

Expressions of Life

An Introduction to Native American Art

A R T M O B I L E

Traveling throughout Bucks County
October 1996 - June 1997

Artmobile is the outreach museum of the Division of the Arts at Bucks County Community College. A portion of Artmobile's general operating funds for this fiscal year has been provided through a grant from the **Institute of Museum Services**, a Federal agency that offers general operating support to the nation's museums. *Expressions of Life* is supported in part by a grant from the **Pennsylvania Council on the Arts**.

This manual was devised to help teachers incorporate the Artmobile experience into their curricula by providing background information and classroom activities related to the exhibition. It is intended to serve as a resource both in conjunction with and apart from the exhibition.

Artmobile is celebrating its twentieth year of bringing the arts to the school children and adults of Bucks County through its visits to schools and public sites. For more information about Artmobile and its programs, please call 215/968-8432.

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ACKNOWLEDGMENTS

This exhibition would not have been possible without the generosity of all those artists, individuals and institutions who loaned pieces to Artmobile for the duration of our nine-month tour. I most sincerely thank:

| | | |
|--------------------------------|-------------------|---------------------|
| Crown and Eagle Antiques, Inc. | Jacque English | Barbara Strickland |
| Reverend Ted Campbell | Michael E. Martin | Denise Tababoo |
| White Eagle | Jona Naughton | Christopher Willett |

Thanks to Denise Tababoo for guest curating this lively and informative exhibition and for writing this teacher's manual.

Special thanks to Carol Partlow-Fyock and Nocona. Carol assembled a truly inspired listing of resources for this manual, including an exhaustive survey of local resources. Her enthusiasm and ideas for hands-on displays were invaluable. Nocona generously shared his knowledge and insight into Native American history and culture with all of us. His careful guidance helped us to avoid perpetuating stereotypes and potentially offensive language in our presentations.

Many other people provided additional support for this exhibition. My heartfelt thanks to: Stephen Caputi, Matthew Montgomery and Nocona, for their assistance with the installation; Eli Searce, for her expert pedestal construction; Nicole Harbison, for keyboarding the wall labels; Sandi McLaughlin, for proof-reading this manual and providing moral support; Darcie Lincoln, for enabling us to print a full-color piece on the exhibition, and especially to the Artmobile Guides for this tour — Carol Partlow-Fyock, Lori Juillerat and Dana Weinberg — for their enthusiasm, hard work and belief in the value of Artmobile. It is through the efforts of our Guides that Artmobile achieves its mission of bringing the arts to our community.

Fran Orlando
Director of Exhibitions/Artmobile
Bucks County Community College
Newtown, PA 18940

This exhibition and manual are dedicated to the United American Indians of the Delaware Valley and the Native American Alliance of Bucks County.

I would like to thank the following artists and friends for giving their support and guidance: Jacque English, Barbara Strickland, Jona Naughton, Christopher Willett, White Eagle, Stillwater, and Lynn Trusdell.

I would like to thank Bucks County Community College and Fran Orlando for making it possible to share our culture with so many children in Bucks County. This is a valuable educational tool for our culture of the past, but most importantly to show that we are still active and carrying on the traditions of our ancestors.

I would like to give special thanks to my Mom, Orena Hayes Bone, and to the memory of my Grandmother, Lucy Hayes, who awakened my talents. I am very proud to share my Nez Perce heritage. Thank you.

Denise Tababoo
Guest Curator

EXHIBITION OVERVIEW

For Native American Indian ancestors art was a part of daily life: whether a hand-crafted basket full of berries, or a deer hide painting hung in the lodge, or a ceremonial beaded buckskin dress. Today Native American artists maintain these traditions through their devotion to their heritage and art. *Expressions of Life: An Introduction to Native American Art* explores past traditions as well as the presence of Native Americans today through an examination of their art. Objects on display include authentic antiques, replicas of antique objects and contemporary pieces.

Among the antiques are several antique baskets made by the Klickitat tribe from the Northwest. These baskets were made from bark and reed woven so tightly they could hold water. The baskets are 40 to 50 years old and were traded very readily from tribe to tribe. Antique beaded bags from the Nez Perce, a tribe noted for their beadwork, were chosen from a collection of more than 100 separate pieces of beaded art. Tightly beaded work was very highly prized because of the attention to detail and the realistic quality to the shading.

