



THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Michigan Department of Education Technology-Enhanced Lesson Plan

Title: Manoomin: Protecting the Sacred Gift

A. Opposing Worldviews Introduction

B. Protecting Manoomin

Created by: Judy Pamp (Waabanoqua) Lesson B

Lesson Abstract: Manoomin (Wild Rice- *Zizania palustris* is more than just a food to the Anishinabek. It is considered a sacred gift from Gichi-Manitoo (the Creator). The Anishinabek have been respectfully gathering Manoomin (wild rice) around the Great Lakes area for centuries. The Anishinabek see them selves as part of the natural environment unlike the opposing Euro-American world view that the land is a commodity used for personal gain. In this lesson you will discover what happens to the rice fields when man interacts in the wetland ecosystems of the Great Lakes.

Subject Area:

Science: Life Science, Ecosystems

English Language Arts, Writing, Speaking, Listening & Viewing

Grade Level: 6th Grade

Unit Title: Manoomin: The Sacred Gift of the Anishinabe

Michigan Educational Technology Standards Connections:

Technology: Problem-solving and decision-making tools

2. Students will describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems

Technology: Productivity Tools Technology

2. Students will use a variety of technology resources, including the internet, to increase learning and productivity

Michigan Grade Level Content Expectations (GLCE) Connections:

Science, Grade 6, Ecosystems

L.EC.06.41 Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems.

Science, Reflecting on Scientific Knowledge

(R) II.1 5. Develop an awareness of and sensitivity to the natural world. *All students will show how people of diverse cultures have contributed to and influenced developments in science:*

English Language Arts, Listening & Viewing, Conventions

L.CN.06.02 Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.

English Language Arts, Listening, Response

L.RP.06.06 Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his point of view.

English Language Arts, Speaking, Discourse

S.DS.06.04 Plan a focused and coherent oral presentation using an informational text pattern (e.g., problem/solution sequence), select a focus question to address, and organize the message to ensure that it matches the intent and the audience to which it will be delivered.

English Language Arts, Writing Process

W.PR.06.04 Write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g. word choice, level of formality, example).

English Language Arts, Writing Genre

W.G11.06.02 Write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.

Social Studies, Forces of Cooperation and Conflict

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

Social Studies, Humans and their Environment

6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

Social Studies, Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

Estimated time required to complete lesson:

Estimated total time: 100 minutes

Daily estimate: 50 minutes (A & B)

Number of days: 2

Instructional resources:

1. [http://www.behance.net/Gallery/THE-SACRED-FOOD-Documentary-\(Director\)/45740](http://www.behance.net/Gallery/THE-SACRED-FOOD-Documentary-(Director)/45740) Video about the Sacred gift of manoomin (4.5 minutes)

2. <http://www.4teachers.org> <http://poster.4teachers.org/>
Site to create Poster on line. You will have to create a classroom under your name.

You may also give the students more creative freedom and let them create their poster by hand.

3. <http://www.ware.k12.ga.us/Curriculum/resources/6/6th%20Grade%20Writing/6th%20Grade%20Writing%20Assessments.pdf>

Students will use the organizer as a prewriting tool for their persuasive essay.

4. Manoomin Persuasive Essay Rubric

Prior required technology skills:

Key boarding, researching using the internet, Inserting photos into documents, Citing web sites,

Sequence of Activities:

Guiding question: Today you will learn about how the Anishinabek of the Great Lakes view manoomin as a sacred gift from the creator. You will also learn how in America they are altering manoomin to grow in paddies and the scientific research that led to the genetic mapping of manoomin. Do you believe the manoomin (wild rice) should be altered **or** left alone to preserve the sacredness of manoomin?

Show Video: [http://www.behance.net/Gallery/THE-SACRED-FOOD-Documentary-\(Director\)/45740](http://www.behance.net/Gallery/THE-SACRED-FOOD-Documentary-(Director)/45740) Video about the Sacred gift of manoomin

The students will individually research the issue. They must sign up for this assignment by deciding if they are for or against genetic altering of manoomin. Your goal is to divide the class evenly on the issue therefore you may need to assign the students to each perspective.

Oral Presentation:

1. Create a poster to support the opinion you form about the manoomin issue.
2. You will present your arguments to your classroom peers. You will use your visual aid (the poster) and the persuasive essay to clarify the issues and your opinion to persuade your peers to agree with your opinion on the issue.
3. View Assignment poster example
<http://poster.4teachers.org/worksheet/view.php?id=134169>

Persuasive Essay Writing:

(This lesson should be used after the students have been taught persuasive writing techniques.)

1. Use at least four resources to state your opinion on the issue.
2. Use the persuasive organizer provided to write your first draft. You must meet with the teacher to discuss your first draft and get recommendations before working on your final draft.
3. Use the Protecting Manoomin Rubric to determine what grade you are aspiring to get on this assignment. Use the rubric as a guide while writing your final draft.

Assessments:

Pre-Assessment:

In groups of four students answer the following questions. Record your answers, and be prepared to share your information during an open discussion.

What foods are served or used during your family celebrations and ceremonies? (Example: Christmas, weddings, funerals, births, re-unions, holidays, naming ceremonies, feast of the dead, etc.) Name four events or celebrations along with three foods served at each event.

Name another food that is used during ceremonies that have spiritual value? State the celebration or event, plus who values the food, and also state the value of the food. Are there any conflicts throughout history that resulted as a difference of opinion regarding a natural food resource (plants, animals, or drinking water)?

Scoring Criteria: Teacher Observations will be used to informally assess the students with the goal to help them start thinking that people hold numerous perspectives about natural food resources based on their personal belief systems.

Post-Assessment:

Performance Assessment: The presentation of the persuasive essay and poster is the final assessment.

Scoring Criteria: Use the Essay Rubric to score students.

Technology (hardware/software):

Data software, word processor, computer

Key Vocabulary:

Words in Anishinabemowin or Ojibwe used by the Ojibwe, Ottawa, and Pottawatomi

Anishinabek -The Original People

Manoomin-Good Seed or wild rice

Gitchi Manitou- The Creator

Miigwetch- Thank You

Manoomini Giizis- Rice Moon (September)

Application Beyond School:

This will help the students interact and appreciate the diverse cultures in the world surrounding celebrations.

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