



# ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

## Clan Bingo 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>

### Kindergarten

#### Social Studies

- K-H2.0.3** → Identify the beginning, middle, and end of historical narratives or stories.
- K-H2.0.4** → Describe ways people learn about the past (e.g. photos, artifacts, diaries, stories, videos).
- K-G5.0.1** → Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

#### 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.00.11** → Identify that living things have basic needs.

#### English Language Arts

- L.CN.00.01** → Students will understand and follow one- and two-step directions.
- L.CN.00.02** → Students will ask appropriate questions during a presentation or report.
- L.CN.00.03** → 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; listen to each other, interact, and respond appropriately.

## Arts Education

None

## 1<sup>st</sup> Grade

### Social Studies

**1-H2.0.4** → Retell in sequence important ideas and details from stories about families or schools.

**1-H2.0.5** → Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

**1-H2.0.6** → Compare life today with life in the past using the criteria of family, school, jobs, or communication.

**1-G5.0.1** → Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

### 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.01.13** → Identify the needs of animals.

### English Language Arts

**L.CN.01.01** → Students will understand, restate and follow two-step directions.

**L.CN.01.02** → Students will ask appropriate questions for clarification and understanding during a presentation or report.

**L.CN.01.03** → 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; listen to the comments of a peer and respond on topic adding a connected idea.

## Arts Education

None

## **2<sup>nd</sup> Grade**

### **Social Studies**

**2-G4.0.3** → Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

**2-C1.0.1** → Explain why people form governments.

### **Science**

None

### **English Language Arts**

**L.CN.02.02** → Students will ask appropriate questions for clarification and understanding during a presentation or report.

**L.CN.02.03** → 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; listen to the comments of peers and respond on topic adding a connected idea.

### **Arts Education**

None

## **3<sup>rd</sup> Grade**

### **Social Studies**

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

**3-H3.0.5** → Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.

**3-G4.0.4** → Use data and current information about the Anishinabeg 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.

## Science

**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 dependant on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories and industry).

## English Language Arts

**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

None

## 4<sup>th</sup> Grade

### Social Studies

None

## 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.04.16 →** 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 and other organisms.

**L.EC.04.11 →** Identify organisms as part of a food chain or food web.

### **English Language Arts**

**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 critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

### **Arts Education**

**None**

## **5<sup>th</sup> Grade**

### **Social Studies**

**K1.3**→ Understand the diversity of human beings and human cultures.

**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-U1.4.2**→ Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

### **Science**

**None**

### **English Language Arts**

**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 critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

### **Arts Education**

**None**

## **6<sup>th</sup> Grade**

### **Social Studies**

**K1.3** → Understand the diversity of human beings and human cultures.

**6-G2.2.1** → Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

### **Science**

**None**

### **English Language Arts**

**L.CN.06.02** → Students will listen to or view critically 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.

### **Arts Education**

**None**

## **7<sup>th</sup> Grade**

### **Social Studies**

**K1.3** → Understand the diversity of human beings and human cultures.

### **Science**

**None**

### **English Language Arts**

**L.CN.07.02** → Students will listen to or view critically 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.

### **Arts Education**

**None**

## **8<sup>th</sup> Grade**

### **Social Studies**

**K1.3** → Understand the diversity of human beings and human cultures.

### **Science**

None

### **English Language Arts**

**L.CN.08.02** → Students will listen to or view critically 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.

### **Arts Education**

None