

The Natural Face of North America

The Maximilian-Bodmer Expedition, 1832-1834



Adornment & Identity

Grade

- 6th - 8th

Subjects

- Social Studies
- History
- English/Language Arts
- Art

Key Message

How American Indians dressed was specific to their own tribe or clan and varied by cultural practice. Appearance and adornment served greater purposes rooted in identity, oral tradition, and community. Karl Bodmer's body of work during his travels with German Prince Maximilian (1833-1834) is recognized for its uniquely accurate representations of American Indian regalia given the cultural landscape of North America in the 19th century and the vast differences between European and American Indian cultures. In Bodmer's work, educators can see how each tribe or clan had distinguishing dress aligned with their cultural practices. Educators can also see how, as participants in global economics, trade, and social practices, American Indians adapted their appearance to represent European cultural influences while staying true to their community practices. In this lesson, students will consider how appearance represents larger understandings of identity and while reflecting one's experiences with others and the world around them.

Pedagogical Approach

This lesson is designed on the Inquiry Design Model (IDM) mirroring the modules found in Native Knowledge 360 curriculum resources. The Inquiry Design Model (IDM) implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered, inquiry-based approach to teaching and learning. These lessons align with the Native Knowledge 360 approach to IDM by avoiding prescribing step-by-step instructions, but providing key elements that honor and support teacher expertise. An inquiry approach is used that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling question.

Overarching Standards & Essential Understandings

The content and themes in this module are influenced by the National Council for the Social Studies National Curriculum for Social Studies (NCSS), specifically in the ten themes of social

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studies and the National Museum of the American Indian (NMAI) framework for Essential Understandings and Concepts .

NCSS Theme(s)	2: Time Continuity and Change 4: Individual Development & Identity	
NMAI Essential Understanding	Theme 2: Indigenous people of the Americas shaped life in the Western Hemisphere for millennia. After contact, American Indians and the events involving them greatly influenced the histories of the European colonies and the modern nations of North, Central and South America. Today, this influence continues to play significant roles in many aspects of political, legal, cultural, environmental, and economic issues. To understand the history and cultures of the Americas requires understanding American Indian history from Indian perspectives. Theme 4: American Indian individual development is tied to culture and the forces that have influenced and changed culture over time. Unique social structures, such as clan systems, rites of passages, and protocols for nurturing and developing individual roles in tribal society, characterize each American Indian culture. American Indian cultures have always been dynamic and adaptive in response to interactions with others.	
NMAI Concepts	Theme 2, Concept 4: American Indian history is not singular or timeless. American Indian cultures have always adapted and changed in response to environmental, economic, social and other factors. American Indian cultures and people are fully engaged in the modern world. Theme 4, Concept 3: Contact with Europeans and Americans disrupted and transformed traditional norms for identity development.	
C3 Dimension Standards		Other Content Standards
D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.		

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IDM Outline

Compelling Question	How does one's appearance express their identity and reflect their personal experiences?
Staging the Question	To review the concept of inferencing and prepare for the lesson tasks, show students images of decorated lockers and ask the following questions: • How are the lockers <i>personalized</i> by the student who uses it? • What does the locker's organization or decoration tell you about the person who uses it? • <i>What inferences can be made?</i> Review the definition of inference and provide examples as appropriate models. ○ Make inferences about the person's identity. ○ Make inferences about the person's experiences. Note that how students decorate or use their locker is specific to their identity and therefore not singular.

Supporting Question One	Supporting Question Two
What can be inferred about Addih-Hiddisch based on his appearance, as captured by Karl Bodmer?	How does Addih-Hiddisch's attire, as presented by Karl Bodmer, reflect his experiences with others?
Formative Performance Task	Formative Performance Task
Students will engage in collaborative brainstorming, mindmapping and whole group discussion to engage with and analyze Supporting Question One. Students must cite evidence from the provided visual art source to support their claims.	Students will complete a jigsaw protocol to review additional sources and expand their understanding of key influences to Addih-Hiddisch's appearance. Students will use these sources to identify additional evidence from the provided visual art source to answer Supporting Question Two.
Featured Work(s) from the Collection	
1986.49.388 (Journal) 24 November 1833 A Few Words about the Two Tribes (pp. 1361-1362)	
Summative Performance Task	Argument: Students should construct an argument that addresses the compelling questions using specific claims and relevant evidence from Bodmer's <i>Addih-Hiddisch</i> , <i>Hidatsa Chief</i> and the provided sources. The teacher should select the most appropriate format for the task (essay, outline, oral presentation, visual

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argument, graphic organizer, etc.).

