

Teachers Guide

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“Ojibwe Lifeways” Multidisciplinary Classroom Activities

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/ojibwe

Young Naturalists teachers guides are provided free of charge to classroom teachers, parents, and students. This guide contains a brief summary of the article, suggested independent reading levels, word count, materials list, estimates of preparation and instructional time, academic standards applications, preview strategies and study questions overview, adaptations for special needs students, assessment options, extension activities,

Web resources (including related Minnesota Conservation Volunteer articles), copy-ready study questions with answer key, and a copy-ready vocabulary sheet and vocabulary study cards. There is also a practice quiz (with answer key) in Minnesota Comprehensive Assessments format. Materials may be reproduced and/or modified to suit user needs. Users are encouraged to provide feedback through an online survey at www.mndnr.gov/education/teachers/activities/ynstudyguides/survey.html.

New digital archives: All *Minnesota Conservation Volunteer* articles published since 1940 are now online in PDF format. Visit www.mndnr.gov/magazine and click on *past issues*.

Summary

“Ojibwe Lifeways” introduces students to hunting and gathering traditions of the Anishinaabe (also known as Ojibwe or Chippewa) people of Minnesota. After a brief description of the Ojibwe conservation ethic, readers learn about maple syrup/sugar making; summer fishing; berry, nut, and mushroom gathering; fall wild ricing; and winter rabbit snaring. Along the way, readers also learn about food preservation. **Note: This article is an excellent supplement to your middle-level history curriculum.**

Suggested reading levels:

Third through middle school grades

Materials:

Moccasin game materials (moccasins or slippers, marbles), samples of the foods described in the article, paper, poster board, colored pencils, crayons, pens, markers, print and online resources your media specialist may provide.

Preparation time:

One to two hours, not including time for extension activities

Estimated instructional time:

One or two 50-minute class periods (not including extensions)



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Minnesota Academic Standards Applications:

“Ojibwe Lifeways” may be applied to the following Minnesota Department of Education standards:

Language Arts Reading

Benchmarks:

Informational Text 3–8

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Writing Benchmarks 3–8

Text Types and Purposes

Writing Process

Research to Build and Present Knowledge

Range of Writing

Reading Benchmarks: Literacy in Science and Technical

Subjects 6–8

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Writing Benchmarks: Literacy in History/Social Studies, Science and Technical

Subjects 6–8

Text Types and Purposes

Writing Process: Production and Distribution of Writing

Research to Build and Present Knowledge

Range of Writing

Social Studies (2011 draft)

Grades 5, 6, 7, 8

History

5.4.4.16.2; 6.4.4.15.1;

6.4.4.16.1; 6.4.4.18.1;

6.4.4.18.2; 6.4.4.20.4; 7.4.1.2.1;

7.4.4.18.1

8.4.1.2.1

Grade 6

Citizenship and Government

6.1.4.11.1

Grades 6, 8

Geography

6.3.1.1.1; 6.3.4.10.1; 8.3.3.5.1

Arts

Grades K–12

1. Artistic Foundations: Visual Arts

2. Artistic Process: Create or Make: Visual Arts

3. Artistic Process: Perform or Present: Visual Arts

4. Artistic Process: Respond or Critique: Visual Arts

Current, complete Minnesota Academic Standards are available at www.education.state.mn.us. Teachers who find other connections to standards are encouraged to contact *Minnesota Conservation Volunteer*.

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Preview (1) Divide the class into groups of five or six and play the moccasin game (see Web Resources below). (2) Provide samples of the foods described in the article. (3) Follow with the **KWL** strategy (Ogle, 1986) to find out what your students already know (**K**) about indigenous peoples of Minnesota. You might begin by asking small groups to brainstorm their ideas. Then combine the groups’ data to make a class list. Repeat step one by asking what students would like to learn (**W**). As you read and discuss the article you will begin to compile the (**L**) list, or what they learn while reading the article and related materials and participating in extension activities. Display your **K** and **W** ideas on poster board or paper (see Vocabulary preview). See www.teach-nology.com/web_tools/graphic_org/kwl for a KWL generator that will produce individual organizers for your students. KWL gives you the opportunity to introduce interdisciplinary connections you will make during extension activities. If you use the article in social studies or art class, you may wish to focus your prereading discussion on academic standards that apply for that class.

