

## **Mapping the Beat: A Geography through Music Curriculum**

ArtsBridge America  
Center for Learning through the Arts and Technology, UC Irvine  
Funded by National Geographic Education Foundation

*This curriculum unit for **Mapping the Beat: A Geography through Music Curriculum** was developed by the ArtsBridge America program at the University of California, San Diego with support from a grant from the National Geographic Education Foundation. The original curriculum was compiled by Dr. Nina Eidsheim and William Boyer (2002). The extended unit below was created by Dr. Timothy Keirn and the ArtsBridge America program at the California State University, Long Beach (2009). Curriculum compiled by Jasmine Yep for the UCI Center for Learning through the Arts and Technology.*

*Other on-line resources, videos and lesson plans compiled by the UC Irvine Center for Learning through the Arts and Technology are available at: <http://www.clat.uci.edu/>.*

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### **LESSON: NATIVE AMERICAN CULTURES ON THE PLAINS**

**Included in this document are:**

**Part I: Lesson**

**Part II: On-line resources for use with lesson**

**Part III: Supporting Materials**

**Part IV: Classroom Handouts, Worksheets and Visuals**

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### ***PART I: LESSON***

**Mapping the Beat Fifth Grade Lesson: Native American Cultures on the Plains**  
(Inspired by Teacher's Guide from Knife River Indian Villages National Historic Site<sup>i</sup>)

#### **LESSON OBJECTIVE**

To explore the concepts of natural resources and trade via a study of Great Plains tribes and Native American music. Ideally a specialist in Native American music performance would visit the classroom in conjunction with this lesson.

#### **STANDARDS ADDRESSED**

##### **National Geography Standards**

*Standard 11: The patterns and networks of economic interdependence.*

How: Students discuss the trade assets of Native American nomadic tribes, sedentary tribes and Colonists during the early 1800's.

*Standard 15: How physical systems affect human systems.*

How: Students consider what natural resources are available in their environment and how that limits or permits their instrument creation.

### **California Content Standards for Music-5th grade**

*Standard 3.1: Describe the social functions of a variety of musical forms from various cultures and time periods.*

How: Guest performer's presentation engages students in a discussion of the role of flute and whistle music within the Native American culture.

### **California State Board of Education History and Social Science Standards**

*Standard 5.1: Students describe the cooperation and conflict that existed among the Indians and between the Indian Nations and the new settlers.*

How: Students discuss the trade assets of Native American nomadic tribes and sedentary tribes and learn how trade with colonists impacted the Native Americans.

*Standard 5.4: Students understand the political, religious, social and economic institutions that evolved in the colonial era.*

How: Students examine the Native Americans tribes that inhabited the United States prior to colonization.

### **TEACHER PREP**

- (Please see endnotes for on-line resources.)
- Arrange for a guest performer who specializes in Native America music performance to visit class, if possible.
- Copy the five overheads to transparency film or Internet connection to display websites.
- Copy one for each student of "Reading a Trade Map" handout or access to on-line trade map.
- Purchase Keith Bear's CD, *People of the Willows*<sup>ii</sup>, download online sample<sup>iii</sup>, or be ready to play free on-line samples of Native American music co-published by the National Museum of the American Indian and the Smithsonian<sup>iv</sup>.

### **MATERIALS NEEDED**

Blank Unlined Paper

Pencils/colored pencils or crayons

Overhead Projector with Transparencies<sup>v</sup> or Internet Connection

1. Map of North Dakota indicating location of Knife River People<sup>vi</sup>
2. Catlin's Paintings of the Mandan<sup>vii</sup><sup>viii</sup><sup>ix</sup><sup>xxxi</sup>
3. Map of Indian Tribes in America Prior to European Colonization<sup>xii</sup>
4. Map of Indian Reservations 2000<sup>xiii</sup> & 2002<sup>xiv</sup>
5. Pictures of Mandan/Hidatsa flutes<sup>xv</sup>, whistles<sup>xvi</sup>
6. Lewis and Clark's Observations of the Mandan<sup>xvii</sup>

Copy of "Reading a Trade Map" for each student **or** lead class discussion of on-line trade map<sup>xviii</sup>

CD player or Internet connection

Keith Bear's *People of the Willows* audio recording **or** on-line Native American music

Wall map of the United States<sup>xix</sup>

## VOCABULARY

If you are teaching the whole *Mapping the Beat* unit, you may want to keep a chart of vocabulary up in the classroom or have students write the words and definitions in a portfolio.

Domesticate – to breed and raise animals for human purposes

Natural Resources -useful materials found in nature not made by man or woman.

Nomadic-moving about from place to place.

Sedentary-staying in one place

Shifting-cultivation-moving fields approximately every ten years to allow the soil to be revived

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## LESSON PLAN SEQUENCE

### 15-20 min Discussion Section I

**Identify the area that is the Great Plains on a wall map [North Dakota, South Dakota, Montana, Eastern Wyoming, Eastern Colorado, Nebraska, Kansas, Oklahoma, New Mexico, Northern Texas.**

Since the arrival and adoption of the horse, brought by the Spanish in the 17<sup>th</sup> Century, Great Plains tribes farther to the west (Dakota, Crow, Cheyenne, and Assiniboine) lived a largely *nomadic* lifestyle. They built portable houses such as tipis (that could easily be disassembled and moved in pursuit of buffalo herds. They were predominantly hunters, but engaged in some gathering as well.

Tribes in the eastern plains, including the Mandan and their neighbors the Hidatsa and the Arikaras, lived a less mobile or *sedentary* life, with permanent earthlodge villages. Mandan, Hidatsa, and Arikara Native American tribes lived on the shores of the Knife and Missouri Rivers for over 700 years by the time the first Europeans made contact with them.

**Show overhead transparency maps of (A) Indian of Tribes in North America, and (B) North Dakota and the Knife River Tribes Villages.**

These tribes lived in large communities of thousands of people, in houses made of wooden frames and sod roofs that provided insulation. These houses often held thirty members of a family at one time! The Mandan Indians lived a predominantly agricultural lifestyle. They were shifting cultivators who grew corn, wild rice, squash, and other vegetables in fields near their villages and the rivers. They did hunt buffalo, although only seasonally, and the hunt was an opportunity for male members of the tribe to demonstrate brave, honorable character.

