

ELEMENTARY
SCHOOL
LESSON
GUIDE



SEASONAL SUBSISTENCE
OF THE
WISCONSIN MENOMINEE



educational partners



Social Science

GRADE LEVELS

Elementary School - Grades 3-5

CONTENT AREA

Science, Social Studies, Culture

UNIT THEME

Environment

TOPIC

Seasonal Subsistence

TIME REQUIRED

Two, 60 minute class periods



OVERVIEW

The Menominee people are Wisconsin's oldest residents and descendants of the first hunters and gatherers to exist in Wisconsin. Their survival was aided by the various food sources available to the people throughout their existence. For 13,000 years until European contact, they lived in relative balance with the environment. They respected all living things with the understanding that the environment sustained them and provided everything needed to not only survive but to thrive.

Throughout the year, various seasons provided different foods that became available at different times. The Menominee people had a semi-nomadic life style where they lived in semi-permanent homes for winter and summer yet travelled to different areas to get food sources that became available during the various seasons. In the winter they lived in sturdy log cabin style homes and hunted for large and small game including deer, bear, raccoon, porcupine, beaver, and rabbit. In the spring they moved to the maple syrup groves, setting up temporary camps to harvest and process maple syrup. During that time they also went to the rivers to harvest the sturgeon. In the summer they lived in birch bark wigwams and planted gardens, fished the rivers, and gathered numerous berries, roots, and wild plants. In the fall they moved to the wild rice beds and set up temporary camps to harvest and process the wild rice. In the winter they moved back to their winter camps and the cycle repeated itself in harmony and balance.

In this lesson, students will develop an understanding of the concept of seasonal subsistence cycles and Native American food sources and survival.

CONCEPT: Seasonal subsistence cycles in Native American food sources.

ENDURING UNDERSTANDING:

Students will understand that native people of Wisconsin lived in harmony and balance with the earth and all that was needed to survive was provided through the seasonal subsistence cycles in the environment where they lived.

CONTENT OBJECTIVES:

Students will be able to define subsistence and outline the seasonal cycle followed by the Menominee tribe as well as the food sources obtained during the different seasons.

LEARNER OBJECTIVES:

Students will develop a collage diagram depicting the seasons and food sources to help develop and support their understanding of the concept of seasonal subsistence cycle.

PROCESS OBJECTIVES:

Students will work with partners to process information and develop their diagram to give evidence of their understanding.

MATERIALS NEEDED (each group, each student):

1. Student Worksheet
2. Writing & Coloring Utensils
3. Poster Paper and Markers for each group
4. Pictures from magazines or Internet



PROCEDURES

Have students close their eyes and imagine that it is a time before European arrival in Wisconsin. Discuss the seasons through the year and identify different events that happen in the natural environment through each season to get students thinking about changes in the environment throughout the year. Write examples under each season on the board with the class as the students respond with ideas.

Ask students what types of food sources are available in our Wisconsin natural environment? (Make sure to stress that we are thinking pre-European contact so they won't think of pigs or dairy cows). Connect the environmental events with different possible food sources that come available through the seasons. Ask questions that invoke ideas of Native American survival foods and resources. Make sure the four activities of planting, gathering (maple syrup, berries, wild rice), fishing, and hunting are included. Do a Think-Pair-Share with the class. Students take a few minutes to think or write their answers individually, then share it with a partner, and finally share verbally with the whole class.

Put students in groups of 2 and handout the seasonal subsistence worksheet to each student.

Discuss the concept of seasonal subsistence and how the Menominee people's inherent respect for the environment was central to their existence. Make sure they understand that they had to take care of the environment because it provided them with the food and resources they needed to survive. If they abused the resources, they may not have what they needed to survive in future seasons.

PROCEDURES *(continued)*

For example, if they took all the wild rice in late summer, there wouldn't be any for the ducks and geese in the fall. So if the waterfowl didn't return for the rice, the people wouldn't have ducks and geese to hunt for food. Discuss the delicate balance that needed to be maintained for the short term and longer-term survival of all living things.

Have students fill out the seasonal table with the food sources that go with each season.

Have each group share one food source for a season. Record their answers under the correct season on the board.

Make sure all food sources are listed under the correct seasons.

After students finish their table, make sure they have the table filled out correctly. Have them work with a partner to locate pictures in magazines or on the Internet that depict the food sources and seasons to develop their seasonal subsistence cycle collage.

STUDENT PORTION

Charts, graphs, worksheets, Journal Pages, Attached table worksheet with key.

ASSESSMENT

Students should have completed a table that correctly matches food sources with the seasons, and collages that have the correct activity in the matching season quadrant.

