

THE FIRST AMERICANS

Mary Fay Jones Collections in Hand Program



PRE- AND POST- VISIT TEACHERS' PACKET

Suggested for Grade 2

HERITAGE
museums & gardens

The First Americans

Table of Contents

PRE-VISIT MATERIALS

Introduction to <i>The First Americans</i> _____	1
Curriculum Frameworks Connections _____	2
Topics to Introduce _____	3
Words to Know _____	4
Countries and Culture Areas Map Activity _____	5 - 7
Native American Homes Information and Activities _____	8 - 10

POST-VISIT MATERIALS

<i>The First Americans</i> Review _____	11 - 12
Animal Matching Activity _____	13
Favorite Object Activity _____	14
Northwest Coast Totem Poles and Potlatches _____	15 - 16
The Pottery of Maria Martinez _____	17
The Buffalo: Its Many Uses _____	18
Native American-Inspired Craft Activities _____	19 - 23
Words to Remember _____	24
Books for Students to Explore _____	25
Recommended Resources for Teachers _____	26

INTRODUCTION TO *THE FIRST AMERICANS*

The First Americans is an interactive and fun lesson that introduces students to Native American peoples. The lesson includes discussion of prints and artifacts from the museum's education collection. These teaching materials illustrate the similarities and differences between food, clothing and shelter across a wide variety of Native American cultures. The influence of geography and resources in the physical environment on the lives of historic Native Peoples is examined. This discussion will hopefully lead students to a greater understanding of who Native Americans were and are, and engender an appreciation of their diverse cultures and history. The lesson is approximately 45-60 minutes in length.

What to Expect

On the day of your lesson, an instructor (either a museum staff member or professionally trained volunteer) will visit your classroom with a variety of materials. The instructor will begin by introducing him/herself, Heritage Museums & Gardens and the lesson theme of who the first Americans really were. Students will be seated around a large cloth culture area map of North America to facilitate easy discussion of basic geography and to help familiarize the class with the concept of Native American culture areas (see page 6). Food, clothing and houses in many different culture areas will be compared and contrasted using several visuals, including prints and illustrations. Artifacts from the museum's education collection will be shared and children will be encouraged to explore what materials objects are made of and how they would have been used. Students will then each put on a pair of cotton gloves and will learn the importance of caring for museum artifacts and basic object handling rules. They will have the opportunity to examine the artifacts more closely, passing each artifact around the circle. This exciting activity provides an engaging, hands-on closure to the lesson.

About This Packet

This Teachers' Packet contains materials that were created to be easily used in your classroom. Introducing your students to the pre-visit information and vocabulary will enhance their experience during the lesson. The post-visit section contains additional lesson-related information and activities to help you follow up after the instructor's visit. All of the materials in this packet were designed to help you tie the lesson into your existing curriculum and to create a more meaningful experience for your students.

CURRICULUM FRAMEWORKS CONNECTIONS

At Heritage Museums & Gardens, we are committed to helping you meet the demands of Education Reform. Each of our programs may be used to fulfill a multitude of standards across several disciplines. Listed below are examples of how *The First Americans* program can be used to meet specific standards. Detailed Curriculum Frameworks Connections listings for this or any other individual program may be obtained by calling the Manager of School & Youth Programs at 508.888.3300 ext. 160.

The First Americans *Mary Fay Jones Collections in Hand Program*

English Language Arts

Language Strand, Standards: 1, 2, 4

Literature Strand, Standards: 8, 9

Composition Strand, Standard: 19

History and Social Science

Concepts and Skills

History and Geography: 2, 4 (Grade 2); 2, 3 (Grade 3)

Economics: 8 (Grade 2); 10 (Grade 3)

Learning Standards: 2.2, 2.6, 3.12, 4.9, 4.11, 4.15a

Science and Technology/Engineering

Earth & Space Science: 1, 3

Life Science: 6, 7, 8

Technology/Engineering: 1.1, 1.2, 1.3, 2.1, 2.2

Arts

Visual Arts Strand, Standards: 1, 3

Connections Strand, Standards: 6, 7, 8, 9, 10

TOPICS TO INTRODUCE

Introducing your students to the following topics before the lesson will help prepare them for the museum instructor's visit.

