clan reads and learns about their clan responsibilities and their friendship clans.
4. Next have clans/students find their friendship clans and learn about them. Students need to be ready to share what they have learned.
5. Pass out the Winnebago Council Lodge Activity Cards to each clan.
6. Have a Bear Clan representative direct each of the clans to their space around the room, according to the Winnebago Council Lodge Activity Card.
7. Give the Clan System Notes Worksheets and pencils to the Thunder Clan to pass out to the other clan groups. The Thunder Clan provided goods for people in need.
8. Direct each clan leader to tell about their clan to the group.
9. Have each student take notes about the various clans as they are introduced on notes worksheet.
10. Pick up all Old Clan Activity Cards and Winnebago Council Lodge Activity Cards, and have students put notes on the floor.
11. Read about the different clans and their responsibilities and have the students guess which clan it is.

## Tying It All Together:

**While the students are sitting in their clan groups, each clan in its proper place according to the Winnebago Council Lodge in the classroom, the teacher sits in the middle of the lodge circle. Ask the students the following questions:**

- How do you think that the tradition of each clan having its own responsibilities helped the Winnebago Tribe survive for hundreds of years?
- Why do groups like clans and teams and countries have symbols or totems? Name some of these logos and symbols.
- What did you like most about your clan?
- How does this compare to your responsibility or job at home, at school, or on a team?
- How does this help you in fulfilling your responsibilities to your school, home or athletic team?

## Branching Out:

- Have students choose a clan and write about the clan. Explain why their responsibility was important.
- Choose one of the clan totems (symbols) and draw a picture of this totem.
- Invite a Winnebago Indian to visit the class and tell clan stories. (See Teacher’s Guide Resource List)

## Vocabulary:

English	Winnebago	English	Winnebago	English	Winnebago
Thunder	Wa-kan-ja	Bear	Hoonch	Wolf	Shoonk-jank
Eagle	Chan-shep	Buffalo	Cha-xjee	Water Spirit	Wa-kja-xee
Pigeon	Ruch-keh	Elk	Hoo-wa	Fish	Ho
Hawk	Re-re-chun	Deer	Cha	Snake	Wa-kan

## Activity Three – Winnebago Dance and Song

**Learning Objective:**

Students will perform the Winnebago Round Dance and songs.

## Activity Three - Winnebago Dance and Song

**Group size:** Any

**Time:** 40-50 minutes

**Subjects Covered:** Dance, Music, History, Biology

**Values:** Tradition, Recreation, Friendship,  
Teamwork

### Materials Provided:

- Winnebago Round Dance Steps Activity Card
- Video cassette or DVD: *On the Round Dance*
- Audio tape: *Round Dance Songs*
- Costume items (in large box): Shirt, shawl and moccasins
- Envelope specimen: 6" satin ribbon and 6 calico swatches
- 2 Mounted Prints:  
*Dancing Together* and *Winnebago Style Moccasins*

### Additional Supplies Needed:

- Video Cassette Recorder (VCR) or DVD player
- Audio tape player

### Preparation:

- Provide large open space with room for students to dance.
- Put the video tape *On the Round Dance* in the player.
- Put audio tape, *Round Dance Songs*, into tape player.
- Make a copy the Activity Card for each student.
- Put the Winnebago and English vocabulary on the board.

### Background:

Music and dance are very important to the Winnebago people. Today, as in the past, songs and dances are performed at powwows and other social gatherings. Each Winnebago ceremony and special occasion is accompanied

by chanted songs that explain that event's purpose. Songs are traditionally Winnebago or borrowed from other tribes and used in the Winnebago way. There are powwow songs, friendship songs, love songs, family songs, sacred rite songs, honor songs, and war dance songs.

There are also specific dances for each special event: war dances, honor dances, contest dances, friendship dances, and the Green Corn dance performed for the Fall harvest. Friendship dances are performed for fellowship and pure enjoyment. One type of friendship dance is called the Round Dance. In the Round Dance, all of the powwow dancers and audience, old, young, male, female, relatives, and friends, regardless of their tribal affiliation, are invited to dance together.

