

# Anishinabek: The People of this Place

*Teacher's Resource Packet*



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For use in conjunction with the People of this Place program at the Public Museum of Grand Rapids, Michigan, and State of Michigan curriculum standards.

# **Anishinabek: The People of this Place**

## ***Teacher's Resource Packet Contents***

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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
- People of this Place Book List
- *Exploring Tradition* Writing and Discussion
- *Tradition in the Classroom* Group Discussion
- *Time Line* Group Activity

### ***Post-Visit Materials***

- *Wilderness Economics* Individual or Group Activity
- *Creative Writing Prompts* Individual Writing Activity

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

## Curriculum Links

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The People of this Place 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 – H3.0.5** Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
- **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)
- **4 – H3.0.4** Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)

### 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.

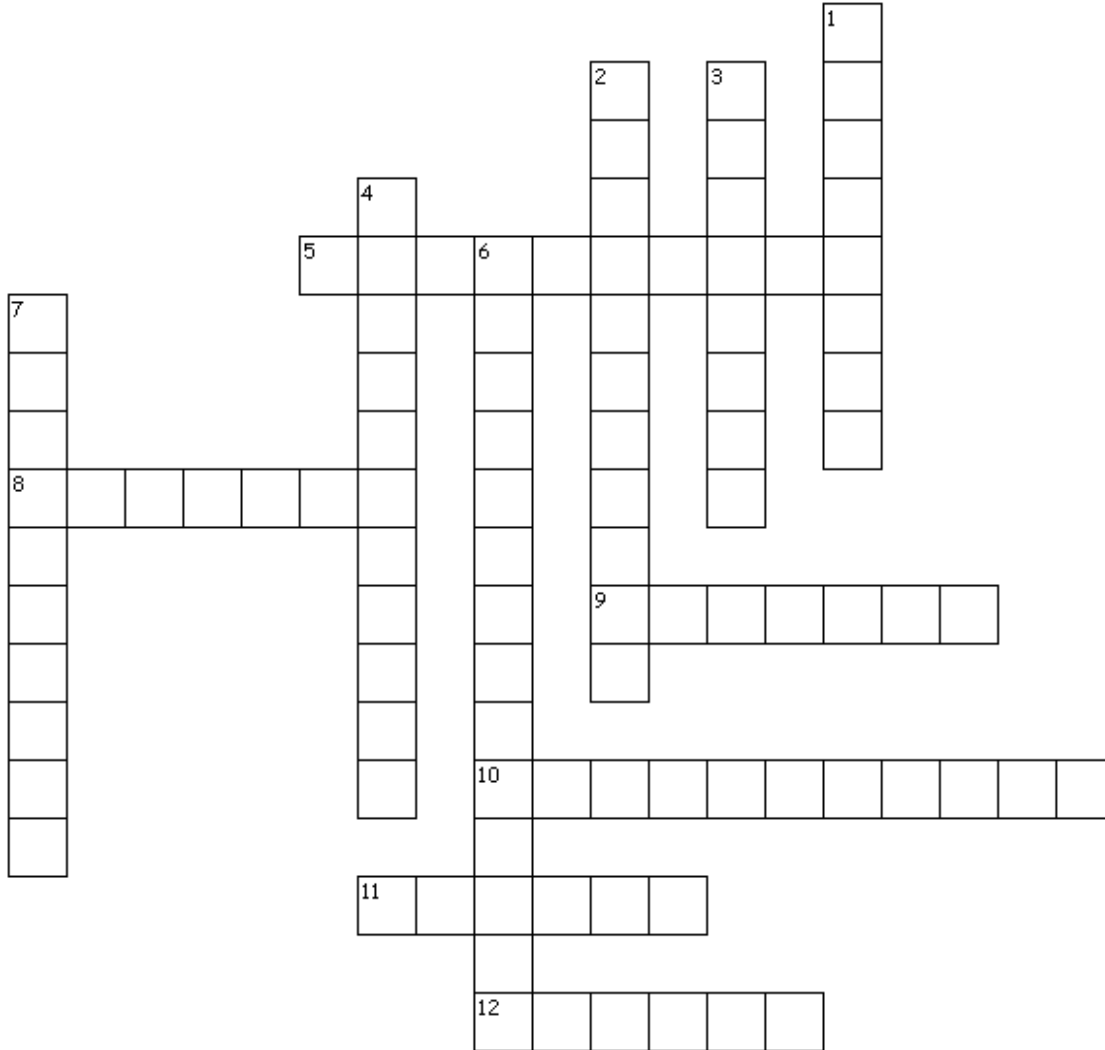
## The People of this Place Vocabulary

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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. pre-contact	time before the first Europeans came to America
3. post-contact	time after the first Europeans came to America
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. European	a thing or person from Europe
9. unique	not like anything else
10. archaeology	the study of the lives of ancient people, by digging up and examining their old homes and refuse
11. discrimination	treating someone differently because of race, gender, religion or disability
12. ancestor	any person from whom one is descended

# The People of this Place Vocabulary

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



**Across**

- 5. beliefs or practices that are passed on from generation to generation
- 8. skills, arts, customs and traditions of a given people at a given time
- 9. traditional practices
- 10. Native American name that means "people of this place"
- 11. not like anything else
- 12. the original inhabitants