**Read the Lewis and Clark description of the Mandan. Show George Catlin's paintings (1837-39) of a Mandan village and of buffalo hunting.**

Lewis and Clark lived amongst the Mandan in the winter of 1804-1805 during their exploration of the American West. They were the first European Americans to record their observations of the Mandan. George Catlin was the first European American to paint pictures of the Mandan between 1836 and 1839.

*Discussion Questions from Lewis and Clark and the Catlin Paintings*

- *What does the village painting tell us about the way the Mandan lived?*
- *Why is there an opening in the middle of the village?*
- *What animals did the Mandan domesticate? For what purposes did they use the animals?*
- *Why is there a fence around the village?*
- *How did the Mandan hunt buffalo? What types of resources were used to hunt buffalo?*
- *What work did Mandan women and men do?*
- *How accurate are these observations and paintings?*

Like many tribes throughout the continent, the Mandan Indians utilized trade, often with nomadic groups from very distant locations, in order to obtain necessary supplies and valuable **natural resources**, such as obsidian, pipestone, beads and animal hides that they used to make weapons, tools, pipes, clothes, and other products. Trade goods included:

From the Great Plains Tribes (nomadic)

- Buffalo hides
- Deerskins
- Dried meat
- Pipestone and obsidian

The Mandan and Hidatsa tribes (sedentary)

- Primarily crops like:
- Squash
- Pumpkin
- Beans
- Corn
- Sunflowers
- Wild rice

**Show Catlin paintings of Mandan Chief Four Bears and Medicine Man Old Bear**

*Discussion Questions:*

- What do you know about natural resources?
- What natural resources would nomadic tribes have to offer in trade?
- What would sedentary tribes have to offer in trade?
- What are their clothes made of? What parts of their clothes were traded for?
- Why are they dressed differently?

**Optional: 10 to 15 min “Reading a Trade Map” worksheet**

Students work independently or in pairs to complete the worksheet.

### **10 min Discussion Section II**

Unfortunately, contact with Europeans via these trade routes brought disease to the Mandan, Hidatsa, and Arikira Indians. As their communities dwindled due to small pox epidemics in 1781 and 1837, the tribes banded together in order to survive. This did not just affect tribes in North Dakota. Disease, battle with European settlers and the establishment of reservations affected tribes throughout the United States.

**Show overhead transparencies or on-line images of the Indian Tribes in America prior to European Colonization compared to the map of Indian reservations in 2002.**

**As a class or in small groups have students discuss cause and effect of the changes in Native American population distribution.**

*Discussion Questions:*

- Q: How do the two maps look different?  
A: Tribes concentrated into small areas of the US.
- Q: What factors created this situation?  
A: Decreased population due to war and disease, establishment of reservations
- Q: What might have been the effects of the establishment of reservations?  
A: Isolation between tribes effects trade of natural resources; Greater concentrations of people means disease spreads faster; Less access to natural resources like buffalo hunting; Greater competition for available natural resources; Less opportunity for economic prosperity.

### **15 min Discussion Section III**

#### **Native American Music/Instruments**

Throughout North America, tribes use flutes, whistles, drums, and other instruments in a variety of musical ceremonies, songs, and daily activities. **Show overhead of whistles** that were documented in the Mandan community in the early twentieth century. These were made out of wood, bone, feathers, porcupine quills, and fur. These instruments are created using a variety of natural resources, and tribes in distant locations often have very similar instruments, either through trade or coincidental creation.

Play sample from Keith Bear's *People of the Willows* CD or of on-line Native American music

*Discussion Questions:*

- What instruments do you hear?
- Could those instruments be made from natural resources?
- Which instrument(s) were probably not made from natural resource by the Native Americans? (violin)

### **30 min Project Description**

In small groups, have students list natural resources for the region in which your school is located.

As a class, have each group share their list of natural resources.

Then each student invents their own instrument, using natural resources that they could find in their region, or materials that they can obtain through trade with someone who lives in a different environment. Ask the students to draw a picture of their instrument and write a paragraph on the back of the paper explaining (1) how the instrument is built, (2) what materials are used to build it, (3) how it is played, and (4) how it sounds.

It might be useful to put up the “Instrument Type” overhead for students to reference as they consider their instrument.

### **5-10 min Wrap up**

Review vocabulary from this lesson and have students record the definitions in their *Mapping the Beat* portfolio.

Review questions:

1. Name two states that are part of the Great Plains.
2. In what state does the Knife River join with the Missouri River? A: North Dakota
3. What does nomadic mean?
4. Name two tribes that lived on or near the Knife River in 1804. A: Mandan, Hidatsa
5. Give examples of natural resources used by native tribes in trade.

### **ASSESSMENT**

- Check instrument inventions and written explanation for understanding of natural resources.
- Check Trade Map worksheet for accurate map reading skills.

### **SELECTING A GUEST PERFORMER**

Choose a musician who can share multiple instruments and talk about each instrument’s environmental origins. Invite the performer to share his/her personal story including how he/she obtained each instrument, what music means to that person, where he or she is from and how he/she learned to play.

### **SUGGESTED LISTENING**

- Samples of traditional Native American music are available from the Library of Congress at: [http://memory.loc.gov/cgi-bin/query/S?ammem/omhbib:@field\(NUMBER\(@range\(20310+20326\)\)\)](http://memory.loc.gov/cgi-bin/query/S?ammem/omhbib:@field(NUMBER(@range(20310+20326))))
- Information about this music is available at: <http://memory.loc.gov/ammem/omhtml/omhoim.html>
- Samples of contemporary Native American music can be accessed directly at: [http://worldmusic.nationalgeographic.com/view/page.basic/genre/content.genre/native\\_american\\_759](http://worldmusic.nationalgeographic.com/view/page.basic/genre/content.genre/native_american_759)

### **WEB RESOURCE**

- *Teacher’s Guide: Knife River Indian Villages National Historic Site*  
<http://www.nps.gov/knri/teach/intro.htm>

