

An Indigenous People

Native Americans



Revised
By
Beverley Bucknor





IN KENSINGTON PALACE

Introduction

Nomads, farmers, fishermen, warriors, city and cave dwellers were some of the choices these special people made to shape their lives. As a result, their cultures were varied, and their lifestyles were different due to the geographical areas in which they lived. The first inhabitants of the Americas and the Caribbean are known interchangeably as Native Americans and American Indians.

In this unit we will take a close look at Native Americans. We will explore the rich variety in their tribal lives. As you read, you will see that these Americans had differences in religious customs and ceremonies. You will also study how Native Americans have contributed to the European American life.

Did you know that there were also differences in languages from one group to another even though they were living in the same region? It is stated by the Museum of the American Indian in New York, New York, that there are approximately one hundred Native American languages spoken in North America. Neighboring groups spoke in languages that were not related in any way.





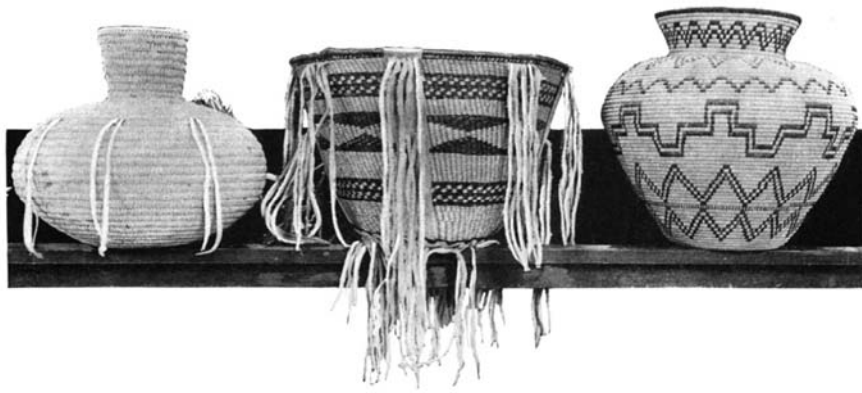
The Native Americans were organized in tribes or nations. In the European culture, each group was named according to their nationality such as French, English, Irish or Italian. Native Americans were classified in tribes such as the Iroquois, Hopi, Navajo or Apache.

There is one factor that seems to unify these varied groups. They believed that the land should not be owned by individuals or specific tribes. Land must be shared. Environmental responsibility was a solemn code of living. The purpose of land was to provide sustenance and shelter. When the European settlers came to the Americas, the two cultures clashed. This led to major conflicts, and eventually resulted in the destruction of many Native Americans. Destruction was not only a loss of life, but also a loss of dignity.

According to the Museum of the American Indian, there are 1.4 million Native Americans. Approximately one third have chosen to live on tribal lands. Most live in the villages, cities, and towns where they contribute to today's society.

In this edition the subject of the Native Americans begins a series of units. It is the beginning of the study that spans the United States, Canada, and brief vignettes of Central and South America. These units will give you an overview of Native Americans in their historical environment, their culture, their customs and their religious lives. Stories will highlight the successes and sorrows of their relationship with the Europeans and Black Americans.



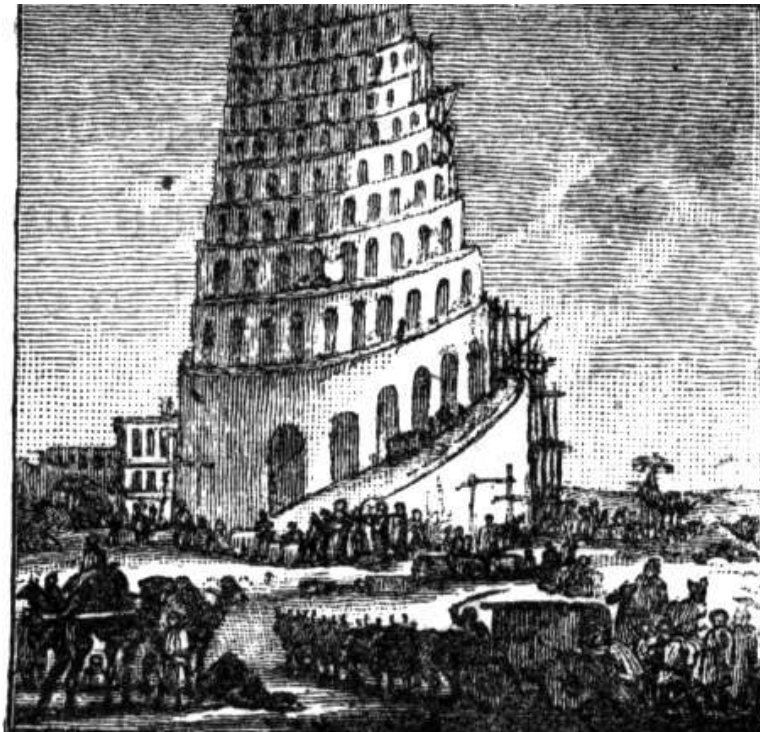


Unit Objectives

Note: The following objectives cover this and successive units.

1. Visualize the Americas in their aboriginal state before European involvement.
2. Discover the origins and background of the first Native Americans.
3. Learn how Native Americans responded to, adapted to and lived within their environment from the ecological and cultural points of view.
4. Understand how and why their environment was changed by the explorers, colonists and settlers.
5. Create an understanding between the Native Americans and ourselves as fellow countrymen.
6. Compare and contrast the cultures among basic groups of American Indians and various tribes within those groups.
7. Compare and contrast the spiritual beliefs of Native Americans and Seventh-day Adventists.
8. Cite specific contributions of Native Americans to society.
9. Study the lives of Native Americans today in order to discover how they fit into the total picture of the American 'patchwork' of a nation of immigrants.





Repopulated World

Main Thought: Following the flood, the confusion of languages forced people to colonize according to their own language.

Suggested Hymns: #573 'I'll Go Where You Want Me to Go'
#578 'So Send I You'
#590 'Trust and Obey'

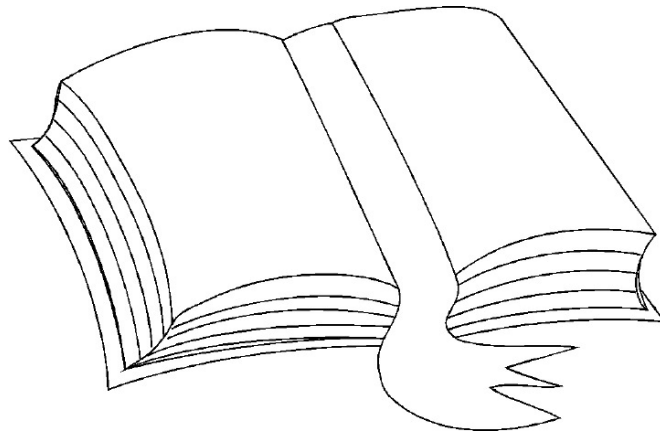
Key Text: Genesis 9:1; 11: 1-9

The land was ready for cultivation. The Lord blessed then instructed Noah to "Multiply and fill the earth." (New Living Translation)

The first birth following the flood took place in Shem's home. He and his wife became the proud parents of Arphaxad. A succession of many births followed. Noah had many grandchildren and great-grandchildren. When a family grows it often means that some of its members need to move away in order to find land and opportunities to support its members. During this time, the whole world spoke one language, Genesis 11:1.

Moving and building in new areas resulted in the construction of homes and businesses which generated creativity. Noah's extended family members stated to each other, "...let's make great piles of burnt brick and collect natural asphalt to use as mortar. Let's build a city with a tower that reaches the skies—a monument to our greatness! This will bring us together and keep us from scattering all over the world."

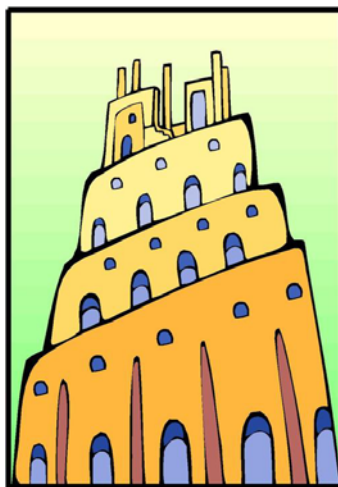




It seems that they had forgotten God's directive. The Lord decided to visit the scene of the crime. "Look!" He said. "If they can accomplish this when they have begun to take advantage of their common language and political unity, just think of what they will do later. Nothing is impossible for them! Come, let's go down and give them different languages. Then they won't be able to understand each other."