Round Dance participants form a circle around the drum and drummers. The Round Dance is similar to other Winnebago dances today, because the dancers move left, or clockwise, around the circle. This dance is different from other Winnebago dances because of the sidestep pattern in which all dance together. In other Winnebago dances, the performers act as individuals. In the old days, women used to let the men start the singing and dancing. The men went one way, while the women went the opposite direction. Today a few women still let the men go first, but most begin to dance and sing together. As with all people, ways of doing things eventually change.

Winnebago song and dance is accompanied by the beat of the drum. The rhythm of the pounding drum in Winnebago music sounds like the rhythmic heart beat of an animal. Winnebago drumming is the central rhythm in Winnebago song and dance. It sets the pace for the speed at which the dance is performed. A change of the drum beat, or rhythm, tells the dancers when to dance backwards or forwards. Round dances go on for hours, as long as the singers can sing, the drummers drum, and the dancers can still dance. Rest breaks are taken by the singers and drummers, while the dancers can leave or join the Round Dance line as they wish.

## Activity 3

### Starting Out:

#### Ask the Questions:

- What type of dances do you do that are in groups or circles?
- What are the different types of songs the Winnebago sing?
- What is the reason for the Winnebago Round Dance?

Introduce the concept of music and dance as an important part of community celebration, especially in expressing friendship.

Discuss the relationship of music and dance to rhythm patterns in nature.

Talk about Winnebago dance costumes: shawls, shirts, moccasins, ribbons for skirts and shirts, and calico as trade cloth.

### Action:

1. Watch the video *On the Round Dance* to at least the end of the first song, then turn it off.
2. Arrange the students standing in one big circle.
3. Show the students how to take their own pulse with their wrist or jugular vein, and feel their pulse (1 minute). Remind students that the drum beat is like the rhythmic heart beat. Have the students softly tap their own heartbeat.
4. Turn on the audio tape, *Round Dance Songs*.
5. Ask students to close their eyes and listen to the drum beat (1 min.).
6. Have the dancers stand in place and bend their knees in tune to the drum beat.
7. Ask for a student volunteer to stand in the middle of the circle and point to the left.
8. Ask the student in the middle of the circle to demonstrate the sidestep to the other dancers.
9. Have the dancers lift their left foot first and place it further to their left, to start the dancing in a clockwise fashion around the circle.
10. Let the dance go on until the end of the first song, or until the dancers get tired. Stop and take a break.
11. Turn off the audio tape and play the remainder of the video tape during this break. Turn off the video as desired.
12. Start another Round Dance again while the audio tape is on.
13. Continue to Round Dance as time provides. Stop tape player anytime.
14. Dancers can leave the Round Dance and join or rejoin it at will.

### Tying It All Together:

#### Ask the students:

- Name some other dances that the Winnebagos perform besides the Round Dance.
- Why do you think the Round Dance is called a friendship dance?
- Why do you think that music was an important part of Winnebago culture?

### Branching Out:

- Watch the video *The Winnebago Annual Homecoming Celebration* (Activity 4) to see different Winnebago dances.
- Attend a local powwow or a Winnebago Powwow (last week of July) to see the different kinds of dances American Indians do and the kinds of songs they sing. (See Resource List.)
- Have each student write a story about a song, dance, or musical instrument that was special to them or their family.
- Have a Winnebago or other American Indian visitor come to the class to demonstrate singing, dancing, drumming or other musical instruments like rattles and flutes. (See Resource List).
- Have the students ask their parents what kind of group or circle dances are part of their cultural tradition.

## Vocabulary:

English	Winnebago	English	Winnebago
To dance	Wacira-ed-jed-jena	To step	Ruha-noop
To sing	Wawi	Boy	Ho-chee-chee-neek
To have fun	Wac-gi	Girl	Hee-noo-geenk

## Additional Background on Winnebago Dance and Song

Winnebago regalia and costume, worn for such occasions as powwows and gatherings to honor someone, are often colorful, musical, and influenced by nature. Many of the materials used to decorate regalia are taken from the environment in which the Winnebago live. Feathers, shells, porcupine quills, natural dyes from plants and minerals, animal skins, furs, and teeth, and designs patterned after floral and leaf patterns were used. These materials were abundant in the woodland and lakeside environment once inhabited by the Winnebago before they moved to Nebraska.

