

**Western Kentucky University**

---

**From the Selected Works of Christy L Spurlock**

---

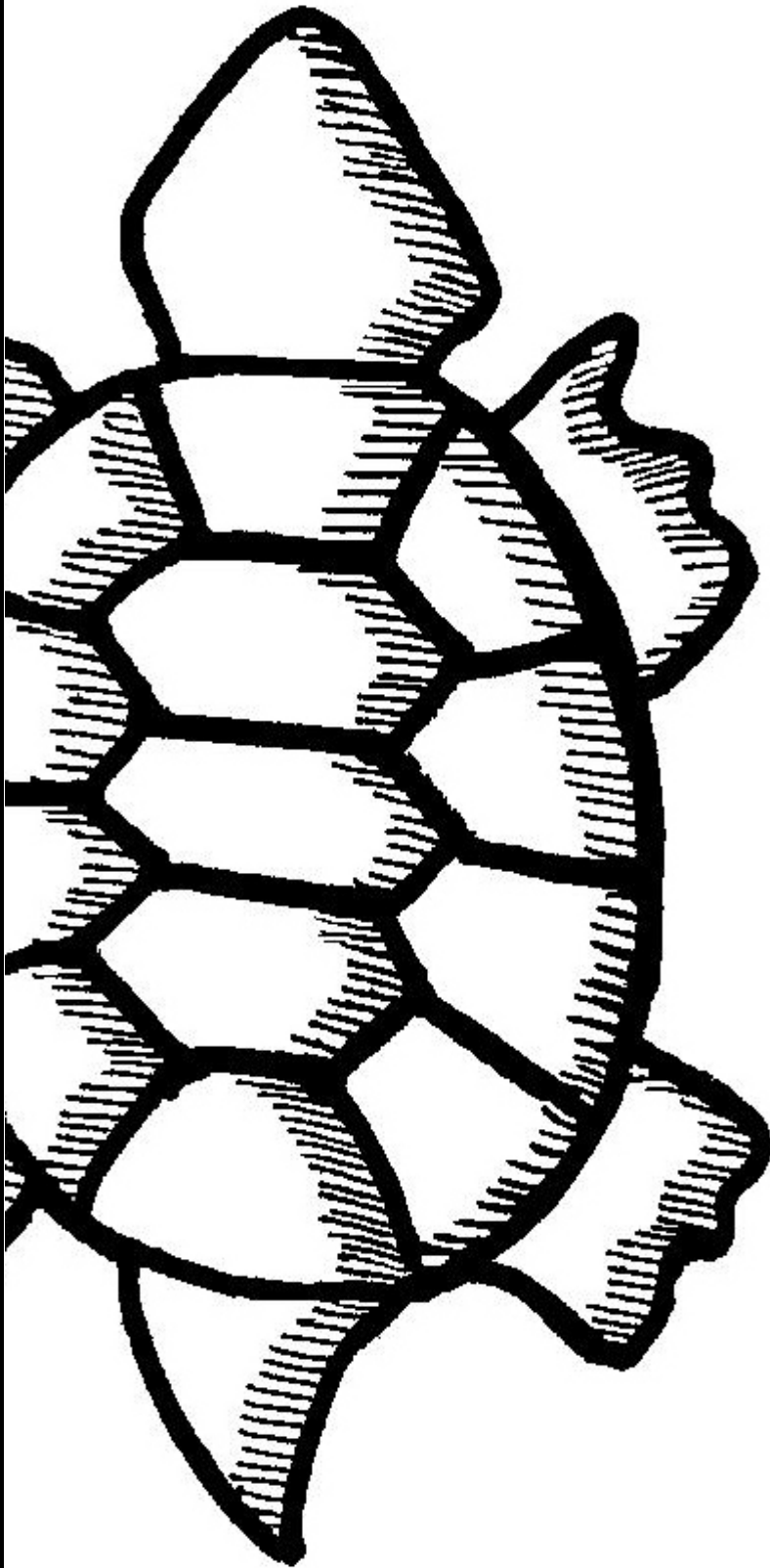
2009

# Historic Eastern Woodland Native American Days

Christy L Spurlock, *Western Kentucky University*



Available at: [https://works.bepress.com/christy\\_spurlock/8/](https://works.bepress.com/christy_spurlock/8/)



# *Historic Eastern Woodland Native American Days*

**Christy Spurlock**, Assistant Professor and Education Curator of the Kentucky Library & Museum, taught high school in KY for 11 years. In 2009, she received the Frank R. Levstik Award for Professional Service from the Kentucky Historical Society.

**Lynne Ferguson**, Artist-In-Residence at the Kentucky Library & Museum. She has 10 years experience designing and teaching arts-based museum classes for children and adults.

**Tyler Greene** graduated from Western Kentucky University in 2009 with a bachelor of arts in history and social studies. As a historical interpreter, he

The turtle appears in many Native American creation stories. The turtle represents a variety of legends regarding such things as the creation of life, fertility, and water.

Turtle designed by Lynne Ferguson.

# Historic Eastern Woodland Native American Days

## Table of Contents

### Overview

- 1:3 Introduction
- 1:3 Event Size  
Classroom, school, or district wide

### A Brief History

- 2:1 Question of pre-contact? Or contact?
- 2:1 Kentucky Native American Timeline

### Stations

- 3:1 Everyday life/ How to construct a lean-to  
Description of station  
Set the scene  
General suggestions
- 3:3 Storytelling/ Language  
Description of station  
Set the scene  
General suggestions
- 3:5 Weaponry  
Description of station  
Set the scene  
General suggestions
- 3:7 Chevron bead necklaces/Face painting  
Description of station  
Set the scene  
General suggestions

### Additional Station Options

- 4:1 Tanning/Flint Napping/ Wood Carver  
General suggestions
- 4:1 Dance  
General suggestions
- 4:2 Native American games  
General suggestions
- 4:3 Weaving  
General suggestions

- 4:4 Pottery  
General suggestions

### **Costume Suggestions**

- 5:1 How to guide of clothing suggestions for students

### **Practical Resources**

- 6:1 Frontier Folk.net  
Contacting Native American reenactors

- 6:1 Vendors for Historic Native American supplies

### **Reference Resources for Educators**

- 7:1 Books and articles
- 7:1 Native American informational web sites
- 7:3 Language web sites
- 7:3 Native reenactor and consultant
- 7:3 Living historian and artist
- 7:4 Trade list from 1762

### **Forms**

- 8:1 Forms
- 8:2 Blank reenactor form

## Introduction



The Education Department of the Kentucky Library & Museum presents a variety of school and public programming for many diverse audiences.

In 2009, the Western Kentucky University History Department encouraged Tyler Greene, a student, to complete an independent study course at the museum. Tyler was an experienced Kentucky historic Native American reenactor; thus the idea of the museum hosting a two-day event for area schools was born.

Following much research, the Education Department staff planned four stations to be staffed by experienced Native American reenactors, for the students to rotate through. Each station involves approximately twenty-five minutes and some type of hands-on experience for the students, as well as their interacting with the reenactor.

