The Canoe

CHAPTERS OF ARKANSAS HISTORY • A PUBLICATION OF HISTORIC ARKANSAS MUSEUM

Arkansas History Assessments & Activities

"The Canoe"

Trade was clearly important to Ti Yuma ah and his people. Think about the goods he carried in his canoe to be traded. What natural resource was near his home village that was important to his success as a trader? What important resource was near the village where he stayed overnight?

Think about the relationships among the various people mentioned in the story. What kind of relationship did Ti Yuma ah have with the people in his own village? What kind of relationship existed between the people of Ti Yume ah's village and the people of the village where he stayed overnight? How did that relationship compare with their relationship to the people they meant to trade with? What were the advantages to each group in the kind of trading that Ti Yume ah planned to carry out?

Social Studies:
PPE.1.1. , PPE.1.3. , PPE.2.1. , PDC.1.2.

Arkansas history:
PPE.2.1. , PPE.2.4. , PDC.1.2.

Language Arts

Ti Yume ah's mission on his trip down the river was
- ☐ Hunting ☐ Making salt
- ☐ Trading ☐ Exploring

Salt for trade was carried in
- ☐ Pots ☐ Deerskin pouches
- ☐ Hollow tubes of wood
- ☐ Loaves

The season of the year in the story was
- ☐ Spring ☐ Winter ☐ Fall ☐ Summer

Ti Yume ah decided to give up on getting his canoe back because
- ☐ It was swept away downstream
- ☐ It had been crushed to pieces
- ☐ It was buried under too much mud
- ☐ It had been stolen

Ti Yume ah decided he could replace his lost canoe by
- ☐ Building a new one himself
- ☐ Trading for a new one
- ☐ Asking the canoe builders in his village for a new one
- ☐ Praying for a new one

After reading the following selection from the story, explain some of the relationships among the people of different villages and regions in Arkansas during this period.

Ti Yume ah lived a ways up the river, but he knew this landing and the nearby village. It was his first stop on a journey of several days. He had a cargo of fine dart points in the canoe and he would take on several baskets of salt loaves at this place.

Three days downstream, he would trade these goods to the people from the eastern lowlands. The points and the salt loaves would bring a high price in furs, decorated pots, or anything else the lowlanders might have to offer.

The plan was to stay overnight and load the salt loaves and leave early in the morning. Someone from this village would go with Ti Yume ah. For tonight, he would stay as a guest of the salt makers.

- ☐ Student analyzes relationships among the people of Ti Yume ah's village, the saltmakers' village, and the people who lived in the lowland. Student shows grasp of rivers as routes of communication, trade as an agent of interaction, specialization in economic activity, and different degrees of familiarity among different groups
- ☐ Student describes trading relationships among nearby and far-off villages and identifies river travel as an important means of transportation
- ☐ Student lists trade and river transportation as components of relationship among these people
- ☐ Student lists either trade or modes of transportation or some other components of interaction among people of this time and place
- ☐ Student shows no grasp of factors that govern interaction among people of this time and place

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"Preserving the Canoe"

Think about comparisons between the canoe and today's different transportation devices and systems. Then answer the following questions in short paragraphs.

Do you think everybody who lived in the time of the canoe was a canoe builder, or did some people build canoes while other had other skills? How does that compare to the way we carry out such tasks today?

Did people in the time of the canoe use different transportation for different kinds of trips? How did they travel short distances? How did they travel long distances? How does that compare to the way we travel today? Would "short distance" and "long distance" have meant the same then as it does now?

List three of our present vehicles for travel. If each were buried in mud for a thousand years, what condition would each one be in if it were found? Would any of them be usable?

Social Studies:
PPE.1.3. , PPE.1.4. , PPE.2.2. , PDC.1.2.

Arkansas history:
TCC.1.1. , SSPS.1.2. , TCC.1.4.

Language Arts

The wood used to build the canoe was
☐ Oak ☐ Cypress
☐ Bois d' Arc ☐ Pine

After getting a section of tree trunk the right length, the first step in shaping the canoe was
☐ Chopping ☐ Burning
☐ Sanding ☐ Carving

The canoe lay buried for centuries in
☐ Rock ☐ Ash
☐ Leaves ☐ Mud

After the men moved the canoe from where they found it, they sank it in a pond to protect it from
☐ Air ☐ Thieves
☐ Beavers ☐ Vandals

Over the centuries, micro-organisms had eaten away parts of the molecules of the wood in the canoe. The lost parts had been replaced by
☐ Petrified wood ☐ Dirt ☐ Water ☐ Bauxite

After reading the following selection from the article, explain why it took so long to prepare the canoe for display after it arrived at the museum.

The job was to replace the water with a chemical that wouldn't evaporate. That chemical is a kind of wax that can dissolve and seep into the wood. It is called polyethylene glycol.

The chemical mix had to be just right. It would depend on how much of the wood's substance was lost. A small sample of the wood was taken from the hull, which is two to three inches thick. The outside of the sample had lost more of its wood substance than the inside, so Andy averaged the information and mixed the chemicals.

The first mix used a form of the chemical that the wood was able to take in. This let the solution spread through the wood and begin to replace the water. The canoe soaked in that mixture for seven months.

Next, another form of the chemical was added. This form has larger molecules that began to harden and make the surface of the wood firm. This change took place over a period of five months.

Finally, it was time to let the canoe dry out from its chemical bath. With the chemicals making the wood cells stronger, it could sit in the open air again.

☐ Student describes the preservation process showing some grasp of the way in which the right chemical mix was found, the changes that took place during the soaking periods, and the reasons the canoe would be more stable after the process.

☐ Student generally describes the preservation process including the necessity of allowing the canoe to soak up chemicals because of earlier deterioration

☐ Student lists most of the major steps in the preservation process in order

☐ Student list some of the steps in the preservations process

☐ Student displays no grasp of the preservation process