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Faces of the Past

Target Grade: 3rd and 4th grade

Subject: Language Arts/Social Studies

Unit Overview: The goals of the unit focus on teaching the students to understand the culture of the first peoples in our area during the 18th and 19th centuries and the succession of historical local events during that time period that have shaped life on the south shore of Lake Superior and for the Great Lake region. Students will learn through oral storytelling with narratives that are based on the book, A Face in The Rock. They will also learn through class discussion, hands-on activities, journals and skit development and presentation. This unit fits neatly into the existing lesson plans for our study of Michigan history in the early 19th century as it addresses the Chippewa culture, Michigan history, local history, and the fur trade.

Books/Sources Consulted

A Face In the Rock, The Tale of the Grand Island Chippewa, Graham, Loren. University of California Press, 1995. 158p.

Eastern Ojibwa-Chippewa-Ottawa Dictionary, Rhodes, Richard. Walter de Gruyter and Co., Berlin. 1995

Edible Wild Plants, Peterson Field Guides, Peterson, Lee Allen, Houghton Mifflin Company, Boston, 1977.

Exploring Big Bay, Michigan An Educational Coloring Book, Waring, Betty. Local publication, 1990.

Ojibwa Narratives of Charles and Charlotte Kawbawgam and Jacques LePique, 1893-1895, Kidder, Homer. Wayne State University Press, Detroit. 1994 166p.

LeVeque, Delores (great-great-great granddaughter of Powers of the Air.)

Objectives

1. At the end of this unit, students will describe the lifestyle of the Grand Island Chippewa. (Class discussion, oral storytelling, hands-on activities, skits)
2. Students will identify three major historical figures in the Upper Peninsula during the late 1800's and tell what affect they had on our area. (Storytelling, journaling)
3. Students will chronologically order major events in our community and in the Grand Island story. (Storytelling, time lines)
4. Students will locate early travel routes along the South Shore of Lake Superior and see our role in that era. (Map making)
5. Students will orally present a historical narrative based on the information learned from this unit.

Content Standards

Social Studies

Historical Perspective

Content Standard 1.1 Time and Chronology (1.1.2 place major events in the development of their local community and the state of Michigan in chronological order.)

Content Standard 1.2 Comprehending the Past (1.2.1 summarize the sequence of key events in stories describing life from the past in their local community) (1.2.2 use narratives and graphic data to compare the past of their local community ...with the present day life.) (1.2.3 recount the lives and characters of a variety of individuals from the past representing the diversity of their local community, the state of Michigan...)

Geographic Perspective

Content Standard 2.1 People Places and Cultures (2.2.2 describe the location, use and importance of different kinds of resources and explain how they are created and the consequence of their use.)

Content Standard 2.4 Regions, Patterns and Processes (2.4.1 draw sketch maps of the community and region.)

Language Arts

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write.

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Procedure

Day 1

Objectives:

1. Students will listen to an oral story told from a Voyageur's perspective to gain information on the local history of the Grand Island area, and the Fur Trade of the era.
2. Students will identify with the lifestyle of the Voyageur through various activities.

Instruction

1. Teacher comes in wearing some traditional voyageur clothing, and singing En Roulant (paddle song). Teacher asks students to identify who the character represents.
2. Class discusses Voyageur life, and teacher shares with them some pea soup, the staple meal for Voyageurs while they discuss
3. Teacher tells a story to the class based on the account in *A Face In The Rock*, pages 67-76. Voyageur shows students a map of the area that they "followed" and picture of Shingwauk (p.26) as she tells the story. From this perspective, students will learn about Gov. Cass's trip to the Upper Peninsula in order to find the source of the Mississippi River, and to learn about the people that lived in these regions. Also covered will be the trip to Sault Saint Marie, his challenges in acquiring the land on the south shore of St. Mary's River from the Ojibwe. From there, the Voyageur will speak of Grand Island, meeting Powers of the Air, and carving his face in the rock.
4. Teacher hands out diaries for students. Tells them they are the "Clerks" and must record important events that they learn on the trip. Ask students to suggest some of the major events from the oral story and write in diaries.
5. Tell students that tomorrow they will hear from Powers of the Air and learn about what happened to the Grand Island Chippewa.

Assessment:

Students will have identified specific places from the story on the map.

Students will have made diary entries regarding the life of a fur trader, and the major historical events that the Voyageur revealed in her story.

Day 2

Objectives:

1. Students will listen to an oral story told from Little Duck's perspective in order to gain information on the local history of the Grand Island Chippewa culture.
2. Students will understand what life was like on Grand Island for the Chippewa.
3. Students will identify 2 wild edibles the Chippewa found on the island.
4. Students will be able to identify some local Ojibwa place names and common words

Instruction

1. Teacher comes in as Little Duck and tells a story (based on pages 21-29 in A Face in the Rock) about life on Grand Island around the 1820's. Topics to cover include location of tribe on island, gathering and hunting, importance of speed of foot to tribe, Little Duck's fame in running, and the tensions between the Island and the Mainland Chippewa, ending with the decision to join the mainland in the battle.
2. Teacher has some examples of spring wild edibles: leeks, wintergreen, blueberry leaves. Passes them around the room and has students guess what they are and what they were used for. Explain identification methods and uses.
3. Teacher passes out some dried blueberries and maple sugar for students. Explain how Ojibwa collected sugar in birch bark buckets, and boiled it down by using rocks from the fire to make the sap boil. Explain the drying of blueberries on sheets of birch bark in the sun for weeks.
4. Students make diary entry for life on Grand Island. What are some ways the Island Ojibwa used their environment? Note them in journals. Draw one of the wild edibles and label in the journal.
5. Teacher puts some Ojibwa words on board for students to put in their journals.

Words: **Big Bay:** Kitchie way quay dung

Yellow Dog River: Shw zha wah gum e nong Sibi (ball with foggy grey color)

Sauks Head: Ozah gee wush te gwong ah go dayg (where the Sauks' heads hang)

Lake Independence: Kitchi way quay dung Sawgaweegun (large bay lake)

Sugar Loaf Mountain: Do-do-so-ak-I-nong (woman's breast)

Little Presque Isle: Misquah be kaw Singk (place of the red rock)

Thank You: miigwech

Welcome: Aa haaw

Assessment:

Journal entries will include insights on how the island Ojibwe utilized their natural environment, identification of wild edibles, and the place names.

Day 3

Objectives.

1. Students will understand some of the issues between the Chippewa and the Sioux, and the Battle of the Cavern and what it meant to Grand Island history.
2. Students will identify the major travel routes along the south shore of Lake Superior, and our community's place in it.

Instruction:

1. Teacher will recount the story of the Battle of the Cavern, from Powers of the Air's perspective, based on pages 34-44 in AFOR.
2. At various points in the narrative, teacher will stop and have students identify the party's progress on the map. Students will then mark those places in their journals.
3. After story, have students answer question in the diary: Do you agree with the decision that the Islanders made in the cavern, or would you have walked away from the battle? Why?
4. Discuss student's responses to diary question.

Assessment:

Student's diary entries should reflect some understanding of the culture at the time of the battle.

Maps depicting the party's progress and Powers of the Air's journey home.

Day 4**Objectives:**

1. Students will be able to identify the major events discussed in this unit, and put them in chronological order, then compare them to what was going on in our area.

Instruction:

1. Teacher will briefly discuss the next few decades of Grand Island History, and put the dates of the events up on the board.
2. Students will locate dates of local historical events in the Big Bay Educational Coloring Book and list them on the board.
3. Class will organize all the events and put them on one time line in their diaries.
4. Class will discuss how the events are similar and how they differ.
5. Students will be broken into two groups and will discuss their favorite story from the last 3 days. Each group will select a different part of the story and discuss plans for a skit based on the stories.

Assessment: Time lines

Day 5**Objectives:**

1. Students will perform a skit based on the knowledge learned from the unit's oral stories, diary entries, and activities accomplished during the unit.

Instruction

1. Class will discuss the teacher's presentations and list the techniques of storytelling that they witnessed during this unit. What made the stories interesting to you? (Eye contact, facial expression, voice changes, body movements, etc.) What could the storyteller have done more of to make the story more interesting?
2. Discussion of "Historical Fiction" and how it was used in the stories presented in this unit. List actual historical events from the week, and list the fictional elements.
3. Divide the class into groups of 3-5.
4. Keeping the above techniques in mind, groups have 20 minutes to plan and prepare an oral skit based on the stories from A Face in The Rock. Skits will be 5 –10 minutes in length, and involve everyone in the group in the presentation. Skits must accurately include one major event from the

unit with at least 2 characters that have been presented in the stories. Students may use journal entries, group discussion, A Face in the Rock and other sources for their skits.

Assessment:

Skits must fulfill the above requirements.

Extension Activity: A trip to Grand Island.

Island Activities: A run along Trout Bay
Finding the Face in the Rock
Wild edible hike

Overall Unit Assessment: Assessment of student learning will be done through completion of the diaries, execution of the skits, and completion of the time line and map. Through these activities, students will use the knowledge they gained from listening to the oral stories. Successful completion of the assessment tools will illustrate the students' comprehension of the material covered.

Materials: Map of the south shore of Lake Superior

Map of Grand Island

Map of Upper Great Lakes States

Props for storytelling

Pea soup, bowls, spoons

Maple sugar samples

Dried blueberries

Plant samples of wintergreen, leeks, blueberry leaves

Diaries for each student

Multiple copies of Exploring Big Bay coloring book.

Blank map of the south shore of Lake Superior