Due to enthusiastic positive feedback from teachers and students, the KYLM will host Historic Eastern Woodland Native American Days annually, with plans to expand the station offerings.

The purpose of this publication is to serve as a guide for teachers who may wish to host their own version of Historic Eastern Woodland Native American Days for a single classroom, grade level, school or entire district.

## Event Size

One of the first things that must be determined is the size of the event. Will it be a single classroom, or an entire grade? Or will it be much larger, perhaps even district wide?

## Classroom

At the classroom level there is much that can be done to further the children's Native American experience. Perhaps a local museum might have useful resources such as a Native American traveling trunk. This could provide basic information on historic local tribes, such as what the tribe would have dressed like, and lived in, and so forth.

At the classroom level, a historical interpreter could be invited as a guest speaker. This person could present a demonstration on a topic of the teacher's choosing. In addition, the children can dress in the Native American clothing they make. At the end of the day, or perhaps during recess, the students could play a Native American game like Lacrosse. If planning for multiple classrooms, or an entire grade level one might consider having multiple speakers and playing lacrosse against other classes.

## School

If an entire school participates in the Native American event, the teachers can do much more. In this case, one could do everything mentioned above, but on a grander scale. Native dwellings that are suitable to your area could be erected.

In addition to inviting guest speakers, you might set up various stations in the same way we did at the museum. An entire living history group (instead of individuals) might be enlisted for a large event. For a larger event, schools would need the help of volunteer parents or local high-school students. The volunteers could act as t group leaders and escort students from station to station. The volunteers are vital in the station rotation because they help keep the groups focused and moving on schedule.

With any size event, teachers can host competitions. The students can compete in various Native American games and activities, or even in a costume contest. This might challenge the children to put more effort into their attire, and therefore provide more authenticity.

The advantage of staging a larger event is the greater possibility of obtaining more resources, and hopefully more funds. A school-wide event should be much more in-depth and therefore provide a greater education experience for all the students.



## A Brief History

### Pre Contact? Or after Contact?

When planning a Native American Event, educators must decide whether to emphasize a pre or post contact of Native Americans with Europeans. This decision will impact your interpretation, stations, clothing, and so forth. At the museum, we chose to emphasize Kentucky Native American post contact with Europeans.

### Kentucky Native American Timeline

It is rumored that when European settlers first came to Kentucky there were no Native Americans living here. This is not true. Native Americans have lived in Kentucky for centuries, and some Native people still practice their culture here today.

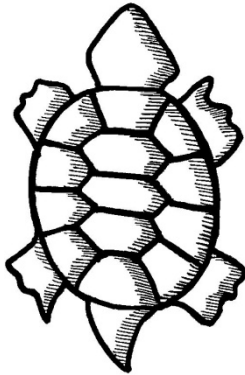
12,000 years ago	The first Native Americans arrive in Kentucky.
1600	The three main tribes that live in Kentucky are the Cherokee, Chickasaw and Shawnee.
1682	French explorer René-Robert Cavalier, Sieur de La Salle claims Kentucky and the surrounding area for France. The French are not interested in settling in Kentucky; instead they use the land for hunting, trapping and trading with the Native Americans.
1754	Both the British and the French claim the land west of the colonies and in 1754 the French and Indian War begins. Many Native Americans fight on the side of the French against the British settlers in Kentucky.
1763	Britain wins the French and Indian War, and British settlers begin making homes in Kentucky on Native American land.  King George III issues the Proclamation of 1763, stating that all land west of the Appalachian Mountains belonged to the Native Americans. Any European settlers currently living on this land had to leave.
1775	The first Kentucky settlements of Harrodsburg and Boonesborough are established, named for pioneers James Harrod and Daniel Boone. The Revolutionary War begins. Most of the major battles of the war occurred in the colonies to the East, but the British convince many Native Americans to fight with them against the colonists in Kentucky.
1783	Britain signs a peace treaty with the newly formed United States of America officially ending the Revolutionary War. This forced the British to give up their colonies and call an end to the fighting.
1830	President Andrew Jackson signs the Indian Removal Act, forcing Native American tribes to relocate to Indian Territory established west of the Mississippi River.
1838	The Native Americans in the East begin the Trail of Tears, an 800 mile forced march guarded by US soldiers. One out of every four Native Americans died during the journey.
Today	While there are no official Native American tribes living in Kentucky today, their traditional culture is still practiced by people with Native American heritage. You can see traditional dances and other customs performed at pow wows in his or her area!

Information gathered from the *Kentucky States and Regions* copyright ©2008 by Harcourt, Inc. This text is used by many fourth graders who regularly visit the Kentucky Museum.



## Everyday life for an Eastern Woodland Native American

This station was outside with a lean-to shelter covered with rush mats, and a wooden table with wooden bowls. Wooden bowls contained parched corn, dried raspberries and small maple sugar pieces from crushed maple sugar rounds. The students were given small amounts of each food item to taste.



This station focused on shelter, food and the role of women within the tribe. Native clothing for women was studied as reenactors discussed each item of their individual clothing. If time permits, re enactors may also demonstrate how to make center-seam (or sometimes called pucker-toe) moccasins, which were universal among men, women and children.

### Food Samples

Food was purchased from Turkey Foot Trading Company and Forge LLC. Packages of parched corn and dried raspberries are \$ 4.50 each, and one package is sufficient for several classes. The school cafeteria could also feature Native American food.



### Lean-To

Eastern Woodland Indians most commonly lived in wigwams, which were made from bent saplings and covered with bark or cattail mats. These are fairly simple structures but take time to set up. When the Natives were on the move, they usually constructed a simple lean-to or slept under the stars. Having some type of Native dwelling at the event will visually enhance the children's experience and give a better idea of what life was like.

A lean-to is the simplest structure to make and can be set up in a number of different ways. The most traditional way would be to gather enough straight saplings about 8-10 feet in length for the frame. These can be lashed together forming a square that is approximately 8'x8'.



Support should then be added to the middle of the square. Two forked saplings should act as the uprights on either end in which one side of the frame can rest on. The uprights will probably need to be staked in place using guy-lines.

If no access to saplings is possible, there are other options. Six 2"x2"s may be lashed together by drilling holes and securing them with nuts and bolts. If this option is chosen, wool blankets or animal hides can conceal the metal hardware. Two additional 2"x2"s are used as the uprights, which can be attached in any manner. One option is to insert a long bolt at an upward angle to act as the fork in the sapling, as mentioned above. This system will also need to be staked in position with guy-lines.

The lean-to will need to be covered. The Native Americans would have used bark, cattail mats, or even wool blankets. The best option today is to use rush mats which can be purchased from <http://www.smoke-fire.com/>. Mats can be purchased for \$15.00 each. Four were used to cover the lean-to shelter pictured above. In this option, the mats can easily be tied to the lean-to frame.

### General Information and Suggestions

Corn provided a large portion of the diet. Corn was eaten fresh or parched. Parched corn was dehydrated and fried. Their diet consisted mainly of meat from animals such as deer, elk and bison.