The area was called Babel because the Lord had scattered them all over the earth. The city was never completed. Can you imagine the confusion? Strangers were created because of languages. It must have been a frightening time for all involved. It is important to note that we need listen to and follow God's directions. He knows what is best for us. When we do our own thing, we will hurt and cause others to suffer.

Whenever you think you want to follow in your own terms, remember Babel.



Bible Language -Activity Puzzle

Directions: Write the letter on the line that is located above the corresponding letter in the alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Z Y X W V U T S R Q P O N M L K J I H G F E D C B A

Z G L M V G R N V

G S V D S L O V

D L I O W H K L P V

Z H R M T O V

O Z M T F Z T V Z M W

F H V W G S V H Z N V

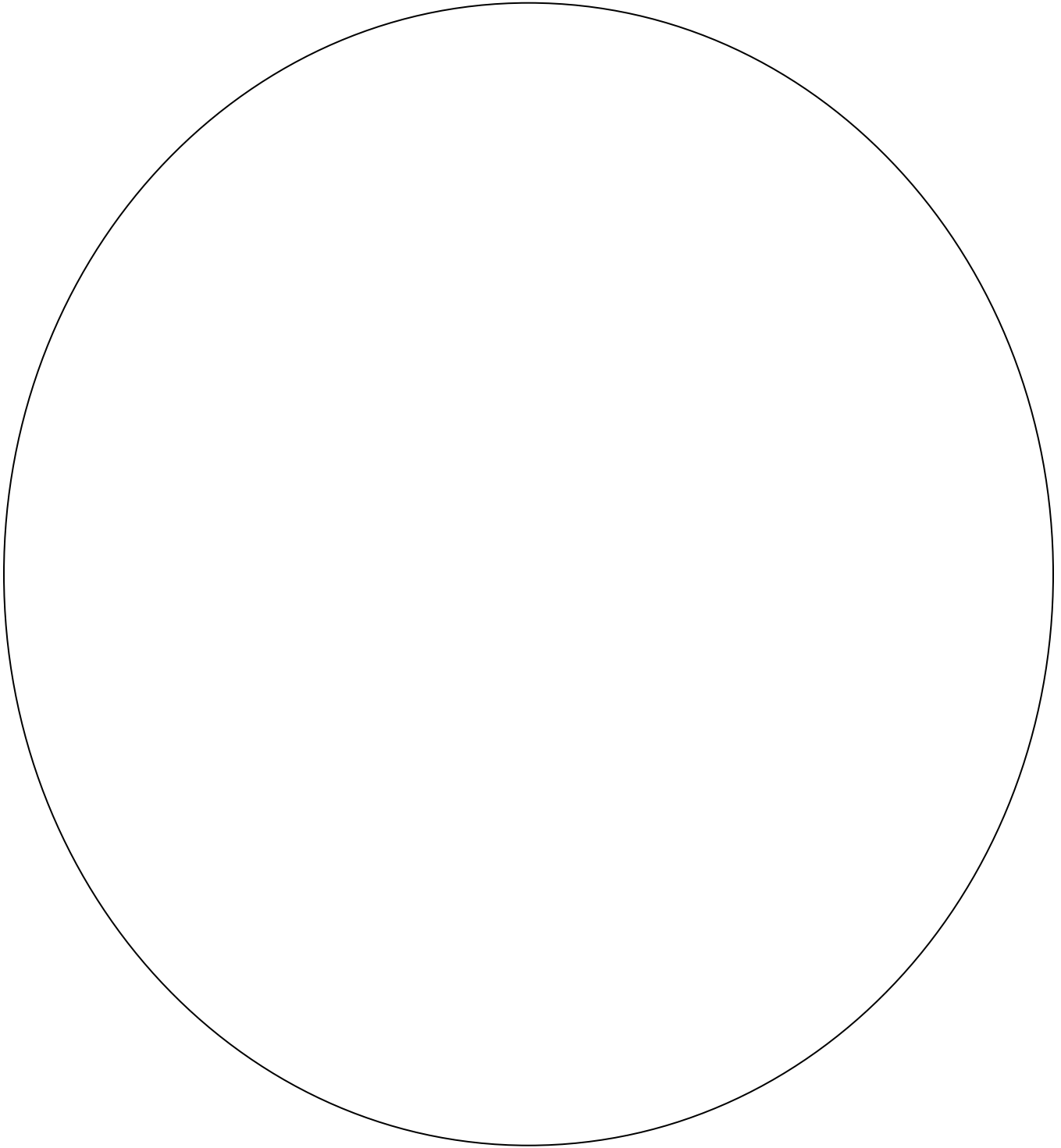
D L I W H

Genesis 11:1 NLT



Babel Activity

Create your own picture of what you think the area of Babel looked like following God's action when He changed the languages.



1000 -1599

The Europeans Meet the Native Americans



It is believed that the first Europeans to travel to North America were the Vikings. They lived in the Northern region in Europe. Three countries, Denmark, Norway and Sweden situated on two peninsulas comprise that area. Peninsulas are strips of land that are surrounded by water.

Who were the Vikings? The northern area of this region is imbedded with many waterways. As a result, the Vikings traveled mainly by boat. They became excellent ship builders. Their long distance vessels provided the means for them to travel to Iceland, Greenland, Newfoundland and Labrador.

According to an old Viking tale, Thorwald and his men explored the northeastern coasts of North America. They had a fight with eight Indians whom they called 'Skrellings.' It seems that the Vikings also met Eskimos in Greenland.



According to the teaching of the time, Europeans from other areas did not believe that there were continents between the Atlantic Ocean traveling west to Asia. They wanted to seek a shorter route to the Far East that was less treacherous than the one that traveled around the continent of Africa. Travel also extended across the Mediterranean to the Middle East.

In 1492, Christopher Columbus sailed west from Spain across the Atlantic Ocean. He was trying to find a new and easier way to reach the Indies. He sailed for many weeks. He reached an island near the southern coast of North America. When his three ships landed, Columbus thought he was in the Indies. He mistakenly called the people he saw living there 'Indians.'



Activity

Write a short skit about the first meeting of Native Americans with the Europeans. Imagine you were there and belonged to either the Indian nation or you belonged to Columbus' party.





It was obvious to Columbus that he had never seen these people before. Surprise was on both sides. Columbus reported that they were simple and sincere. They were willing to share whatever they had. When one of the ships was wrecked, an Indian chief helped to save the goods on the ship. Due to the help he received, Columbus thought that he would build a fort in the area. When the fort was built, he left forty men there to hunt for gold. However, just prior to returning home, he captured several Indians and took them back to Spain with him.

Columbus' return to Spain was the catalyst for other Europeans to travel west across the Atlantic Ocean. In 1497, Englishman, John Cabot sailed from his homeland to an area now called Nova Scotia. He also thought that he was in the Indies. Several explorers failed to find the Indies by sailing west. At last they realized that a new land had been discovered. It was shortly named the New World now called America for an explorer called Amerigo Vespucci.

The following hundred years resulted in good and bad times between the Europeans and Native Americans. In 1500, Gaspar Cortereal captured 57 Indians that he intended to sell into slavery in Labrador. In 1534, a group of Indians saved the lives of Jacques Cartier and his men. It was apparent that the rescued men had scurvy because they had not eaten vegetables and fruit. The Indians gave the sailors a vitamin C tea, made from the needles of an evergreen tree.