1. **Museums:** Acquaint your students with the fact that the job of a museum is to collect, take care of and share special things. Many museums collect things that are very old called **artifacts**. Heritage Museums & Gardens is a museum with a collection of art and artifacts from American history and a collection of plants. Talk to your students about why it is important to keep things from the past and why they need special care. Ask students if they have ever visited any museums and have them tell you what those museums collected or shared with their visitors.

2. **Native Americans Today:** This lesson will emphasize Native Americans of the past, due to the age of the objects. Students need to realize, however, that there are approximately two million Native Americans living today throughout the United States, Canada and Mexico. They create objects of beauty in a similar tradition as their ancestors, since the history of their own tribe is very important to them. Students should also understand that Native American groups across North America were very different from one another. They did not always wear the same clothes, live in the same houses or eat the same foods. This is a major theme of the lesson and is often a new idea for children. Students should also understand that most contemporary Native Americans have lifestyles very similar to their own.

3. **Stereotypes and Language:** There are many words and phrases we use today that are derogatory references to Native Americans. For example, people often say "sit Indian style" meaning to sit cross-legged. Native Americans sit many different ways, so the phrase creates a false conception. Talk with students about this and see how many phrases and words you can come up with that refer to Native Americans. Ask the students why they use the phrase and what it means to them. Then ask them if they can come up with a better way to say the same thing that does not refer to a specific group of people. For example, you may want to suggest saying "sit like a pretzel" or "sit on your pockets" instead of "sit Indian style." This exercise gives students an opportunity to think about and become more aware of how they view other cultures. You may also want to discuss the origin of the term Indians and why it might be better to use Native Americans or Native Peoples.



WORDS TO KNOW



Familiarizing your students with the words and concepts listed below will help to prepare them for the museum instructor's visit.

ARTIFACT	an object from the past that helps us to understand history and the lives of the people who used it
BUFFALO	a large animal that was a very important resource for feeding, clothing and housing the Native People of the Plains culture area
CONTINENT	a large area of land that is surrounded by water; continents often have several countries on them
CULTURE	the learned ways of life shared by a group of people; it usually includes religion, art, food, clothes and shelter
CULTURE AREA	a place where people have similar houses, food and clothes in common
GLOVES	hand coverings that are very important to wear when holding or touching artifacts; they keep the oils in our skin from damaging objects
HIDE	the skin of an animal (deer or buffalo, for example) used by Native Peoples for many different purposes
MUSEUM	a place that collects, takes care of and shares special things that are important to art, history or science
NATIVE AMERICANS	the people whose ancestors have lived on the continent of North America for thousands of years
NORTH AMERICA	the continent with the countries United States, Canada and Mexico on it
WATTLE AND DAUB	a common house made by the Native Peoples of the Southeast culture area; made with a wooden frame, small trees and vines and then filled with clay

COUNTRIES AND CULTURE AREAS MAP ACTIVITY

Use the country map on this page and the culture areas map on page 6 to complete the activity on page 7.

COUNTRIES OF NORTH AMERICA

This map shows us where to find the three countries that are part of the **continent of North America**: Canada, the United States and Mexico.



NATIVE AMERICAN CULTURE AREAS OF NORTH AMERICA

This map also shows North America. It is divided to show us where to find different **culture areas**, which help us when we learn about different groups of Native Americans. Native Peoples living in the same culture area would have had similar houses, eaten the same kinds of food and worn similar clothing.



MAP ACTIVITY

Use the maps of North America found on pages 5 and 6 to complete the activities below.

1. Using a pencil, label the map below with the names of the three countries that make up North America:

•Canada

•United States

•Mexico

2. Label the different culture areas on the map using the names in the box below. Use a different colored crayon or pencil to color each culture area.



Culture Areas

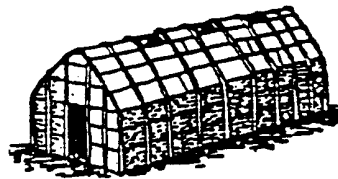
Arctic
California
Great Basin
Northwest Coast
Northeast Woodlands
Plains
Plateau
Southeast
Southwest
Subarctic

INTRODUCTION TO NATIVE AMERICAN HOMES

Native Americans live all over the continent of North America. In the past they built their houses using what they found where they were living. This means that in different parts of the continent, people lived in different kinds of houses. Below are drawings of several types of homes lived in by Native American peoples. The houses have their names and what they are made of listed underneath them. Use this sheet to help complete the activity on the following page.