Another strategy for accessing prior knowledge is a brainstorming web. You may download a printable web at www.teachervision.fen.com/tv/printables/TCR/0743932080_007.pdf.

Vocabulary preview See the copy-ready vocabulary list included in this guide. You may wish to modify the list based on your knowledge of your students’ needs or the subject you are teaching. Pretesting vocabulary individually, in small groups, or with your entire class can be an effective vocabulary preview strategy. You may then post-test at the conclusion of this activity (see Assessment section below). Italicized words are not generally included on the list or in the study cards.

You may wish to use the study cards found at the end of this guide. Cut along the horizontal line; fold in the middle, and tape or staple. Study cards (see *Strategic Tutoring*, Hock, Deshler, and Schumaker 2000) can be applied to any subject area. On one side of the card, in large letters, write a key word or phrase students are expected to know. In smaller letters, frame the word or phrase in a question or statement. On the other side of the card, in large letters, write the answer to the question. Finally, in smaller letters, frame the answer in a question or statement. Blanks are provided to allow you or your students to add new words or phrases.

Study questions overview Study questions parallel the story (the answer to the first question appears first in the article, followed by the second, and so on). Preview the entire guide with your class before you read the article. You may wish to read the story aloud and complete the study questions in class, in small groups, or as an independent activity. The questions may be assigned as homework, depending on the reading ability of your students. Inclusion teachers may provide more direct support to special needs students (see Adaptations section). The study questions may be also used as a quiz. Note: Items with an asterisk require varying degrees of critical thinking.

Adaptations Read aloud to special needs students. Abbreviate the study questions or highlight priority items to be completed first. If time allows, remaining items may be attempted. Peer helpers, paraprofessionals, or adult volunteers may lend a hand with the study questions. With close teacher supervision, cooperative groups can also offer effective support to special needs students, especially for extension activities.

Assessment You may use all or part of the study guide, combined with vocabulary, as a quiz. Other assessment ideas include: (1) Students may write an essay describing one or more of the main ideas in the article. For example, essays could focus on the sugar bush or wild rice gathering. (2) Students may write multiple-choice, true-false, or short-answer

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Assessment continued

questions. Select the best items for a class quiz. (3) Poster presentations may supplement or take the place of essays. Students may work in small groups with each group focusing on a different main idea. (4) Have students complete the main idea and supporting details activity found at www.teachervision.fen.com/tv/printables/scottforesman/Math_2_TTM_25.pdf. You or your students can select main ideas. If you wish to include more than two main ideas, use more than one sheet.

Extension activities

1. Extended Reading: (a) Advanced students who are interested in learning more about wild rice may wish to read Thomas Vennum’s *Wild Rice and the Ojibway People* (ISBN-10: 087351226X). (b) *Sacred Harvest* (ISBN-10: 0822596202), by Gordon Regguinti, is a more accessible book for middle-level readers. (c) *Ininatig’s Gift of Sugar* (ISBN-10: 0822596423), by Laura Waterman Wittstock, introduces students to the legend of Ininatig and the traditions of maple sugaring among the Anishinaabe.
2. Research: (a) *Night Flying Woman* (ISBN-10: 0873511670), by Ignatia Broker, is the true story of a young Anishinaabe girl growing up in the mid-19th century whose family moved onto the White Earth Reservation. This excellent book is accessible to mid-level readers and will provide a foundation for further inquiry into Native American traditions, interactions with white society and governments, treaty rights, and human rights issues. (b) *Ojibwe in Minnesota* (ISBN-10: 0873517687), by Anton Treuer, provides an in-depth history of the Ojibwe people in Minnesota and covers current topics, such as tribal sovereignty, land management, casinos, and tribal government. (c) *Everything You Wanted to Know About Indians But Were Afraid to Ask* (ISBN-10: 0873518616), also by Anton Treuer, covers many of the topics in *Ojibwe in Minnesota*, but in a Q&A format.
3. See “Digging Into the Promise of Copper” in the Related articles section. Challenge students to take a stand on the development of mining in northeastern Minnesota.
4. The issue of hunting, gathering, and fishing rights in ceded territories has been controversial in Minnesota and Wisconsin. Challenge your students to learn more about this topic and to write and/or speak about it to their peers. See “100 Years of Conservation” in Related articles.
5. The author of this article is an internationally recognized expert on Ojibwe language and culture. See Web resources for links to sites on language. Invite an Ojibwe speaker into your classroom to share the language and to discuss current issues.
6. During the winter months, storytelling is a Native American tradition. See Web resources for links to Native American stories.
7. Play the moccasin game.