#### 18<sup>th</sup> Century Native American Clothing for Women

Their hair was pulled back and wrapped with silk ribbon, leather or wool. Women would sometimes wear items such as trade silver or thimbles in their hair.

Trade shirts were common with both men and women.

Beaded necklaces were common. Beads were obtained through trade.

Skirts were a wrapped style and commonly made of wool, and the edges were bound with silk ribbon.

Footwear was moccasins, specifically pucker-toe/center seam moccasins. Highly decorated styles of moccasins would have been worn by men, women and children on special occasions. They were decorated with dyed porcupine quillwork and dyed deer hair inside ornaments made from tin cones.

Animal hides were tanned and used for clothing or traded for goods.

Trade between the Europeans and the Natives was extremely popular. Native Americans would trade deer hides and beaver pelts for European goods such as guns, knives, wool, silver, beads and kettles.



### Storytelling

This station was outside with a seat draped with rush mats for the storyteller. The reenactor had several of his personal items, including a moose hide, blanket, war club, flute and drum. The students were presented with turkey feathers as a gift at the conclusion of the station.

This station focused on the role of music and storytelling in Native culture. The storyteller also discussed each item of his clothing.



### Music

The reenactor played a traditional song on the flute. A traditional song was performed, accompanied with drumming.

### Storytelling

The story told was a traditional Native American story.

### Language

Reenactor can teach children four or five basic words of a Native American language. For example, our reenactors chose to use the Shawnee language.

Hello (greeting)

**Oat-SAY-oh**

Hello (an acknowledgement, such as when answering the phone)

**BAY-zone**

Good Bye

**Ohs-dah (Good) Goh-Vay (Bye)**

See You

**Goh-hee Nah**

Thank You

**Wah-doh Nah or Wah-doh**

### Turkey Feathers

Each student was presented a turkey feather as a gift by our reenactor. Turkey feathers were purchased from Rainbow Feathers for approximately .37 each.

## General Information and Suggestions

### 18<sup>th</sup> Century Native American Clothing for men

Native Men usually kept their heads shaved except for a small portion in the back called a scalp lock. The men would often wear an ornament called a roach, made of dyed deer hair or feathers. Linen or cotton shirts were acquired through trade with Europeans.

A neck knife in a sheath decorated with dyed porcupine quills was common. A woven sash or leather belt was used to carry items such as a war club or tomahawk. Breechcloths were made of wool and decorated with silk ribbon and trade silver. Leggings were made of brain tan deer hide; they were often made of wool as well. Pucker-toe center-seam moccasins were the most prevalent footwear.

Most guns traded to the Native Americans in this area were large caliber smoothbores. They were valued because of their versatility. Pouches for various uses would have been made of Brain-tan deer hide or wool and would have often been decorated with quillwork, trade silver and deer-hair cones





## Weaponry

Due to the Native Americans' lifestyle, weapons were essential. The Native Americans in Kentucky needed weapons for hunting and to help stop European encroachment during the 18<sup>th</sup> century. This station is used to display the various weapons that a Native American in a given region may have used.



The weapons station can be held anywhere. Our station was in front of the Native American artifact collection at the Kentucky Museum. This was ideal because the background provided a visual aid of weapons and scenes of prehistoric times.



Since an event will likely be held in a school instead of a museum, one may contact a local collector to display the prehistoric artifacts.

For this station a few beaver pelts were passed around. Beaver pelts were used as a trade item during the 18<sup>th</sup> century.

It is important to show how the Native Americans obtained their steel tools and weapons, so that students understand they were traded for and not made by Natives.

Weapons of Eastern Woodland Indians may include:

Flintlock: Most often Native Americans used smoothbore trade guns and also military weapons such as the British musket Brown Bess. These were usually large caliber guns and were prized because of their versatility.

Knife: Usually worn in a neck sheath. Knives were obtained through trade. Different styles were traded by the English and French traders. Most often these knives had thin steel blades and wooden handles.

War club: Made from the root of a tree. Most war clubs were of the ball head variety, but other styles existed such as the gunstock, and saber styles that were made of the actual wood.

Tomahawk: Several different types of tomahawks were used. There were plain tomahawks with a rounded poll (back) and there were pipe tomahawks. Like the knives, different patterns can be used depending on whom the tribe most often traded with.

Shooting Pouch: Usually made of brain-tanned deer hide or wool. It should contain all of the necessary items for shooting and for the trail. It should contain round balls (bullets) of lead shot, patching, extra flints, flint and steel fire kit and other necessary items.

Powder Horn: Used to carry gunpowder. Can be made of cow horn or bison horn and can be scrimshawed with native designs.

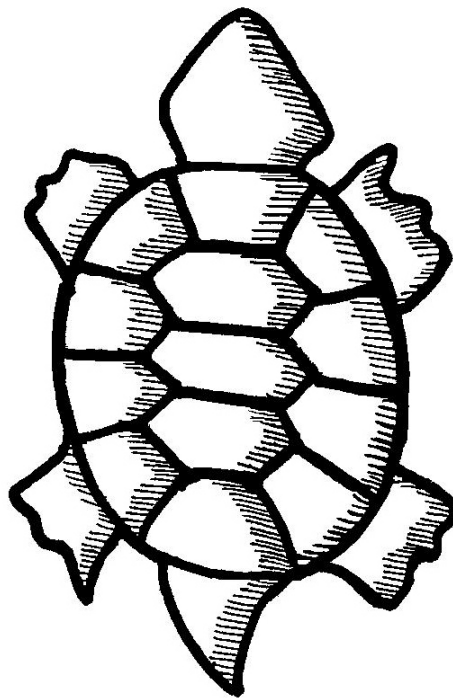
Suggestions:

Consult your school authorities concerning the necessary procedure for permission to bring historic firearms onto your school's campus.

Contact your local police department concerning proper procedure if the weaponry instructor plans to fire a weapon.



Situate the station outside or near a convenient exit if the instructor wishes to demonstrate the discharging of any weaponry.



## **Chevron Bead Necklaces/Face Painting**

Bead necklace making and face painting is an activities station. Students sit at a desk or a table and string beads to make their own necklaces. After making necklaces, an adult applies face paint to each student who wishes to participate.

These activities can be done in any classroom or space that has flat desks or tables. We used a large room with four tables, seating eight children at each table. We decorated the room by displaying large posters on the walls: Native Americans in Kentucky, Historic Period, and Contemporary Native Americans. The poster images can be found at: [http://www.wku.edu/library/kylm/education/ky\\_educators/handouts.html](http://www.wku.edu/library/kylm/education/ky_educators/handouts.html)

To make the bead necklace activity work smoothly, prepare Ziplock bags with chevron beads and waxed linen thread in advance. Put 7 chevron beads and a thirty-inch piece of waxed cotton thread into each bag. After examining their beads to observe the distinctive chevron shape, the students were asked to plan a pattern before they strung their beads. After beads were strung, the students secured the string with a knot.