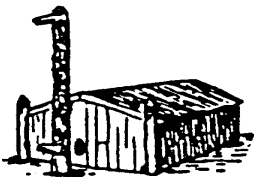
Pueblo
made of adobe
bricks



Longhouse
made of wood
and bark



Igloo
made of snow
blocks



Plank House
made of cedar wood



Wattle and Daub
made of a wood frame,
vines and clay



Wigwam
made of wood
and mats of
woven grass



Wickiup
Made of small trees
and grasses



Earthlodge
made of a wood frame
with earth-covered walls



Tipi
made of buffalo
skin

NATIVE AMERICAN HOMES ACTIVITY

Use the information on the previous page to answer the following questions.

1. Which house is made out of materials that are most like your house?

2. Which house looks the most like your house?

3. Which house would you most like to live in? Why?

4. Which house would you least like to live in? Why?

5. Which house would you want to live in if you lived where it is very cold?

6. Which house would you want to live in if you lived where it is very hot?

7. Which house do you think the most people could live in?

8. Name one of the Native American tribes who live or have lived in each of these types of houses. Write your answers on the lines next to the name of the house. Use the information on the following page to help you.

Pueblo _____

Wattle and Daub _____

Tipi _____

Wigwam _____

Igloo _____

Earthlodge _____

Wickiup _____

Longhouse _____

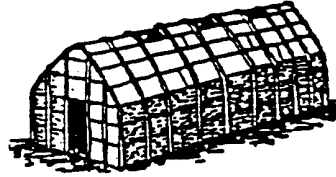
Plank House _____

WHOSE HOUSE WAS THIS?

In the following information you will find the names of a few Native American tribes who either live or have lived in each of the different types of houses discussed in the lesson. Also listed are the culture areas where that type of house was most commonly found. You can use this list to help you complete the activity on page 9 and to assist your classroom research.



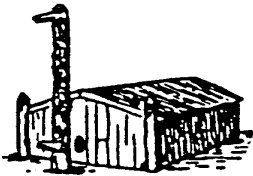
PUEBLO
Southwest
Hopi
Zuni
Acoma



LONGHOUSE
Northeast Woodlands
Iroquois
Seneca
Mohawk



IGLOO
Arctic
Inuit
Yupik
Igluik



PLANK HOUSE
Northwest Coast
Nootka
Salish
Haida
Tlingit



WATTLE AND DAUB
Southeast
Seminole
Chickasaw
Calusa
Choctaw



WIGWAM
Northeast Woodlands
Wampanoag
Nipmuc
Niantic



WICKIUP
Plateau
Apache
Pomo
Painte



EARTHLODGE
Subarctic
Mandan
Hidatsa
Arikara



TIPI
Plains
Blackfeet
Crow
Cree
Sioux

THE FIRST AMERICANS REVIEW

Use the list of words below to complete the following activities.
Each word will be used only once.

cedar tree
pueblo
beads
igloo

cotton
soapstone
seafood
wattle and daub

California
wigwam
wickiup

Part 1. Artifact Review: Complete the sentences below with the correct word from the list above.

1. Many Native Americans decorated their bags and clothes with _____.

2. In the Arctic, small carvings are often made from _____.

3. The small black clay pot with the Knife-wing design was made by a woman named _____.

4. The coiled basket was made by a woman from the Pomo tribe who live in the state of _____.

Part 2. House Matching: Choose the word from the list that describes each house and fill in the lines beneath the pictures.



1. _____



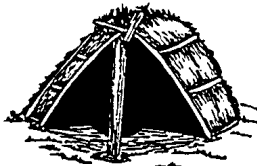
2. _____



3. _____



4. _____



5. _____



6. _____

Part 3. Food and Clothes: Complete the sentences with the correct word from the list provided.

1. On the Northwest Coast, Native Americans often made their clothes from a part of the _____ and ate a lot of _____.

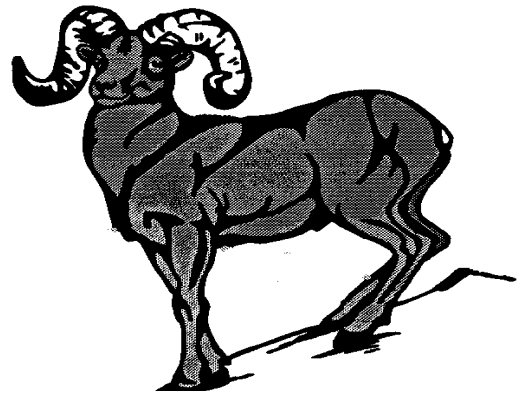
2. The most important animal to the people of the Plains was the _____.