Web resources

Minnesota DNR

files.dnr.state.mn.us/areas/fisheries/bemidji/upper_red.pdf
www.dnr.state.mn.us/aboutdnr/laws_treaties/1837/index.html

Morel Mushrooms

www.northerncountrymorels.com
www.minnesotamushrooms.org
www.youtube.com/watch?v=aNh_RC5rSm4

Minnesota Ojibwe

www.bigorrin.org/chippewa_kids.htm
www.mnchippewatribe.org/
www.millelacsband.com/
www.native-languages.org/minnesota.htm

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Web resources continued

Moccasin Game Rules

www.7generations.org/Language%20Pages/moccasin%20Game.pdf

Compare and Contrast

www.readwritethink.org/files/resources/interactives/compcontrast/

www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm

www.readingquest.org/strat/compare.html

Ojibwe Language and Culture

www.tpt.org/?a=productions&id=3

minnesota.publicradio.org/display/web/2009/05/22/ojibwe_culture/

www.bemidjistate.edu/airc/resources/ojibwe/

Native American Stories

www.native-languages.org/chippewa-legends.htm

www.ilhawaii.net/~stony/loreindx.html

Native American Speakers

www.indianaffairs.state.mn.us/

mn.gov/portal/government/tribal/mn-indian-tribes/

Lesson Plans

intersectingart.umn.edu/?lessons

edsitement.neh.gov/lesson-plan/anishinabe-ojibwe-chippewa-culture-indian-nation

www.district279.org/departments/curriculum/Subjects/AmericanIndian/doc/2011_IndianEducationBooklet.pdf

www.district279.org/departments/curriculum/Subjects/AmericanIndian/doc/051210_IndianEducationBooklet.pdf

Minnesota DNR Teacher Resources

www.mndnr.gov/education/teachers/index.html

www.mndnr.gov/dnrkids/index.html

*Note: All websites were active at the time of this guide’s publication. However, some may no longer be active when this guide is accessed.

Related articles

In addition to the related articles listed below, every *Minnesota Conservation Volunteer* article published since 1940 is now online in searchable PDF. See webapps8.dnr.state.mn.us/volunteer_index to access hundreds of articles.

September–October 1989

“Making Peace on Treaty Issues”

https://webapps8.dnr.state.mn.us/volunteer_index/past_issues/article_pdf?id=888

March–April 1999

“Tremendously Marvelous Trees”

www.dnr.state.mn.us/young_naturalists/trees (YN article with teachers guide)

“Grand Portage”

https://webapps8.dnr.state.mn.us/volunteer_index/past_issues/article_pdf?id=611

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Related articles continued

January–February 2000

“100 Years of Conservation”

https://webapps8.dnr.state.mn.us/volunteer_index/past_issues/article_pdf?id=6

January–February 2003

“Minnesota Is Hopping with Rabbits and Hares”

www.dnr.state.mn.us/young_naturalists/hares_rabbits (YN article with teachers guide)

November–December 2005

“George and the Voyageurs”

www.dnr.state.mn.us/young_naturalists/voyageurs (YN article with teachers guide)

January–February 2007

“Nature’s Calendar”

www.dnr.state.mn.us/young_naturalists/phenology (YN article with teachers guide)

March–April 2009

“Sugar From Trees”

www.dnr.state.mn.us/young_naturalists/syrup (YN article with teachers guide)

November–December 2010

“Who Was George Bonga?”

