Amanda Hatch

Big Questions to Explore: How does the Ojibwe culture influence our everyday life?

Grade Level: 1st grade

Estimated time required: 10 days, 25-40 minute periods

Rationale and Overview: The purpose of this unit is to expose students to the fact that our everyday life is influenced by other cultures, specifically the Ojibwe people. In addition, there are differences and similarities between cultures and by learning more about them we grow as people, gain respect, and learn from each other. When we understand the influences of a particular culture we can build a better community that embraces diversity.

Relevant Standards:

NCSS Standards:
- NCSS Standard I (Culture) Sub standards: a, b, c, d, e (p.33)
- NCSS Standard II (Time, Continuity, & Change) Sub standards: a, b, c, d, e, f (p.34)
- NCSS Standard III (People, Places, & Environment) Sub standards: g, h (p.35-36)
- NCSS Standard IV (Ind. Development & Identity) Sub standards: a, b, e, f, h (p.37)
- NCSS Standard V (Ind’s, Groups, & Institutions) Sub standards: a, b, d, f, g (p.38)
- NCSS Standard VI (Power, Authority, & Gov’t) Sub standards: a, d, h (p.39)
- NCSS Standard VII (Prodctn, Dist., & Consmptn) Sub standards: a, b, f (p.41)
- NCSS Standard IX (Global Connections) Sub standards: a, b, c (p.44)
- NCSS Standard X (Civic Ideals & Practices) Sub standards: b, c, j (p.45)

NCSS Performance Expectations: Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns and describe the ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

Minnesota Academic Standards in History and Social Studies
1. I. US History: Sub-Strand A, C
2. III. World History: Sub-Strand A
3. VI. Economics: Sub-Strand A
4. VII. Gov’t & Citizenship Sub-Strand A

Duluth Learner Outcomes:

Social Studies

The student will...

Citizenship/Government:
- Recognize and respect that each person belongs to many groups, family, school, and community.

Economics:
- Compare and Contrast that people and families of different cultures have the same basic needs.

History:
- Recognize contributions of the Native Americans.

World Cultures:
• Recognize that people of different communities live in different places.
• Discuss how families and communities of different cultures grow and change and how it affects them.

Art

The student will…

Art Production/Art Criticism:
• Demonstrate a beginning awareness that ideas can be represented by symbols from culture to culture.

Art History/Aesthetics
• Explore artworks from many time periods and areas of the world.

Music

The student will…

Music History/Culture
• Describe how music is used in their classroom and as part of their daily lives.
• Show appropriate audience behavior for music performed.

Language Arts

Vocabulary Expansion
• Standard: The student will use a variety of strategies to develop listening and expand reading, listening and speaking vocabularies.

Comprehension
• Standard: The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to.

Literature
• Standard: The student will actively engage in the reading process and read, understand, respond to and appreciate a variety of fiction, poetic, and non-fiction texts.

Writing

Types of writing
• Standard: The student will compose various pieces of writing.

Speaking, Listening, and Viewing

Speaking and Listening
• The student will communicate effectively through listening and speaking.

Essential Skills:

1) Use literature to enrich meaning
2) Use the community as a resource and source for information
3) Keep records
4) Follow directions
5) Interpret history through artifacts
6) Group data into categories according to appropriate criteria
7) State relationships between categories of information
8) Form a simple organization of key ideas about a specific topic
9) Communicate orally and in writing
10) Express and communicate personal convictions and feelings
Overall Goals:
- To develop an appreciation for other cultures and identify the similarities that makes us a rich community.
- To learn from a variety of angles, the history, traditions, art, language, and customs of a group of people.

Objectives:
The student will...
- Participate in discussion.
- Brainstorm connections and thoughts on the Ojibwe people compared to the present day.
- Record in their journals a reflective sentence or two on what was talked about.
- Participate in a discussion on values.
- Demonstrate with movement the significance of a value today in society.
- Provide an example of a value.
- Play Value Bingo.
- Record a sentence about values in their journal.
- Make connections with Ojibwe and American Legends.
- Repeat the Ojibwe names for several animals.
- Play charades with Ojibwe animal names.
- Create a Woodland Floral Design.
- Share their designs with the class.
- Record information and connections of Ojibwe music to our present day culture.
- Create a picture representation of a story.
- Share their picture during Author’s Chair.
- Meet with me and answer the Big Question in an interview format.
- Create a picture of the topic given to them.
- Iron the picture on a quilt square to make a blanket.
- Present their quilt to parents and other classrooms.
- Demonstrate a positive, respectful attitude in class.