3. The people who lived in pueblos were farmers and grew _____ to make their clothes.

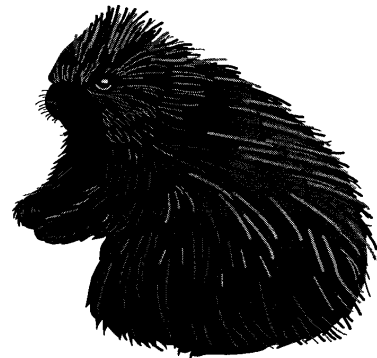
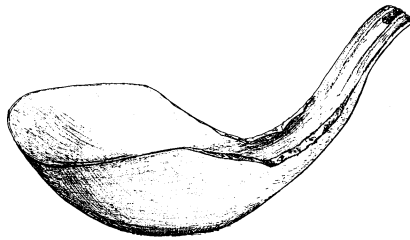
ANIMAL MATCHING ACTIVITY

Animals were, and still are, very important to Native Americans. They have used animals in many different ways. In *The First Americans* lesson we talked about several different animals. Native Americans used some to make objects. Pictures of others decorated objects, and some objects were made to look like animals. Draw a line matching the artifact on the left to the animal that is important to it on the right.

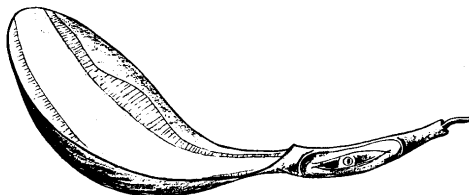
A **tipi** was made from the skin of the . . .



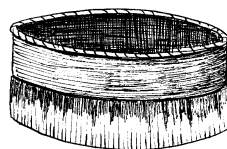
The **ladle** was made from the horn of a . . .



The **spoon** was carved to look like a . . .



The **quill box** was decorated with . . .



FAVORITE OBJECT ACTIVITY

Draw a picture of your favorite object in *The First Americans* lesson. Below your drawing **write** down three things that you remember about it.

You may want to include:

- what it is
- where it came from
- what it is made out of
- how it was made
- why it was your favorite

You may also want to write about what culture area the object came from, what type of house the person who made the object might have lived in, what type of clothes they might have worn, or what kind of food they might have eaten.

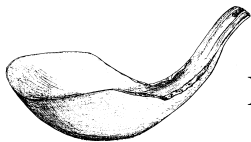
The following is a complete list of the artifacts included in *The First Americans* lesson. (Please note that it may not have been possible for all of the objects listed to have been shown in your classroom due to time constraints.)



Haida goat horn spoon



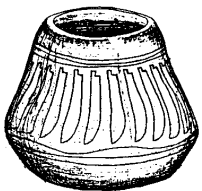
Micmac quill box



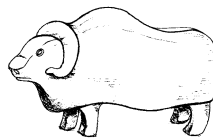
Plains big horn sheep ladle



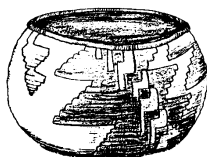
Ojibwa lady's bag



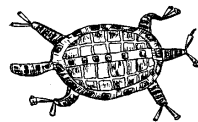
Blackware pot



Inuit soapstone musk ox carving



Pomo basket



Plains turtle fetish

NORTHWEST COAST TOTEM POLES AND POTLATCHES

Totem Poles are found in the Northwest Coast culture area. They are made from tall cedar trees that have been carved and painted to look like different animals and people. Each family has special animals and people that are important to them. When a family has a totem pole carved, they put those important animals and people on it.

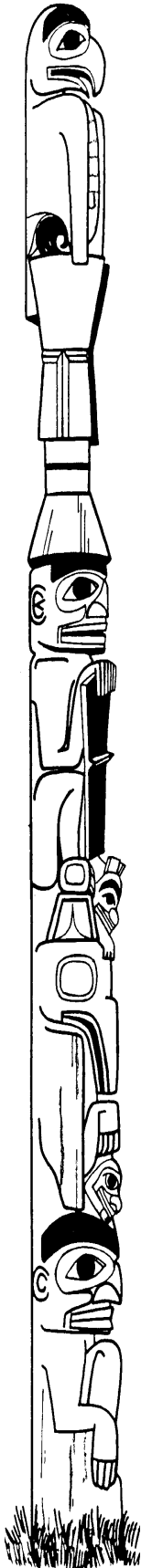
When a family's totem pole was finished, they would often hold a **potlatch** (see page 24) to celebrate. All the guests invited to the potlatch received gifts. Food, baskets, clothes, blankets, jewelry and sometimes canoes and expensive copper tablets were given away. The people who received gifts were expected to give away even better presents at their potlatches. Some potlatches were small and others had hundreds of guests and lasted for several days.