In the early 1700's, with the coming of the fur traders to the Great Lakes bordering what is now Wisconsin, man-made materials like glass beads, wide satin ribbons, wool and cotton cloth, metal bells, cones, coins, tobacco can lids, glass mirrors, and artificial dyes were traded to the Winnebago for animal furs and skins.

As game became more scarce and fashions featuring fur hats and coats gave way to cloth items, the fur trade ended. The Winnebago desire for man made items continued as part of their traditional dress. When the Winnebago moved onto their present reservation in Nebraska, they began receiving muslin and calico cotton prints from the government in order to make clothes. These items were then used in making regalia.

Today most of the items used to make regalia are purchased through catalogues, in stores, traded among people, or received as gifts. Winnebago people still work with porcupine quills, shells, glass beads, feathers, animal furs and skins, calico prints, satin ribbons, fine embroidery, as well as metal bells, cones, and jingles in their regalia. Contemporary cotton prints, both floral and western, bright colored yarn, bright print bandanas, and plastic beads are items added since the fur trade period.

Women traditional dancers wear long, wrap-around cotton or wool skirts with ribbon work designs in floral or geometric designs, ribbon-trimmed shirts with a long ribbons down the back, beaded or quilled moccasins, and carry ribbon or embroidery decorated and fringed shawls folded neatly over one arm. Young women and girls sometimes wear brightly colored and decorated cotton sheath dresses, brightly and heavily beaded leggings and moccasins, and wear their uniquely appliqued and fringed shawls on their shoulders. They daintily carry heavily beaded and fringed bags in one hand. Other young women wear similar sheath dresses, covered with jingle cones made from tobacco can lids that create a loud tinkling when they walk or dance.

Men traditional dancers wear regalia of feathers, quills, animal furs, hides, claws, and bones, as well as some beadwork and cloth. Their feather bustles mimic turkey and prairie hen display (fan) for courtship and battle. Headdresses, called roaches, are worn on their heads. Sometimes performers wear animal skins with the head of the animal on their own heads, as camouflage to hide or seeking the spirit of the animal to protect them in battle or hunt. Fancy dancers wear brightly dyed feathers. Grass Dancers wear long, colorful skirts and tops of yarn that mimic tall prairie grasses as they blow in the wind. Many male dancers wear bone breastplates.



**A member of the Winnebago Indian Tribe dance team.**

U.S. Air Force photo by Daniel J. Rohan, Jr.

# Activity Four – Winnebago Annual Homecoming Celebration Powwow

**Learning Objective:**

Students will create their own Winnebago dance regalia.

## Activity Four - Winnebago Annual Homecoming Celebration Powwow

**Group size:** Any

**Time:** 50-60 minutes

**Subjects Covered:** Art, Music, Dance, History, Geography

**Values:** Celebration, Competition, Honoring Ancestors, Family Ties

### Activity 4: Winnebago Powwow

- Fry Bread Recipe Activity Card
- Medicine Wheel Activity Card
- Video or DVD: *The Winnebago Annual Homecoming Celebration* (in Activity 3)
- Box Specimen: Sea Shell Necklace
- Box Specimen: Sea Shells
- Box Specimen: Beads
- Box Specimen: Earrings
- Box Specimen: Porcupine Quills
- Box Specimen: Jingles
- Box Specimen: Bells
- Envelope Specimen: Feathers
- Envelope Specimen: Medicine Wheel
- Large Box Specimen: Doll
- 4 Mounted Prints:
  - Young Woman's Jingle Dresses*
  - Young Men's Grass Dance*
  - Fancy Winnebago Women's Shawls*
  - Ribbon Dresses and Roaches (head dresses)*
- Poster: Laurie Houseman-Whitehawk painting

### Additional Supplies Needed:

- Blunt nosed scissors
- Glue
- Strong kite string (3' strips - various colors)
- Feathers, paper or felt to make feathers (various colors)
- 2 Pieces of construction paper (6" - two colors)
- 1 Paper hole punch
- Video Cassette Recorder (VCR) or DVD player

### Preparation:

- Provide a space (floor, desk, table) for each child to make their own costume.
- Put the video or DVD, *The Winnebago Annual Homecoming Celebration*, into the player.
- Provide each student with 2 colors of construction paper, the patterns and enough materials (pre-cut string strips, feathers or paper) to make their own medicine wheel.
- Make 1 copy of Medicine Wheel Activity Card per student.
- Gather the Box and Envelope Specimens to show the class.
- Display the poster and mounted pictures.
- Put the Winnebago and English vocabulary on the board.