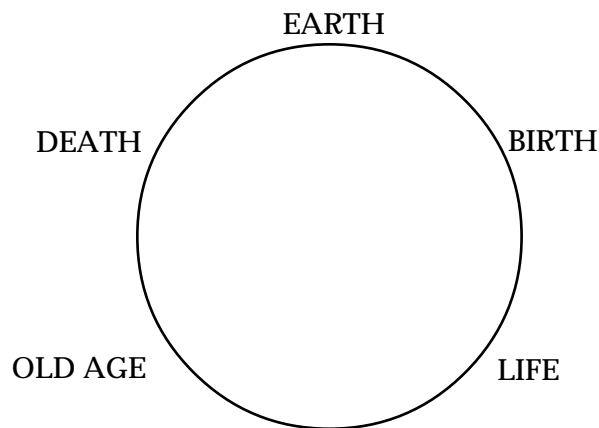
Artnobile has a reproduction of an antique painted deer hide. Deer hide paintings were used to tell the story of a person's life. It was a calendar of special events in an individual's life. Several pieces of regalia are also on view. The rawhide shields displayed are replicas of actual shields found in archeological excavations and among family heirlooms. The pictures used on a shield had personal meaning and told something about the warrior who used it. The coyote head-dress was meant to be worn in battle or for ceremonies by a man as part of his regalia. The women's buckskin dress is a basic design used by the plains tribes. The elaborate beadwork around the yoke shows that this was to be a ceremonial dress rather than a work dress or everyday dress. Work dresses had little or no adornment.

Among the contemporary objects are pastel portraits of Native people from various tribes. In these portraits, the artist has captured the simple dignity of each person. The leather work pieces show a knowledge of and a respect for the past. Each quiver is a different style and may be done with different sewing techniques, but the basic designs are traditional. The contemporary beadwork on display is very similar to the antique. As with most traditional craft, the technique was learned from an elder. Because Native Americans believe that nothing man-made can be perfect, a deliberate flaw is placed in each piece. This is done as a form of honor.

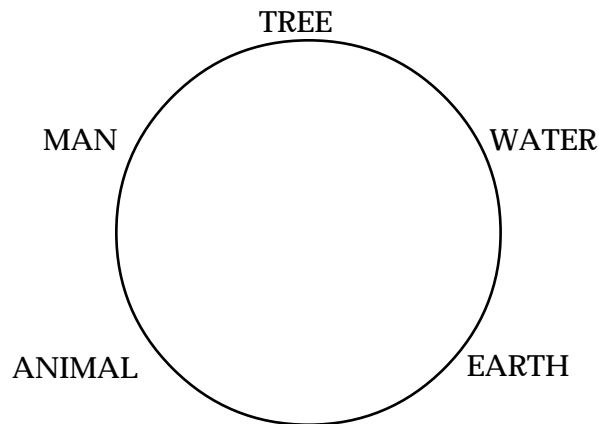
My intention with this exhibition is to show the value of Native American art, not monetarily, but as meaningful, spiritual objects of beauty and

education. To me these objects say “We, Native American Indians, are still here. We are still honoring our ancestors’ ways and we are still trying to make a future for our children’s children. Now we want to share that vision with you.”

To clearly state what the vision is for the artist, myself as a Native American Indian, and in general the Native American Indian culture, I will start with the basic circle. With a circle there is a center. From the center everything is of equal distance, thus of equal importance. The center is the place of the Creator. Everything is equally important and is represented on a circle. The life of man is represented as a circle: There is the earth, birth, life, old age, death, and back to the earth.



Nature is also represented as a circle: The tree as giver of oxygen, the water as the liquid of life, the earth as the basis of the tree and the water, the animal who gives balance, and man who needs all to survive.



With these ideas and philosophies it is clear that honoring self, honoring others, honoring other life, and honoring nature are all vital to existence. Keeping in touch with the simple teachings and preserving the balance of nature is the way of living well with the earth.

The activities in this manual emphasize honor and respect for self, each other, all living things, ancestors, and the Native American Indian culture. Enjoy.