## ***PART II: ON-LINE RESOURCES FOR USE WITH LESSON***

### **Suggested Listening**

- Music of well-known Navajo/Ute instrumentalist R. Carlos Nakai can be accessed directly at: [http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/album/content.album/enter\\_tribal\\_33204](http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/album/content.album/enter_tribal_33204)
- Samples of contemporary Native American music can be accessed directly at: [http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/genre/content.genre/native\\_american\\_759](http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/genre/content.genre/native_american_759)
- *Omaha Indian Music* features traditional Omaha music from the 1890s and 1980s. The multiformat ethnographic field collection contains 44 wax cylinder recordings collected by Francis La Flesche and Alice Cunningham Fletcher between 1895 and 1897, 323 songs and speeches from the 1983 Omaha harvest celebration pow-wow, and 25 songs and speeches from the 1985 Hethu'shka Society concert at the Library of Congress. Segments from interviews with members of the Omaha tribe conducted in 1983 and 1999 provide contextual information for the songs and speeches included in the collection. Supplementing the collection are black-and-white and color photographs taken during the 1983 pow-wow and the 1985 concert, as well as research materials that include fieldnotes and tape logs pertaining to the pow-wow. This presentation is made possible by the generous support of The Texaco Foundation. Samples of traditional Native American music are available from the Library of Congress at: [http://memory.loc.gov/cgi-bin/query/S?ammem/omhbib:@field\(NUMBER\(@range\(20310+20326\)\)\)](http://memory.loc.gov/cgi-bin/query/S?ammem/omhbib:@field(NUMBER(@range(20310+20326))))

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress does not endorse the views expressed in these collections, which may contain materials offensive to some readers. Information about *Omaha Indian Music* is available at: <http://memory.loc.gov/ammem/omhtml/omhhome.html>

- *People of the Willows*. Keith Bear, Gary Stroutsos, Nellie Youpee, Jovino Santos Neto plus the Pacific String Quartet  
<http://www.makoche.com/cgi-bin/Shopper.exe?key=MW0148&preadd=action>
- More information on flutes and an audio recording of a solo played on flute available at: [http://en.wikipedia.org/wiki/Native\\_American\\_flute](http://en.wikipedia.org/wiki/Native_American_flute).
- A free online sample from *Native American Celebration* is available from National Geographic World Music. Forchant go to "Ska Ka Luk Sa", for Native American flute go to "Walk With Me". *Native American Celebration* is recorded by contemporary musicians and does not have historically accurate sound. However it shows how ancient traditions have merged with the broader U.S. culture.  
[http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/artist/content.artist/native\\_american\\_celebration\\_36181](http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/artist/content.artist/native_american_celebration_36181)

## ***PART III: SUPPORTING MATERIALS***

### **On-line Resources for Educators**

- ***Teacher's Guide: Knife River Indian Villages National Historic Site***  
<http://www.nps.gov/knri/teach/intro.htm>
- ***A map of Native American tribal lands in the United States***  
[http://www.census.gov/geo/www/maps/aian\\_wall\\_map/us\\_wall100.htm](http://www.census.gov/geo/www/maps/aian_wall_map/us_wall100.htm)
- ***Native American flute crafted by Chief Arthur Two-crows, 1987***  
Author Jossi Fresco  
[http://en.wikipedia.org/wiki/Native\\_American\\_flute](http://en.wikipedia.org/wiki/Native_American_flute)
- ***Resources Regarding Native American History, Culture, & Music***  
Provided and Written by Brigetta Miller, Associate Professor of Music, Lawrence University

Resources for Music Educators: Books

[https://eee.uci.edu/wiki/index.php/Image:Resources-for-Music-Educators\\_1.jpg](https://eee.uci.edu/wiki/index.php/Image:Resources-for-Music-Educators_1.jpg)

Resources for Music Educators: Children's Literature

[https://eee.uci.edu/wiki/index.php/Image:Resources-for-Music-Educators\\_2.jpg](https://eee.uci.edu/wiki/index.php/Image:Resources-for-Music-Educators_2.jpg)

Teaching Respect for Native Peoples

<https://eee.uci.edu/wiki/index.php/Image:Teaching-Respect-1.jpg>

<https://eee.uci.edu/wiki/index.php/Image:Teaching-Respect-2.jpg>

<https://eee.uci.edu/wiki/index.php/Image:Pic-of-Native-American-Children.jpg>

- ***Mandan lodge, North Dakota. c. 1908.***  
From the Edward S. Curtis Collection Library of Congress.
  1. [https://eee.uci.edu/wiki/index.php/Image:Mandan\\_lodge.JPG](https://eee.uci.edu/wiki/index.php/Image:Mandan_lodge.JPG)
  2. [http://lcweb2.loc.gov/cgi-bin/query/S?pp/ils:@FILREQ\(@field\(SUBJ+@od1\(Mandan+Indians--Structures--1900-1910+\)\)+@FIELD\(COLLID+ecur\)\)](http://lcweb2.loc.gov/cgi-bin/query/S?pp/ils:@FILREQ(@field(SUBJ+@od1(Mandan+Indians--Structures--1900-1910+))+@FIELD(COLLID+ecur)))
- ***Information about the Mandan people available at:***  
[http://images.google.com/imgres?imgurl=http://www.spartacus.schoolnet.co.uk/WWmandans.JPG&imgrefurl=http://www.spartacus.schoolnet.co.uk/WWmandans.htm&usq=\\_\\_Np5H4ffKX8AS1hXmGtGLGofEx1s=&h=411&w=276&sz=21&hl=en&start=3&sig2=AGSr4CzdtJMP2G1oJmI2-w&tbnid=KaHE3uH8OI41DM:&tbnh=125&tbnw=84&prev=/images%3Fq%3DMandan%26gbv%3D2%26hl%3Den&ei=HLUdS9OVBYPktQPE08S1Cg](http://images.google.com/imgres?imgurl=http://www.spartacus.schoolnet.co.uk/WWmandans.JPG&imgrefurl=http://www.spartacus.schoolnet.co.uk/WWmandans.htm&usq=__Np5H4ffKX8AS1hXmGtGLGofEx1s=&h=411&w=276&sz=21&hl=en&start=3&sig2=AGSr4CzdtJMP2G1oJmI2-w&tbnid=KaHE3uH8OI41DM:&tbnh=125&tbnw=84&prev=/images%3Fq%3DMandan%26gbv%3D2%26hl%3Den&ei=HLUdS9OVBYPktQPE08S1Cg)