Materials used were chevron beads and waxed linen thread. We used mixed color chevron 4mm-8mm size beads and 2-ply waxed linen natural color thread. Shipwreck Beads product # IN350, Chevron Mixed 4mm-8mm, has approximately 1400 beads per kilogram. You can make 200 necklaces with 7 beads each per kilogram at a cost of \$16.60. Basket Makers Catalog carries waxed linen thread, item #7291E, which has about 195 yards per spool at a cost of \$13.25. You can make about 230 necklaces per spool. Using these materials you can make 200 necklaces for \$30 (plus shipping cost).

Face painting is a fun activity.

Adults should come up with two simple designs, one for girls and another for boys. Two colors are plenty to have available, red for light skin and white for dark skin. We purchased safe non-toxic powder paints and powwow paint sticks from Crazy Crow Trading Post. Powder paint should be premixed with water in a small wooden bowl or a broken piece of a gourd. When it dries out, it can be reconstituted by adding water. The paint needs to be thick enough to not run when it is applied. Application can be done with your finger or a paintbrush. Paint is easy to clean off skin with soap and water but it can stain clothing, so you should remind students to let paint dry before they touch the design with their hands.

Missouri River Brand Powwow Face Paint comes in a 5-pack product # 6505-002 for \$5.50. The powder paint is product #6506-001 and costs \$2.95



### General Information and Suggestions

#### Beads

The use of waxed thread makes the beading very easy because the thread can be warmed and straightened by holding it in your hands and running it between your fingers. You can make your own waxed thread by running 2-ply thread through beeswax. Beeswax can be purchased at fabric stores.

#### Face Paint

The powder paint goes a long way. We used less than half of the powder that came in the containers while painting designs for about 400 children.

Buy a pack or two of generic make-up remover towelettes to clean hands of adult face painters and children who touch their faces before makeup is dry.

A chevron is a V shape.

Chevron beads are special glass beads that are also be called star beads. Glass-bead makers in Italy first created them in the late 15th century. The first chevron beads were made with seven layers of alternating colors. Very small quantities of Chevron beads are still being made in Venice, Italy, today.

Wampum are traditional, sacred shell beads of Eastern Woodlands tribes. They include the white shell beads fashioned from the North Atlantic channeled whelk (snail) shell and the white and purple beads, made from the quahog, or Western North Atlantic hard-shelled clam.



### **Additional Station Options**

There are several other stations that would be appropriate for a Native American event. It is best to research to see some of the different options that may be unique for a given region. For example if the tribes were mainly fishermen, presenters may want to include a station on Native fishing techniques. Below are a few other options.

**Tanning-** There are still many who do Native American tanning, or brain tanning as it is more commonly known. In order to find a tanner in your area, you will probably have to search the web. Frontierfolk.net braintan.com or historicaltrekking.com should prove to be a good resource in this case.

**Flint napping-** Flint napping is an ancient art that was used throughout the world to create projectile points, spear points, and other tools in prehistoric times. This technique was used even after European arrival as well. With a little research, you can probably find someone who can perform basic flint napping in your area.

**Wood Carver-** Native Americans in most areas carved wood for bowls, tools, war clubs and much more. There are woodcarvers everywhere but finding one who uses traditional tools might prove difficult.

### **Dance**

A dance activity requires a fairly large space and a CD player. Historically, Native American dance is strongly tied to ceremony. We suggest using an experienced person versed in the specific Native American dance to teach students. There are many websites to find traditional Native American Ceremonial Dances and music. The following is a short guide to Indian song and dance sites:

<http://www.nativepeoples.com/>

<http://www.aca-dla.org/>

Digital Library of Appalachia, songs and dance music

<http://www.aca-dla.org/Berea/image/475.mp3>

Cherokee folk song sung by Walker Calhoun at the Berea College Celebration of Traditional Music 10-26-90.

<http://www.inquiry.net/OUTDOOR/native/dance/index.htm>

The importance of the dance in the life of the Native American is shown in the fact that his most elaborate ceremonies are commonly known as dances.

<http://www.crystalinks.com/sundance.html>

Crow Indian sun dance

<http://www.manataka.org/page612.html>

<http://www.ohwejagehka.com/cherokeesdance.htm>

Music and description of Stomp Dance

Below are two dances choreographed by an experienced student of Cherokee Indian dance.

#### **Friendship Dance**

A mix between the stomp dance and the snake dance.

One person leads (usually male).

Line up male, female, and so forth. If there are more of one gender than the other, position them at the end of the line.

As the music starts, wait for the singers (on CD) to start shaking the rattles.

The leader sets the pace.

It is a stylized run. Up on the toes of one foot, so you are stepping up and the other leg bends when you step on it.

Clapping to keep time.

The leader leads the line into various patterns: winding and unwinding in circles, forming an "S" pattern, figure "8", and so forth.

**Bear Dance**

A children's dance to celebrate the spirit of the bear.

Again, a male leads and sets the pace. One male and one female are paired together until there are no more co-gender pairs and then deal with it as necessary.

The females walk around following the men until . . .

The men walk or jog in a circle. At certain points in the song the couples turn to face each other, pretend to be bears and growl. They also make their hands look like paws w/ claws and "scratch" at each other. Then they go back to walking/jogging in a circle.

Later in the dance the men stoop over and pretend to be a bear and "gather," swinging their arms from side to side, one arm at a time.

The dance continues as long as you like.

At the end the circle stops, the dancers face in, extend their hands forward, then upward while exclaiming "Equa (A-qua) Yona," meaning Big Bear.

**Native American Games**

Space for playing Native American style games depends on which games the students are going to play. Here follows short background and history of Native American games:

<http://www.uwlax.edu/MVAC/Knowledge/NAGames.htm>

**Archery**

<http://www.uiowa.edu/~osa/learn/ancient/archery.htm>

**Chunkey**

[http://www.webdyer.com/artifacts\\_fossils/assorted\\_pages/chunkey.htm](http://www.webdyer.com/artifacts_fossils/assorted_pages/chunkey.htm)

**Shuttle Cock**

<http://www.nativetech.org/games/shuttlecock.html>

**Ring and Pin**

<http://www.nativetech.org/games/ring&pin.html>

**Snow Snake**

<http://www.nativetech.org/games/othergames.html>

**Lacrosse**

<http://www.uslacrosse.org/museum/history.phtml>

**Stick Games**

<http://www.nativetech.org/games/othergames.html>

**Plum Stone (or Plum Pit)**

[http://www.wnit.org/outdoorelements/pdf/408NativeAmerican\\_Ga.pdf](http://www.wnit.org/outdoorelements/pdf/408NativeAmerican_Ga.pdf)

**Reference:**

<http://www.nativeamericangames.net/>

[http://www.wnit.org/outdoorelements/pdf/408NativeAmerican\\_Ga.pdf](http://www.wnit.org/outdoorelements/pdf/408NativeAmerican_Ga.pdf)

<http://www.teachervision.fen.com/native-american-history/printable/7312.html>

<http://marilee.us/nativeamericans.html#SongsDancesGames>

**Weaving**

Mat weaving and finger weaving are two different weaving activities that could be used to teach about historic Native American weaving.