**Down**

- 1. any person from whom one is descended
- 2. time after the first Europeans came to America
- 3. a thing or person from Europe
- 4. the study of the lives of ancient people by digging up and examining objects from the past
- 6. treating someone differently because of race, gender, religion or disability
- 7. the time before the first Europeans came to America

## The People of this Place Book List

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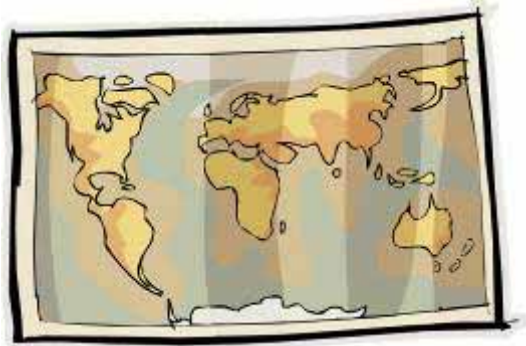
These are some recommended books for you to use to help supplement your classroom instruction about Native Americans as you prepare for your field trip.

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
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

## Exploring Tradition

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- **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.

# Tradition in the Classroom

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- **Objectives**
  - Develop prior knowledge about the concept of tradition as it is expressed in the Anishinabek exhibit.
  - Students will be able to identify ways in which our traditions make us unique.
- **Materials:** Chalk/White board



## Background Information

Traditions can manifest themselves outside of holiday or birthday celebrations. Traditions also play a role in our daily lives, both at home and at school. Whether it be a tradition of who feeds the dog at home or who feeds the guinea pig at school, traditions make us unique.

## Procedure

1. With your class, identify some of the traditions in your classroom. These are the practices passed on from one class to another over the years. (These can be simple traditions such as assigned seating, or who makes decisions about how the plants get watered.)
2. Ask students to list the traditions of your classroom. Choose a scribe to record them on the board.
3. Identify which of these traditions are similar to other classrooms, but focus on those that make your classroom unique from all others.
4. Discuss the origin of these traditions.
5. Ask your students to evaluate these traditions: are the common sense solutions to problems, matters of individual taste or proven favorites? What is the reasoning behind each of your classroom traditions?

## Time Line

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- **Objective:** Students will develop a chronological perspective of the region's settlement (this will be further explored in the Anishinabek exhibit).
- **Materials:** long piece of paper, basic art supplies



### Procedure

1. Tape a large, long piece of paper to one of the walls in the classroom and draw out the basic design for a regional timeline.
2. Have your students identify important historic events from North America. Record them along the time line.
3. Start at 1000 A.D. – the time when the Anishinabek were believed to have settled the region now known as Michigan.
4. Add Michigan history dates to the timeline. Include exploration, settlement and statehood.
5. Establish the dates for when the first European groups came to North America, and identify which Native American groups were here to meet them.
6. Continue time line into the modern era (you could possibly even include the dates when the ancestors of the students settled in Michigan).
7. Ask your students to provide illustrations for many significant events chronicled in the time line.

## Wilderness Economics

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- **Objective:** Students will be able to draw direct comparisons between the economics of the Anishinabek with current economics.
- **Materials:** 1804 Fur Trader Price List

### Background Information

After the Europeans arrived, many things changed in the lives of the Native Americans; many new tools and objects were now available to them. Because of this, a barter system formed between the two groups. Value was placed on different items and services provided by both groups. The 1804 Fur Trader price list comes from trader Francois Victor Malhiot's trading post on the south shore of Lake Superior.

### Procedure

1. Using the 1804 Fur Trader Price list, have students find equivalent items in today's marketplace.
2. Using present minimum wage as a guideline, figure out how many hours it would take to buy different items on the list.
3. After the students finish the activity, have them answer the following questions:
  - Were you surprised by the value (or lack of value) of any items?
  - Based on the values listed, which things would you most easily live without?
  - Would placing value on goods and services based on tangible object rather than money change the way you thought about the importance of certain things?

## 1804 Fur Trader's Price List

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Goods from Trader	Value in Beaver Skins
1 yard calico cloth	6
1 3-point blanket	4
1 2-point blanket	2
4 large knives	1
12 fire steels	2
12 awls	1
25 needles	1
1 verge ribbon	½
1 medium size double cross	1
1 two gallon keg diluted rum	5
1 pound musket balls (30)	1
1 pound gunpowder	1
1 trap	5
18 gun flints	1
1 large brass kettle	7

Goods or Services from Anishinabek	Value in Beaver Skins
1 sack wild rice	2-5
1 quarter of meat	½-2
1 sack corn	2-5
100 whitefish	7
15 pounds of bear grease	4
Meat of one bear	2
Meat of one moose	6
1 30 foot canoe	25
Cleaning 6 deerskins	1-2
Facing one pair snowshoes	1-2
Guiding trader to another post	11

Furs	Value in Beaver Skins
Deer	½
Bear	2
Muskrat	1/10
Otter	2
Marten	½
Mink	½
Fisher	1
Lynx	2
Small Beaver	½
Large Beaver	1

## Creative Writing Prompts

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

### Possible Topics

- Have the students write (and possibly perform) and play that dramatizes the first contact between the Anishinabek and the Europeans. Demonstrate the trade-offs made by the Anishinabek as they accepted European technology.
- 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?