Activity:

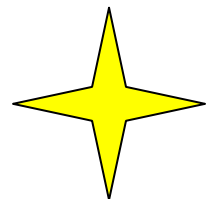
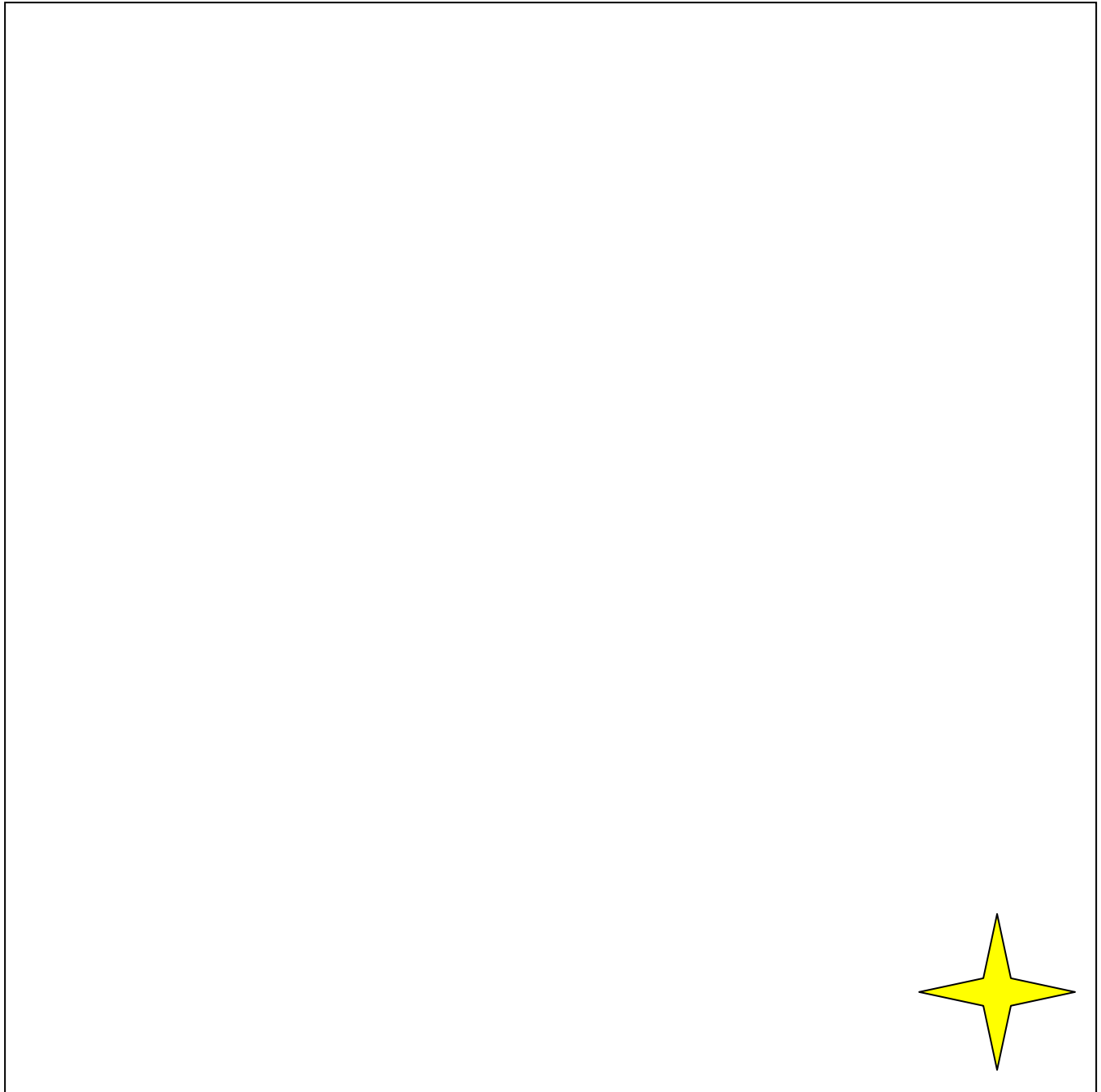
Work in a cooperative group. Choose one of the following activities and prepare a presentation using multi-media resources.

1. You are asked to prepare a multi-media presentation on the early Europeans' exploration of the Americas. Research what explorers were seeking when traveling to the Far East. Who were the most famous sea merchants and explorers? What goods were acquired for the European markets? Why were the goods so important? In what ways did the European lifestyle change as a result of these explorers and what they brought back with them?
2. Native Americans were not familiar with Europeans. How did their lives change when the English, Spanish and French settled in their areas? Prepare a multimedia presentation on the relationship of the American Indians and Europeans. Describe good partnerships and why they were considered successful. What has caused confusion, distrust and a feeling of loss in other influences between the two cultures?
3. Who were the monarchs of France, Italy, Spain and England during the period 1000 – 1599? Write a brief biography on the most influential monarchs in each country and era. In what ways did the characters of the rulers influence the characters of their countries? Draw portraits or find pictures of each. What was important to the people of each country? Look at the needs of the ruling classes and working classes. Identify and list them. Complete your research on the World Wide Web or in the library then compile your report.
4. What were the most common diseases of the time? Why were they prevalent? What cures were used? What were they exposed to that they had not experienced before? How did the Native Americans contribute to the cures of some diseases that were common to their cultures and the new ones infected by the Europeans?
5. Food was extremely important to travelers. What did the explorers eat? What foods did they adopt from the American Indian that were useful for travel? Research foods that we use today that are similar to those eaten in during the period 1000-1599. If you are able, make up a recipe or two to complete your presentation.



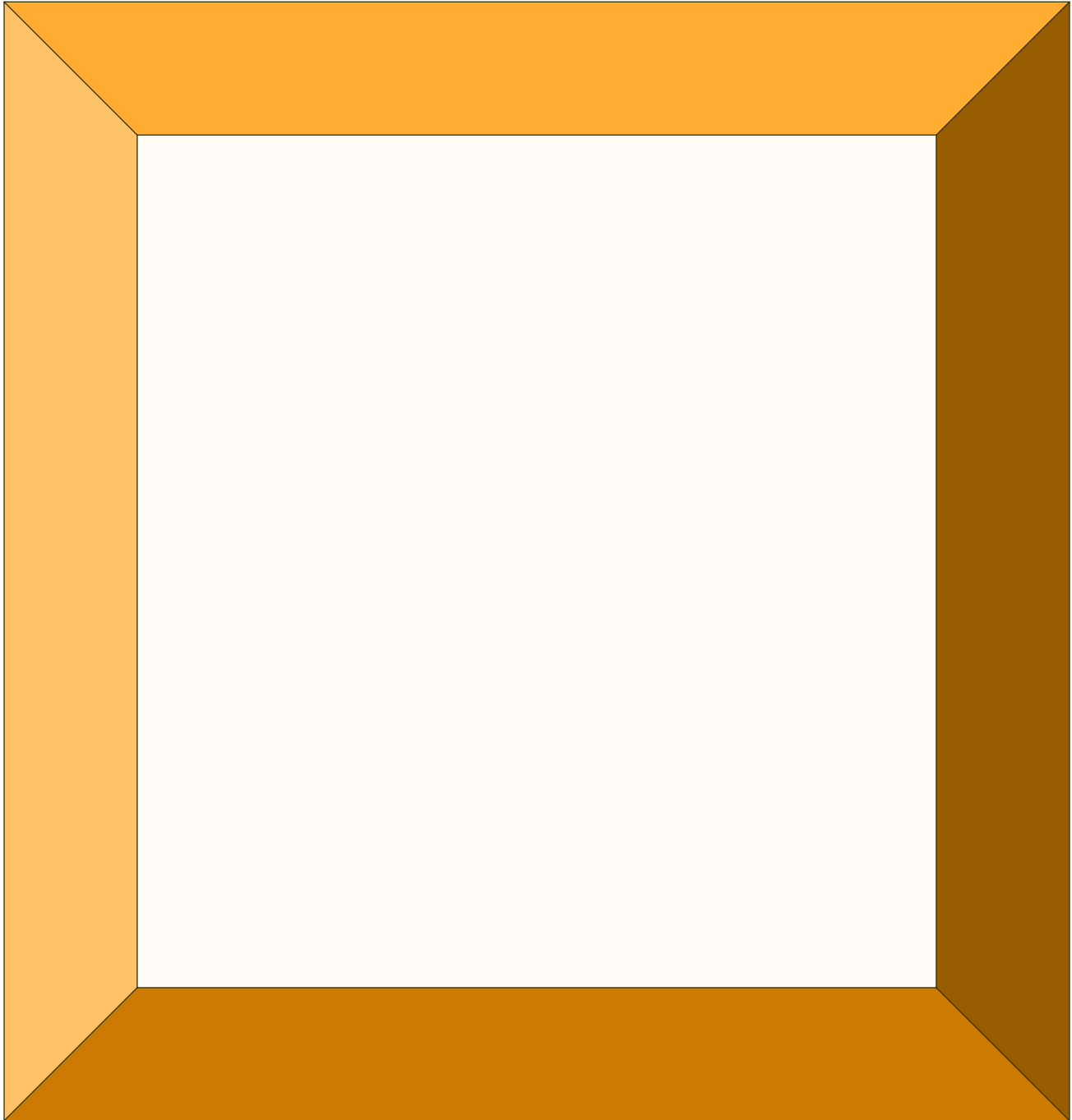
Mapping the Viking Territory

Draw a map of the Viking territory in Europe and in the New World. Using colored makers plot the routes established by their early explorers.



