READ IOWA HISTORY

EDUCATOR MATERIALS

Meskwaki Culture

LESSON PLAN FOR SUPPORTING QUESTION

Who are the Meskwaki?

1ST GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the eductor, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary list or cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials) for this topic.

Courtesy of Meskwaki Nation, 10 July 2019

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF**.

Meskwaki Culture

1st Grade

Overview

This inquiry allows students to investigate who the Meskwaki are and what aspects of their culture is similar or different to their own. Students will use the Question Formulation Technique (QFT) to ask questions and consider different perspectives across the social studies disciplines while analyzing a variety of sources.

Unit Compelling Question

How does our culture make us similar or different?

Unit Supporting Question

Who are the Meskwaki?

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Compelling and Supporting Questions

1st Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the **K-5 Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

How does our culture make us similar or different?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) Who are the Meskwaki?
2) What was life like for the Meskwaki long ago?
3) How do Meskwaki live now?

Read Iowa History: Meskwaki Culture

This Read Iowa History lesson addresses “How does our culture make us similar or different?” and “Who are the Meskwaki?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.1.2.	Generate supporting questions across the social studies disciplines related to compelling questions.
SS.1.4.	Construct responses to compelling questions/supporting questions using examples.
SS.1.23.	Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.

Iowa Core Literacy Standards	
No.	**Standard**
RI.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Objectives

- I can ask and answer disciplinary questions about the Meskwaki people.
- I can use texts and images on the same topic to describe key details about Meskwaki culture.
- Write/or explain who are the Meskwaki using facts and evidence from sources.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about Meskwaki history and culture. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

There are many definitions of **culture**, but in general terms, **culture** is one's way of life, how we understand the world around us, the material things we have made and our learned behaviors. **Culture** includes: **language**, religion, economics, family life, the arts, architecture, technology and many other facets of the world around us. While we usually do not include the natural order itself as part of one's **culture**, how we understand and respond to nature is part of our cultural perspective.

Every **culture** must organize to sustain basic needs — food, **shelter**, clothing, labor, gender roles and family. While the needs remain similar among **cultures**, the ways they meet them can differ markedly. Each must respond to the resources and challenges it faces. Where soil and rainfall make agriculture a possibility, cultures often organize themselves according to the seasons that determine planting and harvest. Hunting cultures may prefer smaller units since it would be likely that it would be necessary to overhunt an area to feed a large population. With rapid and reliable transportation, large cities are possible because steady supplies of food can be shipped in.

The **Meskwaki culture** of the early 19th century provides an instructive comparison to our contemporary lifestyle. Men hunted deer and buffalo and protected the **tribe** while women gardened, took care of household needs like building bark lodges, preparing skins and sewing them into clothing, cooking and caring for children. Religious stories were passed along from generation to generation through an oral **tradition**. **Meskwaki** boys learned hunting skills and listened to tribal stories that prepared them to become leaders as adults. **Meskwaki** girls spent the days with the women learning how to feed and clothe their families. Both males and females participated in traditional dances the expressed their religious beliefs and formed a part of their courting rituals.

When white traders introduced manufactured items like iron cookware, cloth and firearms, **Meskwaki** hunters began hunting deer, beavers and other fur-bearing animals for skins that could be traded for items they could not produce themselves. The traders exchanged their inventories for the furs which were shipped back east and sometimes to European markets where they brought high prices. Excessive hunting sometimes forced **tribes** to look for better hunting grounds which could lead to tribal conflicts.

Modern life also needs to feed, clothe and educate its people. Men and women now tend to specialize in specific occupations rather than to provide all of a family's needs themselves. A merchant sells goods and takes the money earned to buy the products of others rather than to produce the food, clothing, medicine and transportation the family needs. Boys and girls are taught together in classrooms rather than learning at home from their parents. Modern communication technology like the Internet and cell phone put the whole world within reach of even young children in ways the **Meskwaki** could never imagine. Events anywhere on the globe can instantly affect life in Iowa.

Still, **Meskwaki** boys and girls had many of the same needs that modern children have. They need to eat and be clothed to protect them from the elements, they need housing to live in and they need education to prepare them to become successful adults. The means to those ends may change but not the needs themselves.

