



Life Along the O-Wash-Ta-Nong

Teacher's Resource Packet

For use in conjunction with the Life Along the O-Wash-Ta-Nong program at the Public Museum of Grand Rapids, Michigan, and State of Michigan curriculum standards.

Life Along the O-Wash-Ta-Nong

Teacher's Resource Packet Contents

These resources have been designed to help teachers as they prepare to bring their classes to Life Along the O-Wash-Ta-Nong at the Public Museum of Grand Rapids, Michigan. Feel free to use the materials before or after your visit.

Pre-Visit Materials

- Michigan Department of Education Curriculum Links
- Vocabulary
- Life Along Book List

Post-Visit Materials

- *Life's Essentials* Whole Group Discussion
 - *Native American Stick Game* Group Activity
 - *Odawa Canoe* Individual Activity
 - *Nature's Shopping Center* Individual or Group Activity
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Curriculum Links

The Life Along the O-Wash-Ta-Nong program is designed to fit with the Curriculum standards of the Michigan Department of Education. The specific links covered are listed below.

History

- **1 – H2.0.5** Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- **1 – H2.0.6** Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- **2 – H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- **2 – H2.0.6** Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

Geography

- **1 – G2.0.1** Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- **1 – G4.0.1** Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
- **1 – G5.0.1** Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
- **2 – G4.0.2** Describe the means people create for moving people, goods, and ideas within the local community.
- **2 – G4.0.3** Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

Economics

- **1 – E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).

Life Along the O-Wash-Ta-Nong Vocabulary

Word	Meaning
1. Anishinabek	(a NISH eh NA bek) a name many Native American peoples in North America use to describe themselves; the word is loosely translated to “people of this place”
2. Native American	The name given to the people who were living in, or are descendents of people living in North America at the time of European settlements
3. culture	skills, arts, customs and traditions of a given people at a given time
4. native	of or from the people who lived somewhere originally; the original inhabitants
5. traditions	beliefs or practices that are passed on from generation to generation
6. customs	traditional practices
7. legend	an old story that is widely accepted as being true, but cannot be proven to be so
8. unique	not like anything else
9. long house	a large traditional dwelling of the Anishinabek made of birch bark and other natural materials
10. wigwam	a small Native American dwelling made of poles overlaid with bark, rush mats or hides
11. sapling	a young tree
12. quill work	artwork using porcupine quills for the design
13. O-Wash-Ta-Nong	the name the Native Americans gave the Grand River

Life Along the O-Wash-Ta-Nong Book List

These are some recommended books for you to use to help supplement your classroom instruction about Native Americans as you prepare for your field trip.

Author	Title	Publisher
Bussey, M.T.	<i>Aube Na Bing: A Pictorial History of Michigan Indians</i>	Michigan Indian Press
Clifton, James	<i>People of the Three Fires: The Ottawa, Potawatomi and Ojibwa of Michigan</i>	Michigan Indian Press
Deur, Lynne	<i>Nishinawbe: A Story of Indians in Michigan</i>	River Road Publications
Otto, Simon	<i>Walk in Peace: Legend and Stories of the Michigan Indians</i>	Michigan Indian Press
Panagopoulous, Janie	<i>Traders in Time: A Dream-Quest Adventure</i>	River Road Publications
McClurken, James	<i>Gah-Baeh-Jhagwah-Buk</i>	Michigan Indian Press
Johnston, Patronella	<i>Tales of the Nokomis</i>	The Nokomis Learning Center
Tanner, Helen	<i>Indians of North American: The Ojibwa</i>	Chelsea House Publishers

Life's Essentials

- **Objective:** Students will be encouraged to think about their basic needs.
- **Materials:** None.

Background Information

Basic needs for people are food, clothing, shelter and fuel. Wants are things people would like to have but can live without, such as a computer or a fancy car. Native Americans used objects found in the environment around them to provide their basic needs. How do families today provide for their basic needs?