Who were the Vikings?

Research the life of the Vikings. What did they wear? Where did they live? What were their customs? Use the following worksheets to complete your assignment.



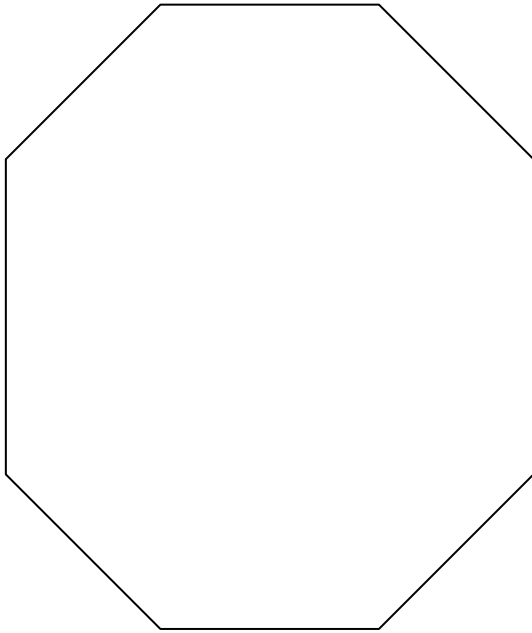
A framed picture of the Vikings



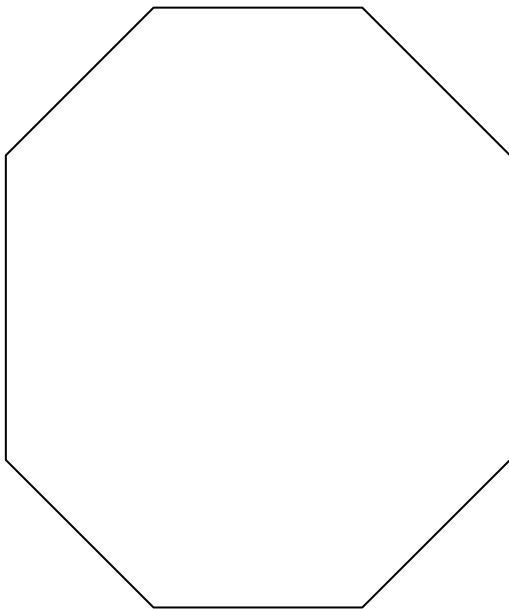
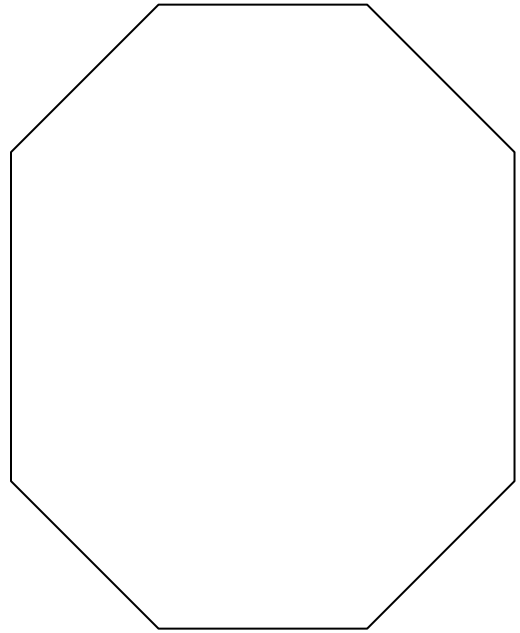
Viking Facts

Directions: Write facts about the Vikings in the figures below.

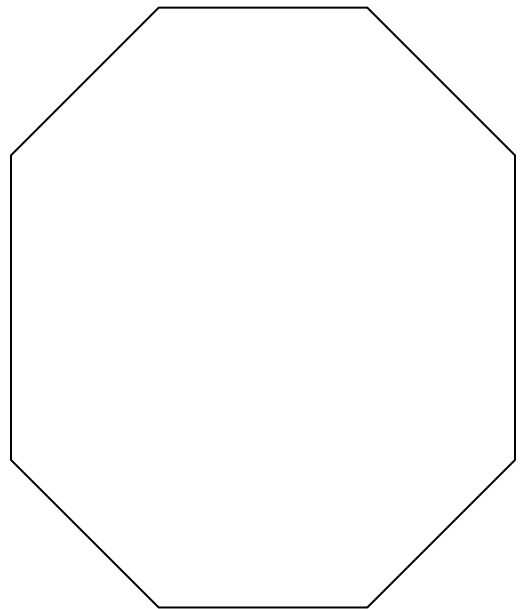
Viking Home



Viking Transportation



Viking Worship



Viking Food



Fur Trading

1600 - 1699

During the 1600s, European contact with the Native Americans took place in the East and Southwest. As stated before, some of the contacts were friendly and others were confrontational. However, they often led to peace agreements and treaties, which enabled new settlements to be established. Trade was promoted and new trading posts were set up.

Distrust developed between the tribes and new settlers. Traders sometimes cheated the Native Americans. The Indians retaliated by raiding the settlements. Many from both sides were killed in these raids and wars.

The explorers that continued to travel to North America discovered that this continent had a wealth of natural resources. In contrast, there were also many hardships in the new land. Sickness and trouble with the Native Americans made establishing settlements difficult.

Trading fur became an important pursuit. During the seventeenth and early eighteenth centuries, beaver fur was the most sought after fur. Europeans desired the fur to make hats. Of course, other furs were also a part of the trading because the need for warm, decorative clothing was important to the rich.

Activity

1. Research the life of the beaver. Why could the beaver be considered the community builder of the animal kingdom?
2. Why did the Indians consider trading exchanges of beads and trinkets to be a fair exchange?
3. Study the picture on the next page. Describe what you see. What is your opinion on the fairness of the items to be traded?
4. Why did the artist give the title to his picture? What title would you give to this artistic message?



AMERICA'S THREE GREAT PIONEERS OF THE AMERICAN FUR TRADE



BEAVER
AS PIONEER
DAM BUILDER

INDIAN AND THE TRADER
RECOGNIZE BEAVER SKINS AS THE
MEDIUM OF EXCHANGE



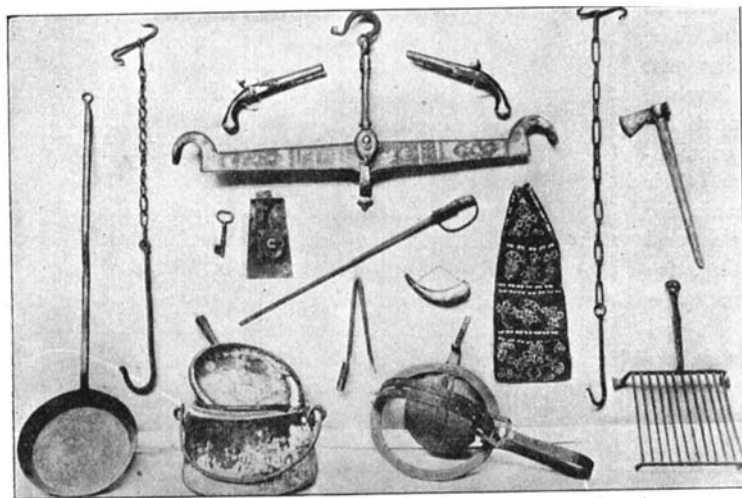
BEAVERS
ROW ON ROW



Fur Activity

Find out what furs were in demand from the Indians. Why were they an excellent commodity for the European traders? Were the Indians given the fair market value for their furs?

Look at the following picture of fur trade tools. How were they used? Where and how would you find out? Write a report about your research. Compare trapping methods today with the methods of the wilderness trappers in the seventeenth and eighteenth centuries.





Pocahontas

A baby girl was born in 1596 in Virginia. She was named Pocahontas which means 'Playful Girl.' Her father was Chief Powhatan of the Algonquin Indians. Sadly, her mother died when she was young.