Vocabulary Words

- Geographer
- Economist
- Historian
- Political Scientist
- Culture
- Tradition
- Custom
- Language
- Tribe
- Meskwaki
- Nation
- Native
- Native American/ American Indian
- Settlement
- Shelter
- Wickiup

Think Like... Cards & Question Formulation Technique

Unit Compelling Question

How does our culture make us similar or different?

Unit Supporting Question

Who are the Meskwaki?

Overview

This pre-lesson activity will illustrate tools students can use to help them analyze primary sources in later parts of Read Iowa History. One tool is the **Think Like... cards**, which students use to identify disciplinary literacy perspectives, key vocabulary and questions asked by a historian, geographer, economist and political scientist. To prepare students to analyze images and documents, this activity is aimed to remind them that the impact of one's experience shapes their perspective on different topics, such as Meskwaki culture.

The other tool is the **Question Formulation Technique (QFT)**, which was created by the Right Question Institute. The steps of the QFT are designed to stimulate three types of thinking: divergent thinking, convergent thinking and metacognitive thinking.

Instructions

1. **Think Like... Cards:** Before class, print off the Think Like... cards that read: geographer, economist, historian and political scientist. You will use the cards during class to represent different disciplines.

2. Distribute the **Think Like... worksheet** to each student. Create four boxes on the whiteboard or chart paper that you will fill out with words and pictures as students answer each discipline's questions.

3. Explain to students that they are going to look at social studies by investigating different perspectives. You will hold up each card and ask questions from each discipline while students consider key things that match the discipline. They will draw in the boxes on the worksheet to help them remember each one.

4. With each card, discuss what the questions have in common, such as time, perspective and cause/effect. Record responses. After students have completed their worksheets, pair them together so they can share about the four disciplines by using their answers.

5. **Question Formulation Technique (QFT)**: This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you, the educator, watch the 12-minute **QFT Instruction Video**. In the video, a 4th grade teacher uses QFT to learn more about what her students knew or did not know about fractions.

Materials

- **Think Like... cards**
- **Think Like... worksheet**
- Chart paper or whiteboard
- **QFT Instruction Video**
- **Suggested video: Sim City timelapse video**

Instructions continued on next page

Think Like... Cards & Question Formulation Technique

Instructions continued

6. To have students practice the QFT, which they will apply with primary sources later on, replicate the following activity. Have the class watch the **two-minute Sim City timelapse video**. Use the QFT to ask questions and assess the video with students. Follow the steps below to assist students in their analysis.
   - Write as many student questions as you can on the board or on chart paper.
   - Do not stop to discuss, judge or answer any questions.
   - Write down every question exactly as stated, change any statements to questions.
   - Sort and prioritize questions.

7. After sharing the prioritized questions, discuss with students what social studies discipline (use disciplines from the **Think Like... cards**) that the question falls under. Use the **Think Like... cards** to assist with the inquiry. Post questions on chart paper for students to answer as they learn more.

Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?

Think Like an Economist

A person who studies the way people make decisions about money.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.

Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?

Think Like... Worksheet

This is an example worksheet that corresponds with the instructions in the pre-lesson activity to assist students in recognizing the perspectives of varying disciplines. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A larger, printable version made for reproduction is available in the Student Materials PDF.

Think Like...

A Geographer	A Historian
An Economist	**A Political Scientist**

Meskwaki Children - Long Ago and Today

Unit Compelling Question

How does our culture make us similar or different?

Unit Supporting Question

Who are the Meskwaki?

Overview

You will introduce students to the compelling and supporting questions through the analysis of two images (one historical and one present-day of Meskwaki children), and engaging in the **QFT process** from the pre-lesson activity. Students will categorize their own questions into social studies disciplines.

Source Background

The first image shows a Meskwaki girl playing with her doll beside a wickiup. The image was taken on the Meskwaki Settlement in Tama, Iowa, in 1925. The photographer was Josephine Wallace. The other shows a young Meskwaki boy in traditional dress as he dances at the 104th Annual Meskwaki Powwow in 2018.