List of Resources:
**Books:**
- “Manabozho and the Bullrushes”
  - Illustrate the stories, make cartoons.
- *Ceremony in the Circle of Life* by White Deer of Autumn
- *Thirteen Moons on Turtle’s Back* by Joseph Bruchac
- *Brother Eagle, Sister Sky* by Susan Jeffers
Books and Coloring Pages/Pictures:
Native American Picture Books of Change: The Art of Historic Children’s Editions. By Gloria Emerson

Background Information and Coloring Pages:
Native American Book of Knowledge by White Deer of Autumn

Websites for Ojibwe Resources:
http://www.hanksville.org/storytellers/tocT1.html
http://www.nps.gov/apis/ojibwe.htm

Language and Translations:
http://www.homepagedesign.biz/ojibwemowin/webs.html

Speakers:
Michelle DeFoe
Phil DeFoe
Dan Jones

Powwows and Photos:
http://www.tpt.org/powwow/

Student Assessment Plan:
Check Journals each day at the end of the day:  
  Check for completion and relevance.
Participation in Discussion:  
  Check on clipboard
Rubric for final interview and presentation of quilt square.

Student Assessment Plan:
See attached Rubric.
  I will assess students on their behavior. This unit involves guest speakers, which requires appropriate, respectful behavior. I will read over the rubric before each task is started.
  I will also evaluate their journals, quilt square, and their presentation.
Lesson 1: Who are the Ojibwe people?
Time: 25-30 minutes

Introduction: I will introduce the Big Questions: How does the Ojibwe culture influence our everyday life? Then I will ask students to think about this question throughout the video and the unit. We will address this question in some aspect with each lesson. Then we will watch a Movie Maker video of a brief history of the Ojibwe people: The video will include the following:

- Who: The Ojibwe people have a deep history rooted in values and care for the earth and its people.
- Where: Midwest
- When: First Americans
- What they endured: taking of land, pressures of assimilation,
- Traditions, food (wild rice, maple syrup)
- Story-telling, animal importance

Procedure:
- After watching the video we will read the book, *Cheer up Old Man*, and talk about the circle that life makes and as a class discuss connections between the book and video.
- Then we will brainstorm questions that we have about their life, traditions, and life in the present day. These questions will help direct our lessons.
- Start creating a web on a big sheet of paper with our Big Question in the Middle.
- Add to it, in black marker: history, location, traditions, and so on. Then we will discuss the connections we made and draw more connections to our own lives.
- We will add these new connections in red.

Closing:
- We will record any new questions and students will go back to their seats, take out their journals and write one thing they have learned. I will explain to them my expectations for their journals. At this time I will go over the rubric part concerning the journals.
- I will tell them that tomorrow we will learn more about the Ojibwe people and their values.
- I will go over my behavior expectations.
Lesson 2: Why are values important?

Time: 25-30 minutes

Materials:
- Index cards with values
- Values Video
- Bingo overhead transparency
- Bingo chips and drawing cards/Bingo prizes

Introduction: Talk about the word values and what it means:
- Worth or importance in comparison with something else.
- Talk about manners, and values that students have and why they are important to them. Record the students’ values on the chart in red.

Procedure:
- After brainstorming our values, we will watch another Movie Maker video of the following values, including pictures of the Ojibwe people:
  - Respect: Nature; elders; fellow human beings.
  - Sharing: The group as a whole is more important than the individual.
  - Family: Extended family. Cousins by the dozens.
  - Humor: Self-directed, lots of teasing. Humor not found in laughing at the less fortunate.
  - Non-materialistic: The accumulation of “things” is not important.
  - Non-competitive: No drive to be in first place. Each person has his own worth. No need to be better than others; one is recognized.
  - Experience: People learn through experience. Mind your own business.
  - Don’t offer opinion unless consulted. Today is what is important
  - Patience: Be patient; accept difference in people.
- After watching the video we will talk about the values and the importance of values in a society. I will ask each student a question about the values.
  - Why is “respect” important?
  - How does sharing make a difference?
  - What does “minding your own business” mean?
    - What happens when we don’t mind our own business?
- After each child has had an opportunity to participate in the discussion, I will pass out a card to each student with a value and picture on it. I will put a line of tape on the floor. Each student who thinks their value in their hand is important and seen today in our culture will cross over the line.
- We will talk about how values of the Ojibwe people are still here and extremely important today.
- Then we will play the bingo game. I will put an overhead transparency up of the values. Then each child will take turns picking the values out of a bucket. They have to say the value and give me an example and then they can place the chip on the class game board on the overhead.
- We will play at least two games so each child can have a chance. Each bingo the children will get a prize.