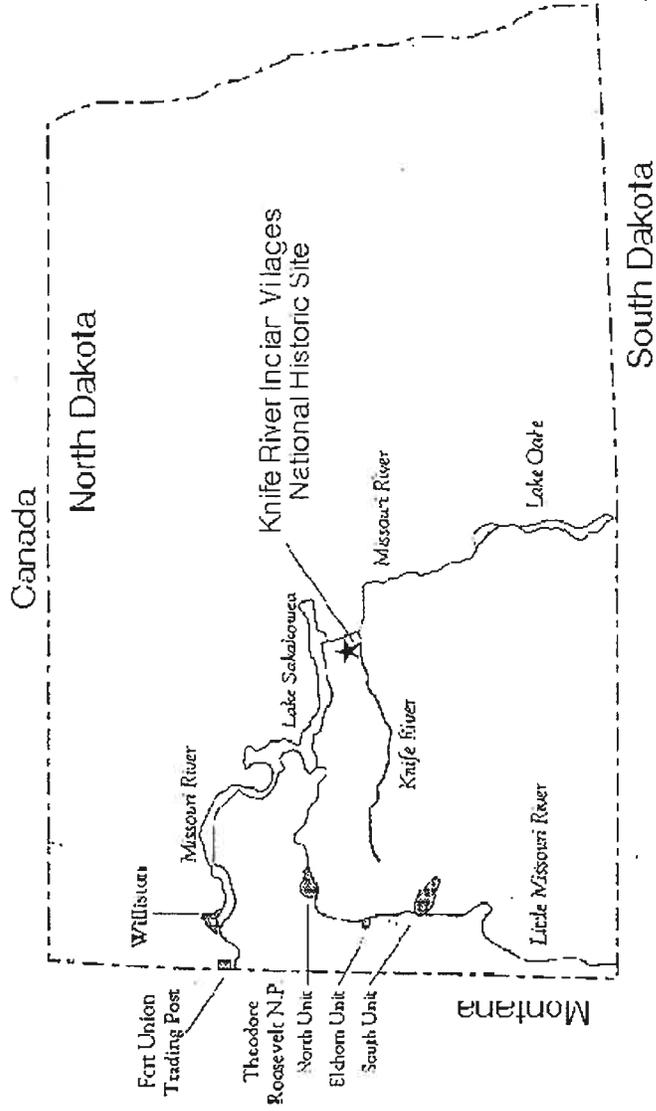
## ***PART IV: CLASSROOM HANDOUTS, WORKSHEETS & VISUALS***

Select resources are attached to this lesson plan. Please refer to the resources provided in Part II and III for additional materials.

All *Mapping the Beat* materials available on-line at [www.clat.uci.edu](http://www.clat.uci.edu).

- Map of North Dakota indicating location of Knife River People<sup>xx</sup>  
<http://www.nps.gov/archive/knri/teach/intro.htm>  
<http://lewisandclarktrail.com/section2/ndcities/BismarckMandan/knifelodges/index.htm> ;
- Catlin's Paintings of the Mandan<sup>xxi xxii xxiii xxiv xxv</sup>
  1. <http://freepages.family.rootsweb.ancestry.com/~bowen/images/mandanvillage.jpg>
  2. <http://www.1st-art-gallery.com/thumbnail/131255/1/Buffalo-Bull-Dance-Of-The-Mandan-Tribe.jpg>
  3. [http://www.imageenvision.com/stock\\_photo/details/0003-0703-0711-4570/hidatsa\\_native\\_american\\_man\\_called\\_rabbit\\_head](http://www.imageenvision.com/stock_photo/details/0003-0703-0711-4570/hidatsa_native_american_man_called_rabbit_head)
  4. [http://americanart.si.edu/exhibitions/online/catlin/catlin\\_highlights2.cfm?StartRow=10](http://americanart.si.edu/exhibitions/online/catlin/catlin_highlights2.cfm?StartRow=10)
  5. [http://picturingamerica.neh.gov/downloads/pdfs/Resource\\_Guide\\_Chapters/PictAmer\\_Resource\\_Book\\_Chapter\\_6B.pdf](http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_6B.pdf)
- Map of Indian Tribes in America Prior to European Colonization<sup>xxvi</sup>  
<http://artsbridge.ucsd.edu/Mappingthebeat/5thgrade/pg32.pdf>
- Map of Indian Reservations 2000<sup>xxvii</sup> & 2002<sup>xxviii</sup>  
[http://www.census.gov/geo/www/maps/aian\\_wall\\_map/us\\_wall100.htm](http://www.census.gov/geo/www/maps/aian_wall_map/us_wall100.htm)  
<http://upload.wikimedia.org/wikipedia/commons/0/02/Bia-map-indian-reservations-usa.png>
- Pictures of Mandan/Hidatsa flutes<sup>xxix</sup>, whistles<sup>xxx</sup>  
[http://en.wikipedia.org/wiki/Native\\_American\\_flute](http://en.wikipedia.org/wiki/Native_American_flute)  
<http://ethno.witkamsound.com/instr-images/native-american-flute.jpg>
- Lewis and Clark's Observations of the Mandan<sup>xxxi</sup>  
<http://www.nps.gov/jeff/historyculture/upload/wood.pdf>
- "Reading a Trade Map" for each student or lead class discussion of on-line trade map<sup>xxxii</sup>  
<http://www.nps.gov/archive/knri/teach/map4.htm>

