Archaeology “Treasure Box”:

1) What is the most common treasure found?
______________________________________________________________

2) How did this treasure help the Nansemond people?
______________________________________________________________
______________________________________________________________

3) Match the artifact to its use.

<table>
<thead>
<tr>
<th>ARTIFACTS</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrowheads</td>
<td>Storing goods</td>
</tr>
<tr>
<td>Bowl</td>
<td>Hunting</td>
</tr>
<tr>
<td>Needle</td>
<td>Building or clearing land</td>
</tr>
<tr>
<td>Axehead</td>
<td>Making clothes</td>
</tr>
</tbody>
</table>
Flint Knapping, Step by Step

For thousands of years, Native Americans made projectile points through the process of flint knapping. Starting with a large, raw stone known as a core, tools made of stone, bone, and antler were used to remove flakes from the stone until a thin, sharp arrowhead, spear point, or knife blade took shape. The images below show the steps involved in flint knapping.

1. **STEP ONE:** A hammerstone is used to strike the core to remove large flakes. This is known as percussion flaking.

2. **STEP TWO:** A large bone tool is also used to remove large pieces of stone through percussion flaking.

3. **STEP THREE:** As the core gets smaller, a piece of antler is used to keep striking the stone to flatten it out.

4. **STEP FOUR:** A sharp antler is used to apply direct pressure to remove more flakes. This is called pressure flaking.

5. **STEP FIVE:** An even smaller antler with a fine tip is used to continue the process of pressure flaking.

6. **STEP SIX:** The sharp tip of the antler is used to create the final shape of the point.

7. The finished product! Points of this size were used as spear tips or knife blades.

8. These are the flakes of stone left over after the point was completed. Many of these are very sharp and were used themselves as cutting tools.
FLINT KNAPPING
COMPREHENSION QUESTIONS

DIRECTIONS:
Read the text on the previous page, then answer
the following questions on the lines provided.

1. What do you call the process of making a projectile point?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. What are three materials used to make tools that remove flakes from the core?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

3. What is it called when flakes are made by striking the core?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

4. What is it called when direct pressure is applied to shape the stone?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

5. What are two ways that large points like the one in photo #7 were used?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

6. How could the flakes left over from flint knapping be used by the Indians?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Sultana Education Foundation’s Virtual Classroom Curriculum
Use the **WORD BANK**. Match the Algonquian words to the English words and then...

<table>
<thead>
<tr>
<th>Algonquian Word</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mijak or Oneep</td>
<td>Nikatwin</td>
</tr>
<tr>
<td>Pumitukew or Sepu</td>
<td>Nikatwin</td>
</tr>
<tr>
<td>Nahmayss</td>
<td>Nikwasati</td>
</tr>
<tr>
<td>Mehnohtay</td>
<td>Toisiaw</td>
</tr>
<tr>
<td>Nukketoo</td>
<td>Mishanaw</td>
</tr>
<tr>
<td>Makwa</td>
<td>Kawmawtench</td>
</tr>
<tr>
<td>Weeheepens</td>
<td>Tawpahwaws</td>
</tr>
<tr>
<td>Akwihntehn</td>
<td>Nahsswaws</td>
</tr>
<tr>
<td>Natwe</td>
<td>Kaykawtaws</td>
</tr>
<tr>
<td>Wutapantam</td>
<td>Kawskeek</td>
</tr>
<tr>
<td>Ahtohnz</td>
<td>KehntheKayw</td>
</tr>
</tbody>
</table>
WORD BANK:

BEAR DEER RIVER BASKET BIRD FISH PLANT
ARROW HUNT SING DANCE BOAT ONE TWO THREE
FOUR FIVE SIX SEVEN EIGHT NINE TEN

Match the words above to one of the following categories:

NUMBERS

______________________________________________________________

______________________________________________________________

______________________________________________________________

ANIMALS

______________________________________________________________

______________________________________________________________

______________________________________________________________

NATURE

______________________________________________________________

______________________________________________________________

______________________________________________________________

OBJECTS

______________________________________________________________

______________________________________________________________

______________________________________________________________
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cactus</td>
<td>Canyon</td>
<td>Christian</td>
<td>Corn</td>
<td>Dead</td>
</tr>
<tr>
<td>Drum and Stick</td>
<td>Drumstick</td>
<td>Earth Lodge</td>
<td>Geese</td>
<td>Grass</td>
</tr>
<tr>
<td>Stone Hammer</td>
<td>I did it.</td>
<td>Hidden, Obscure</td>
<td>House</td>
<td>I or Me.</td>
</tr>
<tr>
<td>Inspired</td>
<td>Meteor</td>
<td>Moon (new horn)</td>
<td>Moon (reached half)</td>
<td>Moon (full)</td>
</tr>
<tr>
<td>Mouse</td>
<td>Old</td>
<td>Otter</td>
<td>Prayer</td>
<td>Prisoner</td>
</tr>
<tr>
<td>Shining, Bright</td>
<td>Singing</td>
<td>Snow</td>
<td>Strong</td>
<td>Rising Sun</td>
</tr>
<tr>
<td>Supplication</td>
<td>Talk (intense)</td>
<td>Thunder Bird</td>
<td>Travois</td>
<td>Old Tree</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turtle</td>
<td>Walk</td>
<td>War</td>
<td>Woods</td>
</tr>
</tbody>
</table>

