



Educational Partners:



**SOCIETY OF
AMERICAN
FORESTERS**
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U.S. Endowment
for Forestry and Communities

FORESTS OF THE FIRST STEWARDS

K-2 Discussion Guide

EPISODE 1: THE HISTORY

Episode Overview:

Subtopic 1: The Cultural Preservation Museum and Logging Camp

We start our journey with the history of the Menominee Nation. We meet historian, David Grignon at the logging camp/museum, who educates viewers on their history of the people, their land, and their connection to sustainable forestry, as we take viewers on a visual (B-roll) tour of the museum and logging camp. We next hear from Tribal Chairman, Joey Awonohopay, giving further connection to Menominee culture and history, and ultimately tying into the Menominee Tribal School.

Subtopic 2: Neopit - Menominee Tribal School

Our next stop is the Tribal Forestry School where we meet up with an EDUCATOR who gives further color on the connection to the forest, as we tag-along with the STUDENTS into the forest to do the yearly tapping of the Maple Trees. Through this we learn the historical, economic, and cultural importance of the maple tree and the syrup it produces. We get testimonial from a few STUDENTS on the importance and experience (if applicable).

LEARNING OBJECTIVES

1. Identify people, places, and objects related to the Menominee Nation's forest history
2. Describe how maple trees are used for syrup and why forests are important
3. Recognize the connection between people and the forest

STANDARDS ALIGNMENT

NGSS (Science)

- K-LS1-1: Use observations to describe patterns of what plants and animals need to survive.
- K-ESS3-1: Use a model to represent the relationship between the needs of different plants/animals and humans.

Common Core (ELA)

- CCSS.ELA-LITERACY.RI.K.1: With prompting, ask and answer questions about key details in a text or video.
- CCSS.ELA-LITERACY.SL.K.1: Participate in collaborative conversations about topics and texts with peers and adults.





Activity Time

30 minutes

Activity Summary

Students will learn an overview of the history of the Menominee tribe and make connections between forests and the products they can provide. They will use this foundation to visually explore the Menominee Museum and Tribal School. Students will also discover the basics of how maple syrup is made and enjoy a snack using this forest product.

Materials

- Paper and drawing utensils
- Smartboard/whiteboard or other display to develop list
- Prepared snack: Maple Yogurt
 - o Recipe:
 - Mix 1 cup of plain Greek yogurt (or non-dairy option) with 1-2 tablespoons of pure maple syrup and ½ teaspoon of vanilla extract.
 - Adjust measurements to desired sweetness.
 - Serve with sliced fruit, nuts, and/or granola.

VOCABULARY

- Forest Product - Something people make or use from trees and other things found in the forest. Forest products can include wood for houses and paper, maple syrup from trees, and baskets made from plant materials.

BACKGROUND INFORMATION

The Menominee Nation has lived in the Menominee forest for a very long time. The Menominee people care for the trees and land by using natural resources wisely and protecting the forest for future generations. The traditional production of maple syrup and other maple goods is important to Menominee culture, history, and everyday life.





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LEARNING PROCEDURE

- Introduction: 7 minutes

Ask the students what they think of when they hear the word “forest”. Encourage them to share animals, plants, activities, and/or feelings that come to mind. Have the students draw a forest. Explain that they are now going to watch a short video about the Menominee Tribe. As they are watching, prompt them to think about what they observe in the forests in this video.
- Activity 1: 17 minutes
 - Watch Episode 1: 7 minutes
 - Discussion: 5 minutes

What did the students observe in the forest? Examples could include:

 - Trees
 - River/water
 - Logs
 - Snow
 - Students/people – follow this up with “what were the students doing in the forest?”
 - Listing and Sorting: 5 minutes
 - Introduce and define the term forest products. Have the students refer to their drawings. What products could come from the forest they drew? Using classroom materials (smartboard, whiteboard, etc) keep a running list of potential forest products. This will be further developed during Lesson 2.
 - Maple syrup
 - Timber
 - Food (fruit, meat, roots, etc)
- Activity 2: 6 minutes
 - Share the prepared maple yogurt snack with the students.
 - While eating, encourage them to share what they learned about the process of tapping trees to make maple syrup. Talk through the process of tapping, bagging, collecting overnight, and boiling. Share how many gallons of sap it takes to make one gallon of syrup (approximately 45 gallons of sap). Discuss where the students learned to make maple syrup (their teachers and ancestors). This discussion and review will serve as the wrap up for this lesson.

RESOURCES

- Activities
 - Menominee Letter Tracing activity sheet
- Additional Information
 - [-https://menominee-nsn.gov/CulturePages/BriefHistory](https://menominee-nsn.gov/CulturePages/BriefHistory)
 - [-https://www.menominee.edu/sustainable-development-institute](https://www.menominee.edu/sustainable-development-institute)
 - [-https://www.mtewood.com/](https://www.mtewood.com/)

Supplemental options:

- Use the Menominee Letter Tracing activity sheet to practice writing.
- It takes ~45 gallons of sap to make 1 gallon of syrup. Supply each student with beads (or similar small object) and a bowl. Have the students each count out 45 beads into their bowl, explaining that this represents sap collected from a maple tree. One at a time, have the students come up and pour their 45 beads into 1 large jar. Then use another jar to show how many beads would represent the syrup (1 bead per student). Discuss the large mathematical difference between sap collected and syrup produced.



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Additional Resources from LEAF: Wisconsin's K-12 Forestry Education Program:



LEAF-Wisconsin's K-12 Forestry Education Program
College of Natural Resources
University of Wisconsin-Stevens Point

- [Lesson 1: American Indians and the Forest](#)
- [Lesson 7: Sustaining Our Forests](#)
- [Career Profile - McKaylee Duquain](#)
- [Wisconsin Forest Tales](#)
- [K-1st Grade Field Enhancement - Sensing the Forest](#)
- [2nd-3rd Grade Field Enhancement - Observing Forest Interactions](#)
- [4th Grade Field Enhancement - Unlocking a Forest's Past](#)
- [5th-6th Grade Field Enhancement - Studying Forest Layers](#)
- [5th-6th Grade Field Enhancement - Woods Worth](#)
- [5th-6th Grade Field Enhancement - Competition in the Forest](#)