



SUPPORT MATERIALS FOR TEACHERS

STUDENT BACKGROUND ESSAY

DISCUSSION QUESTIONS, VOCABULARY, AND KENTUCKY STANDARDS

STUDENT BACKGROUND ESSAY - DISCUSSION QUESTIONS

After watching the [American Indian Textiles](#) video and reading the background essay **About American Indian Textiles**, lead students in considering these questions:

1. What have you learned about how the Native peoples of Kentucky created textiles? What else would you like to learn? How could you find answers to your questions?
2. Did you recognize the names of any of the plants used for fibers or for dyeing textiles? Which ones? What do you know about these plants and how they were used? How could you find out more? (If you wish, have students watch the [Natural Resources](#) video segment to refresh their memories).

Before introducing Discussion Questions 3-8, you might show students the [Removal Map](#) (see also below, on Page 4) to remind them of the scope of Removal.

3. What do you know about the Indian Removal Act of 1830 and the Trail of Tears? What else would you like to learn? How could you find answers to your questions?
4. What is a compelling question related to the forced emigration of Eastern Woodlands peoples from their homelands? What research would help you to answer it? What sources might you use? (A compelling question is one that does not have an easy answer; one that is open to interpretation and invites students to pursue inquiry and develop a claim backed-up by facts and evidence).
5. What is a skill that you have learned from an older person in your family or community? How did they learn the skill?

6. Have students watch the [Cultural Reflections](#) video segment. What did Mr. Kingfisher learn from his elders? Where did they learn this skill? (If students do not mention that he learned the skill of patience as well as how to weave baskets, guide them to recognize this).
7. Is it important to pass on traditional skills? Why or why not?
8. What is a compelling question related to cultural traditions? What research would help you to answer it? What sources might you use?

STUDENT BACKGROUND ESSAY - VOCABULARY

artifact: objects made or modified by humans

perishables: objects that decay over time; typically made from organic materials, like plants and animals

textiles: objects woven from two distinct sets of elements (cordage or yarn) – a warp and weft

fiber: a single piece of plant material or animal fur. It is usually long, with a roughly round cross-section. A fiber is often twisted with other fibers to make yarn or thread.

bast fibers: flexible fibers obtained from the stems of plants

cordage/yarn: bundles of twisted fiber, usually plied together

plied yarn: two or more bundles of twisted fiber that are then twisted together, usually in the direction opposite to their initial twist

twining: a weaving technique in which the weaver twists two yarns together (wefts) around a third perpendicular yarn (warp)

plaiting: a weaving technique in which the weaver passes yarns over and under each other

twill pattern: a plaiting technique where a pattern is created by changing the number of times yarns pass over and under each other

warp: vertical elements in a textile

weft: horizontal elements in a textile

STUDENT BACKGROUND ESSAY - KENTUCKY ACADEMIC STANDARDS

Reading and Writing Standards - Guiding Principles for Reading and Composition

- Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Reading and Writing Standards - Literacy Practices

1. Recognize that text is anything that communicates a message.
8. Engage in specialized, discipline-specific literacy practices.
9. Apply high level cognitive processes to think deeply and critically about text.

Social Studies Standards – Fourth Grade

4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.

4.I.Q.1 Ask compelling questions about migration and settlement.

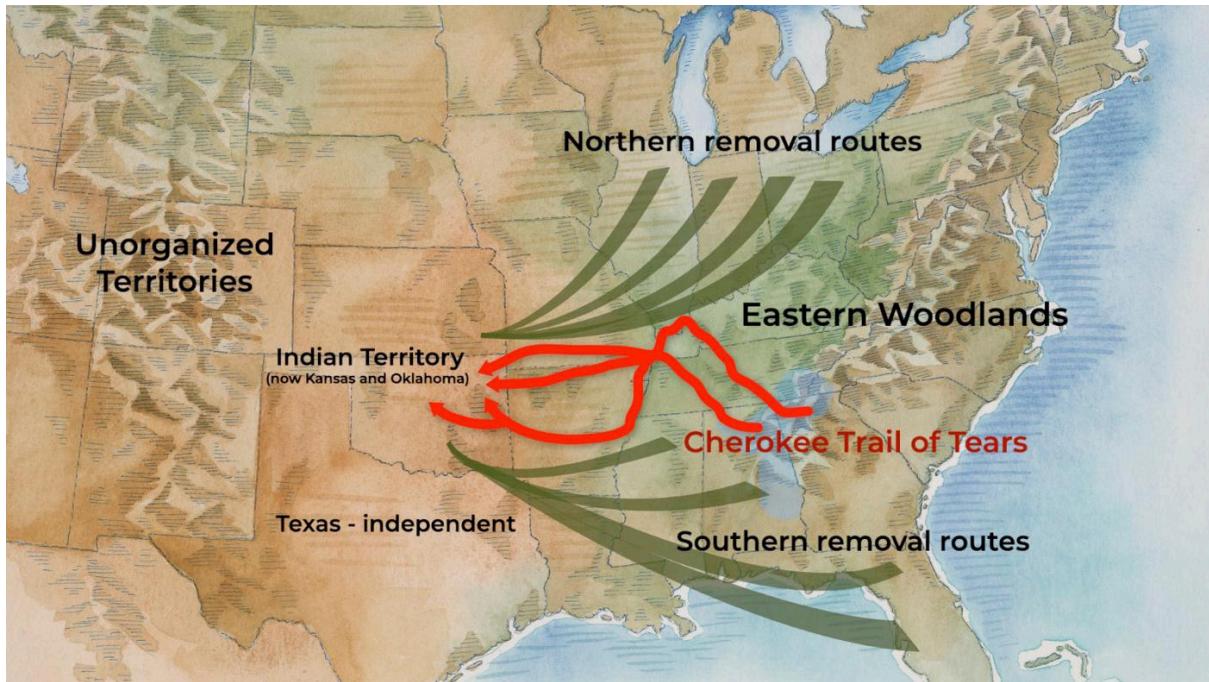
Social Studies Standards – Fifth Grade

5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.

5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement.

5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.

5.I.Q.1 Ask compelling questions about the founding of the United States.



Removal of Eastern Woodlands American Indians Map

Map from the American Indian Textiles video, illustrating the routes by which the federal government removed Native peoples from their homelands westward to Indian Territory.

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