Denise Tababoo
Guest Curator

PRE-VISIT ACTIVITIES - BASIC LEVEL

NATURE RUBBINGS

Objectives: Students will see patterns in nature from the rubbings. They will feel texture in things they may not have noticed before. Stories were told by the use of symbols by the Native American Indians as well as other cultures. This project also helps children understand the idea of writing with symbols in place of words.

Materials: tracing paper
crayons w/paper removed
natural items from outside (or while on a nature walk)

Activity: Choose natural items from outside. Use those items to tell a story about the season and/or a make-believe trek through the woods.

FAMILY ELDER INTERVIEW

Objective: To start a long term correspondence with a family member that would at least span a month or two in order for the student to learn more about his/her family's past.

Materials: writing paper
address or phone number of family member
list of interview questions

Activity: Write a letter to a family member or phone a family member that would have information about your family long ago. A written or oral report for the class would be expected. The report would focus on what the student gained from the interview, and if he/she will continue to correspond with family member.

Some sample interview questions:

1. What was it like where you lived as a child?
2. What kind of things were considered news worthy that you remember growing up?
3. What did you do for entertainment during the summer time?
4. What was the family life like?
5. What kind of work did you have to do?
6. What times were the most fun? What times were the least fun?
7. What is your family heritage? When and how did your family arrive in this country?
8. Where did he/she get to travel to?
9. What things does he/she miss the most from the past?

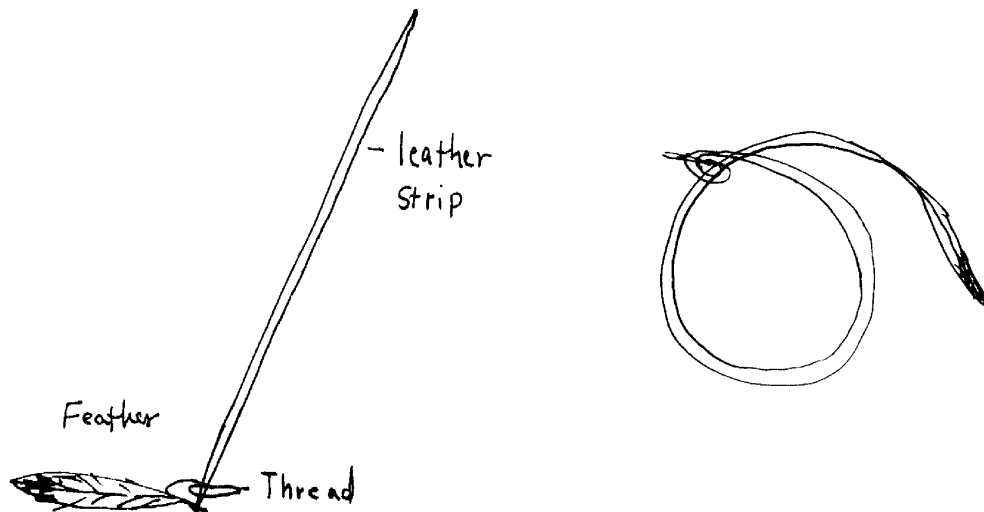
POST-VISIT ACTIVITY - BASIC LEVEL

LEATHER FRIENDSHIP BRACELET

Objective: This is a fun project the children can do to give to their friends. They can each be paired up with someone they can get to know better. The bracelets can be a team project or a surprise. They can get to know someone new.

Materials: strips of leather 10 inches long
glass beads: pony beads or crow beads
(the use of glass beads make a more authentic piece.)
feathers, small-2" or medium-4" long
strong thread (quilting thread)

Activity: Tie feathers onto end of leather strips with quilting thread. Slip bead onto leather strip and cover the thread knot. Tie leather into a slip knot and fit around wrist.



The symbol of the circle is prevalent in the Native American Indian culture. It is the symbol of life, it is the symbol of the planet. All things are in a circle, and this symbol is a strong bond. It is a good symbol for friendship.

POST-VISIT ACTIVITY - BASIC LEVEL

CARDBOARD LOOM WEAVING

Objective: To provide a basic understanding of how weaving is done.