One day as Pocahontas looked out to sea, she saw large canoes that the newcomers used. She ran to tell her father. The Europeans were the first permanent settlers in America and they settled Jamestown.

As the story progresses, it was said that Captain John Smith became a prisoner of Pocahontas' father. She thought his face was kind. However, her father had ordered Captain Smith to be put to death. Pocahontas pleaded with her father to save Smith's life. Captain Smith was allowed to go free and the Indians allowed the colony to be settled in 1607.

Captain Smith and Pocahontas became good friends. He learned many Indian words. She took corn to the Jamestown settlement when they were starving. She warned them when her father was going to raid the settlement.



One day she heard that John Smith had been hurt in an accident. She could not find out what had happened to the captain. She thought he was dead. In 1612, Pocahontas was captured and held prisoner until stolen goods were returned. She learned how the Europeans lived and adapted to their lifestyle. Pocahontas became fluent in the written and spoken English. She adopted Christianity and joined the English church. In 1614, Pocahontas married an Englishman named John Rolfe.

Eventually, she traveled to England, where she was happily surprised to see her old friend Captain John Smith whom she thought was dead.

Pocahontas died of smallpox at the age of 22. Her young son, Thomas, stayed in England.



Captain John Smith

Activity: Research the life of John Smith and his contribution to the New World settlement.



Pocahontas' Wedding

Activity: The depiction of Pocahontas' wedding is fascinating. Why is she considered a role model in the Native American and the European cultures?





Activity Sheet

Directions: Color the sheet above. Then write a description of what you see in the picture. Create a title that summarizes the picture. Write it on the line below.



Pocahontas Cooperatively Concerned Activities

Directions: These assignments may be completed individually or in a group.

1. What more can you find out about Pocahontas? Write a more detailed account of her life and illustrate the story as though it were a storybook.
2. What kind of life would she have led if she had not met the Europeans? Describe.
3. Would you describe her relationship with her father as a loving one? It is obvious that she defied her father in matters concerning the white people. Why would an Indian girl sacrifice her relationship for another group of people? Explain.
4. Compare Pocahontas' decision with that of a Bible character who defied an authority in his or her life.
5. What can be learned from Pocahontas' life? Share your point of view.
6. Make an acrostic using Pocahontas' name.



James Beckwourth

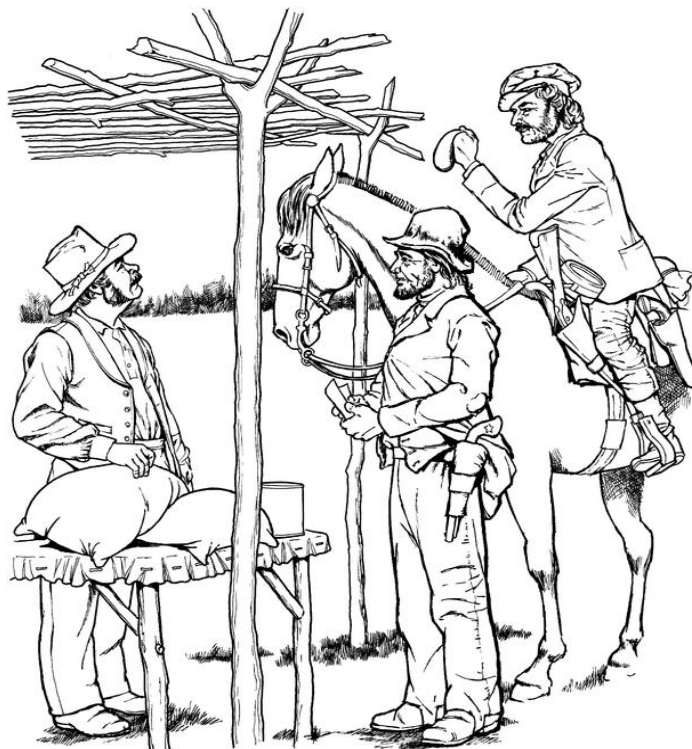
1798 - 1864

Born in 1798 and destined to be a pioneer. James Beckwourth had goals for himself. He was enterprising, and new his own mind. At the age of 14, he severed his apprenticeship of five years to a blacksmith after a verbal argument. He eventually became an employee of the Rocky Mountain Fur Company and began a 25 year occupation as a trapper, scout and trader. His territory included the Rockies, the Southwest, and California.

Eventually, he moved his base of operations to Southwest in 1850. For ten years, he worked in California and led expeditions through a Sierra Nevada pass located in the area now called Reno, Nevada.

James Beckwourth saw many advantages to the beginning of the pass. It was considered to be the gateway to the northern gold fields and was also a conduit to Bidwell's Pass and the town of Marysville. He outfitted the miners and travelers. Beckwourth wanted to develop the pass to make it easier for immigrant groups to travel. He solicited help from the residents of Marysville and Bidwell's Bar. They agreed to give financial support. So, he purchased the needed supplies and hired workers. The wagon road was completed and Beckwourth led the first immigrant party through the area in 1851.

Beckwourth was not happy. A reporter had interviewed him and he suggested that there was a dispute over the alleged pledges that the residents of the two communities had agree to. However, he was never paid. Relations became strained.





In 1852, Beckwourth moved to the valley beneath the pass he helped to clear. He became an innkeeper and trading post manager. Wagon trains were able to purchase provisions and lodging at his ranch. It was the first ranch in that area on the California side of the border. His building burned and he rebuilt it. His industry and enterprise were well received by the miners and travelers.

Very little is written about James Beckwourth as a Blackman and explorer and trader. He had good relations with neighboring Native American tribes. He was able to dictate his account of his travels and achievements to T. D. Bonner who was a resident in his cabin.

Some years later, Beckwourth moved to Colorado where he became involved with various businesses. He even worked as a United States government agent in Indian negotiations during the Civil War. He died in 1864. He was 66 years old.



James Beckwourth Activity

1. Visit the Beckwourth trading post website at www.cr.nps.gov/history/online_books
2. Find out what a trading post would carry for the settlers in the area.
3. Why was Beckwourth's ranch an important establishment in the area?
4. Imagine that you are settling a claim of land or need to be outfitted for your newly acquired gold mine. What provisions will you need and why?
5. Why would James Beckwourth's life as a contributor to the improvement of life in the 1800s be ignored?





Trading Posts

Trading posts were established to provide centers of commerce for the areas near border forts. Initially, the posts served to trade with the Native Americans. They exchanged glass beads, cooking utensils, cloth, and knives for fur and hides.

Area farmers would trade their crops or valuable commodities for items such as equipment, salt, and sugar.

Communities grew around the trading posts. The area residents would meet to exchange news, information, and establish friendships. Due to the location of many trading posts, it was not unusual to see an international assortment of people. In fact, mixed marriages were seen that involved Black American and Native American, Europeans of various ethnic groups with Native American.

The perfect sites for trading posts were near rivers. The rivers or waterways were similar to our toll roads and freeways that aided commuters to move from one area to another.



Vocabulary Challenge

The following vocabulary relates to Trading Posts. Match the word with its definition. Write the number on the line next to the definition.

1
PEMMICAN

2
AMERICAN
FUR
COMPANY

3
BASTIONS

4
BOURGEOIS

5
BUFFALO
ROBES

6
CONFLUENCE

7
ENGAGES

8
PALISADE

9
SMALLPOX

10
STEAMBOAT

11
TRADE
BOOKS



Vocabulary Challenge

Name: _____

Date: _____

- _____ Deadly disease which greatly affected the reduction of the numbers in the Native nations.
- _____ Owner and operator of many trading posts.
- _____ Laborers of the post that were usually French Canadian.
- _____ Large structures which were built to house the cannons.
- _____ The point where two rivers join.
- _____ Brain tanned hides with the hair intact.
- _____ Articles used to trade with the Indians. These include knives, axes, firearms, beads, ammunition, and blankets.
- _____ A steam powered water vessel used to haul freight and passengers up and down the rivers. Some are designed to float in about 3 feet of water.
- _____ Sawed logs installed vertically around the fort.
- _____ The post manager.
- _____ Indian food used by explorers and hunters-a mixture of dried meat, berries and fat.





Squanto

He was a Wampanoag Indian boy born in Patuxet, Massachusetts. Like most Indian boys, he learned to hunt using a bow and arrow. He was educated in the art of trapping beavers and muskrats. Squanto was also taught to be brave.