www.dnr.state.mn.us/young_naturalists/george_bonga (YN article with teachers guide)

July–August 2012

“Digging Into the Promise of Copper”

www.dnr.state.mn.us/volunteer/julaug12/nonferrous.html

References

- Hock, M.F., Deshler, D.D., and Schumaker, J.B. *Strategic Tutoring*. Lawrence, Kan.: Edge Enterprises, 2000.
- Ogle, D.S. K-W-L Group Instructional Strategy. In A.S. Palincsar, D.S. Ogle, B.F. Jones, and E.G. Carr (Eds.), *Teaching Reading as Thinking: Teleconference Resource Guide*, pp.11–17. Alexandria, Va.: Association for Supervision and Curriculum Development, 1986.

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Study Questions

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/ojibwe

Name _____ Period _____ Date _____

1. The Anishinaabe people are also known as _____ or _____.

2. What was the purpose of tobacco in the Ojibwe culture? _____

3. Describe how the Ojibwe used Minnesota’s natural resources. _____

4. What is the misaabe, and what is his role in Ojibwe legend? _____

5. Why did the Ojibwe process maple sap into sugar instead of syrup? _____

6. Why was maple sugaring such hard work? _____

7. Explain why maple sugar was such an important food for the Ojibwe. _____

8. What was the preferred way of fishing for the Ojibwe? Why? _____

9. Would you eat morel mushrooms or cattail roots? Why or why not? _____

10. List several fruits and nuts you could find in a northern Minnesota forest. _____

11. How did the Ojibwe preserve most of their foods? Why? _____

12. Summer was the most important season for the Ojibwe because _____

13. Unscramble the list below into the correct order for harvesting, processing, and storing wild rice:

- _____ Winnow the rice
- _____ Propel the canoe through the rice stalks
- _____ Check the ripeness of the rice
- _____ Parch the rice
- _____ Knock the rice into the canoe
- _____ Jig on the rice
- _____ Make a tobacco offering
- _____ Dig a deep pit to store the rice
- _____ Make a tobacco offering
- _____ Spread out the rice to dry
- _____ Bring the rice ashore

14. Why does the young Ojibwe hunter wait until the fourth bite to taste the rabbit? _____

Challenge: Compare and contrast how the traditional Ojibwe found food to how your family finds food. _____

Study Questions Answer Key

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/ojibwe

1. The Anishinaabe people are also known as **Ojibwe** or **Chippewa**.
2. What was the purpose of tobacco in the Ojibwe culture? **Tobacco was a religious offering to the Creator, a way of giving thanks.**
- *3. Describe how the Ojibwe used Minnesota’s natural resources. **The Ojibwe believed that all plants and animals should be treated with respect and should be used with care so they would be there to sustain future generations.**
- *4. What is the misaabe, and what is his role in Ojibwe legend? **The misaabe turned himself into the sugar maple tree. He allowed a hungry Ojibwe man to harvest his sap, which became an important food for the Ojibwe.**
5. Why did the Ojibwe process maple sap into sugar instead of syrup? **Sugar was easy to store and transport.**
- *6. Why was maple sugaring such hard work? **It takes 40 gallons of sap to make a gallon of syrup and even more to make sugar. The sap had to be collected, carried to the cooking area, and tended while it boiled. Wood had to be gathered and hauled to the cooking area.**
- *7. Explain why maple sugar was such an important food for the Ojibwe. **Maple sugar is high in calories and nutrients. During years where other foods were scarce, maple sugar helped the people survive the winter.**
8. What was the preferred way of fishing for the Ojibwe? Why? **With nets many fish could be caught.**
- *9. Would you eat morel mushrooms or cattail roots? Why or why not? **Answers will vary. Challenge students to imagine what morels and cattail roots might taste like.**
10. List several fruits and nuts you could find in a northern Minnesota forest: **Hazelnuts, wild grapes, cranberries, crabapples, chokecherries (others not mentioned in the article, but which students may list depending on personal experience, may include, raspberries, juneberries, and strawberries).**
11. How did the Ojibwe preserve most of their foods? Why? **Most foods were dried and stored in pits. The Ojibwe did not have modern means of food storage, such as freezing or canning.**
- *12. Summer was the most important season for the Ojibwe because **plant and animal foods were abundant and much easier to find or catch.**
- *13. Unscramble the list below into the correct order for harvesting, processing, and storing wild rice:
 - 9 Winnow the rice
 - 3 Propel the canoe through the rice stalks
 - 2 Check the ripeness of the rice
 - 7 Parch the rice
 - 4 Knock the rice into the canoe
 - 8 Jig on the rice
 - 1 Make a tobacco offering
 - 10 Dig a deep pit to store the rice
 - 11 Make a tobacco offering
 - 6 Spread out the rice to dry
 - 5 Bring the rice ashore
- *14. Why does the young Ojibwe hunter wait until the fourth bite to taste the rabbit? **The hunter must show respect and generosity by first thinking of the children, elders, and family.**
- **Challenge:* Compare and contrast how the traditional Ojibwe found food to how your family finds food. **Answers will vary. Compare and contrast tools are available in Web resources.**

