ZIIBIWING CENTER
of Anishinabe Culture & Lifeways
THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Elementary Hunting & Gathering Exercise Curriculum Tie-Ins

Special thanks to the Michigan Department of Education for allowing us to publish these curriculum points on our Ziibiwing Center website. The complete MDE standards and curriculum documents may be accessed at: http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html

3rd Grade

Social Studies

3-H3.0.4➔ Draw upon traditional stories of American Indians (e.g., Anishinaabeg- Ojibway (Chippewa), Odawa (Ottawa), Potowatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.

3-H3.0.6➔ Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

3-G4.0.4➔ Use data and current information about the Anishnaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

3-C5.0.1➔ Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g. respecting the rights of others, voting, obeying laws).

3-E1.0.3➔ Analyze how Michigan's location and natural resources influenced its economic development (e.g. how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).

Science

E.ES.E.4➔ Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.

E.ES.03.41➔ Identify natural resources (metals, fuels, fresh water, fertile soil and forests).

E.ES.03.43➔ Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).

E.ES.E.5➔ Human Impact- Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.

E.ES.03.51➔ Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories and industry).

E.ES.03.52➔ Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land-management, renewable, and non-renewable resources).

E.SE.E.1➔ Earth materials- Earth materials that occur in nature include rocks, minerals, soil, water and the gases of the atmosphere. Some earth materials have properties which sustain plant and animal life.

E.SE.03.13➔ Recognize and describe different types of Earth materials (mineral, rock, clay, boulder, gravel, sand, soil, water, and air).

E.SE.03.14➔ Recognize that rocks are made up of minerals

E.SE.E.3➔ Using Earth materials- Some Earth materials have properties that make them useful either in their present form or designed and modified to solve human problems. They can enhance the quality of life as in the case of materials used for building or fuels used for heating and transportation.

E.SE.03.31➔ Identify Earth materials used to construct some common objects (bricks, buildings, roads, glass).

E.SE.03.32➔Describe how materials taken from the Earth can be used as fuels for heating and transportation

<u>English Language Arts</u>

S.CN.03.02➔ Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.

S.CN.03.05➔ Students will understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.

L.CN.03.01➔ Students will ask substantive questions of the speaker that will provide additional elaboration and details.

L.CN.03.02➔ Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

Arts Education

ART.VA.IV.3.1➔ Examine customs or traditions celebrated by different communities.

ART.VA.IV.3.2➔ Describe the materials and art forms used by particular cultures.

ART.VA.IV.3.3➔ Recognize how the available materials and processes available in a particular time or place can influence the art that is created.

ART.VA. V.3.1➔ Describe how art can be found in various environments.

4th Grade

Social Studies

4-H3.0.4➔ Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes Region during a variety of periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000).

4-H3.0.8➔ Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.

4-G5.0.1➔ Assess the positive and negative effects of human activity on the physical environment of the United States.

4-C2.0.2➔ Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

Science

L.OL.E.1➔ Life Requirements- Organisms have basic needs. Animals and plants need air, water and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair

L.OL.4.15➔ Determine that plants require air, water, light and a source of energy and building material for growth and repair

L.OL.4.16➔ Determine that animals require air, water, and a source of energy and building material for growth and repair

L.EC.E.1➔ Interactions-Organisms interact in various ways, including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism or other organisms.

L.EC.4.11➔ Identify organisms as part of a food chain or food web.

L.EC.E.2➔ Changed Environment Effects- When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.

L.EC.4.21➔ Explain how environmental changes can produce a change in the food web.

E.ST.E.2➔ Patterns of Objects In the Sky- Common objects in the sky have predictable patterns of movement.

E.ST.04.23➔ Describe the motion of the moon around the Earth

E.ST.04.24➔Explain how the visible shape of the moon follows a predictable cycle which takes approximately one month.

<u>English Language Arts</u>

S.CN.04.02➔ Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community building, appreciation, invitations, and cross-curricular discussions.

S.CN.04.05➔ Students will understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.

L.CN.04.01➔ Students will ask substantive questions of the speaker that will provide additional elaboration and details.

L.CN.04.02➔ Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

<u>Arts Education</u>

ART.VA.III.4.2➔ Recognize that art may serve functional purposes, be purely decorative or serve multiple purposes.

ART.VA.III.4.5➔ Analyze how art can be a reflection of society and a response to real world experiences.