### Background:

The annual Winnebago Powwow began in 1866 as a homecoming festival for Winnebago warriors returning to Nebraska from the northern plains, now North and South Dakota. These warriors were led by Little Priest, a Winnebago chief who volunteered to help the United States Army stop the Indian wars in that area. This unit was known as Company A, Winnebago Scouts, 34th Nebraska Volunteers.

Chief Little Priest died from wounds suffered in battle in 1866. He sacrificed his life for his country, the United States of America, and his people, the Winnebago. In order that all Winnebagos might remember and honor Chief Little Priest's and his warriors' brave deeds, his brother, Grey Wolf, called a council of the clans to plan a memorial celebration a year after Little Priest's death. It was so successful that the Winnebago have held it ever since 1867

## Activity 4

### Background:

to honor all Winnebago military veterans. It is the oldest powwow honoring military heroes in the United States.

In addition to honoring heroes, the powwow is also a time for the Winnebago people to gather together with family and members of other tribes to visit, pray, sing, dance, oftentimes competing for prizes, and sharing food together.

Women wear dresses that reflect their preferred style of dancing. Traditional dancers wear ribbon or shell decorated dresses; jingle dancers decorate their cloth dresses with cones made of tobacco can lids. Northern traditional dresses are buckskin. Shawl dancers and

traditional women dancers carry appliquéd shawls. Women make their own shawls or receive them as gifts.

Winnebago men also wear regalia that identify the type of dance they are performing. Traditional dancers adorn themselves with porcupine roaches (headdresses), bells and feathers. Fancy dancers wear brightly colored feathers and beadwork. Grass dancers wear long brightly colored yarn.

Winnebago medicine wheels are carried as part of men's dance regalia. Although the medicine wheel may be a sacred item in other American Indian traditions, the Winnebago no longer use it in a sacred manner. It is used as an item from the past for decoration in the present.



Winnebago Powwow, July 26, 2008. Celebrating Chief Little Priest and all Native American veterans. Photo courtesy Kerry A. Smith

## Starting Out:

### Ask the Questions:

- What are some special traditional or family celebrations you participate in?
- How do you celebrate these special occasions with your family and friends?
- What kind of costumes, music, singing, dancing, meals or other activities do you have at your family celebrations?

Introduce students to the concept of community celebration. Explain the history and reason for the Winnebago Powwow: to honor good deeds, visit family and friends, sing, dance, pray, and share a meal.

Play the video of the Winnebago Powwow 5-10 minutes.

Pass around the Box and Envelope Specimens and photographs.

## Action:

1. Pass out construction and medicine wheel materials to each student: scissors, glue, yarn, feathers, and paper (2 colors each).
2. Pass out a Medicine Wheel Activity Card to each student.
3. Have each child make their own Winnebago medicine wheel.
4. Play the remainder of *The Winnebago Powwow* video.

## Tying It All Together:

### Ask the students:

- Why did the Winnebagos begin their annual Powwow?
- Which of the Winnebago dancing costumes did you like best?
- How does the powwow music sound different from the music you hear at your own celebrations?
- What are some things that happen at a Winnebago Powwow that are the same things that happen at one of your traditional celebrations?

## Branching Out:

- Attend a local powwow on a field trip.
- Display the students' medicine wheels in the classroom.
- Have each student make their own ribbonwork patterns using construction paper. (Activity Card)
- Make Indian Fry Bread. (Activity Card)

## Vocabulary:

English	Winnebago
Bead	Wiki-np-acep
Feather	Ma-cu
Seashell	Sa
Porcupine quill	Wa-xa-hee-pa-hee
Shirt	Woina-ji
Moccasin	X'en-'e
Pray	Ma-oo-gee-ka-ddach
Regalia (costume)	Wo-roko-wani-rera

## Activity Five – Winnebago Moccasin Game

**Learning Objective:**

Students play a Winnebago leisure time game.