Closing:
- We will pick up and students will record a value in their journal and a sentence about it.
Lesson 3: What keeps culture and history alive?
Time: 30-35 minutes
Materials:
- Pictures of animals and the Ojibwe names written on poster board.

Introduction:
- It is through listening to tales that are passed down by generations that history comes alive. Culture stays alive as long as customs live on. By looking at the customs and language of the Ojibwe people we help preserve and appreciate their culture.

Procedure:
- Talk about the importance of animals in the Ojibwe culture.
  - Goal to harmonize with nature, not dominate it.
  - Native Americans were the first environmentalists
    - Talk about how they cared for the environment and how still caring about the environment today is important.
      - Protective attitude towards the land.
      - Hunted, but took caution to not kill the female of the animal species.
      - Apologize to the animal before hunting it and at the same time, explain that it was necessary for his survival.
      - Bear and beaver bones were taken back to the place they were killed because of the characteristics these animals shared with the human race.
- When the Ojibwe language was in full use, traditional stories were at their best, as opposed to the storied being lost in translations. (Translate...can’t translate every word...give an example...“awesome” in Spanish...no exact translation)
- Read the story, *The Girl Who Loved Wild Horses*. Explain to the students that according to the Ojibwe tradition their legends can only be read when there is snow on the ground.
  - Talk about the girl and her care of the animals.
  - Relate to taking care of a pet.
  - Talk about the legend of the girl who faded into a horse.
  - Compare to legend in our own culture: read a fable from Aesop’s fables
- Compare the fables between the cultures and record on our own web.
- Then, transition into the animals. Practice the names and play charades.

<table>
<thead>
<tr>
<th>animal</th>
<th>plural</th>
<th>english</th>
</tr>
</thead>
<tbody>
<tr>
<td>waaboz</td>
<td>oog</td>
<td>rabbit</td>
</tr>
<tr>
<td>waawaabiginoojii</td>
<td>yag</td>
<td>mouse</td>
</tr>
<tr>
<td>waawaashkeshi</td>
<td>wag</td>
<td>deer</td>
</tr>
</tbody>
</table>
waagosh               ag             fox
waawaatesi                           lightning bug

some animal names sound like the sound the animal makes

gookookoo'oo           g              owl

some have evidence of beliefs in the name

manidoons             g              insect

(manidoo means spirit)

some are nicknames for people/races according to characteristics

agongos               ag             chipmunk  (Norwigan)

- We will use flash cards to practice the animal names. Each card will have a name and a picture on it. I will post these cards on the board so each student can see them during the game.
- Each child will get a turn to act out an animal. They will guess by giving the Ojibwe name for it.

Closing:
- The students will pick their favorite animal, write the Ojibwe name for it on a piece of paper, and illustrate it. These pictures will also be hung in the classroom.
Lesson 4: What role does art play in culture?

Time: 40 minutes

Materials:
- Michelle DeFoe: Speak on the traditional art and how it is still seen and practiced today.
- Copy of coloring photos
- Fluorescent Pastels
- Black Paper

Introduction:
- Introduce Michelle to the class. She is an Ojibwe Indian. She will give a brief introduction about herself, history, and what she will be talking about.

Procedure:
- Michelle will talk about and bring in examples of the following:
  - Art
    - Carrying board
    - Moccasins
    - Thunderbird
    - Beading
    - Turtle, bear, bald eagle
    - Modern Indian Art
  - Then, the students will make connections to what we see and use today that is similar to the Ojibwe art. We will record in black and red again on our chart
    - Carrying Board
      - Carrying Board: Baby carrier
      - Moccasins: Slippers, Mukluks
      - Animal drawings: Loon drawings, safari, cartoons.
      - Symmetrical, colorful designs
      - Bead work seen today etc.
  - Students will get a mini-art-lesson on the floral patterns and/or symmetrical designs of the Ojibwe people.
  - They will have a chance to look at some designs, then the will create a Woodland Floral Design on black paper with pastels

Closing:
- We will share the pictures with the class and thank Michelle. The pictures will be posted in the hallway.
Lesson 5: How does music teach us about others?