There are five general reasons why totem poles are made:

1. Some poles are made to honor a family and that family's ancestors.
2. Poles are sometimes carved as grave posts.
3. Some poles are attached to houses and serve as doorways.
4. Totem poles inside houses are carved to show others what animals and people are important to that family.
5. Some totem poles are made to sell to visitors.

Totem Pole Activity

Sometimes it is hard to tell what the animals on a totem pole are. Below is a picture of a raven, one of the animals you can often find on totem poles. Each part of the raven is labeled. This should help you to identify the different parts of the raven's body. On the next page are some other figures you might find on totem poles. Each figure has its name underneath it. Use the figures to draw your own totem pole, or cut them out, color them and glue them on a paper tube to make a totem pole model. See page 20 for another totem pole craft activity



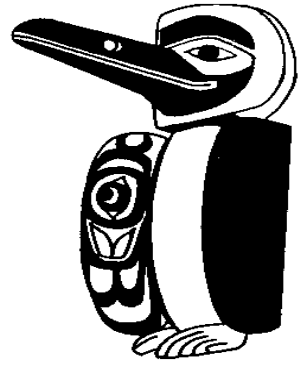
TOTEM POLE FIGURES



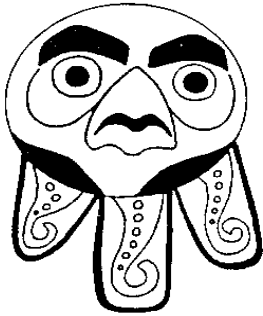
bear



wolf



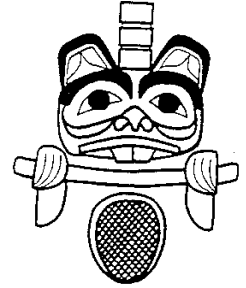
raven



octopus



salmon



beaver



thunderbird



eagle



house chief



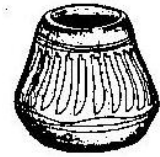
killer whale



whale



THE POTTERY OF MARIA AND JULIAN MARTINEZ



For more than 2,000 years the people of the Southwest have been making pottery using clay that is easily found in their region. Over time, some of the ancient techniques were lost.

Luckily, in the early 1900s a woman named Maria Martinez (1887-1980) rediscovered an ancient art. Maria lived all of her life in the small, ancient Tewa village of San Ildefonso, New Mexico. In her girlhood she was taught the traditional Pueblo way of making coiled pottery from her aunt, Tia Nicolasa. Later, she and her husband rediscovered the ancient techniques of firing, or baking, colored and "black on black" or **blackware** pottery. She experimented by covering up the pots she made when she put them in the oven to bake them so they would harden. She found that because no air was able to get to the clay while it was baking, the pots would turn a beautiful deep black color.

In 1917 Maria's husband Julian Martinez invented a new way to decorate Maria's specially made pots. He polished parts of the pot with a rock, making it very glossy. Blackware pots now have designs on them that are both shiny black and dull black. They decorated their pots with geometric shapes, plant, animal and other designs that were used by their ancient ancestors before them.

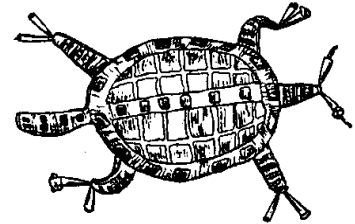
The Martinezes helped people to see this pottery as the fine art it is, and it is now famous around the world. They created works of such fine design that they became instant museum and collectors' pieces. And together, in the Pueblo way, they shared their skills with others of their community, bringing their people a way to make money to support themselves, success and a harmonious blending of the old and the new ways of life.

The San Ildefonso pueblo where they lived is now also well-known for its pottery. Maria's blackware tradition is being carried on today by numerous members of her family and by members of other great pottery families of the pueblo, like Blue Corn, the woman who made the beautiful blackware pot in *The First Americans* lesson.

