



J. Quick To See Smith, Indian People Wear Shoes and Sock, Lithograph pulp paper, 46"X 29",1997

Indian People Wear Shoes and Socks

Grades 4-6

Integrated Unit: Art- Science – Social Studies

Objectives:

Utilizing Jaune Quick-to See Smith's *Indian People Wear Shoes and Socks*, the students will:

1. Learn that there are seven different reservations in Montana that are home to twelve different tribes.
2. Compare and contrast the different styles of moccasins of the tribes. Compare and contrast different styles of shoes and socks.
3. Learn how jobs, available materials, and the environment can effect the way shoes are designed.
4. Write a letter requesting information.

5. Use the Internet and select appropriate web sites to find information.

Vocabulary:

Tribe – a group of people sharing a common ancestry, language, culture, and name

Moccasin – a soft leather slipper worn by Native Americans

Symbol – an object or design used to represent an idea or another object.

Decoration – an object or group of objects used to decorate; ornament; or embellish

Activity 1: View *Indian People Wear Shoes and Socks* and discuss the following questions.

Students may work in large group or small group setting. They should record their responses to the questions, which can then be used in writing activity 3. If students are not familiar with working in small cooperative groups, then model brainstorming and recording the answers by doing the first two questions as a large group. By utilizing small groups, all students will have an opportunity to voice their ideas. Remember that when brainstorming all responses are acceptable.

Why is the moccasin in color?

Why are the European style socks in black and white?

What types of designs are on the moccasins?

What types of designs are on the socks?

Why do you think that Ms Quick-to-See Smith chose those particular designs and colors for the socks? Do the designs on the socks reflect Ms. Quick-To-See Smith's Salish heritage? (Tell the students that the Salish are noted for their beadwork, which utilizes abstract plant and geometric designs.) How many styles of socks are there? What other styles of socks could Jaune Quick-to-See use? What other types of designs does one find on socks that are available for purchase?

What does the title *Indian People Wear Shoes and Socks* mean to you?

Why do you think that Jaune Quick-to-See used a newsprint style writing? When you answer this question think about what newspapers communicate to the reader.

Activity 2 Research (Individual or Paired)

Tribal Cultural Committees should be contacted when researching the customs of different tribes. I have found the representatives of the different cultural committees to be extremely helpful.

1. Find out how many Native American Reservations exist in Montana and what tribes reside on those reservations?

2. Contact the Tribal Councils for information on specific styles of moccasins for each tribe. Students should write the letters for the information. (Tribal council contact information can be found at www.mtwytlc.com.) Student's letters should include the following questions: How is the moccasin designed? How the moccasin is made? What materials are used in making the moccasin? What are types of decorations are on the moccasins. Have the materials or designs in the decorations changed from generation to generation?
3. An excellent background information site is www.native-languages.org/moccasins.htm. The site shows pictures of the different styles and bead work for some of the Montana tribes and could be used in lieu of the letter writing activity.

Activity 3 Small Group Activity

Students will use the responses from their letters to create a chart that shows the moccasin design and the types of decorations that are on the moccasins.

List the materials that are used in making the moccasin.

Have the students compare their charts to answer the following question.

How do moccasin styles differ from tribe to tribe?

Resource: <http://www.teachervision.fen.com/graphic-organizers/printable/6287.html>

Activity 4: Writing

Create a newspaper with articles about different styles of footwear and socks that you wear. Newspapers could also include articles about the moccasins. Tell how your footwear and socks demonstrate the kind of work or play that that you do. (Students should research the answers to these questions.) Include the answers to following questions:

1. Where do your different types of footwear come from?
2. What are your shoes made of?
3. How are your shoes made?
4. Where are the socks made?
5. How are socks made?
6. Are there different types of socks for different activities?

Students should work in small groups to create their newspapers. I generally have the students put their articles on large sheets of white butcher paper so they can be displayed in the hall or library. Students create their own mastheads and use the local newspaper as a model. Newspapers can also be created in the computer lab; however, I find that my students typing skills are limited and the time used in typing their articles and creating their papers could be better used studying other things.

Activity 5: Art

This activity could be teamed with your art teacher.

Materials: socks and shoes or outline images of socks and shoes, glue, water based tempera paint, plastic to protect desks and floor if using paint, colored markers, found materials; such as, buttons, feathers, sequins, glitter, plant materials, pictures, etc.

Have students bring materials from home to decorate their socks or shoes. Create socks or shoes that reflect who they are as individuals and the things that are important to them.

Assessment

Students have included their final products info that they have learned from their research and from their letters.

Related Readings:

Nichelason, Margery G. *Shoes*. Minneapolis, MN: Carolrhoda Books, Inc., 1997.

Smith, Cynthia Leitich. *Indian Shoes*. New York: HarperCollins, 2002.

Unlike contemporary stories of Indian families written by non-Native authors, *Indian Shoes* is mixed-blood-walking-in-two-worlds-dilemma free. No dream catchers, no Indian rituals, either. Instead, here are six stories about a Cherokee-Seminole youngster named Ray, secure in the loving care of his Grampa Halfmoon and his extended family in Chicago and rural Oklahoma. From trading his own high-tops so that Grampa can have a pair of moccasins, to overcoming a really serious wardrobe dilemma, to finding a creative solution to a dreadful haircut, to caring for their neighbors' many pets on Christmas Day, to midnight fishing and finding out that contests are not always about winning, these stories are goofy, quirky, laugh-out-loud funny, and poignant, sometimes all together. *Indian Shoes* is about belonging to family and community, about helping neighbors, about learning life's lessons, and about sometimes feeling different but most times knowing who you are in the world. – Beverly Slapin (Oyate)

Resources:

Biography of Jaune Quick-to-See is found on the MAM website

Tribal council contact information can be found at www.mtwytlc.com.

Every school library should also have *Indian Education for All: Connecting Cultures and Classrooms*. If your district's copies are not there, see your administrators or contact OPI.

Tribal Councils and cultural committee addresses may also be found on the *Indian Education for All* website at OPI. The OPI website is www.opi.mt.gov

The Smithsonian National Museum of the American Indian www.nmai.si.edu is another excellent site.

The following **Essential Understandings** are incorporated or reflected in the following activity.

Essential Understanding 2

There is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

Essential Understanding 3

The ideologies of Native traditional beliefs and spirituality persist into modern-day life as tribal

cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the "discovery" of North America.

Essential Understanding 6

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Montana Standards for Social Studies that are reflected in the activities.

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.