Time: 40 minutes

Materials:
- Phil DeFoe: Speak on the traditional music and instruments of the Ojibwe people.
- Instruments

Introduction:
- Introduce Phil to the class. He is an Ojibwe Indian. He will give a brief introduction about himself and what he will be talking about.

Procedure:
- Phil will talk about and bring in examples of the following:
  - Different styles of music
    - Hand drum
    - Flute
    - Powwow
- He will play the flute for the children and give a little background on the music. For example:
  - Drum, shaped like the roundness of life, a beat that echoes in the heart’s rhythm and a flute can sound like an eagle’s cry.
  - A rattle that speaks of the movements of the land and water.
  - Voices chanting old-age songs, and people; these are the essentials of a Powwow
  - Express themselves through dance, their pride, ancestry, and heritage.
  - Powwow means dream.
  - Dreams played a large role in their life.

Closing:
- Questions for Mr. DeFoe.
- Then as a class, we will talk about the meaning of music and how there is meaning in music today in our culture. We also use music for celebrations (ex. At a wedding).
- Then we will make our connections to music and write them on our chart.
Lesson 6: What lies behind a story?
Time: 40 minutes
Materials:
- Dan Jones: Come and share traditional stories with the children (must be done when there is snow on the ground)
- White paper, crayons

Introduction:
- Introduce Mr. Jones to the class. He is an Ojibwe Indian. He will give a brief introduction about himself and the stories he will be sharing with the class.

Procedure:
- Dan will share a few stories that have been passed down. He will give a brief history about storytelling. Before he begins we will give him some of the drawings students have made in their spare time as a gift to the storyteller to tell a story (this is part of Native American Tradition):
  - Traditional stories told during winter months when activity was limited.
  - Ideal time to educate children in morals, beliefs, history, and expectations of the tribe.
  - Generally serious stories
  - Some were very long and could take several nights to complete it. Other stories were brief.
  - Some explained growth and decline, and humorous tales.
  - Stories do not begin as “Once upon a time” and they do not end with “happily ever after.”
  - Usually start with “Mewija” (long ago) and some abruptly end with the phrase “Misa iw” (that is all).
  - Storytellers were the old men and women of the tribe.
  - Had to follow rules: No falling asleep, do not laugh out of turn, pay close attention to what you hear.
- Then he will begin to tell one or two stories.
- After he has finished we will thank him.

Closing:
- We will talk about the parts of storytelling and compare it to the following (Use black and red marker on our chart)
  - Have you read stories that teach us a lesson?
  - We read funny stories, scary, sad, and informational stories.
  - Read at night a lot.
  - Who tells you stories?
  - Do you have story rules?
  - What do stories do?
    - Teach us about history, cultures, values, give us humor, etc.
- Then students will illustrate on paper one of the stories they told. They will share their pictures during the next days Author’s Chair (after lunch).
Lesson 7: How can we show respect for others?
Time: 3 periods of 30 minutes
Materials:
- Iron on paper
- Quilt squares
- Cloth for quilt
- Iron
- Crayons
- Designs
- Thread
- Sewing Machine
- Parent volunteers
- Little Otter CD

Introduction:
- Ask students to reflect back on what we talked about. Tell them that each student will talk with me and choose one thing they learned about to illustrate. I will meet with each student individually while they look at the library collection of books, while they listen to music and color if they would like.

Procedure:
- I will ask students a couple questions and use the rubric to see what they have gotten out of the unit.
  - “Ask the Big Question?”
  - What did you find you had in common with the traditions of the Ojibwe people?
  - What did you learn that you didn’t know before?
  - What values did you think were important?
  - What do you remember about the traditions of storytelling?
  - Why is storytelling important to you?
- Then, the student will pick something they would like to illustrate that they found interesting and important. Then give them a piece of scratch paper.
- Once they have done a rough draft, they can use the iron-on paper and do the final drawing and coloring of their picture.
- After all students have completed their picture we will iron the patches on. We will do this during work and snack time. Once the pictures are ironed on I can sew the patches together and then the students will see the completed project.
- Each student will meet with me and present their square. I will use the rubric at this time to evaluate the square and the presentation.
- I will also ask the student, “How does the Ojibwe culture influence our everyday life?”

Closing:
- The students will work together and we will write a sentence for each child to say about the quilt. We will perform it like “Reader’s Theater.” We will invite parents to come and watch as we present the quilt to the other first grade classrooms. The students will answer the Big Question in their presentation of the quilt again, for parents and students. Parents will be encouraged to stay after the
presentation and take a look at what we have done, the students’ journals and pictures, and the class library.