Welcome to the Hall of Eastern Woodlands Indians! These four sets of student worksheets explore objects that connect to the thematic Haudenosaunee food tour in the Educator’s Guide.

You can break the class into four groups. If time permits, you can have students rotate through each stop to get a chance at exploring all of them. You may want to use a flashlight to help students to see the details inside the cases. If you come to the Museum during hours when teaching volunteers are present, there will be carts with related handling objects and information for students to learn from.

These objects and models are highlighted in the worksheets. Look for the location numbers under the images of objects.

1. longhouse model
2. mortar & pestle (corn pounder)
3. corn-washing basket
4. paddle
5. sieve
6. burden strap
7. pots

NOTE: Throughout this hall, Haudenosaunee objects are identified in labels as “Iroquois,” the term used by non-Native people to refer to the Haudenosaunee since the 17th century. In this activity and in our current guide, we use their eponym, or the name they call themselves, “Haudenosaunee.” Because the hall has the original wall text from when it was created in the 1960s, when hunting for the objects described, you will need to look for the term “Iroquois.”
**STOP 1: Haudenosaunee (Iroquois) Corn Paddle**

**Find** this paddle.

**Sketch** the paddle:

**Location:** Woodworking section (#4 on map)

**Read** the text. What material are paddles usually made of? Why would that material be used by Haudenosaunee (Iroquois) carvers?

**Answers & Notes to Educators:** Wood is a material that is abundant in the forests of the Haudenosaunee homelands. It can be carved to suit the needs of the cook and into designs that an artist is inspired to create. Woods like maple and elm can handle soaking in water for long periods of time without cracking.

**STOP 2: Haudenosaunee Pot**

**Find** this pot.

**Sketch** the pot:

**Location:** Pottery section (#7 on map) and in Longhouse model (#1 on map)

**Look** at the two Haudenosaunee pots in the case and the models of pots in the longhouse. Why would clay be a good material for making cooking pots? What else can it be used for?

**Answers may include:** It can be formed into different sized pots for different needs. It can heat to high temperatures. It holds water, so can be used for both transporting water from streams and boiling foods.

**Fun Fact:** The pot’s shape was designed so that the top section will not get hot and can be handled without gloves.

**STOP 3: Longhouse Diorama**

**Find** the longhouse diorama.

**Look** at the paddle and pot in the longhouse diorama. How are these two tools used together in this scene?

**Answers may include:** The pot is placed in the fire pit where it gets heated, boiling the water inside of it. The woman is placing cornbread loaves into the boiling water to make cornbread and using the paddle to stir, lower and lift the cornbread in and out of the water.
This is Belinda Patterson, a Tuscarora cornbread maker, boiling cornbread in 2020. Compare this image with the scene in the longhouse. What details do you notice in the environment, tools, and person making the cornbread? What is the same about the two scenes and what is different?

**Answers may include:**

**Similarities:**
- The women in both scenes are making cornbread using boiling water and a wooden paddle as their tool for lifting the bread out from the water.
- Both women are cooking over a heat source.

**Difference:**
- The vessels holding the water and the source of the heat to warm them are different. The woman from the longhouse period is using an open fire on the ground with a clay pot, whereas the woman from today is using an oven and a metal pot.
- The clothing in the photo from 2020 looks like clothing people wear today, while the women in the longhouse are wearing deerskin skirts.
- The surrounding environment for one cook is a longhouse where the kitchen is in the middle of the home and in the contemporary image, the kitchen is a separate room in a house.

*Note: Students may make comparisons to that which is familiar to them in their own home.*

Photo by Latica McNaughton (Mohawk) / © AMNH
## STOP 1: Haudenosaunee (Iroquois) Mortar and Pestle (Corn Pounder)

**Find** the mortar and pestle (corn pounder).

**Location:** Agriculture section (#2 on map)

**Sketch** the mortar and pestle:

**Find** this mini diorama. **Location:** (#3 on map)

**Look** at the mortar and pestle. What job do they perform in making corn meal?

*Answers & Notes to Educators:* People lift and drop the pestle into the base of the mortar, using the weight of the pestle to pound the corn into smaller and smaller pieces, until it is the consistency of flour.

