

BROOKLYN
CONNECTIONS

**ANALYZING
HISTORIC BIAS**

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| AIM: | This lesson will equip students with vocabulary for talking about bias and guide them through conversations about the biases evident in historic primary sources. |
| OBJECTIVES: | <p>Students will:</p> <ul style="list-style-type: none"> • learn vocabulary for speaking about bias • identify implicit and explicit perspectives conveyed through primary sources • identify the power dynamics involved in portrayals of history • have constructive conversations about bias displayed in primary sources |
| MATERIALS: | <ul style="list-style-type: none"> • Vocabulary matching cards: one set of cards, cut up and shuffled, per small group, pair of students, or individual student (see Differentiation, below, for guidance on this) • Worksheet: <i>Analyzing Primary Sources for Bias</i> (one per student) • Primary sources that display bias: one per student, or one per pair of students. Ideally you should have at least two primary sources, so that half the class works with one source and half the class works with another. Example sources are included with this lesson; you can use these, or select sources from collections you have access to. When selecting primary sources for this lesson, look for historic material that displays bias about an issue in a way that will be apparent to students today, as they work through the questions on the Analyzing Primary Sources for Bias worksheet. Be aware that some sources displaying historic bias may be offensive and/or triggering for students today; be sensitive about decisions to include these, and make sure you are prepared to speak with your students about their reactions to these sources. |

PROCEDURE:**Part One: vocabulary for understanding bias**

1. Introduce the lesson: explain to students that today we will be talking about bias, and this requires us to be familiar with some words that we might not use in normal conversation. In order to familiarize ourselves with these words, we'll start with a game to learn some vocabulary.
2. Distribute vocabulary matching cards to students in pairs or small groups. Invite students to match up each vocabulary word with its definition, as best as they are able. Feel free to make this activity more engaging for your students based on their own preferences for interactive activities; you may wish to input the vocab words and definitions into the online quiz platform of your choice, or to make a jeopardy-style game for the class to engage in as a whole group. The goal of this part of the lesson is to feel confident using the vocabulary words.
3. As a class, review the correct answers to the vocabulary words. Invite students to share any examples they might think of to illustrate the terms, as you define them.
4. Students may wish to line up their vocabulary cards with the correct definitions on their desks, to have as a reference for the remainder of the lesson. You could also place the definitions on a worksheet, for students to fill in correct answers as they confirm them.

Correct definitions for the vocabulary terms are as follows:

Historical bias: When the writer/creator of a source is strongly slanted towards or against something (i.e. an event, person, or regime) because of the context they live in, making the source unbalanced, prejudiced, and one sided by using positive or negative language and/or the omission of facts.

Lived experience: The point of view that the creator of a source is taking in order to explain a historical event, time period, or person. Since everyone sees and experiences the world differently, people write, think, teach, and interpret historical events differently.

Evidence: Used to understand the time period which one is studying. By using an array of primary and secondary sources one can start to piece together the events or time period in question.

Interpret: To explain the meaning of an event, action, or information.

Historical context: The social, political, cultural, economic, and environmental factors/situations that influence historical events. This helps researchers understand the environment that a historical event was created within.

Colonialism: A socio-political and economic phenomenon whereby various nations exploit, conquer, religiously convert, settle, and kill people in order to control and occupy their land and lives.

Power dynamics: The different ways in which groups of people interact with one another, in which one group exerts power and force over another.

Perspective: The representation and explanation of experiences and choices of a group of people or an individual that focuses on knowledge gained through these experiences.

Part two: having conversations about bias in primary sources

1. Explain to students that we are now going to use some of this vocabulary to analyze primary sources. If students do not regularly work with primary sources, take a moment to explain what a primary source is.
2. Explain that each student (or pair of students) will look at a primary source and respond to a set of questions on a worksheet. Not every primary source will provide obvious answers for every question on the worksheet; students should answer the questions that they are able to, based on their source.