The white settlers in the area offered much entertainment to him as a child. They were so different in the way they dressed, talked and went about their chores. Squanto eventually made friends with them and was able to begin learning some English words. He in turn, taught them about the Indian way of life. The mutual respect and friendship resulted in Squanto traveling with the Europeans on trading trips. Upon returning from one of these trips, Squanto found that most of his village had died from a terrible sickness. His village members had disappeared.





In 1620, European Pilgrims settled in Squanto's old village. The new settlement was called Plymouth. It gave this proud Native American inner peace to know that his former home was the site of the white people's new home. Squanto worked with Chief Massasoit and the Pilgrims to create a treaty or peace agreement.

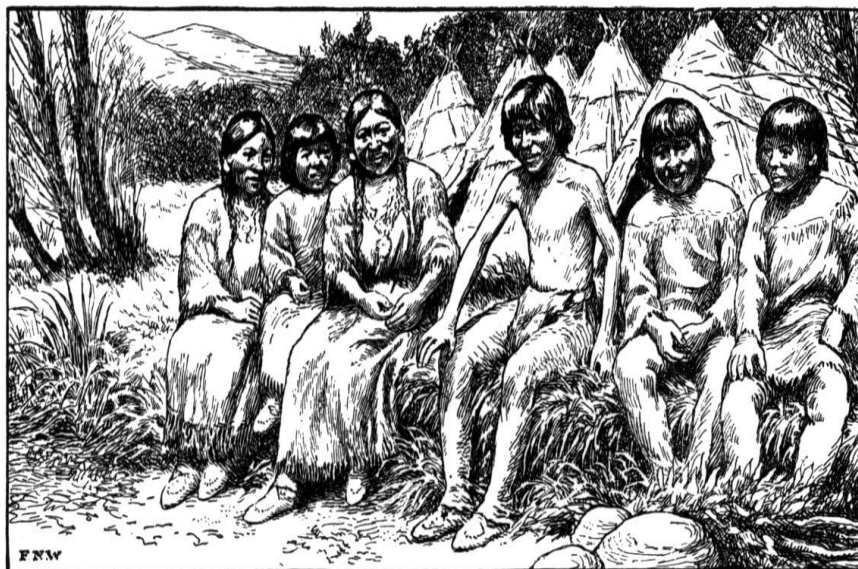
Squanto's life was a short one; he died at a young age. He was considered to be a good and brave person. Governor Bradford wrote this about Squanto: "We have many remembrances of Squanto and his love for his friends. In his death they had a great loss." Many people recalled how he taught the Pilgrims to survive in their new home. He showed them what to plant and how to hunt. After the harvest, the Pilgrims had a Thanksgiving feast. Following this event, the two sides, Pilgrims and Native Americans agreed to have peace. Squanto was a peacemaker who helped to create the treaty.



Squanto Activity Sheet

Directions: Complete the following.

1. You will need to gather the following for this project.
Materials: Butcher paper, crayons, tempera paints and sponges
 - Using a crayon, draw the outline of a Native American's tribal habitat in your state, province or country.
 - Next, dip the sponges into watered down tempera paint and wash the background.
 - Your picture will have a type of batik look.
2. Imagine that you are Squanto. You are interested in sharing knowledge about your Indian culture with the white men. What would tell them and why?
3. Copy the outline of the United States on a poster sheet. Draw the major rivers and mountain ranges. Using an encyclopedia, plot the areas where major tribes or nations lived. Shade each area in a different color. Remember to label each area.

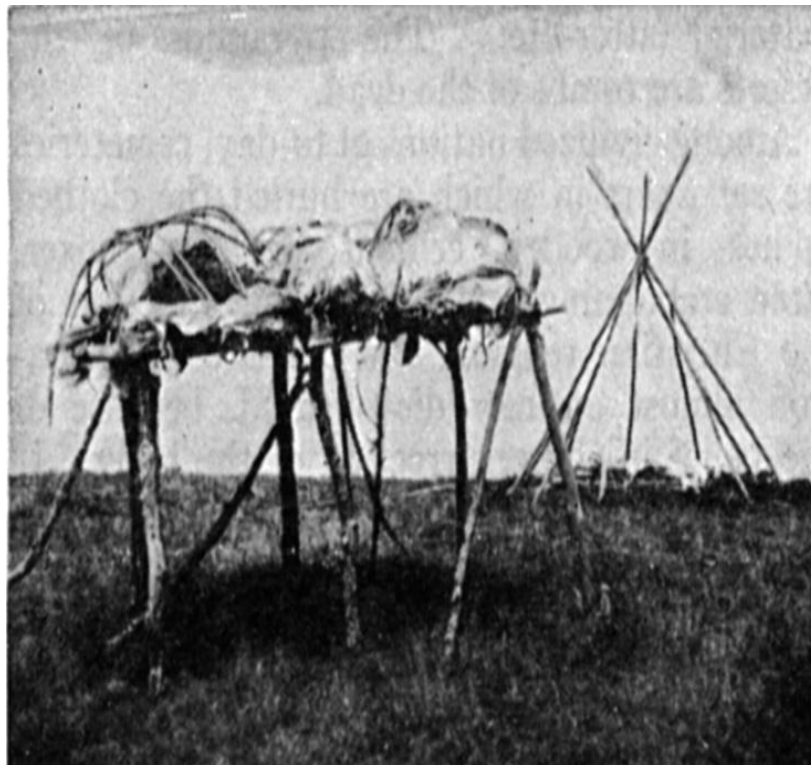


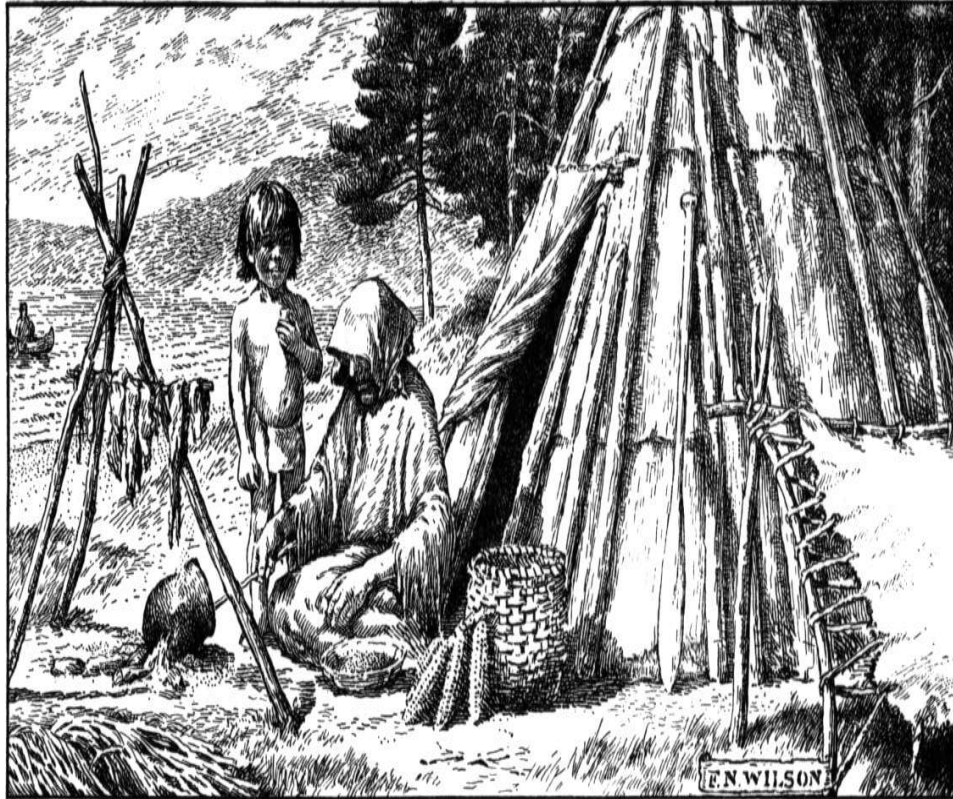
Smallpox

Smallpox became a big problem in the 1600s. Smallpox was deadly. In 1637 a smallpox epidemic killed many of the Huron Indians. Smallpox affected the European population too.

Edward Jenner was an English physician. He developed a vaccine in 1796 to prevent smallpox. Now this disease can be prevented by vaccination. People visiting our country must be vaccinated too.