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- i <http://www.nps.gov/archive/knri/teach/intro.htm>
- ii <http://www.makoche.com/cgi-bin/Shopper.exe?key=MW0148&preadd=action>
- iii <http://www.emusic.com/album/Various-Artists-People-of-the-Willows-MP3-Download/10931231.html>
- iv <http://www.nmai.si.edu/subpage.cfm?second=cds&subpage=shop&third=CreationsJourney>
- v <http://www.nps.gov/archive/knri/teach/pictures.htm>
- vi <http://lewisandclarktrail.com/section2/ndcities/BismarckMandan/knifelodges/index.htm> ;  
<http://lewisandclarktrail.com/section2/ndcities/BismarckMandan/knifelodges/knife%20river%20villages.pdf>;
- vii <http://freepages.family.rootsweb.ancestry.com/~bowen/images/mandanvillage.jpg> ; <http://www.1st-art-gallery.com/thumbnaill/131255/1/Bufalo-Bull-Dance-Of-The-Mandan-Tribe.jpg>
- viii [http://www.imageenvision.com/stock\\_photo/details/0003-0703-0711-4570/hidatsa\\_native\\_american\\_man\\_called\\_rabbit\\_head](http://www.imageenvision.com/stock_photo/details/0003-0703-0711-4570/hidatsa_native_american_man_called_rabbit_head)
- ix [http://americanart.si.edu/exhibitions/online/catlin/catlin\\_highlights2.cfm?StartRow=10](http://americanart.si.edu/exhibitions/online/catlin/catlin_highlights2.cfm?StartRow=10)
- x [http://picturingamerica.neh.gov/downloads/pdfs/Resource\\_Guide\\_Chapters/PictAmer\\_Resource\\_Book\\_Chapter\\_6B.pdf](http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_6B.pdf)
- xi <http://www.tfaoi.com/aa/4aa/4aa577.htm>
- xii <http://artsbridge.ucsd.edu/Mappingthebeat/5thgrade/pg32.pdf>
- xiii [http://www.census.gov/geo/www/maps/aian\\_wall\\_map/us\\_wall100.htm](http://www.census.gov/geo/www/maps/aian_wall_map/us_wall100.htm)
- xiv <http://upload.wikimedia.org/wikipedia/commons/0/02/Bia-map-indian-reservations-usa.png>
- xv [http://en.wikipedia.org/wiki/Native\\_American\\_flute](http://en.wikipedia.org/wiki/Native_American_flute)
- xvi <http://ethno.witkamsound.com/instr-images/native-american-flute.jpg> ;  
[http://2.bp.blogspot.com/\\_TkYG1RhmoU/SsEpbZZJGQI/AAAAAAAAACLw/zuLbPDxQG-k/s400/EagleBoneWhistle.jpg](http://2.bp.blogspot.com/_TkYG1RhmoU/SsEpbZZJGQI/AAAAAAAAACLw/zuLbPDxQG-k/s400/EagleBoneWhistle.jpg)
- xvii <http://www.nps.gov/jeff/historyculture/upload/wood.pdf>
- xviii <http://www.nps.gov/archive/knri/teach/map4.htm>
- xix <http://www.united-states-map.com/topo-map.htm>
- xx <http://lewisandclarktrail.com/section2/ndcities/BismarckMandan/knifelodges/index.htm> ;  
<http://lewisandclarktrail.com/section2/ndcities/BismarckMandan/knifelodges/knife%20river%20villages.pdf>;
- xxi <http://freepages.family.rootsweb.ancestry.com/~bowen/images/mandanvillage.jpg> ; <http://www.1st-art-gallery.com/thumbnaill/131255/1/Bufalo-Bull-Dance-Of-The-Mandan-Tribe.jpg>
- xxii [http://www.imageenvision.com/stock\\_photo/details/0003-0703-0711-4570/hidatsa\\_native\\_american\\_man\\_called\\_rabbit\\_head](http://www.imageenvision.com/stock_photo/details/0003-0703-0711-4570/hidatsa_native_american_man_called_rabbit_head)
- xxiii [http://americanart.si.edu/exhibitions/online/catlin/catlin\\_highlights2.cfm?StartRow=10](http://americanart.si.edu/exhibitions/online/catlin/catlin_highlights2.cfm?StartRow=10)
- xxiv [http://picturingamerica.neh.gov/downloads/pdfs/Resource\\_Guide\\_Chapters/PictAmer\\_Resource\\_Book\\_Chapter\\_6B.pdf](http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_6B.pdf)
- xxv <http://www.tfaoi.com/aa/4aa/4aa577.htm>
- xxvi <http://artsbridge.ucsd.edu/Mappingthebeat/5thgrade/pg32.pdf>
- xxvii [http://www.census.gov/geo/www/maps/aian\\_wall\\_map/us\\_wall100.htm](http://www.census.gov/geo/www/maps/aian_wall_map/us_wall100.htm)
- xxviii <http://upload.wikimedia.org/wikipedia/commons/0/02/Bia-map-indian-reservations-usa.png>
- xxix [http://en.wikipedia.org/wiki/Native\\_American\\_flute](http://en.wikipedia.org/wiki/Native_American_flute)
- xxx <http://ethno.witkamsound.com/instr-images/native-american-flute.jpg> ;  
[http://2.bp.blogspot.com/\\_TkYG1RhmoU/SsEpbZZJGQI/AAAAAAAAACLw/zuLbPDxQG-k/s400/EagleBoneWhistle.jpg](http://2.bp.blogspot.com/_TkYG1RhmoU/SsEpbZZJGQI/AAAAAAAAACLw/zuLbPDxQG-k/s400/EagleBoneWhistle.jpg)
- xxxi <http://www.nps.gov/jeff/historyculture/upload/wood.pdf>
- xxxii <http://www.nps.gov/archive/knri/teach/map4.htm>