ART.VA.IV.4.1➔ Describe how artwork communicates facts and/or experiences of various cultures.

ART.VA.IV.4.2➔ Compare and contrast the visual elements contained in the artwork of particular cultures.

ART.VA.IV.4.3➔ Evaluate the interrelationship between design, trends, events, and the economics of a culture.

Social Studies

K1.3➔ Understand the diversity of human beings and human cultures.

K1.4➔ Analyze events and circumstances from the vantage point of others.

5-U1.1.1➔ Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the Woodland peoples east of the Mississippi River (Eastern Woodland).

5-U1.1.3➔ Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

5-U1.4.3➔ Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

5-U2.3.3➔ Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans and American Indians)

Science

S.RS.M.1➔ Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.

S.RS.05.17➔ Describe the effect humans and other organisms have on the balance in the natural world.

S.RS.05.19➔ Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

LE.V.M.1➔ Species Adaptation and Survival- Species with certain traits are more likely than others to survive and have offspring in particular environments. When the environment changes, the advantage or disadvantage of the species' characteristics can change. Extinction of a species occurs when the environment changes and the characteristics of a species are insufficient to allow survival.

LE.V.05.14➔ Analyze the relationship of environmental change and catastrophic events (for example: volcanic eruption, floods, asteroid impact, tsunami) to species extinction.

E.ES.M.6➔ Seasons- Seasons result from annual variations in the intensity of sunlight and length of day due to the tilt of the axis of the Earth relative to the plane of its yearly orbit around the sun.
E.ES.05.61➔ Demonstrate and explain seasons using a model.

English Language Arts

S.CN.05.02➔ Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation and persuasion.

L.CN.05.01➔ Students will ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.

L.CN.05.02➔ Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

Arts Education

ART.VA.III.5.2➔ Identify and defend various purposes for creating works of visual art.

ART.VA.III.5.5➔ Develop a sensitivity and understanding of how personal experiences can influence the development of artwork.

ART.VA.IV.5.2➔ Compare and contrast works of art as belonging to particular cultures, times, and places.

ART.VA.IV.5.3➔ Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art.

ART.VA.V.5.1➔ Explain how visual arts have inherent relationships to everyday life.

ART.VA.V.5.4➔ Synthesize connections between the visual arts and other disciplines in the curriculum.

6th Grade

Social Studies

K1.3➔ Understand the diversity of human beings and human cultures.

K1.4➔ Analyze events and circumstances from the vantage point of others.

6-G4.1.1➔ Identify and explain examples of cultural diffusion within the Americas (e.g. baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

6-G4.3.2➔ Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities - modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

6-G4.4.1➔ Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6-G5.2.1➔ Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

6-E2.3.1➔ Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

Science

S.RS.M.1➔ Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.

S.RS.06.17➔ Describe the effect humans and other organisms have on the balance in the natural world.

S.RS.06.19➔ Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

L.EC.M.2➔ Relationships of Organisms- Two types of organisms may interact with one another in several ways: they may be in a producer/consumer, predator/prey, or parasite/host relationship. Some organisms may scavenge or decompose another. Relationships may be competitive or mutually beneficial. Some species have become so adapted to each other that neither could survive without the other.

L.EC.6.22➔ Explain how two populations of organisms can be mutually beneficial and how that can lead to interdependency.

L.EC.6.23➔ Predict how changes in one population might affect other populations based upon their relationships in the food web.

L.EC.M.4➔ Environmental Impact of Organisms- All organisms (including humans) cause change in the environment where they live. Some of the

changes are harmful to the organism or other organisms, whereas others are helpful.

L.EC.6.41➔ Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems.

<u>English Language Arts</u>

L.CN.06.01➔ Students will respond to, evaluate and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.

L.CN.06.02➔ Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

L.RP.06.03➔ Students will identify a speaker's affective communication expressed through tone, mood, and emotional cues.

<u>Arts Education</u>

ART.VA.III.6.2➔ Develop the skill of interpreting artwork, searching for embedded meaning, function, and personal connections at a developing level.

ART.VA.IV.6.1➔ Recognize and describe how art contributes to and reflects all societies and cultures.

ART.VA.IV.6.2➔ Develop an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.

ART.VA.V.6.3➔ Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural contexts at a developing level.

ART.VA.V.6.5➔ Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at a developing level.