Instructions

1. Display or hand out the **Think Like...cards** to students, which were introduced in the pre-lesson activity. Briefly describe the role of each of these professions.
2. Display the **image of the Meskwaki girl and her doll**. Use the QFT technique and tell students they are going to ask questions about the image but you are not going to stop to discuss or answer any questions yet. You will write down their questions, and as they generate them, the class will decide if a historian, geographer, political scientist or economist might ask the question.
3. The **activity poster** was created to remind students of the words that begin a question. use the poster and the Think Like... cards to determine which perspective their question fits. If students are unsure, you could do a think aloud to explain how the questions fit a discipline.
4. Use the same process described above to analyze the **image of the young boy dancing at the 2018 Meskwaki Powwow**. Use the activity poster and the Think Like... cards, again, to determine which perspective their questions fit.
5. Questions will be placed in one location for students to answer as they learn more about Meskwaki culture.
6. **Formative Assessment:** After student questions have been completed, put the questions on Post-it Notes. Have students walk up to the inquiry board or chart paper you put together and place their questions. You also can have students explain how they are similar or different to the Meskwaki children as the analyze the images. This could be done orally, recorded on a digital or audio platform.

Materials

- **"Meskwaki Girl and Her Doll" image**
- **"Boy at 104th Annual Meskwaki Powwow" image**
- **Think Like... cards**
- **Activity poster**
- Chart paper
- Post-it Notes

Meskwaki Girl and Her Doll, 1925

Courtesy of the State Historical Society of Iowa, Wallace, Josephine, 1925

Boy at 104th Annual Meskwaki Powwow, 2018

Courtesy of Meskwaki Nation, 2018.

Activity Poster

Words to Start a Question

Who... ?
What...
? Where...
When...
Why... ?
? How...

Origin of Meskwaki Settlement

Unit Compelling Question

How does our culture make us similar or different?

Unit Supporting Question

Who are the Meskwaki?

Overview

Students will use the compelling and supporting questions while incorporating new vocabulary words they will encounter. The students will compare an online satellite map and a paper map of the Meskwaki Settlement to see where they live. They also will watch a video about Meskwaki history. Students could use this information to help them answer questions from **Part 1**.

Source Background

In the early 1800s, the American Indian tribes that occupied much of eastern Iowa were the Sac and the Meskwaki. The Meskwaki were mistakenly referred to by one of their clan names, Fox, by the French in 1655 and thereafter were called Fox throughout recorded history. Although they were two separate tribes, they became known as the Sac and Fox, and were treated by the federal government as if they were one. The earliest French explorers found the Meskwaki tribe living in the Great Lakes region, on what is now the Michigan Peninsula where they were one of the most powerful tribes. Eventually both they and the Sac moved to the Green Bay area of Wisconsin following the fur trade. By the time the white, European frontier had reached Illinois, tribal warfare had pushed the Sac and the Meskwaki into western Illinois and eastern Iowa. They considered much of this land to be their permanent homeland, but soon were forced to move once more. The Meskwaki purchased land from the government in Tama, Iowa - creating the Meskwaki Settlement. Over time, the Meskwaki have continued to purchase more land.

Instructions

1. Remind students of the unit compelling question. Explain to them that while they work to answer this question, they also will be detectives to investigate the unit supporting question, "Who are the Meskwaki?"

2. Use the **vocabulary cards** to help students define the following words:
   - Culture
   - Tradition
   - Custom
   - Language
   - Tribe
   - Meskwaki

3. Using Google maps, display for students the location of the current Meskwaki Settlement. Show the outline of the settlement by displaying for students **Meskwaki Land Purchases Map**.