NATIVE AMERICAN-INSPIRED CRAFT ACTIVITIES

The following pages contain ideas for art activities that can be easily done in your classroom and are related to the objects included in The First Americans lesson.

Fetish Craft Idea



Materials:

- 2 sheets per student of typing paper (8 1/2 x 11)
- markers, colored pencils or crayons
- small pieces of colored paper
- personal items, things that are special to each individual (pictures of relatives or friends, lock of hair, small pictures of special things or places, the names of people that they love, piece of old baby clothes or baby blanket, etc.)
- glue or staples

Step 1: Trying to use the whole paper, draw a large picture of your favorite animal as if you were looking at it from above.

Step 2: Cut the picture out and place the pattern on the other sheet of paper. Trace the picture onto the second piece of paper and cut that shape out too.

Step 3: Using markers, colored pencils, or crayons color in only one side of each cut-out. You don't need to go into detail, as this will serve as a background for your designs with colored paper.

Step 4: Now put the two sides you did not color together so that the colored sides are facing out.

Step 5: Leaving at least two inches open on one side of the body, staple or glue the edges of your two animal patterns together so they become one.

Step 6: Then carefully stuff your personal objects into the slit that you left open, being careful not to rip the seams. When everything is in, glue or staple the slit shut and make sure that all the other seams are closed.

Step 7: Now decorate your fetish by gluing small pieces of colored paper to the outside of it to look like beads. You've just created your own, personal good-luck charm!

Totem Pole Activity



Materials:

- 3 wooden spools or 1 toilet paper tube
- paint
- markers or crayons
- paper
- glue

How to do it:

If using spools, glue the three spools on top of each other. Then paint the 3 spools or the toilet paper tube with red or brown paint. Take your paper and hold it up to the tube or spools. Cut the paper so that it is as high as the tube or spools. Then wrap the paper around the spools or tube and cut off any excess. You want enough paper so that the edges meet in back but don't overlap too much. Then take this piece of paper and cut it in three strips the long way. Draw one face on each strip that represents members of your family or your relatives. Make sure that you include a portrait of yourself. Then take the strips and glue them, wrapping them around the tube or spools, layering each one a bit higher than the other. Make sure the portraits you drew are all facing the same way.

You've just made your own family crest pole!

Native American Bag Making Activity

In *The First Americans* lesson there is a beautiful Ojibwa beaded bag. It was made in sections on a loom and then sewn together. The following directions will allow students to create a similar handmade beaded bag of their own.

Directions for making the bag:

You will need the following supplies:

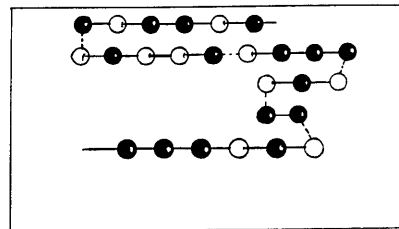
- bag pattern on next page
- cloth that does not fray
- thread or embroidery floss
- scissors
- needle with large eye

Steps for making the bag:

1. Cut out the bag pattern.
2. Cut out a large rectangle of cloth.
3. Fold cloth in half.
4. Pin pattern to cloth, placing bottom edge on fold.
5. Cut the pattern out of the fabric.
6. Thread your needle and sew up the two sides of the fabric 1/4" inside the edge, starting at the corner by the fold and ending at the open side. Tie off your thread when you reach the corner.
7. Cut a narrow strip of cloth from the scrap about 13" long. Sew it onto the top at each end to create a strap.
8. Turn bag inside out and decorate.