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| | <p>3. Distribute the <i>Analyzing Primary Sources for Bias</i> worksheet to each student. Distribute primary sources to each individual or pair, and provide students with independent time to work through the first side of the worksheet. A note about the questions on this worksheet: these questions are drawn from questions suggested in the curriculum provided to accompany the 4th Grade New York State Social Studies Curriculum. These questions may feel more or less accessible to your students; feel free to replace them with questions from your local curriculum, or to reword them with terminology that will feel more accessible to your students.</p> <p>4. Comparing biases: match students, or pairs of students, with another student or pair who examined a different source. Ask students to flip over their worksheet and complete the venn diagram together: reflections that were similar for both sources can go in the middle of the venn diagram, and reflections that were different can go on the sides, for Source 1 and Source 2 respectively (students can decide which of their sources is 1 and which is 2).</p> <p>5. Discuss as a class: what did students find when they looked at their sources? What was confusing? What did they not understand? What surprised them, as they worked through the questions on their worksheet? What similarities did they and their classmates find between the source they analyze and the source that they compared theirs to?</p> <p>Reflect as a group: Why are there different versions of events, and what impact does this have on our ideas of “truth” and historical accuracy?</p> |
| ASSESSMENT: | <p>Assess student work by collecting worksheets and evaluating whether students used the new vocabulary they learned at the start of this lesson for their worksheet responses.</p> <p>Assess overall comprehension through how students make note of similarities and differences between sources in your concluding discussion.</p> |
| DIFFERENTIATION: | <p>For the vocabulary matching activity: for younger students, conduct this activity as a class. For older students, challenge them by having them match the vocabulary with definitions independently, before checking results with a partner and then as a class.</p> <p>The vocabulary itself might be difficult for younger students, as it requires a level of prior knowledge that some students may not have. You may wish to adjust the vocabulary to better suit the needs and learning level of your students.</p> <p>For the source analysis activity: for younger learners, or for learners who struggle to focus on independent analysis, analyze each source as a class. You could split this lesson over multiple days, analyzing one source collectively on one day, the second source on another day, and then complete the comparison on a third day. When working as a class, you may wish to translate the worksheet reflection questions to chart paper; students could complete the worksheet individually while collective responses are recorded on the chart paper.</p> <p>For the source analysis activity: for older or more advanced learners, challenge students to analyze a source on their own, instead of in small groups. This activity can be made more challenging and complex by distributing more sources; each student would then end up with one of four or six sources, and then each pair that compares sources will have a different set of results on their venn diagram because they will be comparing responses from different sets of sources. This will lead to a more complex full-group discussion at the end of the lesson, challenging students to synthesize more nuance about the complications of historical context and bias.</p> |
| C.C.S.S. ADDRESSED: | <p>4th Grade CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> |

CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

5th Grade

CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

6th Grade

CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

7th Grade

CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

8th Grade

CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

9th – 10th Grades

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

11th- 12th Grades

CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4th Grade

CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5th Grade

CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

6th Grade

CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

7th Grade

CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

8th Grade

CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

9th – 10th Grades

CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

11th- 12th Grades

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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| <p>When the writer/creator of a source is strongly slanted towards or against something (i.e. an event, person, or regime) because of the context they live in, making the source unbalanced, prejudiced, and one sided by using positive or negative language and/or the omission of facts.</p> | <p>Historical Bias</p> |
| <p>The point of view that the creator of a source is taking in order to explain a historical event, time period, or person. Since everyone sees and experiences the world differently, people write, think, teach, and interpret historical events differently.</p> | <p>Lived Experience</p> |
| <p>Used to understand the time period which one is studying. By using an array of primary and secondary sources one can start to piece together the events or time period in question.</p> | <p>Evidence</p> |
| <p>To explain the meaning of an event, action, or information.</p> | <p>Interpret</p> |

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| <p>The social, political, cultural, economic, and environmental factors/situations that influence historical events. This helps researchers understand the environment that a historical event was created within.</p> | <p>Historical Context</p> |
| <p>A socio-political and economic phenomenon whereby various nations exploit, conquer, religiously convert, settle, and kill people in order to control and occupy their land and lives.</p> | <p>Colonialism</p> |
| <p>The different ways in which groups of people interact with one another, in which one group exerts power and force over another.</p> | <p>Power Dynamics</p> |
| <p>The representation and explanation of experiences and choices of a group of people or an individual that focuses on knowledge gained through these experiences.</p> | <p>Perspective</p> |

Analyzing Primary Sources for Bias

Part One: Examine your primary source.

Reflect on the following prompts and make note of your response below each prompt. It's alright if you do not have responses for every prompt, for your source.

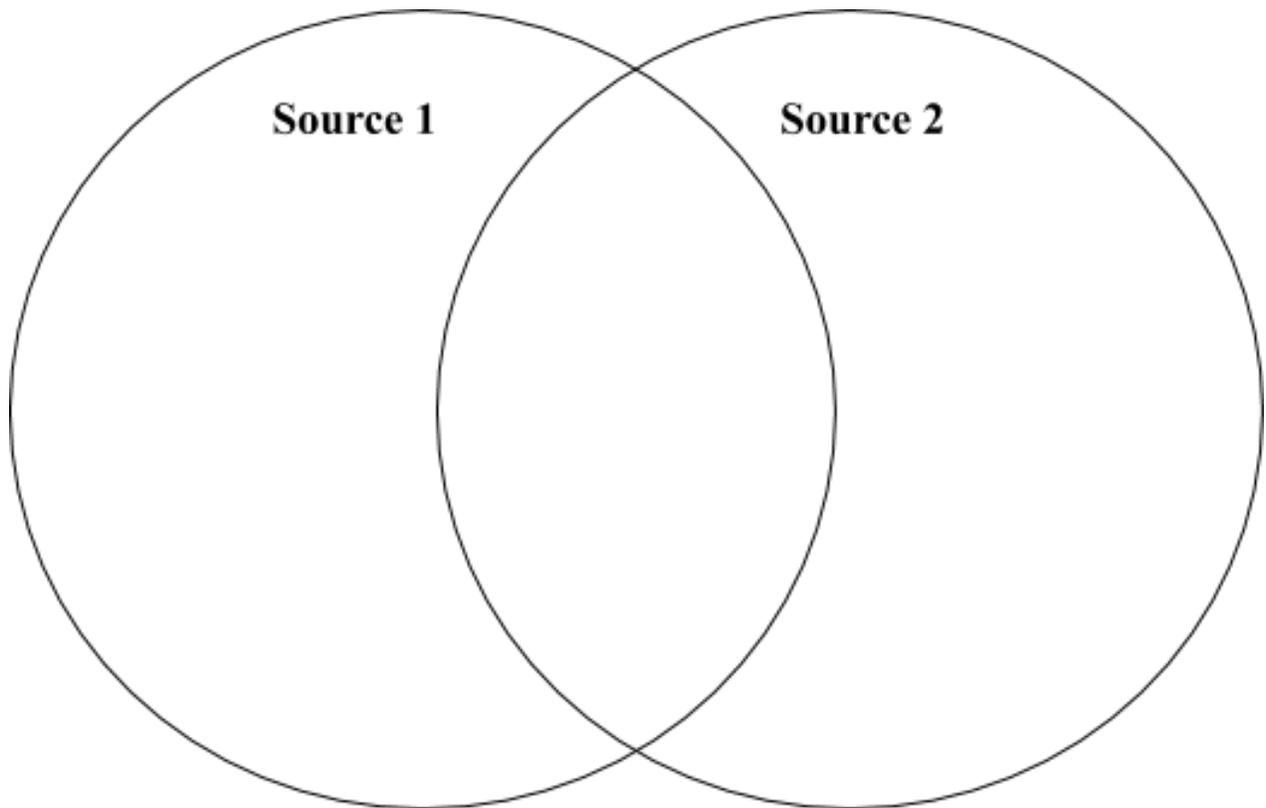
1. From whose perspective is this account given? Whose perspective does this source show?
2. Could there be other perspectives of interpretations? Why might this be so?
3. Whose voices are heard? Whose voices are omitted?
4. What evidence is provided? How can we judge the quality of the evidence?
5. How are specific groups or individuals portrayed in this account? Why might this be so?

Part Two: Comparing Historic Perspectives

Different primary sources display bias and perspective in different ways. With your neighbor, compare the responses you each made for your respective sources on the previous worksheet.

Which similarities did you find between your different sources? Write these in the center of the Venn Diagram.