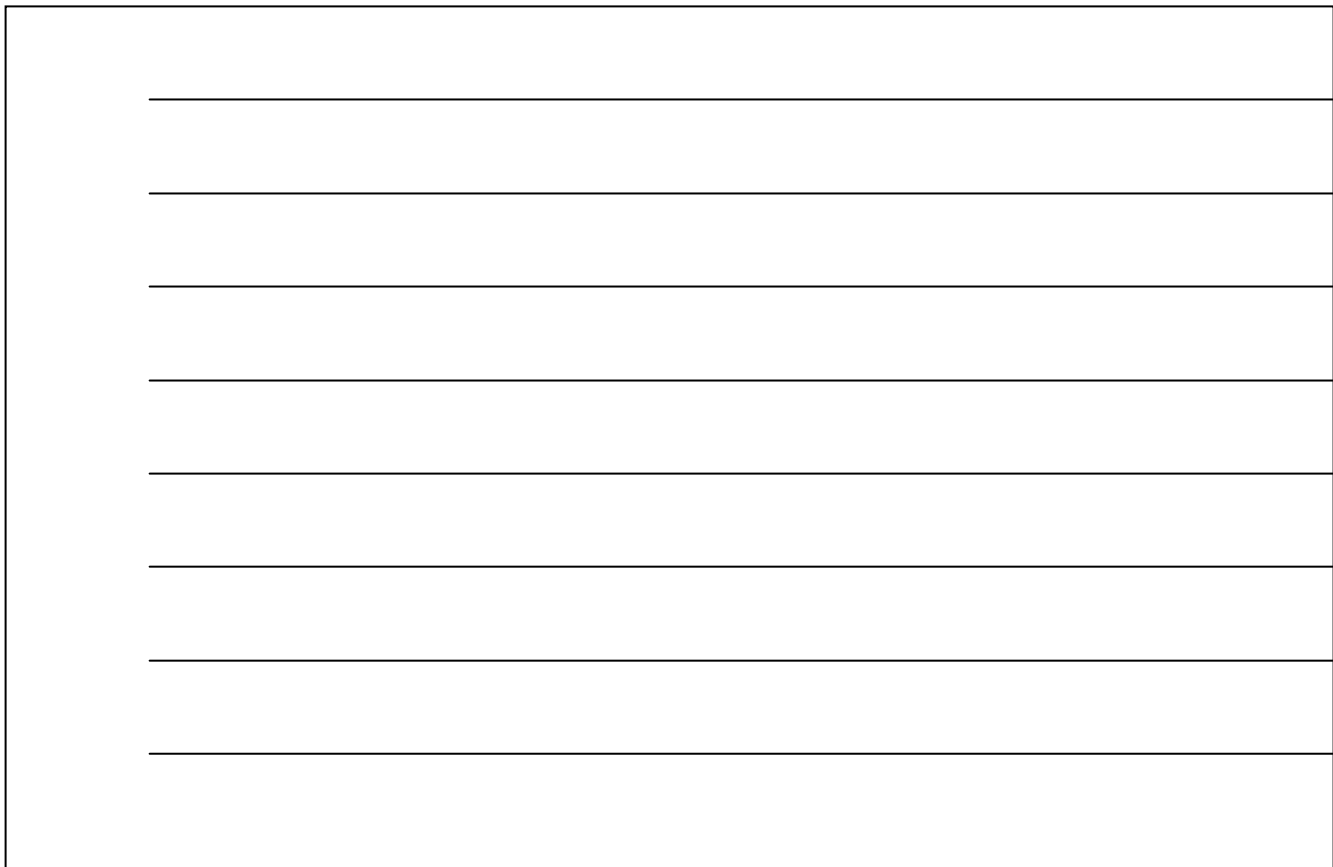
Weaving is historically an important women's activity in Native American culture. Woven objects include mats, quivers, sifters and many types of baskets. Mats were about six-by-four feet long and had designs woven into

them. Mats were used for sitting, sleeping, and to wrap the bodies of the deceased. Woven baskets were used for containers for herbs, jewelry, medicine and many other things. They were also used for carrying, as a burden basket, and food production.

**Finger Weaving** was used to create belts and sashes using a simple suspension loom. Directions for weaving a simple belt can be found at: <http://www.nativetech.org/finger/beltinstr.html>

### Mat Weaving

A simple Cherokee twill-design weaving project can be done by using two colors of medium to heavy weight card stock paper. Using two different colors of paper will help to contrast the design. Cut the paper into 5 ½ X 7 ½ inch strips. Cut the strips following the design below, so that the weavers are ½ inch in width and remain connected at one end.



Link to the history of Cherokee weaving: <http://cherokeebasketweaving.blogspot.com/>  
 Cherokee basket patterns: <http://cherokeebasketdesigns.blogspot.com/>

### Pottery

A pottery for station making pots is a simple hands-on activity to show students how Native Cherokee coiled pots is constructed.

This station should be set up with tables large enough to allow room for children to roll out coils of clay. The tabletop should be covered with newsprint or heavier paper. Paper should be taped down and if you are going to have several groups and expect to reuse the tables you should double cover the tables. Sharpened pencils make great simple tools to use to bond the coils inside and out. You will also need shelves on which to place for the pottery while it is air-drying. You can move the pottery into sunlight or use a fan for faster drying. Air-drying may take over 24 hours, depending on the humidity.

If your community has a local potter he or she will be a great resource in finding clay and firing completed pottery. You can also use special air-dry clays (see below).

Information on how to construct a coil pot can be found at this site:

<http://www.jhpottery.com/tutorial/coil.htm>

There are air-drying clays like Amaco, Sculpture House. You can purchase them from an art supply company. We have ordered art supplies from Dick Blick and Nasco.

<http://www.dickblick.com/>

<http://www.enasco.com/artsandcrafts/>

<http://www.cherokee-nc.com/index.php?page=22>

<http://www.ncmuseumofhistory.org/collateral/articles/F05.Cherokee.pottery.pdf>

[http://www.cherokeepreservationfdn.org/suc\\_potters.html](http://www.cherokeepreservationfdn.org/suc_potters.html)

<http://www.clayhound.us/sites/cherokee.htm>

<http://www.native-languages.org/pottery.htm>

<http://www.jhpottery.com/tutorial/coil.htm>



## How to Make Clothing

One way to take a Native American event a step farther is to allow the children to dress for the occasion. There are many ways for the children to create the appearance of Native American attire without purchasing the real thing. Of course children won't be expected to wear leggings and a breech cloth, but they can wear these items over their other clothing. For leggings, breechcloth or a wrap skirt, children can purchase one yard of synthetic felt, which will cost approximately \$5. The felt will emulate the wool that would have been used in the period. Red, navy blue, black, and green were the most common colors in the 18<sup>th</sup> century. Another option is to use an old blanket from which to make these items. Another option for leggings is a pair of old khaki pants or sweat pants, in one of the above-mentioned colors.

The upper body can be covered with a plain long-sleeved shirt. The most common color would be white, but other colors can be substituted. The best type of shirt to use is one that buttons about ¼ of the way down from the neck, and has loose sleeves.

Illustrated instructions can be found online for most items of apparel. Nativetech.org and <http://www.native-languages.org> are both good resources.

### Leggings

Leggings were worn by men and women, but the women usually only wore them during the colder months.

Old pants are probably the easiest option for most children. Pants can be turned into leggings quite easily by cutting the legs from the pants. The pant legs should be cut so that the portion to be used reaches about a hand-width above the knee. If sweat pants are used, the elastic bottoms should also be cut off.

If the child chooses to use a blanket or fabric, it should be cut to form a cylinder for the leg. This can be done by taking measurements of the circumference of the thigh, calf, and above the ankle. A few inches should be added to this for the outer flaps that were seen on eastern woodland-style leggings. After the material is cut, it can be sewn together. The seam should be on the outside of the leg, and about 3" should be left on the outside of the seam. Do not sew them completely to the bottom, because it makes it difficult to get them on and off. A string or strip of fabric should be attached to the leggings that is long enough to reach the belt to suspend the legging.

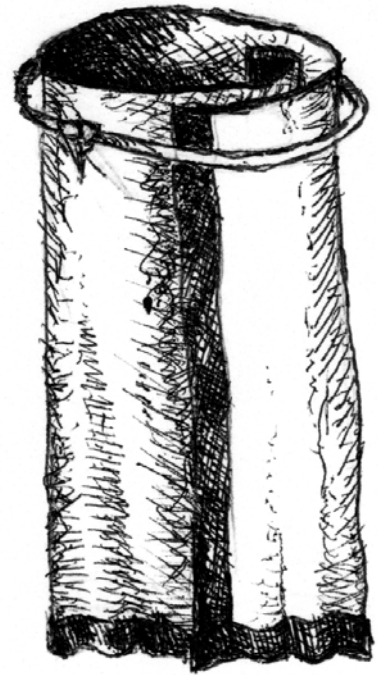
### Breech Cloth (Boys only)

The breech cloth is easy to make. It is a simple rectangle about 12" wide and long enough to extend from the mid thigh over a belt, down between the legs and up over the belt again, as shown. Both ends should reach mid-thigh.



**Wrap Skirt (Girls only)**

The wrap skirt is a simple piece of clothing. It is made of a piece of cloth that reaches from the waist to the knee and is wrapped around the body one and one-half times. It can be secured with a belt. Ribbon can be added to the bottom and sides if the child wishes.



## **Practical Resources**

### **Frontierfolk**

Frontierfolk.net is an online forum designed for living history enthusiasts. This will prove to be a very valuable resource when searching for information and volunteer historical interpreters.

There are Native American reenactors worldwide, so finding a few nearby shouldn't be a problem. One must create an account to use this site. After creating an account, ask any questions you might have. Many of the users of frontierfolk.net are professional reenactors and extremely knowledgeable in frontier history.

Other sites exist that are similar and may also be used, such as [Historicaltrekking.com](http://Historicaltrekking.com).

### **Vendors for Historic Native American Supplies**

Basket Makers Catalog

<http://www.basketmakerscatalog.com/>

521 East Walnut St, Scottsville, KY 42164

1-800-447-7008

The Basket Makers Catalog carries waxed linen, natural reed for basket making, and books featuring traditional Cherokee basket patterns. We have made traditional woven Cherokee baskets for education purposes and bought natural waxed linen thread in 2 and 4 ply. The 2-ply thread contains approximately 190-200 yards per spool. We found it easy to call in and speak to a real person to place an order and have it shipped. You can also order online.

Crazy Crow Trading Post

[www.crazycrow.com](http://www.crazycrow.com)

P. O. Box 847, Pottsboro, TX 75076-0847

1-800-786-6210 Fax 903-786-9059

Crazy Crow Trading Post offers Native American arts & craft supplies such as beads, claws and teeth, furs, hides, feathers. They also carry flutes, drums, clothing, blankets, face paint, music CD's, videos, books, and much more. We ordered different types of face paint and beads and received prompt service.

Grease-paint assorted 5.pk sticks 5.50@ 4 packs \$22.

Powder paint black, white, red, & yellow 2.95@ \$11.80

Djuana's Quillwork

<http://www.djuanasquillwork.com>

618-975-8897

Djuana's website includes images and prices of her quill embroidery leatherwork. She writes, "I make porcupine quill embroidery pieces inspired by museum artifacts created by women in Great Lakes and Woodland Indian tribes. All my work is done on walnut-dyed smoked braintan leather. The porcupine quills I use are naturally dyed and I use all natural materials to finish my work." Items available on this site are: leg ties, horn straps, knife sheaths, and bags. Order transactions are done securely via credit card through PayPal.

Hancock Fabric

<http://www.hancockfabrics.com/>

2716 Scottsville Rd., Bowling Green, KY 42104

270-842-9700

Hancock's website has a convenient store locator to find a store in your area. Hancock Fabric carries fabric, ribbons, and trim as well as other sewing notions used for costuming.

Rainbow Feather Dyeing Company

<http://www.rainbowfeatherco.com/index.html>

1036 South Main Street, Las Vegas, Nevada 89101

Telephone: 702 598-0988 Fax: 702 598-0988

e-mail: [JodiFavazzo@rainbowfeatherco.com](mailto:JodiFavazzo@rainbowfeatherco.com)

We ordered our turkey feathers from Rainbow Feather Dyeing Company. We used Wing Pointers Bronze (also called wild turkey or barred). We received convenient, prompt service. Items were shipped the day we placed the order.

Shipwreck Beads

<http://www.shipwreckbeads.com/>

8560 Commerce Place Dr NE, Lacey, WA 98516

(800)950-4232

Shipwreck Beads sells beads by the gram, kilogram and by the piece. You will need to order a chevron mixed 4MM bead. You get about 900 beads per kilogram. Easiest way to order from this company is to call toll free and use a credit card. Shipping was prompt.

The Smoke & Fire Company and Smoke & Fire News

<http://www.smoke-fire.com/>

27 North River Road, Waterville, Ohio 43566 USA

800-766-5334 Fax: 419 878-3653

e-mail: [store@smoke-fire.com](mailto:store@smoke-fire.com)

Smoke & Fire Company, "provides goods for living history re-enactors." They have an online catalog of "Colonial, Scottish, and Medieval Clothing, Patterns, Books, Historic Camp Gear, & Period Accoutrements." This is where we found rush mats to construct a replica of a woodland rush lodge. Stock #: WIA-1 Rush Matt -- 3' x 6' woven mat, imported rush, and woven with natural cordage.

Raymond Tentis

[raymondjtentis@gmail.com](mailto:raymondjtentis@gmail.com)

730 W. 6<sup>th</sup> Street, Apt. 308, Wabasha, MN 55981

They make 18<sup>th</sup> century reproduction clothing. We purchased a woman's camp shirt.