Recently, smallpox has been a national discussion topic as a result of the crisis that unfolded since the September 11th disaster in 2001 on New York City's World Trade Center. Germ warfare appears to be an impending reality. It is being considered that the deadly virus may be used as a weapon to gain power. Native Americans have discussed the possibility that their nations were subjected to the smallpox virus as a means of European land acquisition.





Indian Reservations

What is a reservation? The United States government set aside land specifically designated for Native Americans. The earliest known reservation was recorded in 1633. The government of Massachusetts set aside land for Indian homes. At that time the word reservation was not used.

In 1656, the state of Virginia set up Indian reservations. Many of the first reservations seemed to be prisons set aside for violent, warlike Indians. From the 1600s onward, many Indians were forced to move to reservations in order to limit their access to the White settlers. There was a benefit to these reservations for the runaway slaves. Many were able to seek protection on these reservations when they ran away. More will be written about Native Americans and their relationship to Blacks in later units.



Pueblo Kivas

The Spanish word, pueblo means village. The southwestern tribes built their homes stacked one upon the other in a similar fashion to modern apartments. Some of these pueblos were built in caves. The material they used to construct the homes was called adobe. This is a mixture of muddy clay, sun-dried earth and straw. When allowed to bake in the sun, the material would harden almost like stone.

Each pueblo village had at least one kiva. Kivas were underground round rooms. Entrance into the kiva was accessed from a hole in the roof and a ladder for ascending and descending into and from the room. Kivas were used for special ceremonies. They were used like a club house for men only. Women and children were not permitted to enter and participate in kiva activities.

What did the men do in the kivas? They wore kachina masks and performed special dances and sang songs. Kachinas were dolls carved from cottonwood and represented good spirits. These dolls were made for the children of the tribe to help them to recognize the Kachinas in the public ceremonial dances that were performed for everyone in the tribe to see.

In 1661 Spanish priests destroyed the Pueblo kivas. Religious artifacts such as prayer sticks, masks, and costumes were smashed because the priests thought the Indians were practicing evil worship. In 1680 the Pueblo Indians decided to fight back. They rebelled against the priests. They began building other kivas in secret areas.

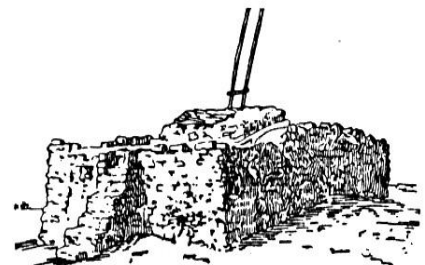
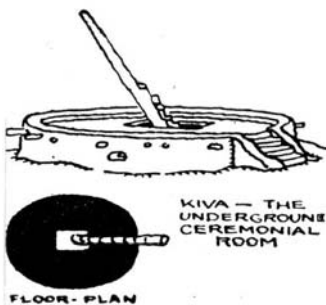


The Pueblo Story

A Choral Reading

By Sarah Krinsky

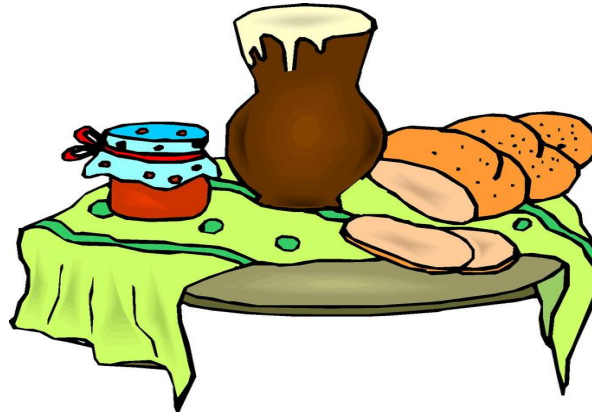
Group	Under the blue, blue sky,
Girls	Under the dry, hot sun,
Boys	High on the pure, free mesas
All	The Pueblo Indians build their homes
Solo	Clean clay houses,
Solo	Apartment houses,
Solo	Ladders for stairs
Solo	Disappearing stairs
Girls	The Pueblos lived in peace
Group	Water was the gift of the Great Father.
Girls	And near this beautiful water
Girls	They planted their orchards and fields,
Boys	The men labored in fields and orchards...
All	Peaches, apricots, melon, corn
All	(louder) Pumpkins, wheat, beans, corn,





All	<i>(crescendo)</i> Wheat and corn, and corn, and corn.
Group	And the men labored at weaving...
All	Cotton, to thread, to clothing,
All	Wool from sheep
All	To blanks of white and brown
All	And gray and red.
Group	And the women labored...
Solo	Tending gardens,
Solo	Shelling corn,
Solo	Grinding corn,
Solo	Making food.
Solo	Making pottery:
Solo	Making delicate bowls and jars
All	Carrying water, precious water...
Girls	<i>(slowly)</i> And always praying for rain
All	<i>(crescendo)</i> The Snake Dance, the Snake Dance, the Snake Dance,
All	Every two years the Snake Dance,
Girls	<i>(softly)</i> Greatest prayer for rain.
Group	And priests, Indian priests, in colorful costumes, carried live snakes in their mouths...
Boys	<i>(deep)</i> Rattlesnakes –rattle, rattle, rattlesnakes
All	And the priests danced round and round (suit the mood) Wildly, wildly...wilder...faster. The snake dance for rain.
Boys	Right in the heart of the desert
Girls	The hot, the dry, the bright, bright desert,
All	The Pueblo Indians lived in peace.





A Friend In Need

Adapted from a play written by Francis L. Knoll

Characters

Patience
Nathaniel
Soaring Eagle
Mother
Father

Costumes

Patience and mother wear full-length skirts and plain blouses or shirts like the early colonial days. Nathaniel and father wear dark pants and jackets with natural or white shirts. Soaring Eagle should wear a mid-west Indian costume.

Stage

The main room is a colonial cabin. The door is situated in the center at the back of the room with a fireplace on the left and a window on the right. The set should be decorated with simple wooden chairs and a table. The remaining portion of the room should have colonial items which would accessorize the main furniture.

Scene One

Patience *(rises from a chair at the table and walking to the window)*

(Sighs) – I wish mother and father were home. I'm worried. Suppose something has happened to them. Well, I guess I need to complete my chores even though I am worried.

(She walks back to the table when Nathaniel enters.)



- Nathaniel *(laughs)* – Did you think that I was an Indian?
- Patience *(states indignantly, yet worriedly)* Nathaniel, you startled me so! Do you think that Mother and Father will be home tonight?
- Nathaniel *(casually)* – I expect they will. Father said that their trip would take three days to go to the trading post and then return with the supplies. Today is the third day.
- Patience *(returns to the window)*
It seems that there will be a storm sometime today.
- Nathaniel Don't worry so! Father and mother have a canvas cover that will protect them and the supplies.
- Patience We may have a blizzard. Anything can happen.
- Nathaniel This is October, Patience!
- Patience Remember the trapper who was here last week. He told us that we can get blizzards in October.
- Nathaniel *(sneering)*
Oh, Ooh, that trapper! He just loves telling stories. Why don't you start preparing tonight's meal? You know that Father and Mother will be hungry when they come home. I'll go and finish the chores before they return.
- Patience *(anxiously)*
Do you think that any Indians will come by this way tonight, Nathaniel?
- Nathaniel *(impatiently)*
Patience, I wish that you would stop worrying about the trapper's stories. I do not expect any Indian to come this way. Anyway, they will leave us alone if we leave them alone.
- Patience W-e-ll, I suppose that you are right. I don't know why I feel so worried. I'll start the supper. Mother usually says that work cures worry.
- Nathaniel O.K. That is better! *(He teases.)* If you see an Indian call me. *(He exits the room.)*
- Patience *(Walks back to the table.)*
I know that Nathaniel is right. *(She places a basket of bread on the table.)*

This is the last of the bread. I need to make some biscuits if there is enough flour. Father likes them. I hope I have all the ingredients I need.



(goes towards the table as the door opens and an Indian boy enters and stands just inside the door.)

(Without turning around) Did you forget something, Nathaniel?

(Turning, she sees the Indian and quickly covers her mouth with her hand.)

Oh!

Indian Boy *(Staring at the bread in the basket.)*

Me hungry!

Patience What's your name?

Indian Boy Soaring Eagle. Me Hungry!

Patience I'll make you a sandwich Soaring Eagle.