## Activity Five - Winnebago Moccasin Game

**Group size:** Divide into 4 groups

**Time:** 50 minutes

**Subjects Covered:** History, Culture, and Mathematics

**Values:** Teamwork skill, Social customs, Respect for opposite sex

### Materials Provided:

- 2 Activity Cards
- Video or DVD: *The Moccasin Game* (in Activity 3)
- Audio tape: *Moccasin Game Songs*
- Box specimen: Pebble
- Box specimen: Counting Sticks
- Envelope specimen: Moccasin Pillows
- Other specimen: Striking Stick

### Additional Supplies Needed:

- Video Cassette Recorder (VCR) or DVD player
- Audio tape player
- 20 Scoring sticks (6" long) of wood or plastic straws
- 4 Moccasin pillows: (14" x 14") square pieces of folded cloth
- 1 Striking stick (28" long) yardstick, doweling rod, or other
- 1 Rounded pebble (1" diameter) or metal ball bearing

### Preparation:

- Provide a comfortable, open space, indoors or outdoors, with room for groups of children to sit on the floor.
- Gather or make the materials needed for this game: moccasin pillows, striking sticks, pebbles.
- Set up the VCR or DVD player within view of the children.
- Put video of *Moccasin Game* in player. (It will help to watch the video before learning the game.)
- Put the audio tape *Moccasin Game Songs* into the tape player.
- Photocopy the Activity Card for each group.
- Put English and Winnebago vocabulary on the board.

### Background:

American Indian games frequently reveal the habitat, habits and principal pastimes of the tribes which played them. The games played most by Winnebago Indian children can be divided into well-defined categories of imitative/dramatic games and games of chance. Games often portrayed social customs, ceremonies and hunting and often used opposing teams. La Crosse, still played by Indians and non-Indians today, was a team sport played by the Winnebago men. Winnebago women had their own games of chance using straws or dice. Frequently, the games played by Indian youngsters of all ages were copied from or based on the games of their elders. One of these was the Moccasin Game, also a game of chance.

The Moccasin Game is very old and a valuable part of Winnebago culture. It was important to the Winnebago people while they were still living in Wisconsin, their original homeland. When the Winnebago moved to Nebraska between 1863 and 1865, they brought this game with them.

The Moccasin Game was originally played with four (4) small, square cut adult moccasins and a small, round pebble.

## Activity 5

### Background (cont):

The adult moccasins were decorated with porcupine quills or small sea shells found near Lake Winnebago, Wisconsin, and Lake Michigan, where the Winnebago had their villages.

The game was originally played by competing Winnebago clans. Most Winnebago games were played by the same sex, boys against boys, or girls against girls, a custom of the time to show respect for the opposite sex. Today mixed sex teams compete. After moving to Nebraska,

the game changed. Other tribes living nearby made new rules, adopted by the Winnebago. The game remains with change.

The purpose of the game was and still is to have fun. The challenge was increased by small prizes like shirts, shawls, and pillows. These items were provided by both teams. A winning team received the praise and prizes put up by their opponent. Much practice was needed to attain the skills needed to be successful and win this game

### Starting Out:

#### Ask the Questions:

- Why do people play games?
- What kinds of guessing games do you play today?
- What games do you play that require teamwork?

Introduce the Winnebago Moccasin Game and the concept of continuity and change.

Discuss the concept of this Winnebago game as a useful means of relaxation and to learn teamwork and decision making skills.

Pass around the specimens, explaining that metal ball bearings were preferred to pebbles when available.

Pass out the game materials to each group of two teams.

Explain the Winnebago Moccasin Game to the students, step-by-step.

Play the video *Winnebago Moccasin Game*. Stop video when class understands game and is ready to begin.