Turkey Foot Trading Company and Forge LLC

<http://www.turkeyfootllc.com/>

13608 Monroe Road 1130, Madison, Missouri 65263

e-mail: [turkeyfoot@mcmsys.com](mailto:turkeyfoot@mcmsys.com)

Phone Orders Only 1-888-498-3466 Fax 1-660-291-4842

Turkey Foot Trading Company has an online catalog. They have 18th and 19th Century merchandise. "Our goods include wool blankets, beads, ironwork, powder horns, tin ware, quillwork and more." Many of these items are handmade by the owners. They also carry "Dried Edibles." We purchased parched corn, dried strawberries, brown-sugar cakes and waxed linen. We placed the order by phone and our order was delivered the next week.

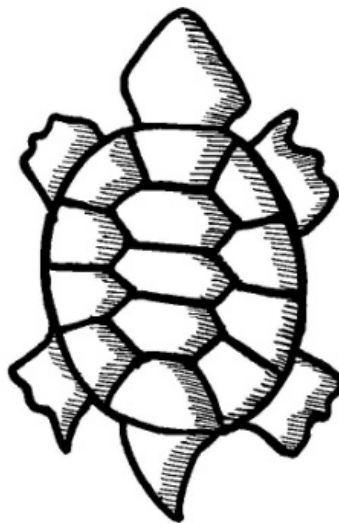


Two Bears Trading Co.  
<http://www.twobears.com/>  
 12475 Greenbriar Lane, Grand Haven, MI 49417  
 Voice: 888-863-2652 Fax: 616-846-9635  
 e-mail: [ernie@twobears.com](mailto:ernie@twobears.com)

Two Bears Trading Co. specializes in quality fur and leather for the serious reenactor.  
 "You won't find a conventional dot.com here. For over 18 years **Two Bears** has been a part of the living history community. Everything we sell is as unique as it was then . . . as individual as the animal that carried the fur or hide. To know what you really need, we ask questions . . . so we prefer that you call us to place an order. This interpersonal contact helps us to serve you better."  
 We ordered beaver, rabbit and moose from Two Bears. The service was prompt.

Unique Crafters Company  
<http://uniquecrafterscompany.com/default.asp>  
 10702 Trenton Avenue, St. Louis, MO 63132-1026  
 1-800-727-4926 1-314-427-5310 Fax 314- 427-5312  
 e-mail: [info@uniquecrafterscompany.com](mailto:info@uniquecrafterscompany.com)

Arrowheads by the bulk!!!! The company policy states that no orders under \$100 are accepted by credit card (our experience is that they do).



## Reference Resources for Educators

### Books and articles

"AMERICAN INDIANS." *Funk & Wagnalls New World Encyclopedia*, EBSCOhost (accessed April 28, 2009).

Crosby, Alfred W. "United States of America >> History >> 25. Early Humans in North America." *Encyclopedia Americana*. 2009. Grolier Online. 28 Apr. 2009 <<http://ea.grolier.com/cgi-bin/article?assetid=0397800-27>>.

Dockstader, Frederick J. "Wampum." *Encyclopedia Americana*. 2009. Grolier Online. 28 Apr. 2009 <<http://ea.grolier.com/cgi-bin/article?assetid=0409320-00>>.

"Indians, American: North American Arts, Religion, and Folklore." Reviewed by Christopher Vecsey. *Encyclopedia Americana*. 2009. Grolier Online. 28 Apr. 2009 <<http://ea-ada.grolier.com/cgi-bin/article?assetid=0432863-00>>.

Kehoe, Alice Beck. "Indians, American." Reviewed by Ann Phillips Bay. *The New Book of Knowledge*®. 2009. Grolier Online. 28 Apr. 2009 <<http://nbk.grolier.com/cgi-bin/article?assetid=a2014560-h>>.

Lee Utley, Francis. "War Dances." *Encyclopedia Americana*. 2009. Grolier Online. 28 Apr. 2009 <<http://ea.grolier.com/cgi-bin/article?assetid=0409660-00>>.

"NATIVE AMERICANS." . *Funk & Wagnalls New World Encyclopedia*, EBSCOhost (accessed April 28, 2009).

"Native American Languages North of Mexico." *Grolier Multimedia Encyclopedia*. 2009. Grolier Online. 28 Apr. 2009 <<http://gme.grolier.com/cgi-bin/article?templatename=/article/asset.html&assetid=2070-b>>.

O'neil, James F. *Their Bearing is Noble and Proud*. JTGS Publishing. 1995.

Owen, Roger C. "Indians, American (II)." *Grolier Multimedia Encyclopedia*. 2009. Grolier Online. 29 Apr. 2009 <<http://gme.grolier.com/cgi-bin/article?assetid=0147225-0>>.

Through Indian Eyes: The Untold Story of Native American Peoples. Readers Digest. 1995.

### Native American informational sites:

<http://www.nativepeoples.com>

<http://www.nativetech.org/>

Native American Technology and Art

An internet resource for indigenous ethno-technology focusing on the arts of Eastern Woodland Indian Peoples, providing historical & contemporary background with instructional how-to's & references.

<http://www.cherokee.org/>

<http://www.cherokee.org/Culture/KidsCorner/Default.aspx>  
Cherokee Nation kids site

<http://www.tolatsga.org/chick.html>  
Chickasaw history

<http://www.native-languages.org/languages.htm>  
Native American tribes and languages

[http://www.bigorrin.org/cherokee\\_kids.htm](http://www.bigorrin.org/cherokee_kids.htm)  
Native American facts for children

<http://www.indians.org/Resource/FedTribes99/fedtribes99.html>  
Federal recognized tribes

<http://www.infoplease.com/spot/aihmnnations1.html>  
Information about contemporary American Indian Tribes

<http://www.nativeculturelinks.com/nations.html>  
Alphabetical pages set up by the nations themselves, or pages devoted to a particular nation.

[http://www.lansing.lib.il.us/homework/indiantribes\\_all.html](http://www.lansing.lib.il.us/homework/indiantribes_all.html)  
Lansing, Ill, links to Native American websites for kids.

