



Native American Culture Days

Teacher's Resource Packet

For use in conjunction with the Native American Culture Days program at the Public Museum of Grand Rapids, Michigan, and State of Michigan curriculum standards.

Native American Culture Days

Teacher's Resource Packet Contents

These resources have been designed to help teachers as they prepare to bring their classes to 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
 - Vocabulary List
 - Crossword Puzzle
- Native American Culture Days Book List

Post-Visit Materials

- *Native American Culture Days Student Worksheet* Writing or Discussion
- *Exploring Tradition* Writing and Discussion
- *Native American Stick Game* Group Activity
- *Odawa Canoe* Individual Activity
- *Creative Writing Prompts* Individual Writing Activity
- *Nature's Shopping Center* Individual or Group Activity

These materials cannot be reproduced for use beyond the classroom without the written consent of the Public Museum of Grand Rapids, Michigan.

Curriculum Links

The Native American Culture Days program is designed to fit with the Curriculum standards of the Michigan Department of Education. The specific links covered are listed below.

History

- **3 – H3.0.4** Draw upon traditional stories of American Indians (e.g., Anishinabek - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
- **3 – H3.0.6** Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- **4 – H3.0.2** Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- **6 – H1.4.2** Describe and use themes of history to study patterns of change and continuity.
- **7 – H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.

U1.1 American Indian Life in the Americas

- **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. (*National Geography Standard 11, p. 164, C, E*)

Geography

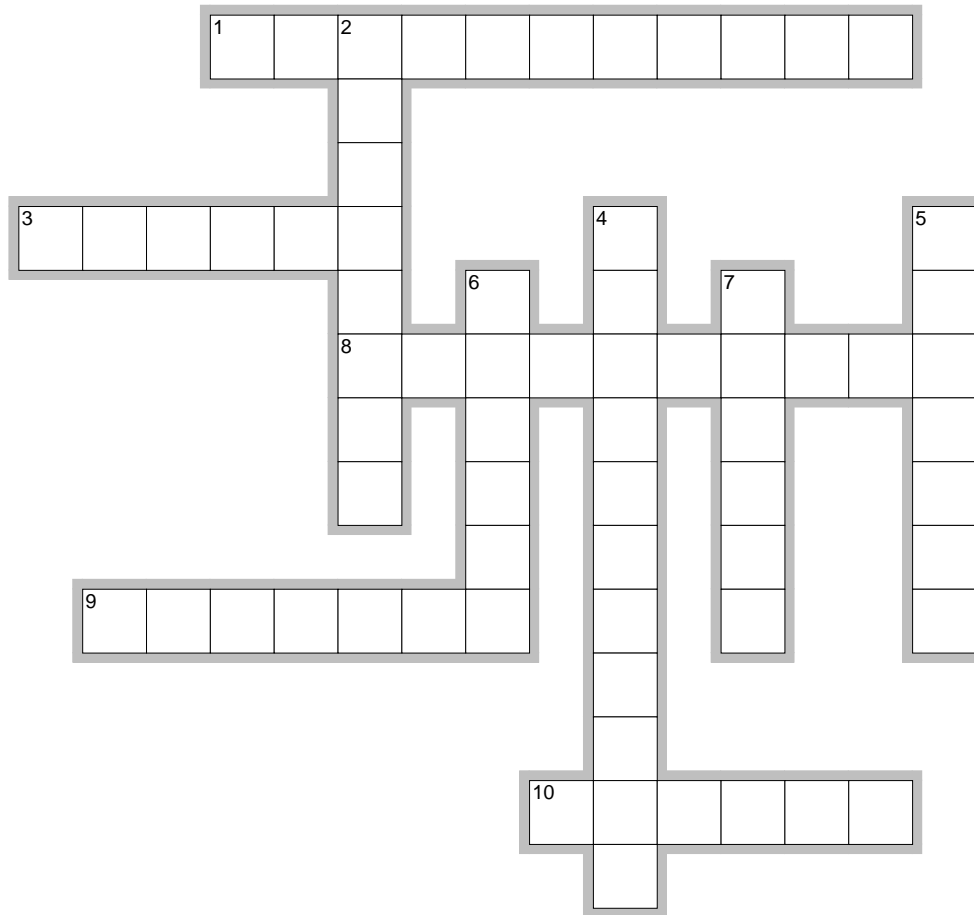
- **3 – G4.0.4** Use data and current information about the Anishinabek and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.
- **4 – G2.0.2** Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.
- **6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- **7 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

