

**Images of a region**  
A century of growth in Central New York



*Onondaga Nation: Jaris Pierce in feathered headdress. Photo by Fred Ryther Wolcott. Digitized by Liverpool Public Library (Fred R. Wolcott Photographic Collection)*

**OBJECTIVES - Students will:**

- Research and create a presentation on elements of culture of the Onondaga Nation.

**LEARNING STANDARDS –**

<b>NY State Social Studies Standard 1: History of The US and New York</b>	
<b>Students will:</b> use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	
<p><b>Key Idea 3:</b> Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>	<p><b>Intermediate Level Performance Indicator--Students will:</b></p> <ul style="list-style-type: none"> <li>• gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</li> <li>• classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture</li> </ul>
<p><b>Key Idea 4:</b> The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>	<p><b>Elementary Level Performance Indicator--Students will:</b></p> <ul style="list-style-type: none"> <li>• understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives</li> <li>• describe historic events through the eyes and experiences of those who were there.</li> </ul>

<b>Common Core Reading Standard 3: Key Ideas and Details</b>
<b>Students will:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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<b>Grade 5 Performance Indicator:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>Grade 6-7 Performance Indicator:</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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### Common Core Writing Standard 2: Integration of Knowledge and Ideas

**Students will:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>Grade 5 Performance Indicator:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	<b>Grade 6-7 Performance Indicator:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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### Common Core Writing Standard 8: Research to Build and Present Knowledge

**Students will:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

<b>Grade 5 Performance Indicator:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<b>Grade 5-7 Performance Indicator:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**ADAPTABLE TO GRADE LEVELS – 5-7**

### **MATERIALS**

- Classroom computer access (Internet access and presentation software, ex. prezi, powerpoint)
- **Creating a Slide Show of Onondaga Nation Culture** student handout
- Flash drive
- Photographs of the heritage of the Onondaga Nation from 19<sup>th</sup> and early 20<sup>th</sup> century in Central New York using [www.cnyheritage.org](http://www.cnyheritage.org)
- Modern images from Onondaga Nation found on [www.onondaganation.org](http://www.onondaganation.org), Flickr or Google Images
- White board or chart paper for brainstorming

### **BACKGROUND INFORMATION**

This lesson presents important historical and modern-day elements of the Onondaga Nation culture. An overview of the culture and history of the Onondaga Nation can be found here: <http://www.onondaganation.org/>.

### **TEACHING SEQUENCE**

1. INTRODUCTION AND CLASS DISCUSSION
  - a. Ask students what they know about the Onondaga Nation
  - b. Show students video about what's important to the Onondaga Nation (11 min. 35 sec. - [http://www.onondaganation.org/news/2008/2008\\_0622.html](http://www.onondaganation.org/news/2008/2008_0622.html))
  - c. Discuss with students some important elements of Onondaga culture that were mentioned in the video. Make a list on the board or white paper of important elements categorized by:
    - i. Ceremonies
    - ii. Dress
    - iii. Food
    - iv. Homes
    - v. Language
    - vi. Song/music
    - vii. Sports
    - viii. Wampum
    - ix. Government – clans, allied nations
  - d. Ask students if they see any elements of Onondaga culture that are part of mainstream American life today.

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### 2. INTERPRETING DOCUMENTS

- a. Tell students that they're going to look at modern-day and historical images of Onondaga people to learn more about how traditions change and stay the same.
- b. Break students into six groups and assign each one category (ceremonies, dress, food, homes, sports and wampum). Mention to students that we're not going to find images from three of the categories discussed previously (language, song/music, and government). Why do they think this is the case?
- c. Following the instructions on the **Slide Show of Onondaga Nation Culture** handout, instruct students to search for "Onondaga nation" in [www.cnyheritage.org](http://www.cnyheritage.org) to create their presentation. Also show students how to gather information about Onondaga heritage and practices from <http://www.onondaganation.org/culture/culture.html>. Students can also be referred to entries for "Onondaga Nation" in encyclopedias.
- d. Students can also look for contemporary images in Flickr, Google Images, and on the Onondaga Nation website. What evidence do they see of continued Onondaga Nation traditions?
- e. Have students choose 3-4 historical images from [www.cnyheritage.org](http://www.cnyheritage.org) and 3-4 modern images save them in presentation software. Each image should be accompanied by a 3-4 sentence description of what it shows and why it's important and what it tells us about Onondaga culture.
- f. Students should save their work on the flash drive and provide the finished product to the classroom teacher.
- g. Students should present their slide shows to the class once they are complete.

### 3. CLASS DISCUSSION

- a. After students have presented their research, have them answer the following question(s):
  - What have you learned about the Onondaga Nation?
  - What are some the important contributions of the Onondaga Nation that still exist today?
  - In what ways are these images limited? What elements of Onondaga culture do we not have photographs of? Why do we only see images from a particular part of Onondaga Nation history?

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