Procedure

Use the following questions to get the students thinking about needs:

- Where do you get your food?
- How do you cook your food?
- What is your house like?
- How many rooms are in your house?
- Who built your house?
- What is your house made of?
- Where do you get your clothes?
- What are your clothes made of?
- How do you stay warm in the winter?

Extensions

- Compare their answers to the discussion questions to the lives of the Native Americans.
- Have the students draw a picture of what their house would look like if they only had what they needed.

Native American Stick Game

- **Objective:** Students will experience a simple game to reinforce their understanding of how each Native American game was designed to help develop necessary skills.
- **Materials:** Three flat sticks (popsicle sticks) and crayons or markers

Background Information

Many games for Native American children developed abilities they needed to survive as adults: agility, courage, endurance, dexterity and powers of observation. For skills needed in battle, there were mock conflicts, arrow shooting contests and throws at targets. Follow the leader through the woods taught observation skills. The leader might imitate birds and mammals, making sounds for the children to identify. They also had games of pick-up sticks, corn cob darts, tops, marbles (small round stones), toss games and games of chance.

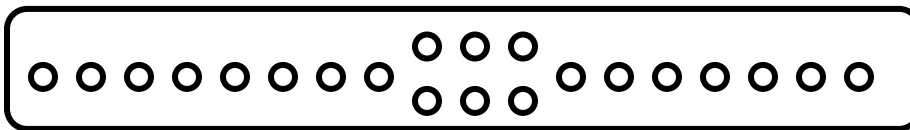
Procedure

- Make two sticks colored on one side like this:



Leave the other side plain.

- Make one stick colored on one side like this:



Leave the other side plain.

How to Play and Score

1. Hold all three sticks in both hands. Toss them into the air.
2. If all plain sides fall face up; score four points.
3. If all marked sides land face up; score four points.
4. Two snakes and one plain up; score six points.
5. Two plain and one snake up; score six points.
6. One plain, one snake, one man up; score zero points.
7. The winner can be determined by the person with the most points after a given number of throws, or the first person to reach a particular score.

Odawa Canoe

- **Objective:** The learner will consider different ways one of our wants, transportation, is met through learning about the Odawa canoe.
- **Materials:** Odawa canoe handouts, crayons, scissors, hole punch, string or yarn

Background Information

Today there are many types of vehicles for transportation. Our path from one place to the next takes many forms. The Odawa (Ottawa), one of the tribes of the Anishinabe, used the many rivers of West Michigan as their major highways. Paths through the woods were their country roads. Compare our means of transportation to the Anishinabe by listing our means of transportation today.