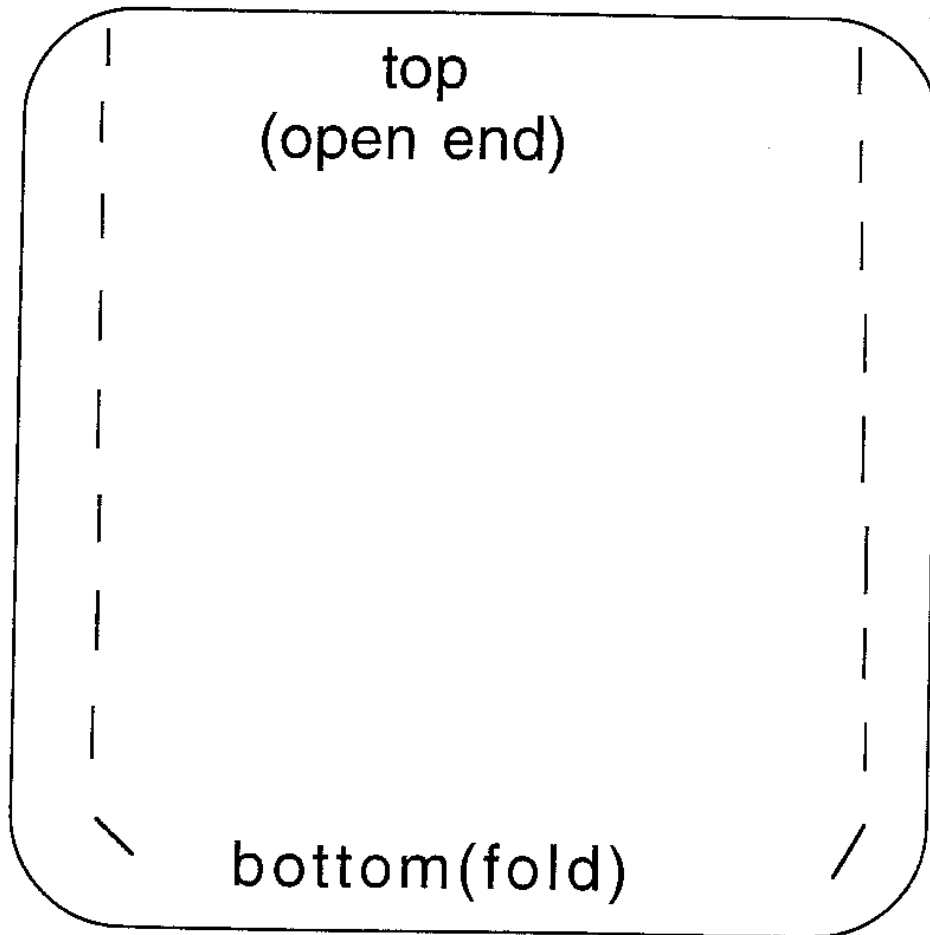
Directions for decorating with beads:

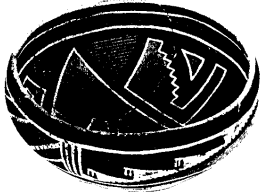
The best beads to use are small, round ones, although any size bead will work. To apply the beads in what is known as a "lazy-stitch" method, pass a long piece of thread through a thin needle and knot the end. Start the thread through the fabric from the inside of the bag; then, on the outside of fabric, pass the thread through four to six beads (depending on their size). Lay the beads close together and flat on the fabric, then push the needle down through the fabric right beside the place where the last bead is lying. Repeat these steps as often as you like, ending on the wrong side. The children may choose any pattern or color they like. Below is an illustration of the technique.



----- = thread under the fabric.

Bag Pattern





Rolled Clay Container

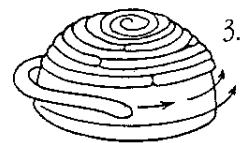
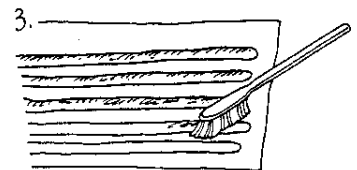
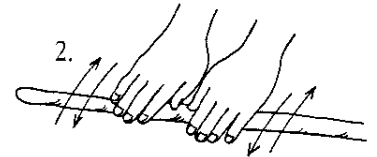


Materials:

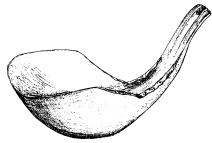
- small plastic bowl or margarine tub
- waxed paper
- oil, margarine or non-stick cooking spray
- old soft brush
- low fire clay, or air dry clay
- damp sponge
- tempera paint and brushes

Procedure:

1. Working on waxed paper, turn the plastic bowl over and cover with margarine or some other oil.
2. Roll several clay snake ropes of the same diameter, approximately 1/4".
3. Roughen the coils with the soft brush. Place one end of the roughened coil rope in the center top of the upside-down bowl, and coil the clay rope around to cover the bottom of the bowl.
4. Continue to add roughened coils, spiraling down the sides of the bowl. Press the coils firmly together and use a sponge to smooth them with water, making sure that there are no open spaces.
5. Dry for several days until hard. Turn the clay bowl right side up and carefully remove the plastic bowl.
6. Use the bowl as-is, or bake it according to the clay manufacturer's directions.
7. Paint Native American designs on the bowl using earth colors.
8. Display in the classroom.



