



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Middle School 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>

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.

English Language Arts

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.

Arts Education

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.

7th 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.

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.07.17→ Describe the effect humans and other organisms have on the balance in the natural world.

S.RS.07.19→ Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

E.ES.M.4→ **Human Consequences-** Human activities have changed the land, oceans and atmosphere of the Earth, resulting in the reduction of the number and variety of wild plants and animals, sometimes causing extinction of species.

E.ES.7.41→ Explain how human activities (surface mining, deforestation, overpopulation, construction and urban development, farming, dams,

landfills, and restoring natural areas) change the surface of the Earth and affect the survival of organisms.

English Language Arts

- L.CN.07.01**→ Students will distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.
- 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.
- L.RP.07.03**→ Students will identify a speaker’s attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.
- L.RP.07.04**→ Students will ask probing questions of speakers, focusing on claims and conclusions presented.

Arts Education

- ART.VA.III.7.2**→ Interpret artwork searching for embedded meaning, function, and personal connections at an emerging level.
- ART.VA.IV.7.1**→ Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures at an emerging level.
- ART.VA.IV.7.2**→ Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
- ART.VA.V.7.3**→ Analyze and compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at an emerging level.
- ART.VA.V.7.5**→ Analyze and describe the ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at an emerging level.

8th 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.
- 8-U4.1.2**→ **Establishing America’s Place in the World-** Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution,

Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.

8-U4.2.4→ Consequences of Expansion- Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slave-holding states.

8-U6.1.1→ America at Century's End- Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including size of the United States and land-use
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
- systems of transportation (canals and railroads, including the Transcontinental Railroad) and their impact on the economy and society
- governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
- the treatment of African Americans including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy vs. Ferguson*, and the response of African Americans
- the policies toward American Indians including removal, reservations, the Dawes Act of 1887, and the response of American Indians

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.

L.RP.08.01→ Students will listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.

L.RP.08.03→ Students will paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.

Arts Education

ART.VA.III.8.2→ Effectively interpret artwork searching for embedded meaning, function, and personal connections.

ART.VA.IV.8.1→ Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures.

ART.VA.IV.8.2→ Articulate an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.

ART.VA.V.8.3→ Effectively analyze and compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context.

ART.VA.V.8.5→ Effectively analyze and describe the ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.