



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Anishinabe Seasonal Activities

Social Studies & English - Language Arts Lesson Plans for 5 Days

Necessary Materials:

- Information contained in Seasonal Activities PowerPoint
- Companion worksheets labeled “Anishinabe Seasonal Activities” and “my Seasonal Activities”
- *The Birchbark House* by Louise Erdrich

Optional Materials:

- Berries, or fish that are Native to Michigan (i.e., Wild Strawberries, blackberries, blueberries, raspberries, wild black currants, cranberries; sturgeon, lake trout, whitefish etc.),
- Corn, beans, squash
- wild rice or wild rice soup (available at the Ziibiwing gift shop or online at <http://shop.nativedirect.com/store/cat/13/FOOD/RICE/Native+%26+Gourmet+Foods/Food/Wild+Rice+Products> or <http://nativeharvest.com/catalog>)
- Dried/smoked fish or venison, and/or dried berries.
- Birchbark container (available at the Ziibiwing Center Gift Shop)
- Maple syrup or candy

Lesson Objectives

- Students will describe daily life of the Anishinabek before European contact, in reference to seasonal activities and subsistence techniques.
- Students will describe changes in Anishinabek lifestyle which took place due to contact with Europeans.
- Students will understand that there are still Anishinabek today who carry on many of the traditions that their ancestors practiced for hundreds, or thousands of years.

3rd Grade GLCEs Covered

- **3-H3.04**→ Draw upon traditional stories of American Indians (e.g., Anishinabe-Ojibway (Chippewa), Odawa (Ottawa), Pottowatomi; Menominee; Huron Indians) who lived in Michigan to make generalizations about their beliefs.
- **3-H3.06**→ Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- **3-H3.07**→ Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

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- **E.ES.03.51** → Describe ways humans are dependant on the natural environment (forests, water, clean air, Earth Materials) and constructed environments (homes, neighborhoods, shopping malls, factories and industry).
- **E.ES.03.52** → Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources).
- **R.NT.03.01** → Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.
- **R.NT.03.03** → Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

4th Grade GLCEs Covered

- **4-G4.02**→ Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).
- **4-G5.01**→ Assess the positive and negative effects of human activities on the physical environment of the United States.
- **S.RS.04.18**→ Describe the effect humans and other organisms have on the balance of the natural world.
- **L.EC.04.21**→ Explain how environmental changes can produce a change in the food web.
- **R.NT.04.01** → Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.
- **R.NT.04.03** → analyze characters' thoughts and motivations through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict resolution.

5th Grade GLCEs Covered

- **K1.3** → Understand the diversity of human beings and human cultures.
- **K1.4** → Analyze circumstances and events from the vantage point of others
- **5.U1.1.3**→ Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.
- **5.U1.4.2**→ Use primary and secondary sources to compare Europeans and American Indians who converged in the Western Hemisphere after 1492 with respect to governmental structure and views on property ownership/land use.
- **5.U1.4.4**→ Describe the Columbian exchange and its impact on Europeans, American Indians, and Africans.
- **S.RS.05.17**→ Describe the effect humans and other organisms have on the balance of the natural world.
- **R.NT.05.01** → Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural and contemporary literature recognized for quality and literary merit.

Day One Lesson - Summer:

1. Begin by introducing lesson with information on the Introduction slide, and familiarizing students with the Anishinabe words on the Vocabulary slide.
2. Begin by reviewing Summer activities briefly, and Anishinabemowin vocabulary
3. Go over the Niibing- Summer slides,
4. Read the sections of *The Birchbark House* entitled “The Girl From Spirit Island” and “Neebin: Summer” (Also available at the Ziibiwing Gift Shop or The Tribal Library).
5. Discuss the summer activities in the slides, and the activities that went on in *The Birchbark House*, and compare them with what kinds of activities students do in the Summer.
6. Go over summer reading questions (in PPT) with students either as a class, or in small groups.
7. Optional: Bring in samples for students to taste test- berries, or fish that are Native to Michigan (i.e., Wild Strawberries, blackberries, blueberries, raspberries, wild black currants, cranberries; sturgeon, lake trout, whitefish etc.), and/or corn on the cob.

Day Two Lesson - Fall:

1. If necessary review the information in the Introduction slide, and Anishinabe words on the Vocabulary slide.
2. Review the Summer activities briefly.
3. Go over the Digwaagi- Fall slides,
4. Read the sections of *The Birchbark House* entitled “Dagwaging: Fall” (Also available at the Ziibiwing Gift Shop or The Tribal Library).
5. Discuss the Fall activities in the slides, and the activities that went on in *The Birchbark House*, and compare them with what kinds of activities students do in the Fall.
6. Go over fall reading questions (in PPT) with students either as a class, or in small groups.
7. Optional: Bring in samples for students to taste test- wild rice or wild rice soup (available at the Ziibiwing gift shop or online at <http://www.nativedirect.com/istar.asp?a=3&dept=13&class=GOURM&sortby=&numperpage=16&pos=48> or <http://nativeharvest.com/catalog>)

Day Three Lesson - Winter:

1. If necessary review the information in the Introduction slide, and Anishinabe words on the Vocabulary slide.
2. Review the Fall activities briefly.
3. Go over the Boon- Winter slides,
4. Read the sections of *The Birchbark House* entitled “Biboon: Winter” (Also available at the Ziibiwing Gift Shop or The Tribal Library).
5. Discuss the Winter activities in the slides, and the activities that went on in *The Birchbark House*, and compare them with what kinds of activities students do in the Winter.

6. Go over winter reading questions (in PPT) with students either as a class, or in small groups.
7. Optional: Bring in samples for students to taste test dried/smoked fish or venison, and/or dried berries.

Day Four Lesson - Spring:

1. If necessary review the information in the Introduction slide, and Anishinabe words on the Vocabulary slide.
2. Review the winter activities briefly.
3. Read “Manabozho and the Maple trees” from: <http://www.d.umn.edu/~tbates/curricularesources/MapleSyruping/NaniboujouStory.pdf>, either in groups or as a class. Discuss.
4. Go over the Mnookimi- Spring slides, and pass around a small piece of birchbark or birchbark container (birchbark baskets or mini-canoes are available for purchase at the Ziibiwing Center Gift Shop).
5. Read the section of *The Birchbark House* entitled “Zeegwun: Spring.”
6. Discuss the Spring activities that went on in *The Birchbark House* and compare with what kinds of activities students do in the Spring.
7. Go over spring reading questions (in PPT) with students either as a class, or in small groups.
8. Optional: Bring in samples for students to taste test- Maple Syrup or maple candies.

Day Five Lesson – Wrap Up:

1. Review the spring activities briefly.
2. Discuss the *The Birchbark House*. Be sure to ask whether or not students liked it and why. Also discuss if they would have liked to live the way Omakayas family did.
3. If necessary, review the information in the Introduction slide, and the Anishinabe words on the Vocabulary slide.
4. Go over the Anishinabek Today Slides
5. Have students complete the worksheets “Anishinabe Seasonal Activities” and “My Seasonal Activities” using writing and/or pictures. Compare and contrast as a group.