

Discover: The First People of this Place (Grades K-3)

Program Description:

Long before Europeans came to Michigan, Grand Rapids was the site of a Native American village. Native American villages along the Grand River would have looked very different from our present city of Grand Rapids. This program will discuss the Native American tribes of the Great Lakes region (Chippewa, Ottawa, and the Potawatomi) which together form the tribes of the Three Fires and are collectively called the Anishinabek. Students will be introduced to important elements of survival, the respected role of elders, and storytelling. Program activities allow students to learn history firsthand by handling artifacts, participating in traditional children's games, and listening to a Native American story.

What content standards align with this program?

Michigan K-12 Social Studies Standards: H1 The World in Temporal Terms Historical Habits of Mind, H2 Living and Working Together in Families and Communities, Now and Long Ago, H3 The History of Michigan and the Great Lakes Region, G2 Places and Regions, G4 Human Systems, G5 Environment and Society, P1 Reading and Communication, P2 Inquiry Research and Analysis

ELA Common Core Standards for Reading

NGSS Science and Engineering Practices: Constructing Explanations

Museum Program Strand:

- Cultivate a community of empathetic contributors who value diversity
- Help learners tell, interpret, create, and share compelling stories so no history is ignored or untold

This program is aligned with the following Museum Learner Outcomes:

Holders of Foundational Knowledge	Masters of Fundamental Literacies	Original Thinkers for an Uncertain World	Generous Collaborators for Tough Problems	Learners For Life	
X	X			X	

What will students know and be able to do after completing this program?

- Students will be identify the first inhabitants of Michigan and understand that humans have lived in Michigan for thousands of years.
- Students will participate in the game that Anishinabe children played to learn life skills and survival skills from their elders.

What questions will students answer?

- What evidence do we have of the existence of the first inhabitants?
- How did the Anishinabek use resources from the natural environment?
- What was the role of elders in the community?
- How did Native American children learn important aspects of survival and tradition?

Key Vocabulary

Anishinabek

Potawatomi
Odawa (Ottawa)
Ojibwe (Chippewa)
O-Wash-Ta-Nong
Lake Sturgeon
Hopewell
Artifacts
Food, Clothing, Shelter
Wigwam

Materials List and Setup:

Wigwam & Storytime Basket
Games Basket
Program Artifacts

Program Activities: 60 minutes

1. Introduction at Michigan map on third floor
 - a. Anishinabe
 - b. Three Fires Tribes: Potawatomi, Odawa (Ottawa), Ojibwe (Chippewa)
2. *Grand Fish, Grand River* Exhibit
 - a. Hopewell Indians: mound builders
 - b. O-Wash-Ta-Nong: far away waters
 - c. Artifact interpretation: How did the Anishinabek utilize resources from the natural world for food, clothing, and shelter?
3. Wigwam & Storytime (in *Grand Fish, Grand River* exhibit)
 - a. Wigwam building
 - b. Artifact and specimen pass around
 - c. *How the Turtle Got its Shell* legend read-aloud
4. Children's Games (in *Anishinabek: People of this Place* exhibit)--How did Native American children learn important aspects of survival and tradition?
 - a. Corn Husk Dart Game
 - b. Observation Game
 - c. Rattlesnake Game
5. *Anishinabek: People of this Place* Exhibit
 - a. Wrap up and final discussion of takeaways