



# ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

## Megis Shell Necklace 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-H2.0.4** → 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

None

#### 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

**ART.VA.I.K.2** → Work with materials and tools safely with environmental awareness.

**ART.VA.IV.K.1** → Understand that humans from all cultures, past or present, have created art.

**ART.VA.IV.K.2** → Identify and talk about artwork found around the world.

**ART.VA.V.K.4** → Explore connections between the visual arts and other curriculum

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

### **Social Studies**

None

### **Science**

None

### **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**

**ART.VA.I.1.2** → Demonstrate the responsible use of project materials with environmental awareness.

**ART.VA.IV.1.2** → Describe how subject matter of artwork may be connected to the environment in which it was created.

**ART.VA.IV.1.3** → Give examples that illustrate how artwork of different groups is influenced by the environment in which it was created.

**ART.VA.V.1.1** → Recognize art forms created for functional and recreational purposes.

## **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.

### **Science**

None

### **English Language Arts**

**L.CN.02.01** → Students will understand, restate and follow three- and four-step directions.

**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**

**ART.VA.I.2.2** → Demonstrate the safe use of a variety of materials, tools, and processes with environmental awareness.

**ART.VA.III.2.2** → Recognize that art is created to fulfill personal and/or social needs.

**ART.VA.IV.2.1** → Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.

**ART.VA.IV.2.2** → Discuss the subject matter of artwork from particular cultures at specific times.

**ART.VA.V.2.1** → Describe how art is used in everyday life.

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

### **Social Studies**

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

None

### **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**

**ART.VA.I.3.2** → Demonstrate control and safe use of a variety of art tools with environmental awareness.

**ART.VA.III.3.2** → Examine how art expresses cultural traditions.

**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.V.3.1** → Describe how art can be found in various environments.