Activity Source: *Multicultural Art Activities*, Creative Teaching Press



WORDS TO REMEMBER



The following list will help to reinforce new words and concepts introduced in the lesson.

- ADOBE** baked clay bricks used by Native Americans of the Southwest culture area to make their homes
- BABICHE** strips of animal skin or the stringy part of animal muscle that was used by Native Peoples for a variety of purposes
- BEADS** mostly made of glass, these were used by many Native Americans to decorate clothes, bags and other artifacts
- DYE** a liquid made from plants or chemicals that is used to change an object's color
- FETISH** an object believed to have magical powers, especially of protection
- LADLE** a large spoon used for serving food
- PEMMICAN** a food prepared by Native Americans from lean, dried strips of meat pounded into paste, mixed with fat and berries and pressed into small cakes
- POTLATCH** a big celebration in the Northwest Coast culture area; the hosts of the celebration give the guests many beautiful gifts and lots of food
- QUILLS** the sharp, hollow spines on a porcupine's body; they were dyed and used by Native Americans to decorate many things



BOOKS FOR STUDENTS TO EXPLORE



The following books have been chosen from respected children's book lists. Included are a variety of stories and accounts from many of the culture areas discussed in *The First Americans* lesson.

Buffalo Woman. Aladdin Books, 1984.

The Legend of the Indian Paintbrush. G.P. Putnam's Sons, 1988.

Aliki. *Corn Is Maize, The Gift of the Indians.* New York: Harper and Row Publishers, 1976.

Baylor, Byrd. *And It Is Still That Way: Legends told by Arizona Indian Children.* Trails West Publishing, 1989.

Behrens, June. *Powwow: Festivals and Holidays.* Children's Press, 1983.

Dixon, Sarah and Peter Dixon. *Children, Families and the Sea.* Cypress, 1979.

Dressman, John. *On the Cliffs of Acoma: A Pueblo Story with a Short History Of Acoma.* Sunstone Press, 1984.

Kalman, Bobbie. *Native Homes.* Crabtree Publishing Company, 2001.

Kalman, Bobbie and William Belsey. *An Arctic Community.* Crabtree Publishing Company, 1988.

Let's Read Biography: Maria Martinez. Houghton Mifflin Publishing.

Nashone. *Where Indians Live: American Indian Houses.* Sierra Oaks Publishing Company, 1989.

RECOMMENDED RESOURCES FOR TEACHERS

- Allen, Judy, Earldene McNeill and Velma Schmidt. *Cultural Awareness for Children*. New York: Addison Wesley, 1992.
- Beyer, Don E. *The Totem Pole Indians of the Northwest*. New York: Franklin Watts, 1989.
- Brundin, Judith. *The Native Peoples of the Northeast Woodlands: An Educational Resource Publication*. New York: Museum of the American Indian/Heye Foundation, 1990. ISBN # 0-934490-45-7.
- Cassidy, James J. *Through Indian Eyes: The Untold Story of Native American Peoples*. New York: The Reader's Digest Association, 1995. ISBN # 0-89-577-819X.
- Highwater, Jamake. *Arts of the American Indians*. New York: Harper and Row Publishers, 1983. ISBN # 0-06-430135-4.
- Hill, Rick. *Creativity is Our Tradition*. Santa Fe: Institute of American Indian and Alaska Native Culture and Arts Department, 1992. ISBN # 1-881396-04-5.
- Hoxie, Frederick E. *Encyclopedia of North American Indians: Native American History, Culture and Life from Paleo-Indians to the Present*. New York: Houghton Mifflin Company, 1996. ISBN # 0-395-66921-9.
- Index of Native American Resources on the Internet: <http://hanksville.phast.umass.edu/misc/NAresources.html>
- Indian Masterpieces from the Walter & Marianne Koerner Collection*. University of British Columbia Press.
- Katz, Marjorie. *Shaped by Hands: Indian Art of North America*. New York: Macmillan Publishing Company, Inc., 1975.
- Malin, Edward. *Totem Poles of the Pacific Northwest Coast*. Portland, OR: Timber Press, 1986. ISBN # 0-88192-068-1.
- Murdoch, David. *Eyewitness Books: North American Indian*. New York: Alfred A. Knopf, 1995. ISBN # 0-679-86169-6.