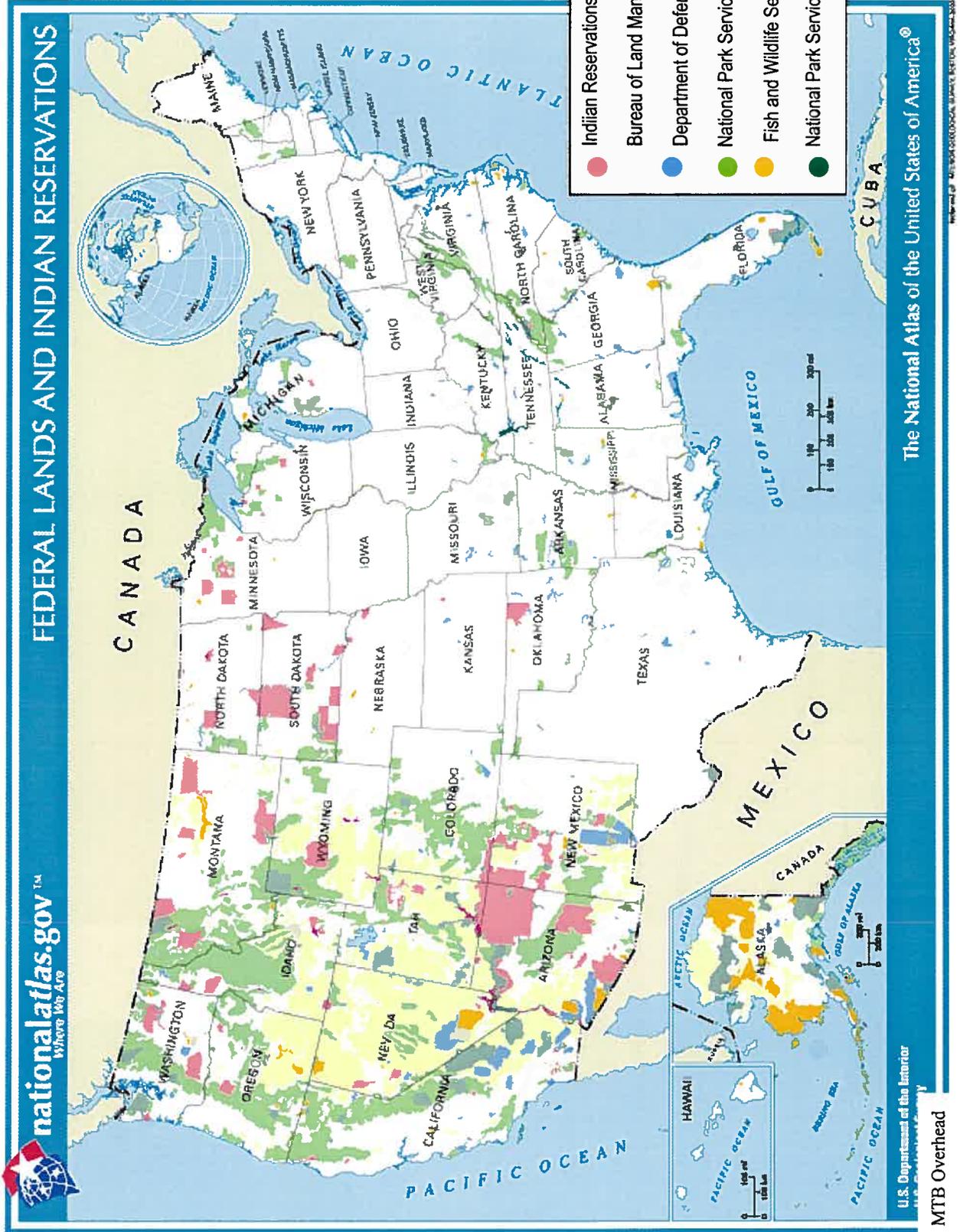


Regional map showing the location of Knife River Indian Villages National Historic Site

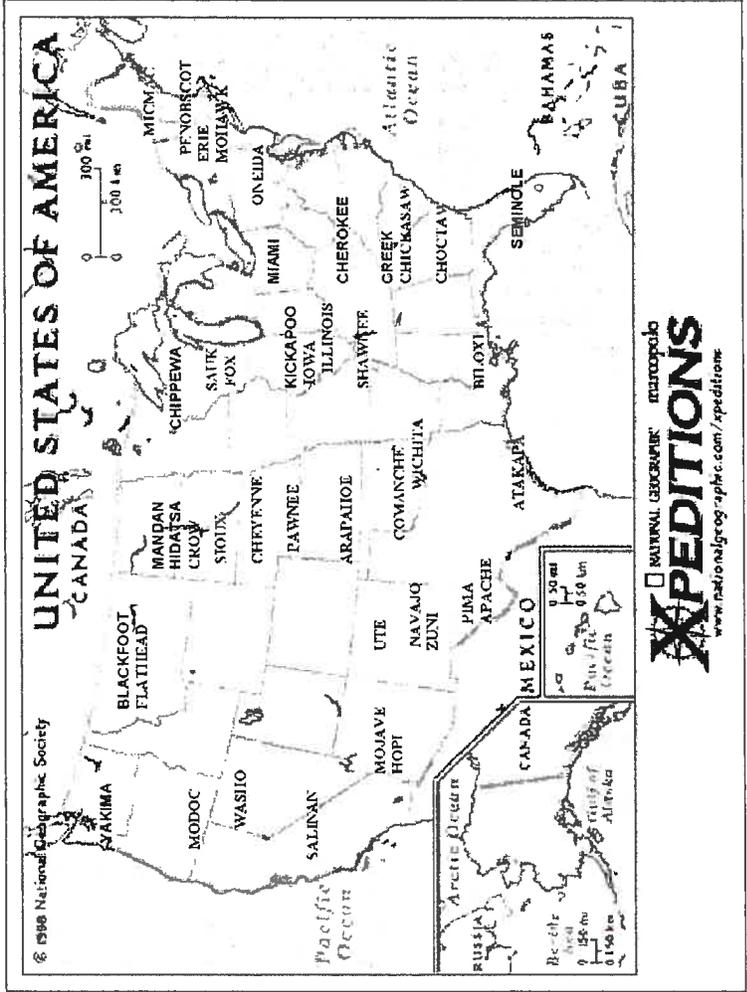
Source: Dr. Stanley Ahler, from his book *People of the Willows: The Prehistory and Early History of the Hidatsa Indians*