Instructions continued on next page

Materials

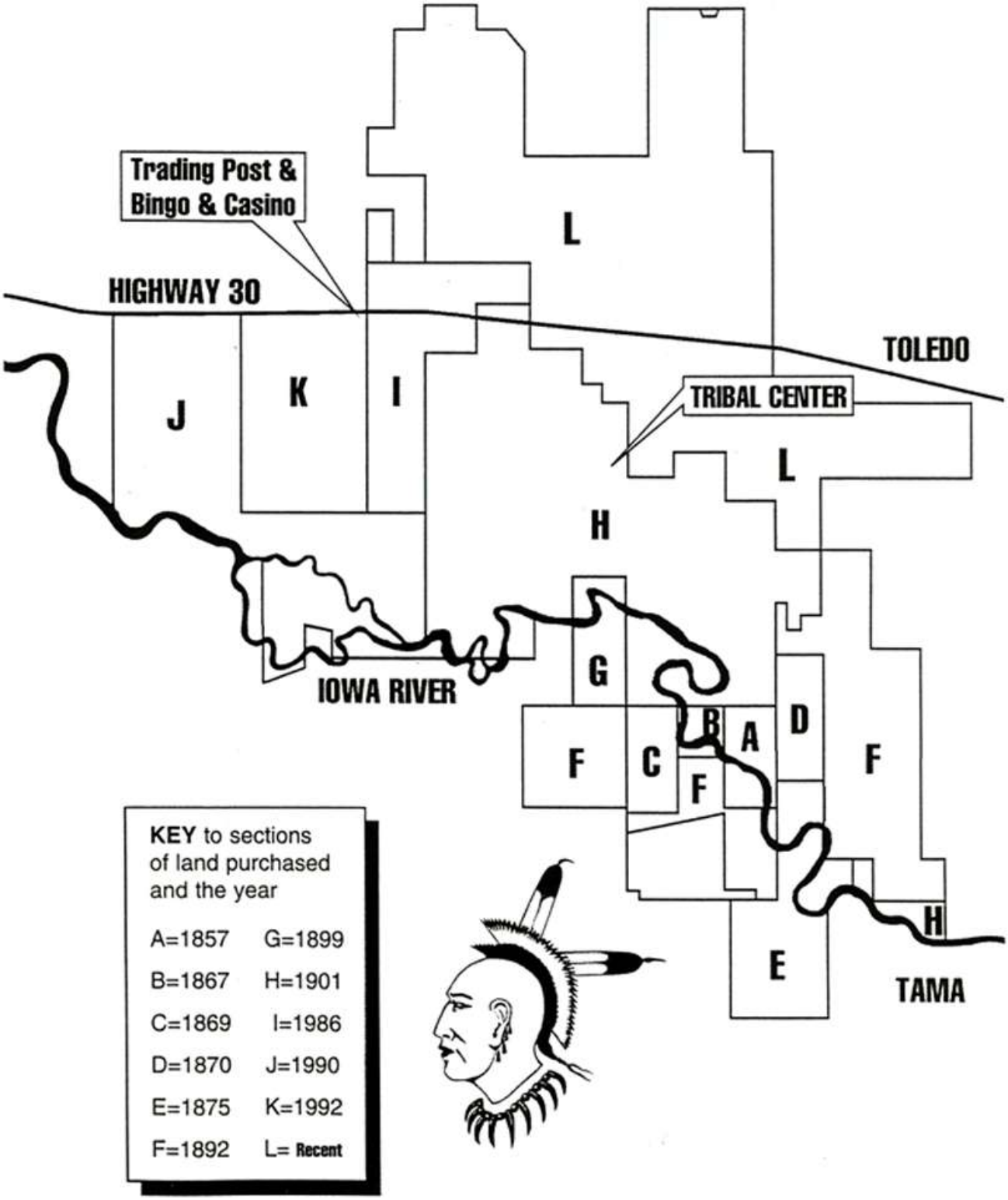
- **Vocabulary cards**
- **Meskwaki Land Purchases Map**
- **Iowa PBS Video**
- **Blank U.S. map worksheet**
- Computer for Google maps

Origin of Meskwaki Settlement

Instructions continued

4. After reviewing the map, have students watch the brief Iowa PBS video, **"Sac and Mesquakie Move to Iowa."**
5. After students watch how the Fox, Sac and Meskwaki became known as one tribe, ask students the following question: What was the path they took to get to Tama, Iowa?
6. Display the **blank United States map** for students. Draw the path the tribe took to eventually settle in Iowa.
7. **Formative Assessment:** Have students use their map to explain the path the Meskwaki took to get to Iowa. This could be done verbally to the teacher, on a digital or audio platform.