### Action:

1. Divide the class into boys and girls.
2. Have boys divide into two teams and the girls divide into two teams.
3. Choose a team captain for each group.
4. Clear a space on the floor for the boys' teams to play each other and a space for the girls' teams to play each other.
5. Give each team captain an Activity Card.
6. Put one set of 4 cloth moccasin pillows, a rounded pebble, and a striking stick between the teams in each group.
7. Have the teams in each group facing each other.
8. Have each team captain take 10 counting sticks.
9. Play the video tape *Winnebago Moccasin Game*.
10. Turn on the tape recorder with *Moccasin Game Songs* tape.
11. Play the Moccasin Game as indicated on the Activity Card.

## Tying It All Together:

### Ask the students:

- How did you feel while you were trying to learn this new game?
- Why do you think the Winnebagos play games like the Moccasin Game?
- What things would you use to make counting sticks and striking sticks if there was no wood nearby?
- What other games do you know that are like the Winnebago Moccasin Game?

## Branching Out:

- Have the students make up their own game, with the materials they already have on hand.
- Have the students compare the Winnebago Moccasin Game with other team games, how they are similar and how different.
- Ask the students to demonstrate the game in the schoolyard or at a teachers' or teacher/parent meeting, school celebration, or community event.

## Vocabulary:

English	Winnebago
Boy	Ho-chee-chee-neek
Girl	Hee-noo-geenk
Ten	Ka-dda-pa-ny-zha
Nebraska Winnebago	Ho-hank-nee-shoch-na-chee
Country	Gee-ka-ddap
Challenge	Wad-kak-hee
Stick	Geri
Game	K'ura
Pillow	Hi-kara-peyo-kic-ge

# Nebraska 4th Grade Social Studies Standards

Activity Number	Activity Name	Objectives	Nebraska 4th Grade Social Studies Standards
<b>One</b>	Winnebago Folklore	Students discover Winnebago beliefs through the myths and legends.	<p><b>4.1</b> Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.</p> <p><b>4.2</b> Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.</p> <p><b>4.4</b> Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.</p> <p><b>4.7</b> Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.</p>
<b>Two</b>	Winnebago Clans	Students investigate Winnebago clans, their responsibilities and totems.	<p><b>4.1</b> Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.</p> <p><b>4.2</b> Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.</p> <p><b>4.4</b> Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.</p> <p><b>4.6</b> Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.</p>
<b>Three</b>	Winnebago Dance and Song	Students will perform the Winnebago Round Dance and songs.	<p><b>4.2</b> Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.</p> <p><b>4.4</b> Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.</p> <p><b>4.7</b> Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.</p>
<b>Four</b>	Winnebago Annual Homecoming Celebration Powwow	Students will create their own Winnebago dance regalia.	<p><b>4.1</b> Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.</p> <p><b>4.2</b> Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.</p> <p><b>4.3</b> Students will describe social and economic development of Nebraska in the 20th century.</p> <p><b>4.4</b> Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.</p> <p><b>4.7</b> Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.</p>

## Nebraska 4th Grade Social Studies Standards (cont.)

Activity Number	Activity Name	Objectives	Nebraska 4th Grade Social Studies Standards
<b>Five</b>	Winnebago Moccasin Game	Students play a Winnebago leisure time game.	<p><b>4.2</b> Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.</p> <p><b>4.4</b> Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.</p>

## Nebraska 8th Grade Social Studies Standards

Activity Number	Activity Name	Objectives	Nebraska 8th Grade Social Studies Standards
<b>One</b>	Winnebago Folklore	Students discover Winnebago beliefs through the myths and legends.	<b>8.1.1</b> Students will analyze major cultures in the Americas before the 17th century.
<b>Two</b>	Winnebago Clans	Students investigate Winnebago clans, their responsibilities and totems.	<b>8.1.1</b> Students will analyze major cultures in the Americas before the 17th century.
<b>Three</b>	Winnebago Dance and Song	Students will perform the Winnebago Round Dance and songs.	<b>8.1.1</b> Students will analyze major cultures in the Americas before the 17th century.
<b>Four</b>	Winnebago Annual Homecoming Celebration Powwow	Students will create their own Winnebago dance regalia.	<b>8.1.1</b> Students will analyze major cultures in the Americas before the 17th century.
<b>Five</b>	Winnebago Moccasin Game	Students play a Winnebago leisure time game.	<b>8.1.1</b> Students will analyze major cultures in the Americas before the 17th century.

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