## STOP 2: Haudenosaunee Sieve

**Find** this basket that is used as a sieve.

**Location:** Basketry section (#5 on map)

**Sketch** the sieve:

**Look** at this sieve. It is used after the corn gets pounded. Why do you think it has holes?

*Answers & Notes to Educators:* When the corn is pounded the pieces break into smaller and smaller pieces. As it breaks, it releases fine flour stored inside of it. The remaining pieces of corn, or outer shell, are of all different sizes, so a sieve is needed to sort out the larger and smaller pieces. Large pieces can be returned to the mortar and pestle to pound further.

## STOP 3: Paintings of Making Baskets

**Find** the paintings on the wall of basket making and read the related text. **Location:** Basketry section (#4 on map)

What materials was this basket made from? What general steps would have been needed to get these materials and make the basket?

*Answers & Notes to Educators:* This basket, like most Haudenosaunee baskets, was made from the splints of the black ash tree. A tree would have to be identified, cut down, soaked, the splints pounded and split, and then finally woven into the basket form.

## STOP 4: Corn Processing Diorama

**Go back** to the mini diorama. **Find** the two steps that use the sieve and the corn pounder. **Sketch** them on the back of this sheet.

**Note:** The two steps are represented by the two mini-figures on the far right of the diorama.
This is Laticia McNauthton, a Mohawk graduate student who is studying Indigenous foods. She is grinding Haudenosaunee White Corn into flour with a grain mill. Which tool from this worksheet is this similar to? What is the same about the two tools, and what is different?

**Answers may include:**
- The tool from the worksheet that is similar to a grain mill is the corn pounder or mortar and pestle.

**Similarities:**
- Both tools serve the same purpose of turning corn into flour.
- They both require hard work and indicate how treasured this corn flour and the foods one can create with it are and were that someone would exert the energy to create it from scratch.

**Differences:**
- The mortar and pestle is a wooden tool that works when a person lifts and lowers the heavy pestle to crush the kernels into flour, while the grain mill is a metal tool that works when a person operates a crank.
**STOP 1: Haudenosaunee (Iroquois) Agriculture Diorama**

**Find** this figure in the mini diorama:

**Sketch** some of the foods that a Haudenosaunee (Iroquois) person might have harvested in the 17th century. (NOTE: look at the crops in the model and around the model in the case. There were over 30 varieties of beans, and over a dozen varieties each of corn and squash grown at this time, almost all of which are still grown today.)

*Answers may include:* corn, beans, squash, sunflowers

**Location:** Agriculture section (#3 on map)

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**STOP 2: Haudenosaunee Burden Strap (Tumpline)**

**Find** this burden strap.

**Location:** Transportation section (#6 on map)

**Read** the wall text about burden straps. What different skills would have been needed to create this one?

*Answers & Notes to Educators:* Someone would have to know how to find and gather the nettle or basswood fiber; how to turn that plant into a yarn-like material that can be woven; how to weave those materials into a burden strap.

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**STOP 3: Haudenosaunee Burden Basket**

**Find** this basket:

Burden baskets like this one were traditionally used by Haudenosaunee people with burden straps like the one above. The burden straps allowed wearers to gather and carry their harvest while leaving their hands free to work. **Read** the wall text and look at the paintings that show basket making. What different skills would have been needed to create this one?

*Answers & Notes to Educators:* Someone would have to know how to find black ash trees, how to turn the wood from the trees into splints that can be woven; and how to weave the splints into a basket.
This is a photograph of Mohawk artist Jaymee Fox tending her garden in 2015. She is using a milk crate to gather the weeds in the field, simply because it was the object that she had at that moment that served the purpose she needed. Write a comparison between the functionality of the burden basket and that of the milk crate, and discuss why each might have been used to gather foods from a field.