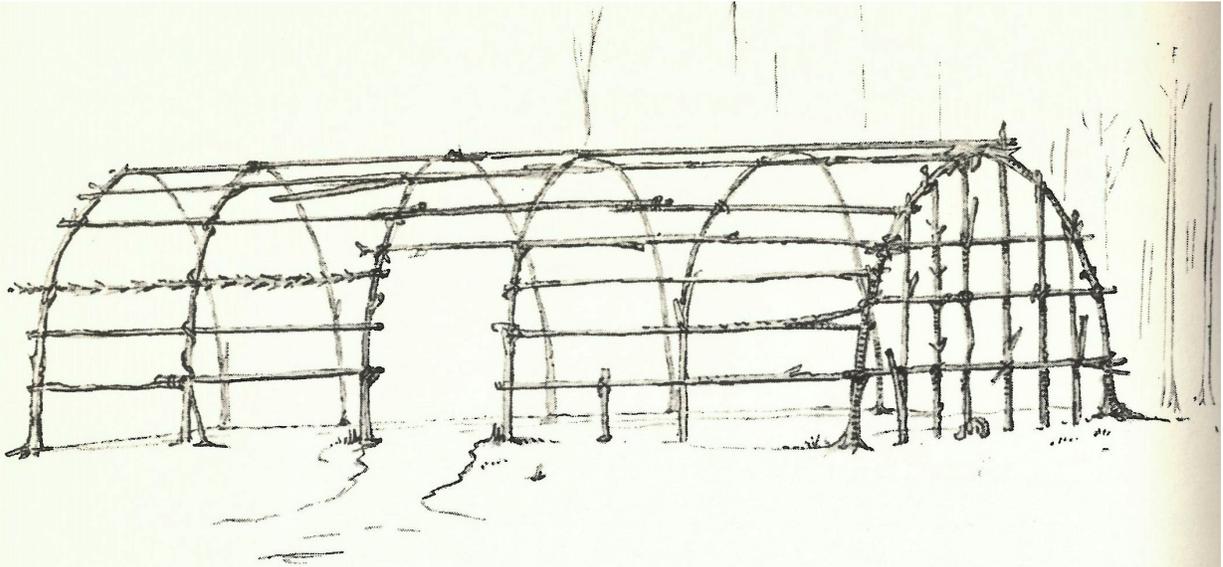
What different reflections did you each have? Write these on the correct side (source one, source two) of the Venn Diagram.



Primary Sources for Analysis Activity



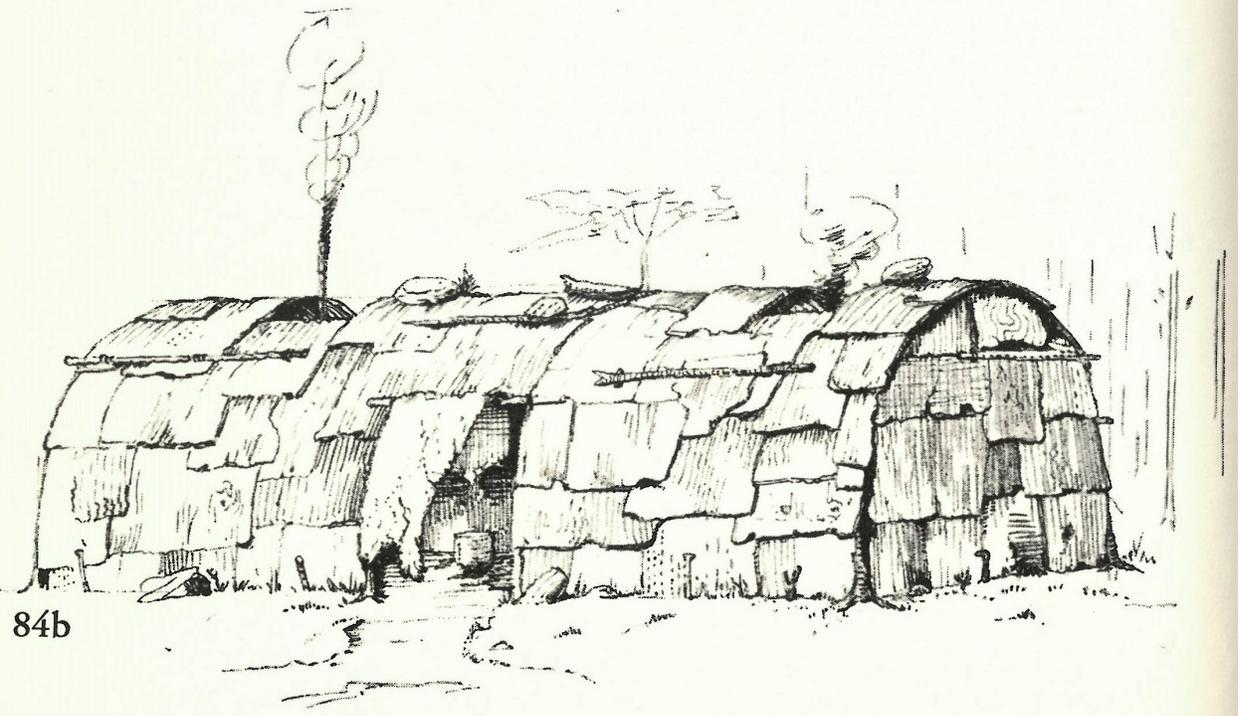
Gore, Bob. "Participant in Gateway to Nations pow wow at Floyd Bennett Field, Brooklyn, June, 2010." June 2010. Brooklyn Public Library, Brooklyn Collection.