Meskwaki Land Purchases



Courtesy of State Historical Society of Iowa, 2004

Blank Map of the United States of America (Continental)

This is an example map that corresponds with the instructions to trace the path of the Meskwaki across the United States. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

Meskwaki Life and Artifacts

Unit Compelling Question

How does our culture make us similar or different?

Unit Supporting Question

Who are the Meskwaki?

Overview

Students will analyze three images related to the Meskwaki of long ago in small groups. You will read aloud *The Goldfinch* essay so students can make connections to the text and the images.

Source Background

The name Meskwaki, which means "red earth people," comes from the color of the red soil of their homeland. At one point in their migration, the Meskwaki lived in the forests of what is now the states of Wisconsin and Michigan. Seasons determined how they lived. During the summer months (May to September), the Meskwaki lived in villages located along major rivers in the center of tribal lands. Their homes consisted of frames covered with slabs of elm bark. Several families lived in each town house. Meskwaki women tended gardens near their summer homes. They also gathered food (wild berries, nuts and roots) and collected bark and cattails for weaving baskets and mats.

Instructions

1. Remind students they are trying to investigate the question: Who are the Meskwaki? Explain to the class that they will be analyzing three different photographs of Meskwaki artifacts from long ago.

2. Place students into three groups. Each group will get an image of an artifact and an **"Analyze a Photograph with the Five W's" worksheet**.

3. After each group is finished analyzing their object and filling out their worksheet, have each group play the expert, share their image (display image for the class) and explain their thinking while sharing their answers. Use a few **vocabulary cards** to assist with the image analysis:
   - Shelter
   - Wickiup

4. Read aloud ***The Goldfinch* essay** to the class. Introduce a few more **vocabulary cards** to assist with students' analysis of the essay. Lead students in discussion to make connections between text and images.
   - Native
   - Native American/American Indian
   - Settlement

5. **Formative Assessment:** Students will explain how they are similar or different to the Meskwaki children while use vocabulary words from the lesson(s). This could be done verbally to the teacher, on a digital or audio platform.