Materials: Heavy piece of cardboard 10" X 12"
Several choices of colored yarn
Extra large needle

Activity: Study the weavings made by the Southwest tribes. Note the pattern and the colors. Cut the same amount of notches at the top as at the bottom of the cardboard. Choose a base color of yarn. Wrap the base color of yarn from notched end to notched end, wrapping both back and front of the cardboard. Tie in a knot to back of cardboard. Choose secondary yarn and tie to back of cardboard. Weave over - under - over - under yarn on cardboard. At end of row turn around and go back the other way. To change colors, tie off end to end of yarn being woven and weave over-under-over-under. To blend in third color do the same process. To finish, tie off last color woven. To take off the cardboard, cut through the middle of the threads in the back. They will be the fringe by knotting them on the ends.

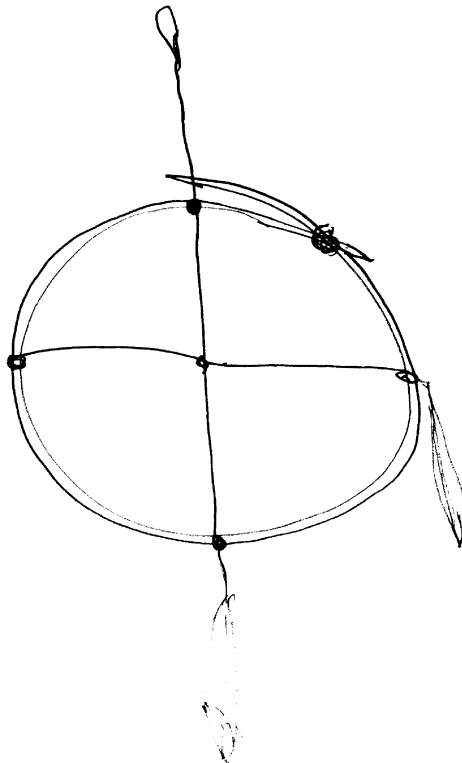
POST-VISIT ACTIVITY - BASIC LEVEL

MEDICINE WHEEL

Objective: The medicine wheel depicts the four directions. The circle that is formed symbolizes a wholeness, a well being. Use this as a gift to someone who may not be feeling well or personalize it and use it personally to remind you of being one with all.

Materials: natural green stick that will bend into small hoop
(or grape vine)
leather strips 10" to 12" long
small shells with holes to hang
small feathers

Activity: Shape stick or grape vine into hoop shape. Tie together with strip of leather. Using another strip of leather tie to west side of hoop and back over to the east side of the hoop. Now tie strip of leather on north side of hoop and the other end on the south side. Use the shells to hang off of a strip of leather and you can wrap the hoop with leather if wanted.



PRE-VISIT ACTIVITY - MIDDLE LEVEL

CIRCLE OF LIFE GARDEN

Objective: To reinforce the concept of planting living things, caring for those living things and take on a small responsibility.

Materials: marigolds, impatiens, or any other plant that is hearty.
shovel
garden space big enough for a two-foot diameter circle, OR
small containers for each student placed in a circle.

Other plants that produce food would also be a good lesson. Corn and sunflowers for the spring would be good. Or if in the winter, things for indoors would be good. Even a small indoor garden of house plants would do.

Activity: To plant, care for, and watch living things grow. While they grow a daily journal can also be kept on the progress.

All of the outdoors was available to the Native American Indians, and they learned what plants were good to eat and what plants had a healing effect. With this unit it would be good to go on a nature walk and identify plants native to your area.

POST-VISIT ACTIVITIES - MIDDLE LEVEL

RECYCLING

Objective: To make students be aware that things thrown away can and do have recycling possibilities. In our ancestors culture things were always recycled or reused. When the Indian women found throw away clothing from the settler's, the Indian women would unravel the cloth and use the thread to do embroidery on their clothing. When an animal was killed, the whole animal was used; the fur for warmth, the meat to eat, the bones were made into tools, the intestines used for holding liquids, the tendons used to sew with. Recycling is an important concept for today's people for the cleansing of the earth.

Materials: empty boxes from kitchen items (spaghetti, Jello boxes, etc.)
masking tape, scotch tape, colored tape
glue
stapler

Activity: Using the various boxes, put together a useful 'stuff' box. With the tape, glue and stapler, boxes can be arranged in many ways to create an organizer. After everything is together it may be painted or decorated with paper maché.

