

Amerind Museum

Educational Guide for
Classroom Groups



Name:

Date:

Mission Statement

Established in 1937, the Amerind Foundation and Museum seeks to foster and promote knowledge and understanding of the Native Peoples of the Americas through research, education, and conservation.

As you make your way through the museum, pretend you are an archaeologist. People from all different cultures and places need some basic things: food, water, homes, clothing, toys, tools, jewelry, and art supplies. How might Native Peoples have collected and created these things many years ago?



Let's explore!



You be the teacher.

Name of Exhibit/Room:

(1) Describe some of the objects in this room.

(3) What Native People(s) are represented in this exhibit?

(5) You and your group members will create a mini presentation for your classmates about what you learned in this exhibit. How will you present this information to the class? **(P.S. Use the space on the next page to take notes!)**

(2) Pick 1 of those objects. What does it look like? Where do think the people who made this object lived?

(4) What is 1 thing you have learned about these Native People(s)?

Need some ideas?

Sing a song, act out a play, write a poem



Notes

Use this page to write down any interesting information you want to share with the class. You can write your notes or even draw your notes. This is your space to create!

Suggested Activity:

Divide students into 4 groups.

Randomly assign (or let students choose) 1 of the following rooms/exhibits to explore:

- (1) Pottery (Mata Ortiz & Pueblo)
- (2) Fleet of Foot
- (3) Athabascan (Navajo & Apache)
- (4) Main Gallery (downstairs)

Each group will teach the rest of the class about their chosen room. Presentations can be held outside (perhaps in the outside patio in front of the Gallery).

Suggested Timeline:

30 minutes in exhibit

30 minutes to prepare

20-40 minutes of presentations (5-10 minutes for each group)

30 minutes to explore the museum

30 minutes of lunch/outside plant hunt (see People and Plants: Amerind Ethnobotany Trail Guide)

State Standards addressed in museum:

Strand 1: American History

History of individual tribes/nations

- Concept 5: Westward Expansion
 - How did Native Peoples work to keep their customs in the face of colonialism?

Strand 4: Geography

Importance of water as resource (both spiritual and economic)

- Concept 4: Human Systems
 - Human settlement patterns
 - Natural resources
 - Connection of cultural materials (e.g. food, clothing, housing, sports, customs, beliefs) in a community of areas studied
- Concept 5: Environment and Society
 - Protecting natural resources
 - In what ways do humans depend on land? Water?

Strand 5: Economics

Use of baskets, food, etc. as economy

- Concept 1: Foundations of Economics
 - Examples of voluntary exchanges of goods and services
 - How might tribes have traded with each other?
 - e.g. Paquime
 - 1958-1961 excavations of Casas Grandes in Chihuahua, Mexico

Notes from Class Presentations

Exhibit Name:

Something you learned:

Something that surprised you:

Something you want to learn more about:

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Something you learned:

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