

ANISHINABEK: THE PEOPLE OF THIS PLACE
Teacher's Resource Packet



For use in conjunction with People of this Place program
at the Grand Rapids Public Museum.

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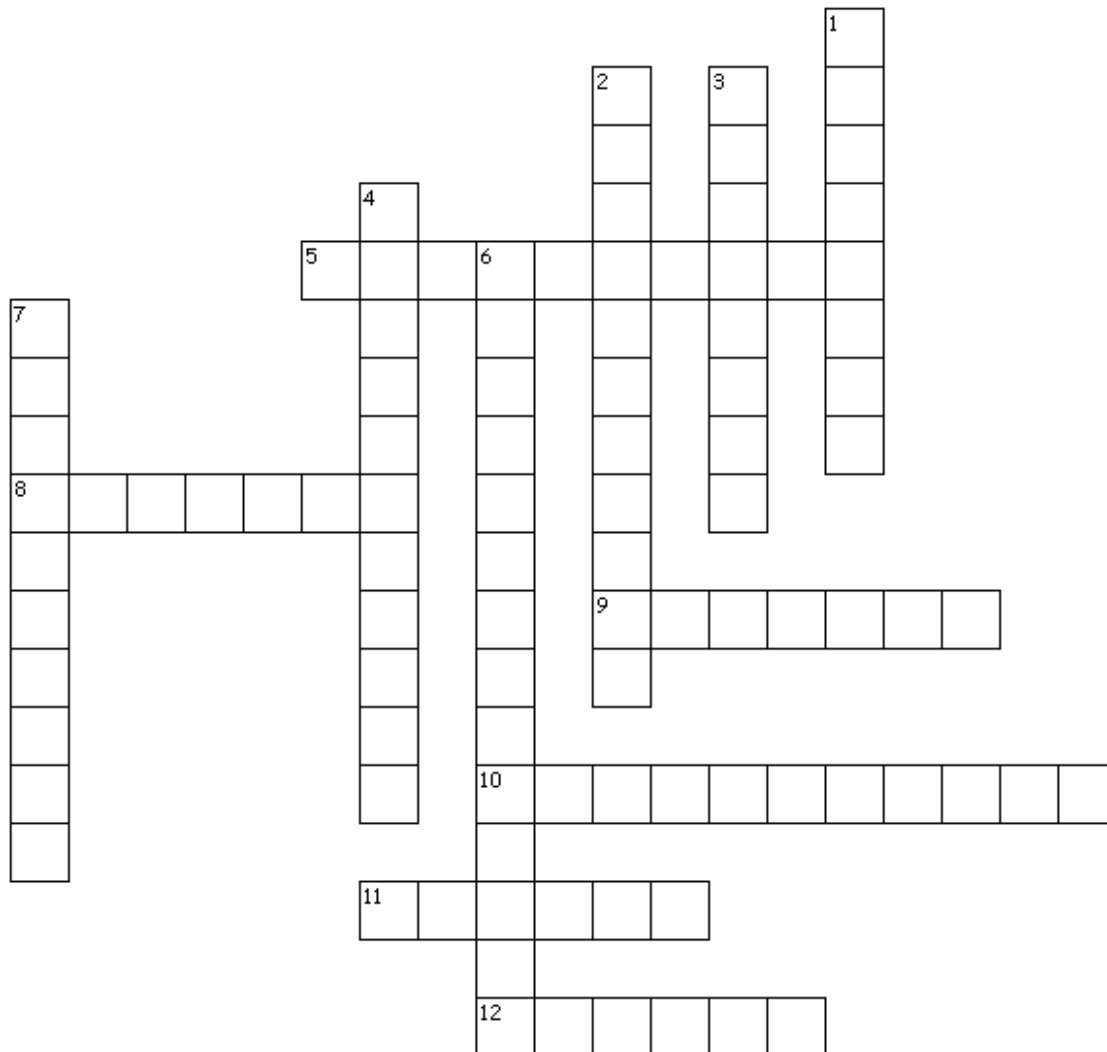


The People of this Place Vocabulary

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, 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 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 Crossword Puzzle

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, traditions of a given people at a given time
9. traditional practices
10. Native American peoples 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 lives of ancient people, by digging up and examining their old homes and refuse
6. someone differently because of race, gender, religion, or disability
7. time before the first Europeans came to America

The People of this Place Book List

These are the 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
Bussy, M.T.	Aube Na Bing: A Pictorial History of Michigan Indians	Michigan Indian Press
Clifton, James	People of the Three Fires: The Ottawa, Potawatomi and Ojibwa of Michigan	Michigan Indian Press
Johnston, Patronella	Tales of Nokomis	The Nokomis Learning Center
McClurken, James	Gah-Baeh-Jhagwah-Buk	Michigan Indian Press
Otto, Simon	Walk in Peace: Legend and Stories of the Michigan Indians	Michigan Indian Press
Panagopoulous, Janie	Traders in Time: A Dream-Quest Adventure	River Road Publications
Tanner, Helen	Indians of North American: The Ojibwa	Chelsea House Publishers
Warren, William	History of the Ojibwa People	Minnesota Historical Society Press

Exploring Tradition

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

- Discuss with your class customs and traditions in the students' homes: holidays, birthdays or vacations.
- Ask students to describe their favorite family tradition and where those traditions may have come from in a few paragraphs.
- Ask students to share their traditions with the class.
- Post a large world map on the wall. The students then should locate the country or region of the origin of his or her favorite cultural tradition.
(Optional: Students use push pins to mark the location of their traditions.)
- 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

Objectives

- Students will 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

- 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

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

Time Line

Objectives

- 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, art supplies

Procedure

- 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.
- Ask students to identify important historic events from North America. Record them on the time line.
- Start at 1000 A.D. - the time when the Anishinabek were believed to have settled the region now known as Michigan.
- Add Michigan history dates to the timeline. Include exploration, settlement and statehood.
- Establish the dates for when the first European groups came to North America and identify which Native American groups were here to meet them.
- Continue the time line into modern era (you could possibly include the dates of when the ancestors of students settled in Michigan).
- Ask students to provide illustrations for many significant events chronicled in the time line.

Wilderness Economics

Objectives

- Students will be able to draw direct comparisons between the economics of 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 not 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 the trader Francois Victor Malhoit's trading post on the south shore of Lake Superior.

Procedure

- Using the 1804 Fur Trader Price List, have students find equivalent items in today's market place.
- Using present minimum wage as guidelines, figure out how many hours it would take to buy different items on the list.
- 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 objects rather than money change the way you thought about the importance of certain things?

1804 Fur Trader Price List

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	1/2
1 medium size double cross	1
1 two gallon keg diluted rum	5
1 pound musket balls	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	1/2 - 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	1/2
Bear	2
Muskrat	1/10
Otter	2
Marten	1/2
Mink	1/2
Fisher	1
Lynx	2
Small Beaver	1/2
Large Beaver	1

Creative Writing Prompts

Objectives

- Students will 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

- White Board

Possible Topics

- Have the students write (and possibly perform) a 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 link between our species and an extra-terrestrial species.
- Have students imagine living in nature with handmade tools, clothing, etc. Write and illustrate a first person narrative interpreting what it would be like. Consider the many aspects of the 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?