SAND PAINTING

Objective: To use another method of art as the Pueblo people did and find out about symbols used and compare to art work done today. They are still active in making sand paintings.

Materials: cardboard or posterboard
colored sand
glue
list of symbols (See Appendix A)

Activity: Study the Pueblo Indians, and look at the list of symbols used on their pottery and sand paintings. Choose symbols from the list shown. Copy those symbols onto the cardboard. Choose colors for the symbols drawn onto cardboard. Use glue to fill in the part of the picture that will be the first sand-color. Sprinkle first sand-color over glue. Shake off excess. Let dry. Repeat this process with each sand-color until the picture is finished.

POST-VISIT ACTIVITY - MIDDLE LEVEL

SLOGAN POSTER

Objective: To listen to the message that this artist has spoken, and to understand that Litefoot is keeping close to his heritage as an Native American Indian but in order for his message to be heard by the young he chose a contemporary style(Rap music). Each student can express in any form and still be grounded to their heritage. A study into individual cultural backgrounds that will help in supporting an anti-drug campaign.

Materials: poster board
markers
crayons

Activity: Remember the poster of Litefoot, he chose words that rhyme to make his point “Tradition Not Addiction.” Brainstorm with the whole class and think of other anti-drug slogans. Have the students think up their own slogan and make a poster with their slogan. Litefoot made the message very personal and related it to his family and heritage. Remind the students to also make it personal. Ask each student if they know their cultural background. Try using that in the individual posters.

Hang the finished posters throughout the school to send the message to other students.

POST-VISIT ACTIVITY - MIDDLE LEVEL

PAINTING STORY OF LIFE

Objective: To have students think of their lives and all the important people and events that has happened and to think of things in chronological order. Native American Indians of the past kept track of their life by word of mouth or by hide paintings. It was a beautiful finished product, and it served many purposes: to tell a story for the young ones, kept a historical record, and for warmth in the winter.

Materials: grocery bag roughly shaped into oblong piece
paints
list of symbols (see Appendix A)

Activity: Do a written paper describing your life. Things you have done, places you have been. Tell how many in your family, how many pets you have and if you have done something very special; graduated from grade school, confirmation, bar mitzvah, family wedding, family birth, family death, moved to new house or town, met new friend.

With all those things in your paper that have happened to you, make a symbol for each event. (study examples) Now think back to what you saw in Artmobile, especially the painted hide. In chronological order paint your symbols onto your paper.

PRE-VISIT ACTIVITY - ADVANCED LEVEL

LETTER TO FAMILY MEMBER

Objective: To gain a better understanding of family roots, and to discover past family talents or occupations. When the students have the family cooperation on this project, they will develop greater self-esteem by it's completion. Encourage them to reach out again. Our ancestors were our life. Our ancestors gave us direction, our ancestors were respected and are respected.

Activity: Write a letter to a family member. Find out more about your aunt/uncle, grandmother/grandfather, and ask questions specifically about your heritage. The older the family member the closer to original family roots you get. Be inquisitive about their lives and those of their parents and grandparents.

POST-VISIT ACTIVITIES - ADVANCED LEVEL

ORAL PRESENTATION ON TRIBE

Objective: To study another culture of today that is a Nation within the borders of the United States. To find out what that nation is like now and what the possibilities are for the future.

Activity: Look up different tribes on the map. (See Appendix B). Choose one that is less well-known. Research and give a 2-3 minute oral presentation on the life of this tribe in the past, present and what future they may have.

Concentrate on what the controversial issues are for the various tribes. Some issues may deal with environmental problems such as nuclear waste effects, land possession and rights. Some issues may be social such as poverty or addictions.

Give your opinion for a solution to the issues with the tribe you have chosen to study. And compare to what has already been done.

A SAMPLE OF MUSIC FROM DIFFERENT ARTISTS

Objective: To compare the contemporary to the traditional and understand the need for both. We are adapting to the culture of today and will adjust our messages according to the audience we want to address.