[http://www.crazycrow.com/links\\_nativeam/tribes.php](http://www.crazycrow.com/links_nativeam/tribes.php)  
Official Tribal web sites links

<http://www.nmai.si.edu/>  
Smithsonian National Museum of the American Indian

<http://www.lakhota.com/>  
Cheyenne River Sioux Tribe

<http://www.cherokee-nc.com/>  
Eastern band of Cherokee

<http://www.tolatsga.org/ill.html>  
Illinois history

<http://www.tolatsga.org/iro.html>  
Iroquois history

<http://www.tolatsga.org/shaw.html>  
Shawnee history

<http://aca-dla.org/>  
Digital Library of Appalachia, songs and dance music

**Languages:**

<http://www.native-languages.org/kids.htm>

<http://www.mnsu.edu/cultural/northamerica/>  
Native American facts for children

<http://www.1lhawaii.net/~stony/loreindx.html>

[http://www.geocities.com/cheyenne\\_language/langlinks.htm](http://www.geocities.com/cheyenne_language/langlinks.htm)

<http://www.native-languages.org/>

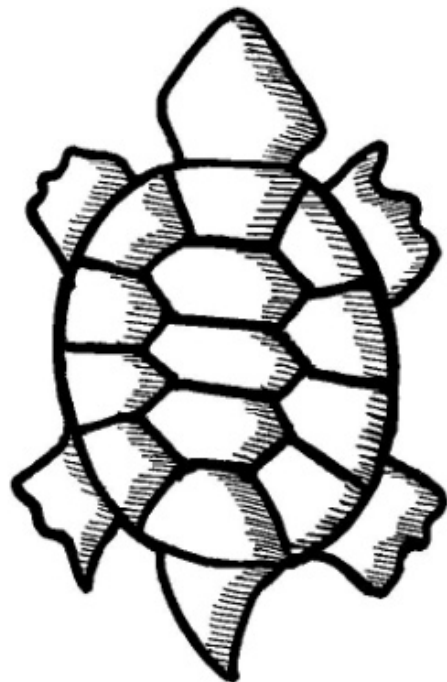
<http://www.nativeculturelinks.com/natlang.html>

**Download PDFs/Worksheets for Historic Eastern Woodland Native Americans:**

<http://www.wku.edu/library/kylm/education/PDFs.html>

**Native Reenactor and consultant:**

Tyler Greene  
302 North 3<sup>rd</sup> Street  
Danville, KY 40422  
[btylergreene@gmail.com](mailto:btylergreene@gmail.com)



Trade Lists

Trade and gift lists of the eighteenth century are insightful and contain wonderful information. Native Americans traded for European items and these items had a profound effect upon their culture.

An example of one trade list dated 1762 is as follows:

<i>Item</i>	<i>Number of male deer skins</i>	<i>[A sort of conversion chart]</i>
Strouds	4 Bucks	1 Fall Buck = a Buck
Match Coats	3 Bucks	2 Does= a Buck
Blankets	4 ditto	2 Spr(ing) Bucks= a Buck
1 Pint Powder	1 ditto	1 large buck Beaver= a Buck
4 Bars Lead	1 ditto	2 Doe Beavers = A Buck
1 plain shirt	2 ditto	6 Raccoons = a Buck
1 Rufled [sic] ditto	4 ditto	4 Foxes = a Buck
1 pair Stockings	1 ditto	2 Fishers = a Buck
100 Wampum	1 ditto	2 Otters = a Buck
2 [cutteaus]	1 ditto	3 Summer Bucks = 2 Bucks
6 Fathom Gartering	1 ditto	3 Summer Does = a Buck
2 Fathom Ribbon	1 ditto	Parchment & Drest Leather
1"Vermillion	6 ditto	to be taken as Summer Skins
4 small Knives	1 ditto	
1 Fathom Callicoe [sic]	3 ditto	
1 large flag Handkerchief	1 Buck 1 Doe	
1 Fathom Callemanco	2 Bucks	
Kittles (Brass) [sic]	from 1 to 10 bucks	
Tin Kittles	from 1 Doe to 3 Bucks	
1 Worsted Cap	1 Doe	
1 double ditto	1 Buck	
Embossed flannel	2 Bucks a fathom	
Looking Glasses		
Flowered Ribbon	according to their size and quality	
Trunks		
Threads	according to their fineness	
Arm Bands		
Wrist Bands		
Hair plates		
Broaches	These with all other types of silverware, according to weight & fashion	
Hair Bobs		
Ear Bobs		
Crosses		
Half Moons		
Gorgetts		
Trinkets		

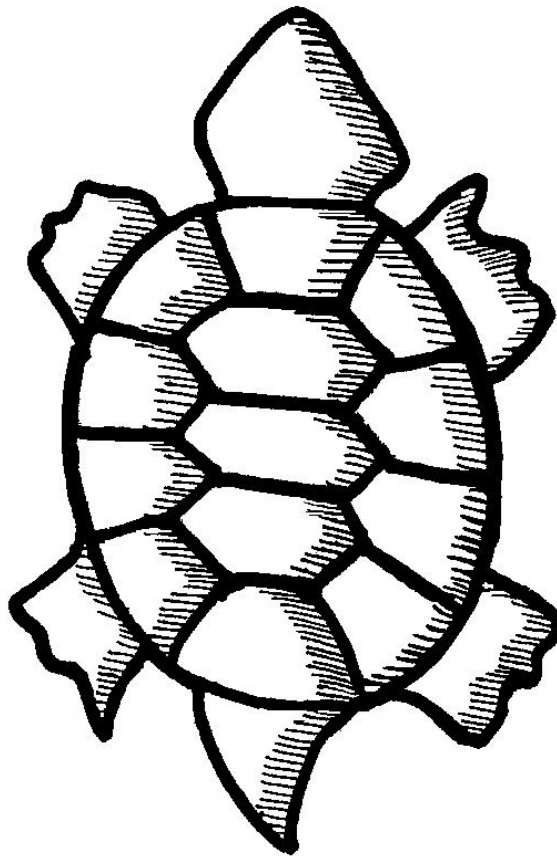
## Forms

Some local Native American reenactors may be willing to participate in a school event for no compensation. Some wave a fee and request only traveling or lodging expenses.

A school may or may not require a background check. The school system may choose to treat the reenactor much the same as a guest speaker for "Career Day," in which no background check may be required.

Each school system has their own required forms for visitors, or the hiring of "outside" personnel, or the reimbursement of travel expenses, tax withholding, etc. Consult with the school or district office to see what information is needed and any forms which need to be completed well in advance of the event.

The following form is an example of the types of forms we have used simply to keep everyone on the "same page" for dates, times and expectations. The form is completed, faxed or emailed to the reenactor. The reenactor reviews, signs and faxes back. While in no way legally binding, it serves as a one page, concise information and expectation sheet.



**DATE and Time of event:** \_\_\_\_\_

**ARRIVAL to school:** \_\_\_\_\_

**DEPARTURE from school:** \_\_\_\_\_

## ***Reenactor Form***

### **Contact Information**

Reenactor name \_\_\_\_\_

Phone number \_\_\_\_\_ Fax number \_\_\_\_\_

Email address \_\_\_\_\_

Cell phone number \_\_\_\_\_

### **Day's Schedule**

Grade and number of children participating \_\_\_\_\_

Number of rotations \_\_\_\_\_

Length of time of each rotation \_\_\_\_\_

### **Cost**

Agreed upon fee for the day \_\_\_\_\_

Additional amount for expenses (gas, food, lodging) \_\_\_\_\_

For a total amount of: \_\_\_\_\_

### **Notice:**

By signing , reenactor agrees to above dates, times and compensation

\_\_\_\_\_  
Reenactor signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher signature

\_\_\_\_\_  
Date

Please review, sign and fax back to \_\_\_\_\_. Thank You!

(school's fax number)

School's address, phone, and contact information