**Answers may include:**

**Similarities:**
- Both the burden basket and the milk crate allow air to circulate since their sides are not a solid material. That can be helpful for avoiding mold if the foods need to store in their containers for any length of time.

**Differences:**
- A burden basket can be carried while someone works, freeing their hands to pick, while a tumpline distributes the weight across their forehead or shoulders. It often has an additional handle for carrying by hand when a basket is put down.
- A milk crate needs to be lifted and carried by its handles to move it along while someone collects vegetables from the field.
- A burden basket is something custom made for the job of carrying goods while one works, whereas using a milk crate to harvest vegetables is an adaptation of an existing object for a new use.
## STOP 1: Haudenosaunee (Iroquois) Cooking Pot

**Find this pot:**

**Sketch the cooking pot:**

A clay pot like this would have been used by Haudenosaunee (Iroquois) people prior to the 17th century to process corn by boiling it with the ash from burned wood logs added to the water. This changes the corn’s color, makes it faster to cook, removes the hulls (outer shells) from the kernels, and makes the corn more nutritious. Why would a pot like this one be good for this job?

**Answers & Notes to Educators:** A pot can be heated to high temperatures to be able to boil the water and cook the corn. Clay is nonporous, so it can hold water.

**Location:** Pottery section (#7 on map)

## STOP 2: Haudenosaunee (Iroquois) Corn-Washing Basket

**Find this basket:**

**Sketch the corn-washing basket:**

What job is the corn-washing basket used for?

**Answers & Notes to Educators:** It is used to wash off the hulls from corn that has been boiled with lye (wood ash). It acts like a sieve or a colander, holding whole kernels inside the basket and releasing the hulls into the sink.

**Location:** Agriculture section (#3 on map)

## STOP 3: Corn Processing Diorama

**Find this diorama.**

**Sketch or write** about the two steps that use the pot and the corn-washing basket.

**Answers & Notes to Educators:** The pot is used to boil hard wood ashes with the corn to nixtamalize the corn, which softens the outer shell, greatly reducing the cooking time. The corn is then rinsed in the corn-washing basket to remove the wood ash from the corn. At this point the corn can either be pounded for flour or cooked with other ingredients to make soup.
This is Marissa Manitowabi, a Seneca museum educator, rinsing corn in a corn-washing basket today. What is the same about the way her ancestors would have done this process, and what is different?

**Answers & Notes to Educators:**

**Similarities:**
- Marissa’s ancestors would have used wood ash to nixtamalize the corn as she is doing here.
- The tool they would have used for rinsing the corn would also have been a corn-washing basket.

**Differences:**
- Her ancestors would have used a natural water source, such as a stream or lake, but today she uses a sink with running water.
## STOP 1: Haudenosaunee (Iroquois) Corn Paddle

**Find** this paddle.

**Sketch** the paddle:

**Read** the text. What material are paddles usually made of? Why would that material be used by Haudenosaunee (Iroquois) carvers?

**Location:**
Woodworking section (#4 on map)

## STOP 2: Haudenosaunee Pot

**Find** this pot.

**Sketch** the pot:

**Look** at the two Haudenosaunee pots in the case and the models of pots in the longhouse. Why would clay be a good material for making cooking pots? What else can it be used for?

**Location:**
Pottery section (#7 on map) and in Longhouse model (#1 on map)

**Fun Fact:** The pot’s shape was designed so that the top section will not get hot and can be handled without gloves.

## STOP 3: Longhouse Diorama

**Find** the longhouse diorama.

**Look** at the paddle and pot in the longhouse diorama. How are these two tools used together in this scene?

**Location:** Housing section (#1 on map)
This is Belinda Patterson, a Tuscarora cornbread maker, boiling cornbread in 2020. Compare this image with the scene in the longhouse. What details do you notice in the environment, tools, and person making the cornbread? What is the same about the two scenes and what is different?