Extension 1: Students can create self-portraits (visual, oral, written, etc.) and construct an argument about how their appearance reflects their identity and experiences. This can also be done independently or in partner-pairs.

Extension 2: Students can research the regalia of the Hidatsa or other tribes (independently or in small groups). In written or oral form, they can share their findings and make connections to compare and contrast how regalia is used in a variety of ways to express identity. When relevant, they can identify how European influences and interactions provoked adaptation or change in the appearance of some American Indians.

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Staging the Question Lesson Procedures

Anticipatory Set

Relevant Hook: To review inferencing and prepare for the formative and summative performance task, show students pictures of different decorated lockers. These can be procured online or taken from within the school, as appropriate. This can be conducted as a whole group or small group as determined by the teacher.

- How are the lockers *personalized* by the student who uses it?
- What does the locker's organization or decoration tell you about the person who uses it?
- *What inferences can be made?* Review the definition of inference and provide examples as appropriate models.
 - Make inferences about the person's identity.
 - **Example:** *This person's cleats and jersey tell us that they are an athlete.*
 - **Example:** *This person's stickers tell us about the music they like.*
 - Make inferences about the person's experiences.
 - **Example:** *This person's display of movie tickets tells us that they enjoy going to the movies with family and friends.*
 - **Example:** *This person lets their friends store their backpacks in their locker. They are probably a caring friend who tries to help others.*

Instruction, Guided Practice, and Formative Assessment

Transition to Instruction: Connect making inferences from locker decorations to instruction.

- Introduce the compelling question, "How does one's appearance express their identity and reflect their experiences?"
- Introduce the work of Karl Bodmer and display multiple pieces to demonstrate various adornment practices as documented by Bodmer. Provide [background information](#) on Karl Bodmer as appropriate.
 - [Ihkas-Kinne, Siksika Blackfeet Chief](#), 1833 (1986.49.285)
 - [Stomick-Sosack, Blood Blackfeet Chief](#), 1833 (1986.49.286)
 - [Hotokaueh-Hoh, Piegan Blackfeet Man](#), 1833 (1986.49.288)
 - [Makuie-Poka, Piegan Blackfeet Man](#), 1833 (1986.49.289)
 - [Piegan Blackfeet Man](#), 1833 (1986.49.290)
 - [Birohk, Hidatsa Man](#), 1834 (1986.49.291)
 - [Blackfeet-Assiniboin Girl](#), 1833 (1986.49.377)
 - [Sih-Sa, Mandan Man](#), 1834 (1986.49.385)
- Introduce the lesson primary source, [Addih-Hiddisch, Hidatsa Chief](#) by Karl Bohmer.
- *By looking at Addih-Hiddisch, painted by Karl Bodmer in 1934, we can make inferences about the Hidatsa Chief based on his appearance. An inference is only a guess based on provided evidence, and inferences have limitations. However, American Indian people and communities have a rich history of using adornment for a variety of purposes which were unique to each tribe or clan.*

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Check for Understanding

Check for student understanding by reviewing student responses to anticipatory set.

Preview

Preview the lesson by allowing students time to independently look at *Addih-Hiddisch, Hidatsa Chief* by Karl Bodmer. If desired, students can complete a [KWL chart](#) to organize their thoughts before the lesson continues.