Native American Culture Days 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. legend | an old story that is widely accepted as being true, but cannot be proven to be so |
| 3. wigwam | a small Native American dwelling made of poles overlaid with bark, rush mats or hides |
| 4. culture | skills, arts, customs and traditions of a given people at a given time |
| 5. native | of or from the people who lived somewhere originally; the original inhabitants |
| 6. traditions | beliefs or practices that are passed on from generation to generation |
| 7. customs | traditional practices |
| 8. O-Wash-Ta-Nong | the name the Native Americans gave the Grand River |
| 9. unique | not like anything else |
| 10. ancestor | any person from whom one is descended |

Native American Culture Days Vocabulary

Directions: Use your vocabulary words and definitions to complete the puzzle.



Created with EclipseCrossword — www.eclipsecrossword.com

Word Bank:

Anishinabek
native
unique

legend
traditions
ancestor

wigwam
customs

culture
O-Wash-Ta-Nong

Across

- 1. the name the Native Americans gave the Grand River
- 3. not like anything else
- 8. beliefs or practices that are passed on from generation to generation
- 9. skills, arts, customs and traditions of a group of people
- 10. an old story that is widely accepted as being true, but cannot be proven so

Down

- 2. any person from whom one is descended
- 4. a name many Native Americans in North America use to describe themselves; the word means “people of this place”
- 5. traditional practices
- 6. of or from the people who lived somewhere originally; the original inhabitants
- 7. a small Native American dwelling made of poles overlaid with bark, rush mats or hides

Native American Culture Days 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 |
| Johnston, Patronella | <i>Tales of the Nokomis</i> | The Nokomis Learning Center |
| McClurken, James | <i>Gah-Baeh-Jhagwah-Buk</i> | Michigan Indian Press |
| 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 |
| Tanner, Helen | <i>Indians of North American: The Ojibwa</i> | Chelsea House Publishers |
| Warren, William | <i>History of the Ojibwa People</i> | Minnesota Historical Society Press |

Native American Culture Days Student Worksheet

Directions: Answer the following questions based on your visit to the Public Museum for Native American Culture Days.

1. What are some of the different activities you participated in at the museum?
2. List **two** new things you learned about Native American culture.
3. Did you learn any new Native American words or phrases today? Write down **three** of them with their meanings.
4. Did you learn about any Native American values or traditions? Choose **one** to write about.
5. What was your favorite experience at the museum today? Why?

Exploring Tradition

- **Objectives**
 - Students will develop prior knowledge about the concept of tradition as it is expressed in the Anishinabek exhibit.
 - Students will be able to define tradition and also identify and describe their own favorite cultural traditions.
- **Materials:** World map, push pins (optional)

Background Information

Tradition is the fabric of culture. Whether it is food, dance, arts, music, religion, government, agriculture or any number of its other manifestations, tradition plays an important role throughout the world. Traditions also help to establish and maintain a positive self-image for individuals, families, communities and cultures.

Procedure

1. Discuss with your class customs and traditions in the students' homes: holidays, birthdays or vacations.
2. Ask your students to describe their favorite family traditions and where those traditions may have come from in a few paragraphs.
3. Ask students to share their traditions with the class.
4. Post a large world map on the wall. The students should be able to locate the country or region of origin of his or her favorite holiday or other cultural tradition. (Optional: Students can mark the location of their tradition with push pins.)
5. Guide a discussion of how traditions are unique to different cultures and those traditions can give an important sense of identity to a cultural group.

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.