THE LONG HOUSE

THE INGENIOUS METHOD OF SHAPING A BEEHIVE DWELLING WAS EXTENDED TO A LARGER FORM OF SHELTER, DOUBTLESS TO AFFORD A RESIDENCE TO AN INCREASED POPULATION.

THE SAME METHOD WAS USED, OF ERECTING A FRAMEWORK OF BENT POLES, INCLUDING SOMETIMES A HANDY GROWING SAPLING, AND BY EXTENDING THE FRAME IN A HORIZONTAL DIRECTION A LONG ARCHED FRAME WAS PROVIDED, TO BE COVERED AS WAS CUSTOMARY WITH LARGE SHEETS OF BARK HELD IN PLACE BY THONGS OR STRIPS OF SKIN, BY ROPES OF REEDS, OR TWISTED CORN-STALKS. THE UPPER SLABS OF THE COVERING WERE SECURED BY STONES, SO THAT THEY COULD BE MOVED TO AFFORD AN OPENING FOR THE SMOKE OF THE FIRES. IN SUCH "LONG-HOUSES" SEVERAL FAMILIES MADE A HOME, AND KEPT THEMSELVES WARM BY PLUGGING THE CREVICES WITH CLAY, AND PILING BUSHES AND CORN STALKS TO KEEP OUT THE WIND.



84b

PREPARING FOOD



The Indians cooked their food over open fires. It was either baked, boiled or roasted, depending on its nature. In this drawing we see a squaw boiling corn in a vessel made of clay. Several ears of corn may be seen in a wooden receptacle in the foreground, and a large wooden mortar and pestle stand behind the squaw.

They often ground corn in these mortars until it was of the consistency of coarse flour. This was then mixed with water and baked into cakes. Sometimes nuts and berries were added to make these more tasty. At other times they boiled meat with the corn and sometimes prepared a mixture of corn and beans to make succotash, much as we do today.

Sometimes the Indians were not as careful about their food as we are today. It is said that sometimes they would catch small birds and throw them into the pot without cleaning.

Almost any fish they could catch was considered suitable for food. Game of every description was also acceptable. Even snakes and frogs were not scorned when they could be obtained.

The Indian sold his land for all kinds of things.

A piece of property near Glen Cove was sold for

- 3 coats
- 3 shirts
- 3 hatchets
- 3 hoes
- 3 fathoms of wampum
- 6 knives
- 2 pairs of stockings
- 2 pairs of shoes.

Another went for

- 12 coats, each coat to be 100 yards of tucking cloth
- 20 pounds of powder
- 20 dutch hatchets
- 20 knives
- 10 shirts
- 200 muxes (a tool used in making wampum)
- 5 pairs of handsome stockings
- 1 good Dutch hat and a great fine looking glass.



Eagle Photo

IN "BLOOD BROTHER" RITUAL—Participating in American Indian adoption ceremonies during which seven well-known Brooklynites were made members of the Choctaw tribe, are, left to right, Chief One Arrow, head of the United Association for the Advancement of American Indians Howard Anderson, president of the Society of Old Brooklynites; Magistrate John R. Starkey, Chester A. Allen, president, Kings County Trust Company; Frederick C. Heyer (Great Bear), Magistrate Vincent J. Ferreri and Earl Two Bears. In the foreground, Little Straight Arrow and Through the Sky. Adopted as "blood brothers" at the Old Brooklynites' meeting in Surrogate's Court are Magistrates Starkey and Ferreri, Mr. Allen, Supreme Court Justice Anthony J. DiGiovanna, American Legion County Commander James R. Curran, Leo V. Doherty, treasurer of the society, and Dr. Foelly Crane, director of the society.

7 Distinguished Brooklynites Adopted by Choctaw Indians

Seven well-known Brooklynites were adopted as "blood brothers" of the American Indian and tribute was paid to a "departed warrior" in impressive Indian ceremonies conducted at the first Fall meeting of the Society of Old Brooklynites in Surrogate's Court, Hall of Records, last night.

"Slain," symbolically, as white men and "raised" as Indians—as members of the Choctaw tribe—were Supreme Court Justice Anthony J. DiGiovanna, Magistrates Vincent J. Ferreri and John R. Starkey; Chester A. Allen, president, Kings County Trust Company;

full tribal regalia, led by Chief One Arrow, head chief of the United Association and commander of United American Indian Post, American Legion, conducted the colorful ceremonies. These included the lighting of the council fire, the purification of the medicine man's lodge and the lighting of the peace pipe.