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### STOP 1: Haudenosaunee (Iroquois) Mortar and Pestle (Corn Pounder)

**Find** the mortar and pestle (corn pounder).

**Location:** Agriculture section (#2 on map)

**Sketch** the mortar and pestle:

**Find** this mini diorama. **Location:** (#3 on map)

**Look** at the mortar and pestle. What job do they perform in making corn meal?

### STOP 2: Haudenosaunee Sieve

**Find** this basket that is used as a sieve.

**Location:** Basketry section (#5 on map)

**Sketch** the sieve:

**Look** at this sieve. It is used after the corn gets pounded. Why do you think it has holes?

### STOP 3: Paintings of Making Baskets

**Find** the paintings on the wall of basket making and read the related text. **Location:** Basketry section (#4 on map)

What materials was this basket made from? What general steps would have been needed to get these materials and make the basket?

### STOP 4: Corn Processing Diorama

**Go back** to the mini diorama. **Find** the two steps that use the sieve and the corn pounder.

**Sketch** them on the back of this sheet.
This is Laticia McNauhgton, a Mohawk graduate student who is studying Indigenous foods. She is grinding Haudenosaunee White Corn into flour with a grain mill. Which tool from this worksheet is this similar to? What is the same about the two tools, and what is different?
# WORKSHEET 3: At the Museum

## STOP 1: Haudenosaunee (Iroquois) Agriculture Diorama

**Find** this figure in the mini diorama:

**Sketch** some of the foods that a Haudenosaunee (Iroquois) person might have harvested in the 17th century. (NOTE: look at the crops in the model and around the model in the case. There were over 30 varieties of beans, and over a dozen varieties each of corn and squash grown at this time, almost all of which are still grown today.)

**Location:**
Agriculture section (#3 on map)

## STOP 2: Haudenosaunee Burden Strap (Tumpline)

**Find** this burden strap.

**Location:** Transportation section (#6 on map)

**Read** the wall text about burden straps. What different skills would have been needed to create this one?

## STOP 3: Haudenosaunee Burden Basket

**Find** this basket:

Burden baskets like this one were traditionally used by Haudenosaunee people with burden straps like the one above. The burden straps allowed wearers to gather and carry their harvest while leaving their hands free to work. **Read** the wall text and look at the paintings that show basket making. What different skills would have been needed to create this one?

**Location:**
Transportation section (#6 on map)
This is a photograph of Mohawk artist Jaymee Fox tending her garden in 2015. She is using a milk crate to gather the weeds in the field, simply because it was the object that she had at that moment that served the purpose she needed. Write a comparison between the functionality of the burden basket and that of the milk crate, and discuss why each might have been used to gather foods from a field.

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Photo by Marissa Manitowabi (Seneca) / © AMNH
### WORKSHEET 4: At the Museum

#### STOP 1: Haudenosaunee (Iroquois) Cooking Pot

**Find** this pot:  
Location: Pottery section (#7 on map)

**Sketch** the cooking pot:  
A clay pot like this would have been used by Haudenosaunee (Iroquois) people prior to the 17th century to process corn by boiling it with the ash from burned wood logs added to the water. This changes the corn's color, makes it faster to cook, removes the hulls (outer shells) from the kernels, and makes the corn more nutritious. Why would a pot like this one be good for this job?

#### STOP 2: Haudenosaunee (Iroquois) Corn-Washing Basket

**Find** this basket:  
Location: Agriculture section (#3 on map)

**Sketch** the corn-washing basket:  
What job is the corn-washing basket used for?

#### STOP 3: Corn Processing Diorama

**Find** this diorama.  
**Location:** Agriculture section (#3 on map)

**Sketch or write** about the two steps that use the pot and the corn-washing basket.
This is Marissa Manitowabi, a Seneca museum educator, rinsing corn in a corn-washing basket today. What is the same about the way her ancestors would have done this process, and what is different?