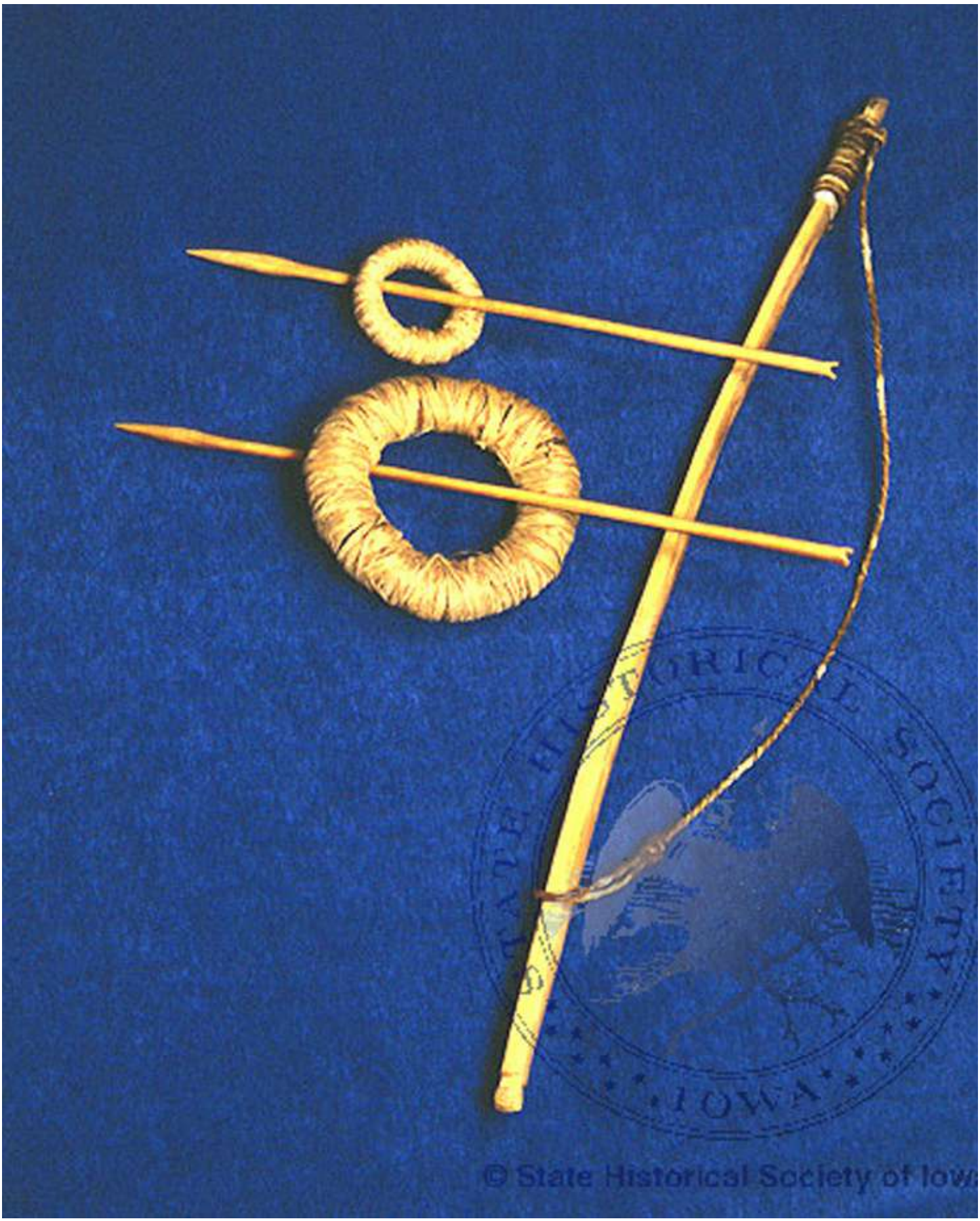
Materials

- **Vocabulary cards**
- **"Analyze a Photograph with the Five W's" worksheet**
- **"Meskwaki Bead Belt" image**
- **"Meskwaki Boy's Bow and Arrows" image**
- **"Meskwaki Woman and Child by a Wickiup" image**
- **"Mesquakie" essay from *The Goldfinch***

Meskwaki Bead Belt Made by Chi Ki Ka, 1905

Courtesy of State Historical Society of Iowa, 1905

Meskwaki Boy's Bow and Arrows, Date Unknown



Courtesy of State Historical Society of Iowa, Greiner, Chuck, Date Unknown

Meskwaki Woman and Child by a Wickiup in Tama, Iowa, Date Unknown

Courtesy of State Historical Society of Iowa, Date Unknown

"Mesquakie" Essay from *The Goldfinch*, February 1992

MESQUAKIE

The name "Mesquakie" which means "red earth people" comes from the color of the red soil of their homeland. At one point in their migration, the Mesquakie lived in the forests of what is now Wisconsin and Michigan. Seasons determined how they lived. During the summer months (May to September), the Mesquakie lived in villages located along major rivers in the center of tribal lands. Their homes consisted of poles covered with slabs of elm bark. Several families lived in each town house. Mesquakie women tended gardens near their summer homes. They also gathered food (wild berries, nuts, and roots) and collected bark and cattails for weaving baskets and mats.

Young Mesquakie boys learned to hunt small game with bows and arrows while the men hunted deer and elk and protected the villages from enemies.

Once the Mesquakie encountered European-Americans, they gathered pelts for trading. The Mesquakie bartered for cloth, glass beads, iron and copper cooking utensils, blankets, and guns. Winter also provided time for tribal elders to tell stories around campfires and for playing games.

As European-American settlers moved west, the Mesquakie were forced to move to reservation land in Kansas. A few households stayed behind, setting up camps along Iowa rivers. In 1850, Mesquakies living on the Kansas reservation combined their money and sold many of their ponies to purchase land in Iowa, now known as the Mesquakie Indian Settlement near Tama. A "settlement" differs from a reservation because the Indians—not the government—own and control the land.

SHSI, Ward Collection—Iowa City

Kwi-ya-ma, a Mesquakie born in 1833

Courtesy of University of Iowa Library and Archives, "Mesquakie," Indians of Iowa - The Goldfinch, Vol. 13, No. 3, pp. 18, February 1992

Meskwaki Life and Artifacts

This is an example worksheet that corresponds with the instructions in Part 3 to analyze the three images of Meskwaki life. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Analyze a Photograph with the Five W's

Use the chart below to take notes about the image by focusing on the who, what, when, where and why. Then determine if the source is primary or secondary (circle one) and explain why.

<table>
<tr><td>Who?</td><td></td><td rowspan="4">Is this source primary or secondary?

Primary

or

Secondary</td></tr>
<tr><td>What?</td><td></td></tr>
<tr><td>When?</td><td></td></tr>
<tr><td>Where?</td><td></td></tr>
<tr><td>Why?</td><td colspan="2"></td></tr>
</table>

Lesson Summative Assessment

Unit Compelling Question

How does our culture make us similar or different?

Unit Supporting Question

Who are the Meskwaki?

Assessment Instructions

1. Display all the images from the supporting question:
   - **Meskwaki Girl and Her Doll, 1925**
   - **Boy at 104th Annual Meskwaki Powwow, 2018**
   - **Meskwaki Land Purchases, 2004**
   - **Meskwaki Bead Belt Made by Chi Ki Ka, 1905**
   - **Meskwaki Boy's Bow and Arrows, Date Unknown**
   - **Meskwaki Woman and Child by a Wickiup in Tama, Iowa, Date Unknown**

2. Describe the culture of the Meskwaki people by answering: Who are the Meskwaki? Students can choose to write sentences to answer the question or take a picture of the display of images and record their answer on a digital platform.

Assessment Scoring Options

Proficient	Describes who are the Meskwaki through their cultural makeup of Iowa's past and present while using evidence and reasoning from sources.
Developing	Partially answers question, or has mixture of some accurate and some inaccurate ideas
Beginning	Minimal or insufficient answer to question and/or ideas are very inaccurate

READ IOWA HISTORY

Meskwaki

READ IOWA HISTORY

Nation

READ IOWA HISTORY

Native

READ IOWA HISTORY

Native American/ American Indian

Meskwaki

The Meskwaki are an American Indian tribe that currently resides on purchased land in Tama, Iowa. Meskwaki means people of “the Red-Earths.”

Nation (American Indian)

A group of people within an American Indian tribe.

Native

A person who was born in a certain country is a native of that country.

Native American/American Indian

A member of any of the indigenous peoples of North, Central, and South America, especially those of North America.

READ IOWA HISTORY

Settlement

READ IOWA HISTORY

Shelter

READ IOWA HISTORY

Wickiup

READ IOWA HISTORY

Culture

Settlement

A place where people live.

Shelter

A structure that protects you from the weather.

Wickiup

A hut consisting of an oval frame covered with brushwood or grass, formerly used by nomadic peoples in the western and southwestern U.S.

Culture

The way that people live: food, language, art, music, traditions and customs.

READ IOWA HISTORY

Tradition

READ IOWA HISTORY

Custom

READ IOWA HISTORY

Language

READ IOWA HISTORY

Tribe

Tradition

A tradition is a belief or custom that people have had for a long time.

Custom

The way that something is always done or that someone always behaves

Language

A set of words, and rules for using them, used for communication by the inhabitants of a particular country or region.

Tribe

A tribe is a group of people with shared beliefs and cultures.

READ IOWA HISTORY

Geographer

READ IOWA HISTORY

Economist

READ IOWA HISTORY

Political Scientist

READ IOWA HISTORY

Historian

Geographer

A person who studies places and people in the places.

Economist

A person who studies ways people make a living.

Political Scientist

A person who studies governments and how they work.

Historian

A person who explains changes that happened in the past.

Additional Resources for Educators

Meskwaki Culture Primary Source Set
This is a digital collection of primary and secondary sources about Meskwaki history and culture. This Read Iowa History unit is based on this primary source set.

Sac and Fox Indian Fact Sheet
This online fact sheet was written to provide children with basic facts about the Sac and Fox tribe.

Fox Tribe
This online article contains interesting facts, pictures and information about the life of the Fox (Meskwaki) Tribe of the northeast woodland cultural group.

Meskwaki Nation - History
This webpage for Meskwaki Nation includes a historical timeline of the Meskwaki people.

Meskwaki Culture and History
This webpage from the Office of the State Archaeologist includes information about Meskwaki culture and history.