Chief Earl Two Bears, a Choctaw Indian in his 80s, had a significant role in the blood brother ceremony, uniting his blood symbolically with that of the palefaces. Two Choctaw Indian princesses, Red Flower and Wild Rose, also participated. Red Tomchank, a Branch

Arrow, 8, son of Chief One Arrow, gave the Pledge of Allegiance to the Flag.

Plan 75th Anniversary

Indian names given to the new blood brothers were: Justice DiGiovanna, Chito Ball (Mighty Oak); Magistrate Ferreri, Masheli Moshontika (Fair Cloud); Magistrate Starkey, Hiloa Moshontika (Thunder Cloud); Mr. Curran, Millki Yannash (American Buffalo); Mr. Allen, Kostini Nita (Wise Bear); Mr. Doherty, Humma Iti Kula (Red Canoe), and Mr. Crane, Okchamali Chula (Gray Fox).

Rep. Francis E. Dorn was

Report \$419,000 Donated to Pratt Fund Campaign

Francis H. Horn, president of Pratt Institute, today announced that more than \$419,000 has been received in Pratt's Development Fund Campaign which opened this month.

At Founder's Day exercises this week, Dr. Horn paid tribute to Frank Markley, vice president of the Sun Oil Company, who is national chairman of the drive, and H. Irving Pratt, executive vice chairman.



In the Beginning

THIS is the story of a bank in its relation to a town—a city merging into a larger city, and finally into the greatest city in the world. But even more than that, it is the chronicle of a people, or rather of many peoples, driven by one of the basic needs of our civilization—the urge for security.

The story begins, as so many stories of our country's earlier life begin, with those first questing fingers of exploration reaching out from the older lands beyond the Atlantic. Thus, in 1609, came an expatriated Englishman, one Henry Hudson, sailing the waters about Long Island with a crew of eighteen men in his ship the "Crescent" or "Half Moon" of eighty ton register. As nearly as can be ascertained, he landed first on a part of what is now Coney Island, and was probably greeted by the Canarsie Indians indigenous to those shores. In any event, he reported back to his employers, the Dutch East India Company, in such glowing terms that some five years later, in 1614, the merchants of Amsterdam and Hoorn fitted out five ships which, on their arrival at Manhattan Island, were to form the nucleus for the first settlement there. A fort and a few dwellings were soon erected on the southernmost tip of the Island, and the adventurous colonists turned their attention to trading with the natives for furs and skins.

First, then, came the Dutch, heartened and encouraged by Hudson's report of the territory at the mouth of the Great River of the North as "pleasant with grass and flowers and goodly trees as ever—seen, and very sweet smells came from them." The shores to the east of Manhattan Island, however, were still largely unexplored, and inhabited only by the native Indians, since the early settlers, following no doubt the path of least resistance, had first pushed on up the Hudson to the site of what is now Albany, and had established the settlement of Fort Orange. It was not until 1638 that Governor William Kieft,

North, Edgerton Grant. *The first hundred years, 1851-1951: an account of the founding and growth of the Williamsburgh Savings Bank, together with a brief history of the communities served by this bank through its first hundred years.* Williamsburgh Savings Bank, 1951. p. 7.

BROOKLYN MUSEUM SCHOOL SERVICE

Primitive Man Unit



INDIAN TRIBES OF THE UPPER MISSOURI



Indian life on the upper Missouri is pictured on this plate; first, the nomadic life of the buffalo-hunting Indians, mostly grouped under the name of Sioux; secondly, the agricultural Indians who lived in dome shaped earth-lodges along the rivers and had gardens.

After the wandering Indians acquired the horse which the Spaniards had introduced into America in the Sixteenth Century, they were able to move about very freely. The Indians adapted the Spanish riding saddle for women and the pack saddle for men and the horse replaced the dog as burden bearer. But instead of making wheeled carts the Indians had the horses drag loads fastened to a triangular

frame made of poles. On these "travois" the Indians packed their conical "tipis" when they moved camp. Buffalo meat was dried. Sometimes it was pounded to a powder and mixed with berries and hot grease to make "pemmican", for use in winter.

The agricultural Indians grew sunflowers for their oily seeds. Also they had corn and beans of several colors, as well as squashes. They grew sacred tobacco and made a ceremony of smoking the peace pipe. Their religion centered around nature gods. All the tribes of the upper Missouri had sacred bundles containing animal and bird skins and perhaps an ear of corn.

