Welcome to the Hall of Eastern Woodlands Indians!

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, 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.”
# WORKSHEET 1: At the Museum

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

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

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

## STOP 2: Haudenosaunee Sieve

- **Find** this basket that is used as a sieve.
- **Sketch** the sieve:
- **Look** at this sieve. It is used after the corn gets pounded. Why do you think it has holes?

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

## 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?
### 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)

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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?

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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?

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

**Find** this pot: 📷

**Sketch** the cooking pot:

<table>
<thead>
<tr>
<th>Location: Pottery section (#7 on map)</th>
</tr>
</thead>
</table>

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: 📷

**Sketch** the corn-washing basket:

<table>
<thead>
<tr>
<th>Location: Agriculture section (#3 on map)</th>
</tr>
</thead>
</table>

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?

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