

EARLY LIFESTYLES

3

Teacher's Guide Outline

CONCEPT People have been a part of Idaho's history for thousands of years. **Early Lifestyles** takes a look at how the ancient Idahoans lived. The video also shows how technology changed and improved their quality of life and how the lives of the ancient Idahoans were dictated by the whims of nature.

STUDENT OUTCOMES After viewing **Early Lifestyles**, students will be able to:

1. Compare the ways ancient Idahoans lived, gathered food and survived.
2. Explain how nature ruled the lives of ancient Idahoans.

SUMMARY **Early Lifestyles** looks at the lives of ancient Idahoans and the lives of Native Americans until the time the horse was introduced into their culture. The tape begins with the host, Phyllis Edmundson, at Owl Cave, an archaeological site in eastern Idaho. The tape presents Idaho's leading archaeologists' views of how ancient Idahoans lived. It challenges students to imagine what their lives would be like if they lived back then. The tape then moves to a discussion of the "seasonal round." Native Americans traveled from place to place to find food depending on the time of year. Emma Dann, a member of the Shoshone tribe, describes the seasonal round and its importance. Next, **Early Lifestyles** looks more closely at how people of this era lived. Archaeologist Frank Leonhardy describes pit houses and a communal lifestyle. The tape closes with a discussion of the impact that the coming of horses had on Native Americans' lives.

PREPARATION EXERCISES

1. Have students write a description of what they think life would have been like for the ancient Idahoans. What would they have eaten? What would their homes be like?
2. Using a world map and a globe, discuss ways the ancient Idahoans may have come to the area. What would the world have looked like then?
3. Have students look up pictures of the types of animals found in North America during the time the ancient Idahoans were first coming to the area.

**PREPARATION
EXERCISES**

4. Begin to fill in the information display described on the Special Project. Have students fill in as much as they can in the spaces (Cont.) under the headings **WHAT WE KNOW:** and **WHAT WE WANT TO KNOW:** After viewing the program, you may be able to add to those two headings.

**QUESTIONS
FROM TAPE**

1. How were the lives of ancient Idahoans different from yours or mine?
2. What animals do they remind you of?
3. Can you imagine what your life would have been like if you lived then?
4. What do you think happened to make the first Idahoans' lives different?
5. What kind of plants do you suppose they ate?
6. Can you imagine living with all your classmates instead of just your family?
7. Why do you think the horse made such a difference in Native Americans' lives?

VOCABULARY

Ancient Idahoans- Humans who lived in what is now Idaho thousands of years ago

Archaeology- The study of humans who lived a long time ago

Archaeologist-Someone who studies humans who lived a long time ago

Camas Bulbs- The edible root of the Camas plant, a staple of Native American diet

Hopper-Mortar-A stone (mortar) and bowl (hopper) used for the grinding

Pit House-A circular building used by some Native Americans

Seasonal Round-Moving from place to place to find the food following the seasons of the year and the cycles of the harvest

Succulent-Good, rich, mouth-watering

Woolly Mammoth-An extinct species of elephant which had a hairy coat and long curved tusks

**FOLLOW-UP
DISCUSSION
AND
QUESTIONS**

1. What can you learn about ancient peoples by studying archaeology? Would archaeologists a hundred years from now study the same things about us? What differences might you expect?
2. Discuss the seasonal round. How would it influence daily life back then? How do the seasons influence our lives today?
3. Compare and contrast the lifestyles found in the pit house era and the lifestyles of young people today.
4. The tape mentions several ways the horse changed Native Americans' lives. List them and any others. Compare that to how the automobile changed the lives of Idahoans in the 1920s and 30s. Compare that to how airplanes have changed society.

**EXTENSION
ACTIVITIES**

1. Fill out third element of Special Project sheet included in this section.
2. Visit a museum or archaeological dig.
3. Identify the different Native American tribes in the state of Idaho and discuss what their different lifestyles were like and why.
4. Draw or make a pit house showing the various contents. Draw or make a Native American basket, flute or other artifact.



SPECIAL *Early Lifestyles Worksheet*

PROJECT

List 1. what we know, 2. what we want to know, and 3. what we have learned about **Early Lifestyles.**

What we know:	What we want to know:	What we have learned: