



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Take A Walk In Our Shoes: Moccasin History 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>

4th Grade

Social Studies

None

Science

S.IP.E.1 → Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.04.11 → Make purposeful observation of the natural world using the appropriate senses.

S.RS.E.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.04.18 → Describe the effect humans and other organisms have on the balance of the natural world.

S.RS.04.19 → Describe how people have contributed to science throughout history and across cultures.

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

English Language Arts

R.WS.04.02→ Students will use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

R.WS.04.04→ Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.IT.04.03→ Students will explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.

R.CM.04.01→ Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.04.03→ Students will explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

R.CM.04.04→ Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.04.01→ Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

R.MT.04.02→ Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.

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

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.

5th 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.

Science

None

English Language Arts

- R.WS.05.02**→ Students will use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.04**→ Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.NT.05.04**→ Students will explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.
- R.IT.05.02**→ Students will identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.
- R.IT.05.03**→ Students will explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.
- R.CM.05.01**→ Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

- R.CM.05.03**→ Students will analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.05.04**→ Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
- R.MT.05.01**→ Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- S.CN.05.05**→ Students will understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.
- S.DS.05.03**→ Students will respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.
- 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.
- L.RP.05.05**→ Students will respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.

Arts Education

- ART.VA.III.5.2**→ Identify and defend various purposes for creating works of visual art.
- 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.
- 6-W2.1.3**→ Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast, Anasazi and Apache of the Southwest).
- 6-G2.2.1**→ Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 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).

Science

- S.IP.M.1**→ Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
- S.IP.06.11**→ Generate scientific questions based on observations, investigations, and research.
- L.OL.M.5**→ **Producers, Consumers, and Decomposers** – Producers are mainly green plants that obtain energy from the sun by the process of photosynthesis. All animals, including humans, are consumers that meet their energy needs by eating other organisms or their products. Consumers break down the structures of the organisms they eat to make the materials they need to grow and function. Decomposers, including bacteria and fungi, use dead organisms or their products to meet their energy needs. *
- L.OL.06.51**→ Classify producers, consumers, and decomposers based on their source of food (the source of energy and building materials). *
- 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.06.41 → 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.

L.EC.06.42 → Predict possible consequences of overpopulation of organisms, including humans, (for example: species extinction, resource depletion, climate change, pollution).

English Language Arts

R.WS.06.01 → Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 → Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.06.04 → Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.06.05 → Students will acquire and apply strategies to identify unknown words and construct meaning.

R.WS.06.07 → Students will in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

R.IT.06.02 → Students will analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.

R.CM.06.01 → Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.06.03 → Students will analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.06.04 → Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.06.01 → Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

S.DS.06.02→ Students will respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.

L.CN.06.01→ Students will respond to, analyze, and evaluate 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 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.06.03→ Students will identify a speaker's affective communication expressed through tone, mood, and emotional cues.

L.RP.06.04→ Students will relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).

L.RP.06.05→ Students will respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.

L.RP.06.06→ Students will respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.

Arts Education

ART.VA.III.6.1→ Observe, describe, and analyze visual characteristics 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 context 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.

Science

None

English Language Arts

R.WS.07.01→ Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.07.04→ Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.07.05→ Students will acquire and apply strategies to identify unknown words and construct meaning.

R.WS.07.07→ Students will in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.

R.IT.07.01→ Students will analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.

R.IT.07.02→ Students will analyze organizational text patterns including sequential, compare/contrast, and cause/effect.

R.CM.07.01→ Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.07.03→ Students will analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.07.04→ Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.07.01→ Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if

uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

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.

Arts Education

ART.VA.III.7.1→ Critically observe, describe, and analyze visual characteristics at an emerging level.

ART.VA.III.7.4→ Use critical thinking strategies to observe, compare, and contrast artworks 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 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.

Science

None

English Language Arts

- R.WS.08.01**→ Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.08.04**→ Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.08.05**→ Students will acquire and apply strategies to identify unknown words and construct meaning.
- R.IT.08.02**→ Students will analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.
- R.CM.08.01**→ Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- L.CN.08.01**→ Students will analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.
- 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.08.04**→ Students will analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.
- L.RP.08.05**→ Students will respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

Arts Education

- ART.VA.III.8.1**→ Critically observe, describe, and analyze visual characteristics within works of art.
- ART.VA.III.8.4**→ Effectively use critical thinking strategies to observe, compare, and contrast artworks.
- 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 ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.

High School

Social Studies

K1.5→ Understand the diversity of human beings and human cultures.

Science

None

English Language Arts

CE 2.1.10→ Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

CE 2.1.11→ Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

CE 2.1.12→ Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

CE 2.2.3→ Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

CE 4.2.3→ Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

Arts Education

ART.VA.IV.HS.1→ Observe and describe artwork with respect to history and culture.

ART.VA.IV.HS.2→ Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.

ART.VA.IV.HS.3→ Analyze the correlation between art, history, and culture throughout time.