*Question involves critical thinking

Minnesota Comprehensive Assessments Practice Items

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/ojibwe

Name _____ Period _____ Date _____

1. The moccasin game was played with
 - A. wild rice.
 - B. fishing nets and moccasins.
 - C. musketballs.
 - D. clam shells.

2. The second bite of rabbit is offered to
 - A. the Creator.
 - B. the leader of the band.
 - C. the elders.
 - D. none of the above.

3. Storage pits were lined with rocks to _____.

4. A secret to Ojibwe survival was _____.

5. _____ is a “super food” that helps fight disease.
 - A. Wild rice
 - B. Maple sugar
 - C. Hazelnut soup
 - D. Walleye

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Minnesota Comprehensive Assessments Answer Key

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/ojibwe

1. The moccasin game was played with **C. musketballs**.
2. The second bite of rabbit is offered to **C. the elders**.
3. Storage pits were lined with rocks to **drain water away**.
4. A secret to Ojibwe survival was **hard work**.
5. **B. Maple sugar** is a “super food” that helps fight disease.

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Vocabulary

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abundant	in great supply; a great amount
ancestral	referring to past generations
calorie	a unit of energy of food
elaborate	complex; detailed
hibernation	sleeping through the winter
migration	movement from one region to another
natural resources	water, air, minerals, plants, and animals that may be used for survival or to satisfy people’s wants or needs
nettle	a plant with stinging leaves
nutrients	substances found in food that help keep people healthy
prophet	person who predicts the future or who interprets divine will
species	a group of similar plants or animals that can interbreed
tradition	a ritual, belief, or object passed from one generation to the next
transition	passage or change from one stage to another

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Vocabulary Study Cards

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/ojibwe

Cut along the horizontal lines, fold in the middle and tape or staple. Blanks are provided to allow you or your students to add new words or phrases.

When something is
abundant it is

FOLD HERE

When something is
in great supply it is

**Ancestral
homelands** are

FOLD HERE

**Places where past
generations lived** are

A **calorie**
tells how much

FOLD HERE

The unit that describes how much
energy is in a food is called a

An **elaborate**
ceremony is

FOLD HERE

A **complex or
detailed** ceremony is

What is
hibernation?

FOLD HERE

Sleeping through winter
is called

What is
migration?

FOLD HERE

Movement from one region to
another region is

What are
natural resources?

FOLD HERE

Water, air, minerals, plants,
and animals used
for survival or to satisfy
people’s wants or needs are

What is a
nettle?

FOLD HERE

A plant with stinging
leaves is a

Nutrients
are

FOLD HERE

Substances found in food
that help keep people healthy
are called

A
prophet
is

FOLD HERE

A person who predicts the
future or who interprets
divine will is a

A
species
is

FOLD HERE

A group of similar plants or
animals that can interbreed
is called

What is a
tradition?

FOLD HERE

A ritual, belief, or object passed
down from one generation to
the next is a

A transition is

FOLD HERE

A passage or change from one
stage to another is a

FOLD HERE

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FOLD HERE

FOLD HERE

FOLD HERE

FOLD HERE

FOLD HERE