Materials: cassette tapes of:
Pura Fe (female, contemporary folk singer)
Litefoot (male contemporary rap artist)
Black Lodge Singers (traditional drumming and singing)
(tapes are available for sign-out in Artmobile)

Activity: Listen to the different artist and the music. Listen to the words and the messages. Listen for the different instruments. Compare the contemporary to the traditional. In a written report give your opinion and preference of music.

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RESOURCES

We offer an extended “teacher resource” for *Expressions of Life* because many Bucks County educators teach units on Native American Life. It’s exciting how many wonderful books are available! Not all could be listed here. In addition to books and teacher resource materials, we’ve provided information on the many activities available in Bucks County that teach children about the first Americans.

Carol Partlow-Fyock
Artmobile Guide

Bibliography

Non-Fiction

Early

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Fiction

Early

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Mid Elementary through Middle School

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- Clark, Ann Nolan, *The Secret of the Andes*, Puffin Books, NY, 1952, **Newberry Award Winner**
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NOTE: Zany Brainy stores have a wonderful section of Native American Books: Fiction, Non-Fiction, and Teacher Resource Books

Resources and Activities

Teacher Resource Books

Kraft, Herbert C., *The Lenape or Delaware Indians*, Seton Hall University Museum, South Orange, NJ, 1991

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Music available in cassettes

"Earth Spirit: Native American Flute Music" by R. Carlos Nakai
"Ulali" (traditional and contemporary folk music performed by Pura Fé, Soni and Jenn)

"For My People" by Litefoot and Big Will (contemporary rap)
"Black Lodge Singers" by Pow Wow People

Videocassettes

"On the Pow Wow Trail" by Chad Killscrow and Mike Roberts

"Arrow to the Sun" by Gerald McDermott*

"The Double Life of Pocahontas" by Jean Fritz*

"Hiawatha" by Henry Wadsworth Longfellow*

* available Weston Woods, phone 1-800-243-5020

Native American Puppet Show

Children's Cultural Center, 50 N. Main, Doylestown, PA 18901

Phone: 215-230-0160

Puppet show will come to your school for an assembly.

Fee charged.

Churchville Nature Center/ Lenape Village Cultural Programs

501 Churchville Lane, Churchville, PA, 18966

Phone: 215-357-4005

Village with trained instructors depicts Lenape life in the 1500's. Wonderful field trip. Several programs available.

Fee charged.

United American Indians of the Delaware Valley

225 Chestnut Street, Philadelphia, PA 19106

Phone: 215-547-9020, Denise Tababoo, Asst. to the Director

Museum, trading post with music and videos, school

presentations available both at the center and at your school.

Fee charged.

Honey Hollow Nature Center

6324 Upper York Road, New Hope, PA 18901

Phone: 215-297-8266

Native American archaeological site. Environmental studies.

Offers programs to school groups. Fee charged.

Peace Valley Nature Center

170 Chapman Road, Doylestown, PA 18901

Phone: 215-345-7860

Lenape Indian programs K-6th. Environmental programs.

Offers programs to school groups. Fee charged.

New Jersey State Museum

205 West State Street, Trenton, NJ 08625-0530

Phone: 609-292-6464

Delaware Indian room. Videos, presentations, story telling, authentic artifacts. Call for details.

Mercer Museum

Ashland & Pine Streets, Doylestown, PA 18901

Phone: Julia Sefton at 215-345-0210, ext. 24

Has a permanent exhibit on early encounters of the Lenape Indians with Europeans and a traveling program it brings into the schools. Fee charged.

Tyler State Park

101 Swamp Road, Newtown, PA 18940

Phone Bonnie Tobin at 215-968-9490

Environmental education program which incorporates Native American Stories. Will bring to schools. No fee charged.

Bucks County Intermediate Unit, #22

705 Shady Retreat Road, Doylestown, PA 18901

Phone: 800-770-4822, EXT. 1602, 1603

Offers many Native Americans videocassette programs and a CD-Rom on loan to educators only.

Native American Farming and Foods

Native American Food Samples

Arbor International

5726 N. 10th St. #15

Phoenix, AZ 85014

Phone 1-602-265-0665

Native American Seeds

2509 N. Campbell Ave., #325

Tuscon, AZ 85719

Phone 1-602-237-9143

Appendix A — Iroquois Symbols

Appendix B - Map of Native American Lands