**Pictographs by William Tomkins**
1) Name some animals the Nansemond people used for food.
______________________________________________________________________________

2) How did the Nansemond people hunt or trap?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3) How else did Nansemond people use animals, beside food?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Algonquian words you heard here: ____________________________________________________________________
Navigating Nansemond:

1) What does "Nansemond" mean? ____________________________________________

2) Describe two ways the river was used by the early Nansemond people.

A) __________________________________________
    __________________________________________
    __________________________________________
B) __________________________________________
    __________________________________________
    __________________________________________

3) How is the Nansemond river used today?
    __________________________________________
    __________________________________________
    __________________________________________

4) Describe ways the Nansemond people are trying to preserve the Waterways.
    __________________________________________
    __________________________________________
    __________________________________________

Algonquian words you heard here: ________________________________
Try some of the recipes from the book *Nansemond Indian Cuisine, Then and Now* for yourself:

**Scalloped Oysters** - from Joyce (Mrs. Bobby) Bass

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oysters</td>
<td>1/2 c.</td>
</tr>
<tr>
<td>2/3 c. Liquid composed of half oyster liquid and half milk</td>
<td>1/2 tsp.</td>
</tr>
<tr>
<td>1 1/2 c. Dry bread or cracker crumbs</td>
<td>1/4 c.</td>
</tr>
<tr>
<td>2 tsp. Parsley, minced</td>
<td></td>
</tr>
</tbody>
</table>

Mix crumbs and butter, then spread half the mixture on the bottom of a greased baking dish. Make a layer of oysters over the crumb mixture. Sprinkle on salt, pepper, celery, and parsley, then top with the remaining crumb mixture. Pour the liquid over it all and bake at 450 degrees for 30 minutes.

**Three Sisters Stew** - from Sabry Bright

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 T olive or canola oil</td>
<td>4 c. Butternut squash, peeled and cubed (1 lb.)</td>
</tr>
<tr>
<td>1 lg. Onion, sliced</td>
<td>3 c. Green beans, cut to 1” pieces (1 lb.)</td>
</tr>
<tr>
<td>1 Clove garlic, crushed</td>
<td>1 c. Frozen whole kernel corn</td>
</tr>
<tr>
<td>4 c. Yellow summer squash, sliced (1 lb.)</td>
<td>1 tsp. Dried thyme leaves</td>
</tr>
<tr>
<td>4 c. Zucchini squash, cut to 1” pieces (2 medium squash)</td>
<td>2 - 16 oz. cans kidney beans, drained</td>
</tr>
</tbody>
</table>

Heat oil in large pan over medium heat (originally in a Dutch oven over hot ashes). Cook onion and garlic in oil, stirring occasionally, until onion is tender. Stir in remaining ingredients and cook over low heat, 10-15 minutes, stirring frequently until squash is tender. Serves 6.
The Three Sisters: Corn, Beans and Squash

One of the important farming skills Squanto taught the pilgrims was the Three Sisters Method, which is an effective technique used to plant corn, beans and squash.

Corn is the strong and tall sister. She helps her sister, the bean, by allowing her to grow up her stalk.

Bean gives corn the nutrients she needs to grow healthy.

Squash is the third sister. Her large leaves help keep the soil moist and prevent weeds from growing.

The Three Sisters help each other grow strong and healthy.

Color and label each of the Three Sisters
-- Corn
-- Beans
-- Squash
Traditional Art:

1) Name a traditional art form. ______________________________

2) What skills are used by Native artists?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3) How are Nansemond crafts related to Nature?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Algonquian words you heard here: ________________________________
Design Your Own Pottery Etching

Instead of painting, most Woodland Indian clay vessels were decorated by etching geometric designs into the clay before it was fully dried. Decorate the large, blank pot below with your own geometric designs.

Stone tool used to incise pottery.

Pictured here are four Delaware incised cooking pots and one ceramic disk, which was probably used as a lid or a flat cooking surface.
Contemporary Art: Passport Stamp

1) What are some materials used in contemporary art?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2) Name some places that inspire Nansemond art.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3) Name some animals that inspire Nansemond art.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

4) Describe ways art can strengthen communities.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Make your own Tribal Medallion

Color and cut out your Nansemond Indian Nation emblem. Paste it to cardstock or construction paper of the same size and shape. String it with long yarn. Decorate the string with Pony beads.