MTB Overhead

# Indian Reservations in 2002



# Indian Tribes in America Prior to European Colonization



MTB Overhead

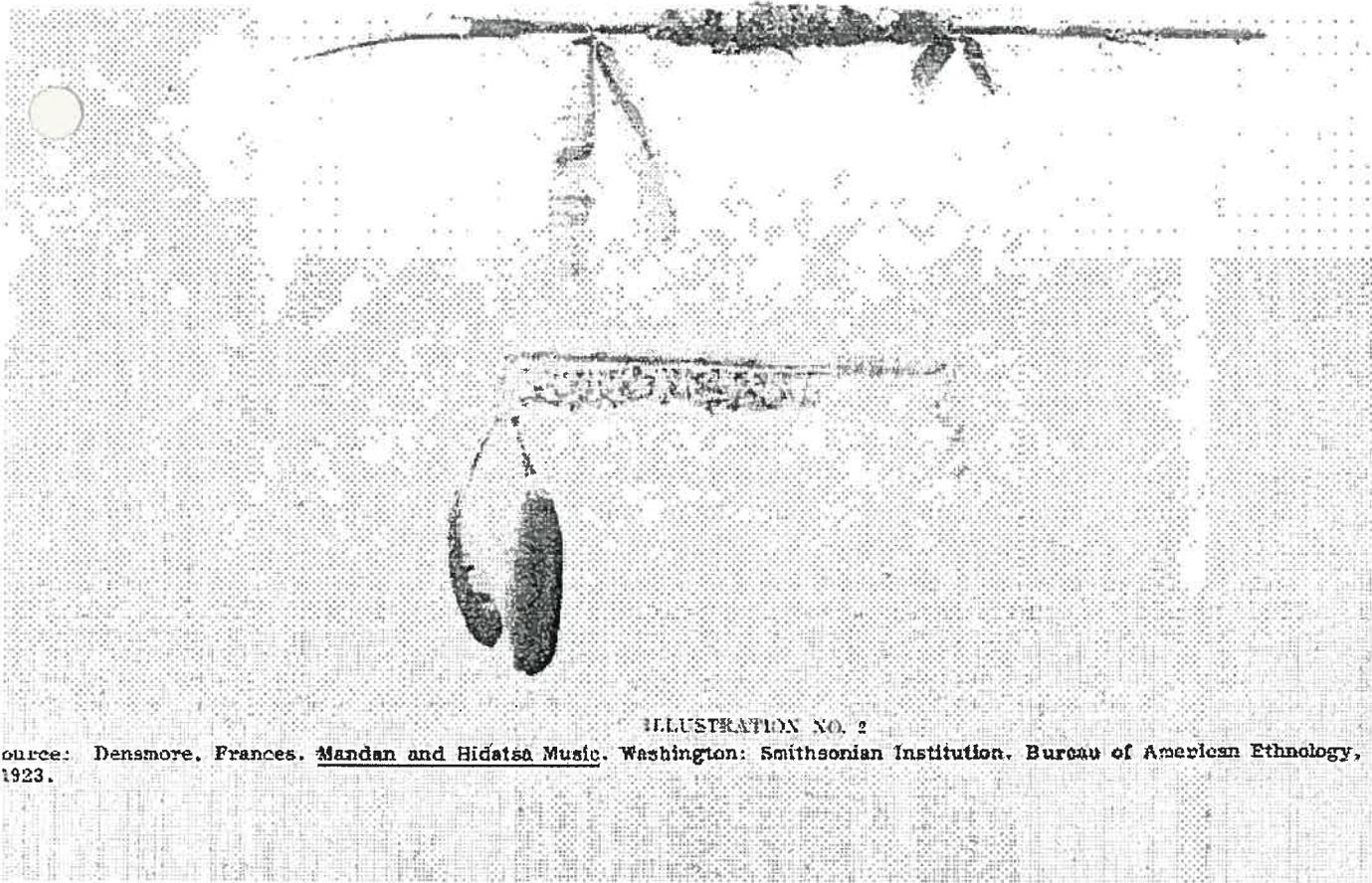
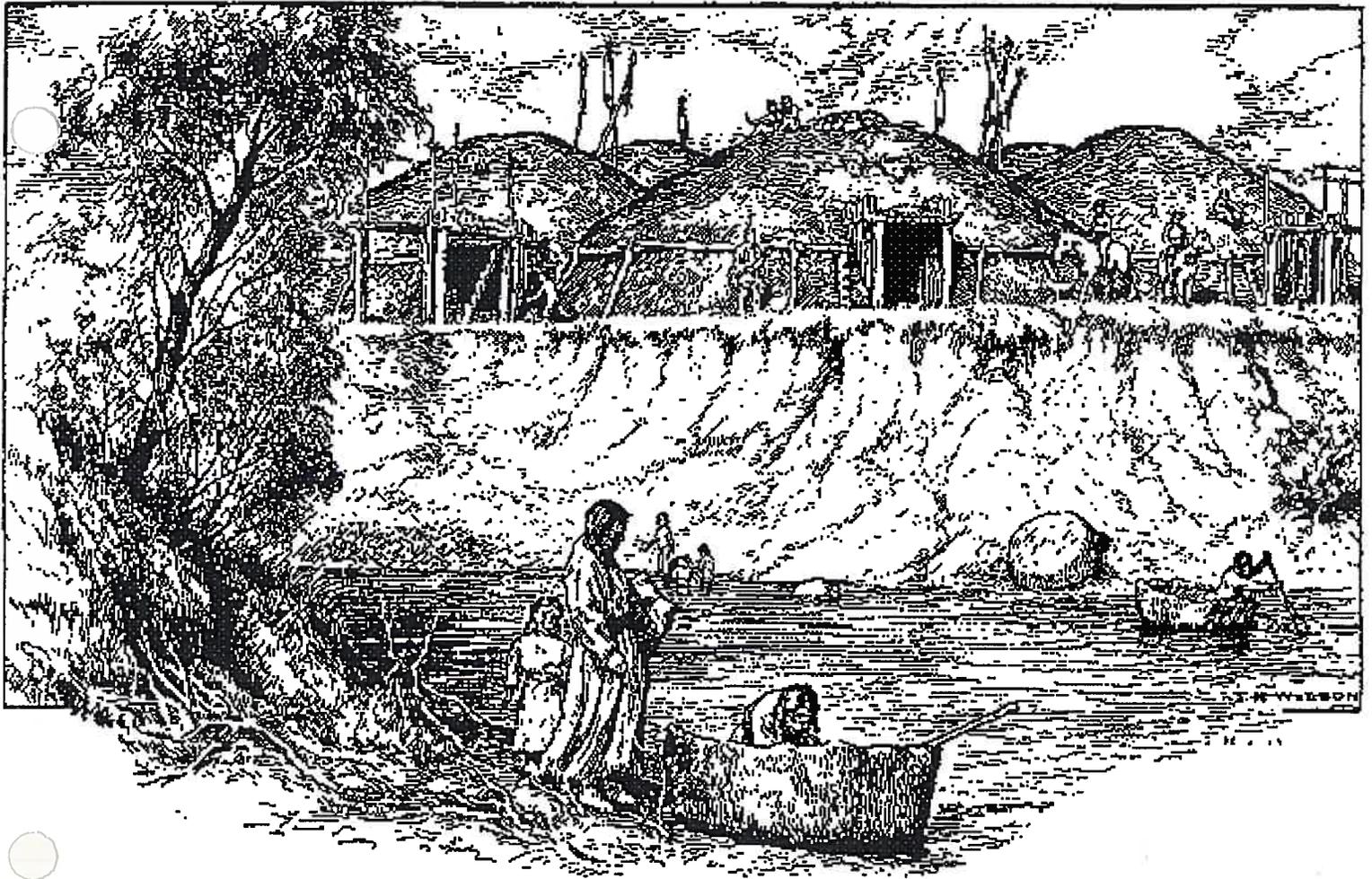


ILLUSTRATION NO. 2

Source: Densmore, Frances. Mandan and Hidatsa Music. Washington: Smithsonian Institution, Bureau of American Ethnology, 1923.