(She picks up a knife in order to cut the bread. Soaring Eagle immediately reaches for the knife at his belt, and Mary quickly lays her knife down.)

I am going to make you a sandwich.

(She motions as though she was slicing the bread with her fingers.)

Soaring Eagle Me hungry!

(He points to the bread again.)

Patience So, you want the loaf of bread? You can have it, but when Mother and Father return home, there will not be enough to eat tomorrow.

(Patience picks up the loaf of bread and holds it out to Soaring Eagle. He takes a step towards Patience then stops. She takes a step towards him as the door opens and Nathaniel enters from outside. Soaring Eagle whirls around and reaches for his knife.)

Nathaniel *(He takes a step backward in surprise, then recovers and holds up his right hand with his palm toward the Indian.)*

Soaring Eagle *(The Indian hesitates and slowly raises his right hand in the same way.)*

Nathaniel What do you want?

Soaring Eagle Hungry! *(He points to the bread.)*



- Nathaniel That's simple enough. Why don't you make him a sandwich, Patience?
- Patience I tried to, but he thought that I was going to harm him when I picked up the knife. By the way, his name is Soaring Eagle.
- Nathaniel Soaring Eagle, we are friends. My sister will make you a sandwich.
- Soaring Eagle Me hungry!
- Patience Maybe, I should give him the whole load of bread.
- Nathaniel Isn't that the only bread we have at this time?
- Patience Yes, but we still have some flour. I was going to make some biscuits for supper.
- Nathaniel Well, why don't we give him the loaf of bread.
- (Patience pauses and hesitantly approaches Soaring Eagle. Nathaniel takes the bread from Patience and hands it to the Indian.)*
- Soaring Eagle *(He takes the loaf and holds up his hand.)*
- How!
- (Turning quickly, he rushes out of the door.)*
- Nathaniel He seems to be in a hurry. I wonder why?
- Patience Look Nathaniel it's snowing!
- Nathaniel It's not a blizzard yet. We don't need to worry. Father is a resourceful man. He has lived in this area a long time. He will make a camp. What worries me, is Soaring Eagle.
- Patience Do you think that he will bring warriors back to the cabin to attack us?
- Nathaniel No, that's not the point! It was strange. He was acting as though he was running to give the bread to someone who is injured. I think that he may need help.
- Patience You're not going to follow him, are you?
- Nathaniel Yes, I think I will. You know that Father says that the Indians do not seek to harm us because we treat them well. If some White person was in trouble don't you think that we should help him?
- Patience *(nods her head)*



- Nathaniel We should do the same for the Indians too. It is what God expects of us.
- Patience Look outside. The snow looks like it's turning into a blizzard. Nathaniel, you can't go out there!
- Nathaniel Patience, the storm gives me more reason to go.
- Patience *(sighs)* I believe that you are right.
- Nathaniel That's right. Patience, you will have a harder task than I have. You will need to stay at home by yourself and wait until I return. Will you be brave?
- Patience I'll try. I think that you will need to take some more food with you just in case the Indians haven't anything to eat. Let's pray before you leave.
- Nathaniel Dear Father, this is a hard time for our family. Please keep us all safe. Bring our parents back home. Help me to be a witness to You when I meet with the Indians. Give my sister the patience as her name states. Give her courage while she waits in our home alone. Amen.
- (Nathaniel hugs his sister and reaches for his coat. He puts his on and takes his mittens from his pockets. Mary wraps some food on paper. She hands the food to her brother who starts towards the door.)*
- Patience Aren't you going to take your gun with you?
- Nathaniel No, the gun would create a problem when the Indians see it. Now remember, there are enough logs of wood in here and just outside the cabin. Don't be afraid. I will return soon.
- (The curtain closes as Nathaniel exits.)*

Scene Two – An Hour later

- Patience *(Helping her mother to remove her cape)*
- I am so glad that you and Father are home at last.
- Mother Yes, It is good to be home. We heard that there is going to be Indian trouble. We were afraid the Indians might attack the settlement while you and John were all alone!
- Patience *(Begins to shiver)* Oh!
- Father *(Entering from outside)*



Patience where is Nathaniel? I want him to help me to get extra feed ready for the animals so that we can leave them in the barn should the Indians attack.

Patience Nathaniel is gone, Father.

Mother *(Alarmed)* Gone? Where has Nathaniel gone?

Patience An Indian boy named Soaring Eagle was here earlier. He repeated that he was hungry and pointed to the loaf of bread on the table. Nathaniel saw that he was acting strangely. He thought that Soaring Eagle needed the bread for someone else. Perhaps the person was injured. Nathaniel took some food that I put together. He followed the Indian to see whether he could help.

Mother Oh no! The Indians are ready to go on a warpath. We must get help at once!

Father Mother, we are not sure that Indians will attack the White settlements. Mr. Matthews tried to cause trouble with the Indians, but perhaps Nathaniel's act of kindness will stop the trouble before it starts. We must trust in God at this time.

Patience What did Mr. Matthews do to cause trouble, Father?

Mother He saw an Indian boy sneaking up toward his house and he shot him. Oh dear, do you think that the Indians will take revenge on Nathaniel?

Father Mr. Matthews didn't shoot directly at the Indian boy. He shot over his head to scare him away.

Mother The Indians would not know that he was not shooting to kill, only to scare away.

Father How long has Nathaniel been gone, Patience?

Patience He left about an hour ago.

Mother An hour! It may be too late to prevent harm from coming to him.

Mother *(The door opens and Nathaniel enters.)* Nathaniel, you're safe!

Nathaniel *(Grinning)* Of course I am safe. I prayed.

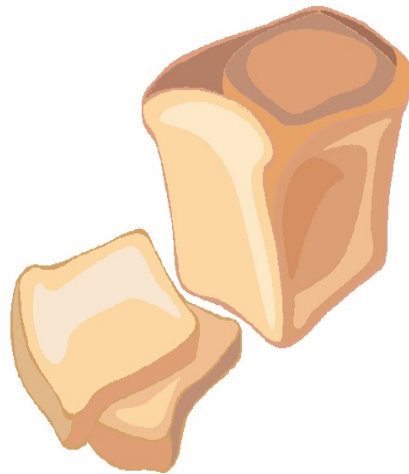
Patience Did you find the Soaring Eagle, Nathaniel?

Nathaniel Yes, I followed him. He took the loaf of bread to his father.



- Patience He didn't try to attack you with his knife?
- Nathaniel No, when he saw me, he realized that I was his friend because I had given him a loaf of bread. He was glad to see me. His father had injured his foot so he was unable to go hunting for food. They were both pleased when they saw the additional food I brought for them.
- Father Do they need anything else?
- Nathaniel No, Father. I think they will be alright for tonight. I think that we could take them something tomorrow.
- Father I am so proud of you, Son. You prayed and asked the Lord for help. You took action and helped someone in need. The Indians will see that we really mean to be friends.

Patience, you were brave to help your brother by providing more food for him to take and agreeing to stay alone in the cabin. You showed that you are growing up and you prepared a meal for us to eat even when you were afraid. An act of kindness will stop the trouble before it starts. We must trust in God at this time.



Key - Vocabulary Challenge

Name: _____

Date: _____

- 9 A deadly disease which reduced the numbers in the Native American nations.
- 2 Owner and operator of many trading posts
- 7 Laborers of the post were usually French Canadian
- 3 These were large structures which were built to house the cannons
- 6 The point where two rivers join
- 5 Brain tanned hides with the hair intact
- 11 Articles used to trade with the Indians. These include knives, axes, firearms, beads, ammunition, and blankets.
- 10 A steam powered boat used to haul freight and passengers up and down the rivers. Some are designed to float in about.
- 8 Sawed logs were installed vertically around the fort.
- 4 The post manager
- 1 Indian food was used by explorers and hunters. A mixture of dried meat, berries, and fat.



Bible Language -Activity Puzzle

Direction: Write the letter on the line that is located above the corresponding letter in the alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Z Y X W V U T S R Q P O N M L K J I H G F E D C B A

A t o n e t i m e
Z G L M V G R N V

t h e w h o l e
G S V D S L O V

W o r l d s p o k e
D L I O W H K L P V

a s i n g l e
Z H R M T O V

l a n g u a g e a n d
O Z M T F Z T V Z M W

u s e d t h e s a m e
F H V W G S V H Z N V

w o r d s.
D L I W H

Genesis 11:1 NLT



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