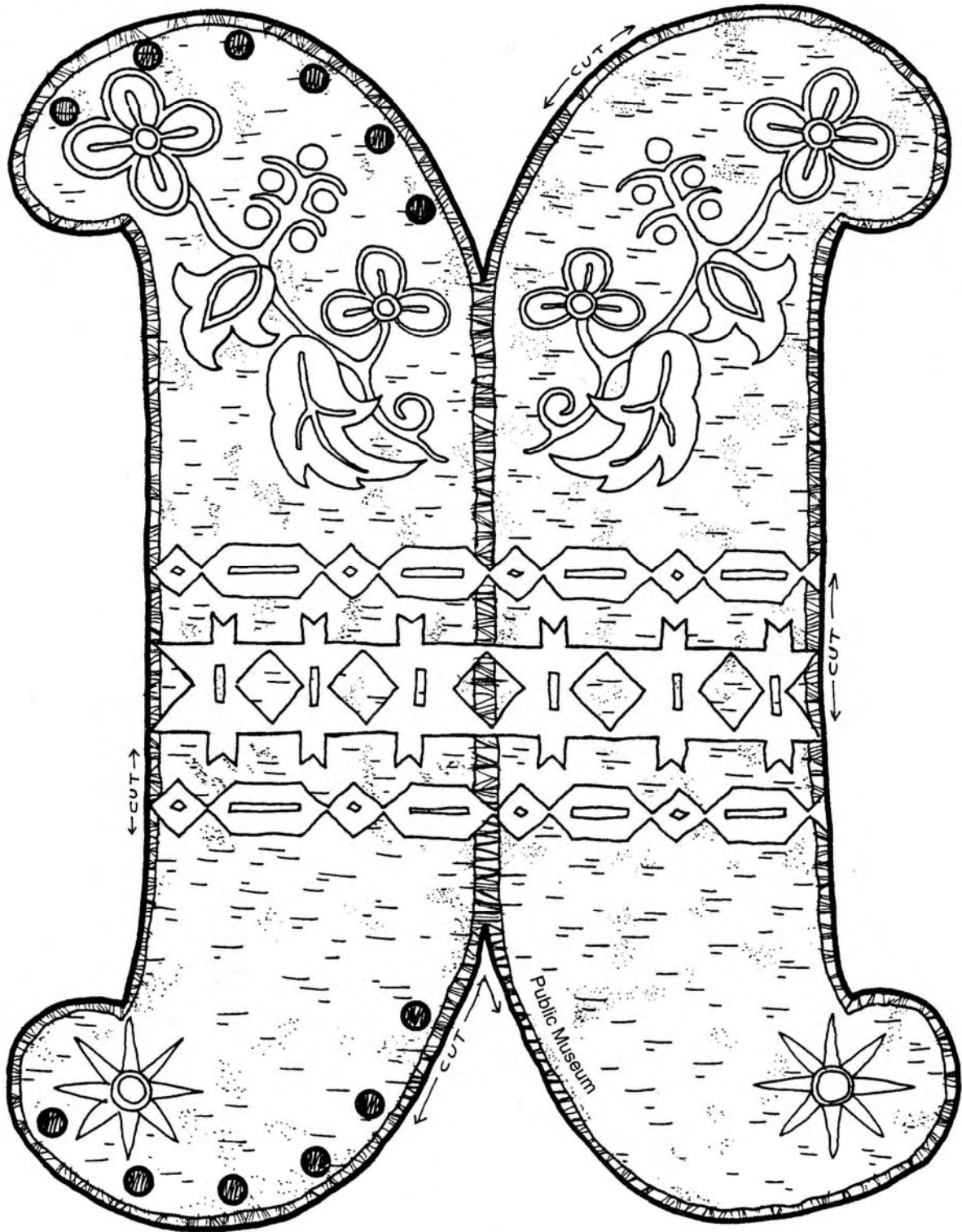
- **Means of Transportation** (partial list)
 - car
 - bus
 - taxi
 - airplane
 - helicopter
 - boat
- **Types of Paths** (partial list)
 - pavement
 - gravel/dirt
 - water
 - air

The Anishinabe made canoes with bark from the birch tree. The canoe was the vehicle they used on their highways. Another means of transportation was their feet. A play canoe may have been decorated with designs that had a nature theme of plants or animals.

Procedure

1. Make copies of the canoe pattern provided (67# Bristol Vellum paper is recommended).
2. Color the canoe.
3. Cut out along the outer lines as indicated.
4. Fold in half lengthwise.
5. Punch holes where indicated by the circles (punching through both halves).
6. Lace the canoe sides together with string or yarn.

Odawa Canoe



Nature's Shopping Center

Before trading with the Europeans, the Native Americans in Michigan needed to get everything they used from nature. Everything they made or used came from either wild plants, gardens or animals.

Directions: Decide whether the items on the following list come from wild plants, gardens or animals. Write each word in the appropriate space.

- | | | | | |
|-------------|-----------|------------|-----------|-----------|
| baskets | meat | clothes | snowshoes | pumpkins |
| corn | nuts | medicines | beans | berries |
| maple syrup | moccasins | bone tools | fish | blankets |
| bowls | canoe | squash | needles | wild rice |