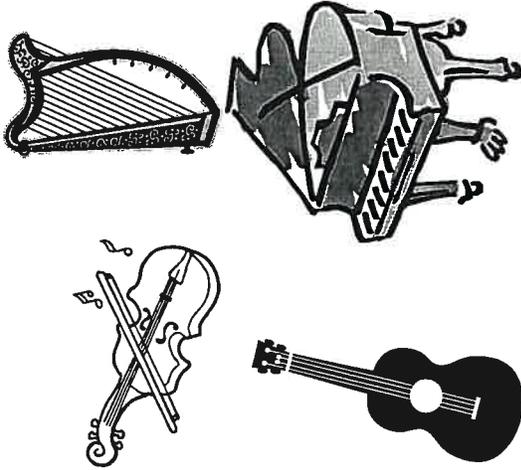
MTB Overhead



# Instrument Types

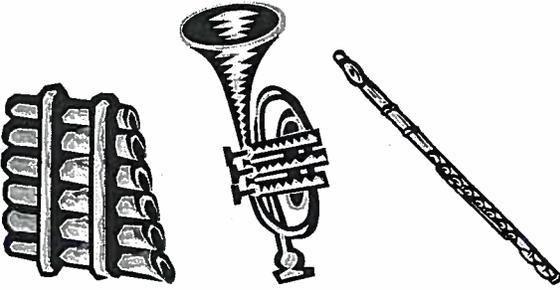
## Chordophones

Create sound by vibrating strings



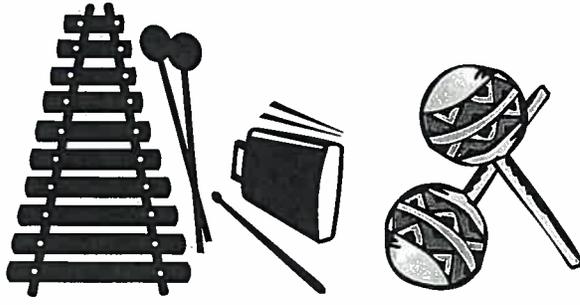
## Aerophones

Played using air



## Ideophones

Solid instruments that sound when they are struck

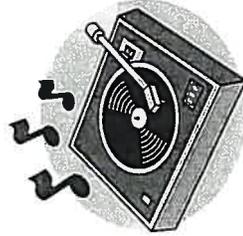


## Membranophones

Have a skin that vibrates when struck



## Electrophones



# Reading a Trade Map

Name five tribes that had trading relationships with the Mandan and Hidatsa.

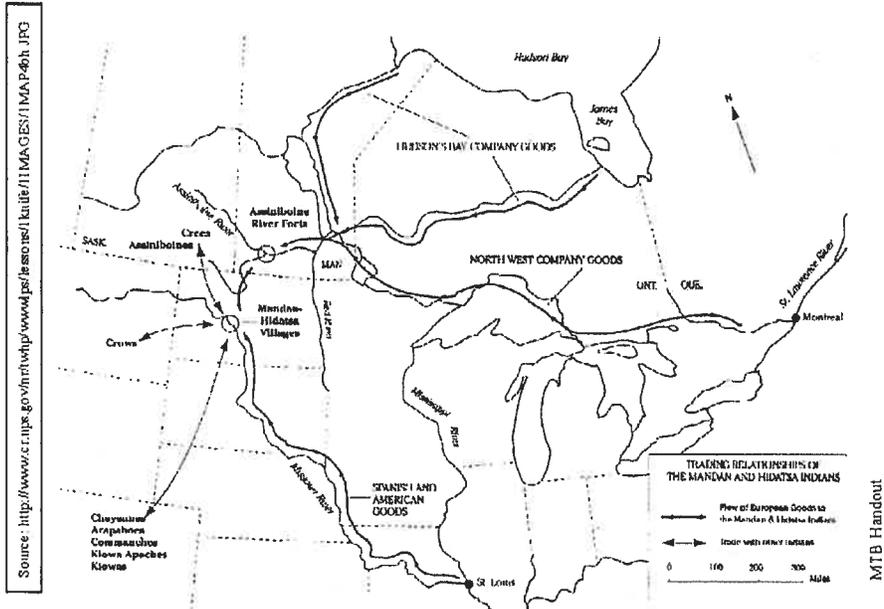
- 1.
- 2.
- 3.
- 4.
- 5.

What river connects the Mandan-Hidatsa Village to St. Louis?

\_\_\_\_\_

Name one city from which European goods flowed to the Mandan and Hidatsa.

\_\_\_\_\_





*Mapping the Beat*

Lesson: Native American Cultures on the Plains

Native American flute crafted by Chief Arthur Two-Crows, 1987

[http://en.wikipedia.org/wiki/Native\\_American\\_flute](http://en.wikipedia.org/wiki/Native_American_flute)

The Native American flute has achieved some measure of fame for its distinctive sound, used in a variety of New Age and world music recordings. The instrument was originally very personal; its music was played without accompaniment in courtship, healing, meditation, and spiritual rituals. Now it is played solo, along with other instruments or vocals, or with backing tracks both in Native American music and in other styles. There are two different types of Native American flute, the plains flute and the woodlands flute, each with slightly different construction.



*Mapping the Beat*

Lesson: Native American Cultures on the Plains

Mandan lodge, North Dakota. c. 1908.

Mandan Lodge. From the Edward S. Curtis Collection Library of Congress.

[http://lcweb2.loc.gov/cgi-bin/query/S?pp/ils:@FILREQ\(@field\(SUBJ+@od1\(Mandan+Indians--Structures--1900-1910+\)\)+@FIELD\(COLLID+ecur\)\)](http://lcweb2.loc.gov/cgi-bin/query/S?pp/ils:@FILREQ(@field(SUBJ+@od1(Mandan+Indians--Structures--1900-1910+))+@FIELD(COLLID+ecur)))

[http://en.wikipedia.org/wiki/File:Mandan\\_lodge.jpg](http://en.wikipedia.org/wiki/File:Mandan_lodge.jpg)