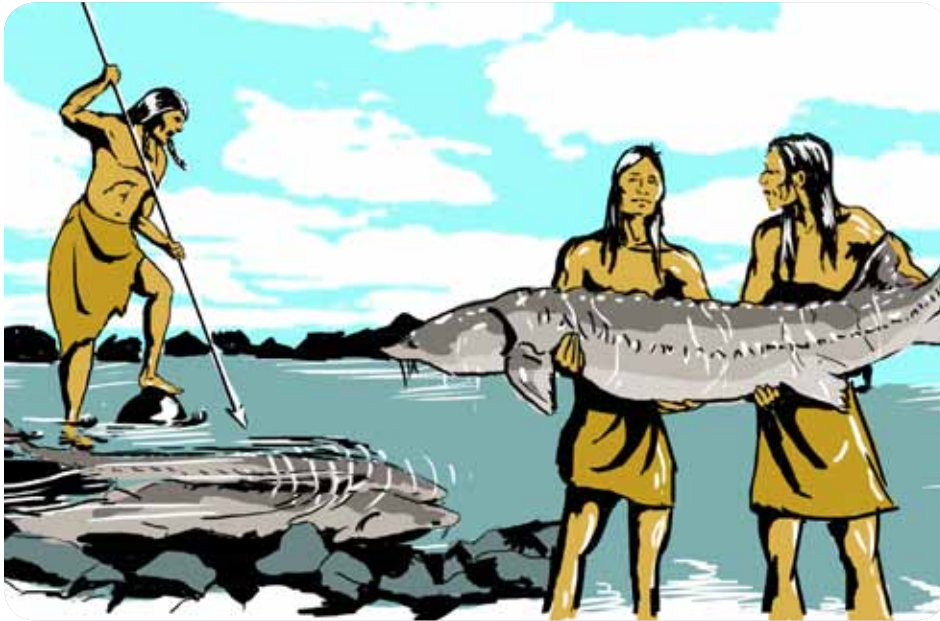
EXTENSION ACTIVITIES

- Have students research each seasonal activity as it arises through the school year. A more in depth study of each activity can take place through the year and a large display can be made to show students research through the seasons. Various environmental and nature centers as well as tribal entities and schools provide class activities in relation to the various activities and students can participate in the actual activity.
- Have students try gathering and eating the various foods that Menominee people historically ate throughout the seasons. Students can research various recipes with the foods identified and combine them into recipe books that can be reproduced for students to keep. There are various Native American recipe books available at libraries, online, and through tribes themselves.



SPECIAL CONSIDERATIONS:

This activity is richest when completed in groups with answers shared to a whole class. The activity can enhance the Native American unit that all public schools in Wisconsin are required to cover by 4th grade.



RESOURCES

- <http://www.mpm.edu/wirp/>
- <http://www.glitc.org/>
- <http://www.glifwc.org/>
- <http://www.menominee-nsn.gov/MITW/whoAreWe.aspx>
- <http://www4.uwsp.edu/museum/MenomineeClans/>

ADDITIONAL RESOURCES

- Menominee Nations of Wisconsin by Patty Loew
- Native People of Wisconsin book and teacher's guide by Patty Loew, Bobbi Malone and Kori Oberle

The following **Student Proficiency Standards** can be met by teaching **SEASONAL SUBSISTENCE**:

WISCONSIN STATE STANDARDS AND BENCHMARKS

F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters

A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin



The following **National Common Core Standards** can be met teaching **SEASONAL SUBSISTENCE**:

NATIONAL COMMON CORE STANDARDS

Reading Standards for Informational Text K–5Grade 8

Grade 4

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas

6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

The following **Wisconsin Teacher Standards** which may be met teaching **BIOLOGICAL CARRYING CAPACITY**:

Standard 1: Subject matter

This curriculum provides information not readily available in other forms.
A teacher using this material will be well-informed about the subject matter.

Standard 2: Broad range of ability

This curriculum provides instruction that supports their intellectual, social, and personal development.

Standard 3: Adapt instruction

This curriculum provides suggestions for learners with a variety of intelligences and levels of ability.

Standard 4: Instructional strategies

This curriculum includes the use of technology to gain information and suggestions for using research in extending learning.

Standard 5: Individual and group motivation

Both prior knowledge and carefully designed group projects promote motivation for students to learn.

Standard 6: Verbal and nonverbal communications

Instructional media and technology that promotes active learning are key parts of this curriculum.

Standard 7: Organizes and plans systematic instruction

This curriculum is organized to support teacher knowledge, to draw on and motivate students to engage in active learning, and promotes active inquiry, collaboration, and supportive interaction in the classroom.

Table Worksheet

Seasonal Subsistence Cycles of the Menominee

SPRING	SUMMER	FALL	WINTER
maple syrup	gardens	wild rice	hunt game
sturgeon	berries	nuts	_____
_____	roots	_____	_____
_____	wild edible plants	_____	_____
_____	fish	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

* Students should understand that different foods that were gathered during different times of the year were either eaten then, or dried and stored for use throughout the year when those foods weren't readily available.

* Students should get the main idea that these food gathering activities took place in different areas where the people moved to through the changing seasons. Also, this is not an exhaustive list but a general idea of the main food sources that were gathered.