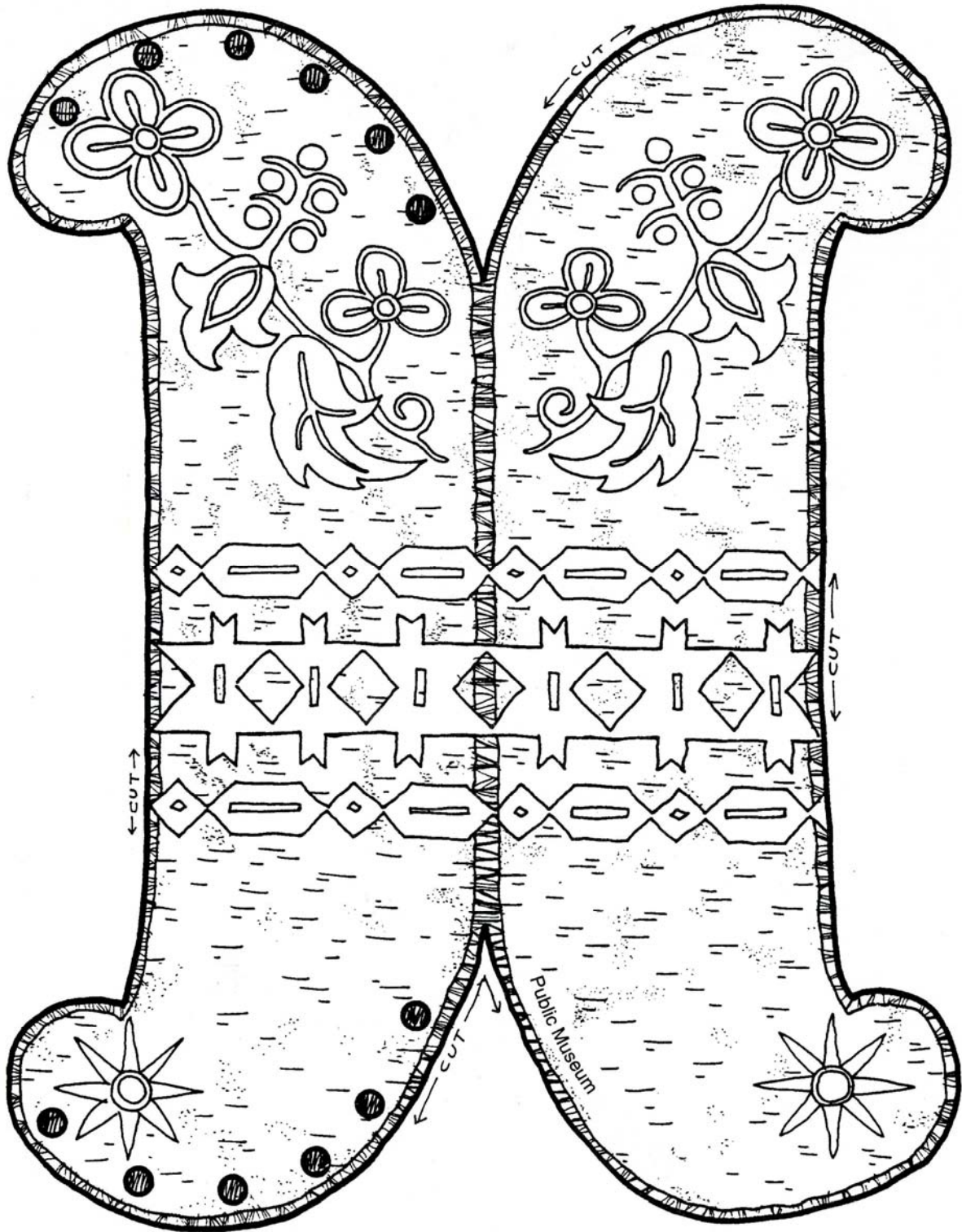
- **Means of Transportation** (partial list)
 - car
 - bus
 - taxi
 - airplane
 - helicopter
 - boat
- **Types of Paths** (partial list)
 - pavement
 - gravel/dirt
 - water
 - air

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



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.

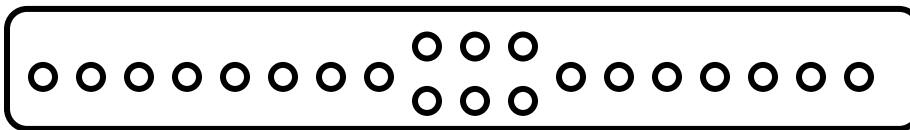
Procedure

- 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.

Creative Writing Prompts

- **Objective:** Students will explore different aspects of Michigan history through creative writing projects.
- **Materials:** None

Possible Topics

- Have the students write their own legend to explain why or how something is the way it is today (similar to the *Skytellers* Planetarium show). Students could possibly share their legends with the class when they are finished.
- Have each student write and illustrate a story that takes what they have learned about the contact experience between the Anishinabek and the Europeans. From this they should extrapolate what first contact might be like between our species and an extra-terrestrial species.
- Write and illustrate a first person narrative about living in nature with hand made tools, clothing, etc. Consider as many aspects of wilderness living as possible. What would their shelter be made of? How could they acquire food? How could they entertain themselves? Include yourself in a larger community of wilderness dwellers. How would you function as a group? How would education happen? What kind of customs would you develop? What would life be like for a young person?

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 |