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Supporting Question One Lesson Procedures

Featured Source

[*Addih-Hiddisch, Hidatsa Chief*](#), 1834

Karl Bodmer, Swiss, 1809-1893

1986.49.388

Anticipatory Set

Guided Practice, Instruction, and Formative Assessment

- In small groups, have students create a mindmap focused on the image. In the center of a large piece of paper, students should record Supporting Question One: *What can be inferred about Addih-Hiddisch based on his appearance, as captured by Karl Bodmer?* Groups should work together to brainstorm things and record as they discuss what they notice and wonder about Addih-Hiddisch's appearance.
 - What items, clothing, etc. do you recognize in the photo? What looks familiar?
 - What is unexpected?
 - What do you have questions about? Record what you wonder.
 - What inferences can you make about this person based on what they are wearing? Explain your reasoning.
- As a whole group, discuss student responses. *Note:* Educators should be prepared to address widely circulated misconceptions about American Indian appearance, especially concerning headdresses and war bonnets. Address misconceptions as appropriate and affirm the unique representations of religious beliefs, oral traditions, and community belonging in American Indian adornment.
- Use the description of the image from Natural Face of North America site and excerpts from Prince Maximilian's journals to extend the conversation as needed.
- As students are presented with more information from others or additional sources, groups should add to their brainstorming mindmap, revising ideas as necessary.
 - What ideas were shared or validated by other groups?
 - What ideas did other groups contribute that your group did not have recorded?
 - After hearing more from peers, what new ideas or questions do your group have?

Potential Findings: Add additional findings here after discussion with student groups

- Heavily tattooed; tattoos are believed to represent war exploits
- Inclusion of clothing with European or American origin
- European hat, which has been personalized to include feathers; feathers typically indicate social status or a war feat
- Peace medal is a sign of his political status and has been embellished with beads and bear claw pendants
- Beadwork on his legs and moccasins represent personal history
 - The knob-like painted symbols may represent the number of horses he has captured or given away as presents
 - The bird design on his quilled moccasins may represent a vision he reported to have of the Thunderbird promising him battle success

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- Scalp and scalp lock on his war hatchet are trophies of battle
- War hatchet is metal and indicates trade with Europeans

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Check for Understanding

Check for understanding by reviewing small group mindmaps.

Preview

Exit Ticket: What things about Addih-Hiddisch's appearance indicate something about how he interacted with others?

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Supporting Question Two Lesson Procedures

Featured Source

[Addih-Hiddisch. Hidatsa Chief](#), 1834

Karl Bohmer, Swiss, 1809-1893

JAM.1986.49.388

Anticipatory Set

Guided Practice, Instruction, and Formative Assessment

- Introduce students to Supporting Question Two: How does Addih-Hiddisch's attire, as presented by Karl Bodmer, reflect his experiences with others?
- Have students complete a [jigsaw activity](#) to read and interpret additional sources collaboratively.
 - Sources:
 - [American Indian weaponry](#)
 - [American Indian headwear](#)
 - [American Indian/Hidatsa regalia](#)
 - [American Indian peace medals](#) (clearly defining what it is and why one would have it)
 - Jigsaw Procedure:
 - Number students by four to create four groups. These will be "expert groups." Each group should read and interpret one of the provided sources. Teachers may use annotation strategies, graphic organizers, or a jigsaw notetaker as appropriate for their class. Provide an appropriate amount of time for each expert group to read and respond as desired.
 - Once expert groups have completed their task, create new small groups of students. These groups should include at least one individual from each expert group.
 - In their new small groups, students should each share with their peers the most important information from their source. If a notetaker or graphic organizer is used, students may record what they hear from peers. Repeat this process until all members of the group have been given the key information from all resources.
 - After all individuals have shared, have students discuss in their groups their answer to Supporting Question Two based on what they have read and learned in the jigsaw activity.
- As a group, discuss how the Hidatsa chief's appearance adapted or changed to reflect his experience with Europeans. Prompt students to provide evidence from their sources to support their interpretations of the art and claims about Addih-Hiddisch's appearance.

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Check for Understanding

Check for understanding by prompting students to construct a paragraph in response to Supporting Question Two using information learned from the jigsaw activity. If a notetaker or graphic organizer is used, they may also be submitted and reviewed as a check for understanding.

Review