

Anoka Hennepin K-12 Curriculum Unit Plan

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| Department: Social Studies | Grade Level: Grade 2 |
| Unit Title: History: Dakota and Anishinaabe | Trimester: Trimester 1, 2 or 3; will fluctuate based on trunk rotation, 15-16 days |

Unit Summary: This unit examines history“ through the lenses of the Dakota and Anishinaabe peoples. Students will learn about daily life for Minnesota Dakota and Anishinaabe peoples in different times, including before European contact and today. Students will learn how the culture of a community reflects the history, daily life or beliefs of its people. Students will use historical records and artifacts to describe how people’s lives have changed over time. Students will use the seasons to measure the passing of time and discover how each season influences the interactions of Anishinaabe community. Opportunities to integrate English Language Arts are included in this unit. Through this integration and a variety of other activities, children will learn that the study of history helps people learn about the world around them. Summative Assessment: Students will draw a diagram/picture of Anishinaabe life during two different seasons and name one way that life is the same (and one way it is different) between each of the seasons. Students will differentiate between activities performed by males and females within each season. Students will also code statements regarding Anishinaabe life as “Then, Now or Both”.

- Program Understandings or Big Ideas:**
- **I. CULTURE:** Students will understand that cultural expressions (e.g., customs, ideas, and practices across time and around the world) influence interactions among peoples, regions, and nations around the world.
 - **II. TIME, CONTINUITY, AND CHANGE:** Students will understand that people, events, and ideas within communities influence change over time.
 - **V. INDIVIDUALS, GROUPS, AND INSTITUTIONS:** Students will understand that individuals, groups, and institutions interact across time and culture to preserve or change societies.
 - **VIII. SCIENCE, TECHNOLOGY AND SOCIETY:** Students will understand that science and technology have advanced societies and world civilizations.

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| Link to → | <u>Stage 1</u> | <u>Stage 2</u> | <u>Stage 3</u> |
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| Stage 1: Desired Results | |
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| Established Goals/Standards | Acquisition ⇔ Meaning Making ⇔ Transfer |
| MN Academic Standards in Social Studies: History 2.4.1.1.1: Use and create calendars to identify days, weeks, months, | |

years and seasons; use and create timelines to chronicle personal, school, community or world events.

2.4.1.2.1: Use historical records and artifacts to describe how people's lives have changed over time. (For example: Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools.)

2.4.2.4.1: Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.

2.4.2.4.2: Describe how the culture of a community reflects the history, daily life or beliefs of its people. (For example: Elements of culture - foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing.)

ELA: 2.1.9.9 Compare and contrast two or more versions of the same story by different authors or from different cultures including those by and about American Indians.

Transfer

Students will be able to independently use their learning to... compare and contrast daily life of Anishinaabe people across two different seasons and across time (Then and Now); describe how the culture of a community reflects the history, daily life or beliefs of its people (through their drawings and labels).

Meaning Making

Meaning Making

UNDERSTANDINGS

Student will understand that...

What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?

Overarching (Framework)

1. there are a variety of cultures found in their own community and around the world that influence the way people interact.
2. people, events, and ideas influence change over time.
3. individuals and groups preserve or change communities.
4. technology changes people’s lives in both positive and negative ways.

Topical (Unit)

1. Dakota and Anishinaabe are two cultures native to our community that have changed over time.
2. Historical records and artifacts help show how Dakota and Anishinaabe culture has been preserved and changed.
3. Dakota and Anishinaabe use the seasons to measure the passing of time; the seasons influence the interactions within each

ESSENTIAL QUESTIONS

Students will keep considering:

For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?

Overarching (Framework)

1. Why do we learn about other cultures?
2. How are cultures similar and different?
3. How do people, events, and ideas of the past and present influence our lives?
4. Why do some things stay the same while other things change?
5. How do people preserve their culture?
6. How/Why do people change their community?
7. How does technology influence our lives in positive and negative ways?

Topical (Unit)

1. How can historical artifacts help me learn about people who lived long ago and recognize how life has changed over time?
2. Why is it important to learn about the Dakota and Anishinaabe people?
3. What are the activities specific to the members

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| <p>community.</p> <p>4. Activities for men and women were different in the Dakota and Anishinaabe communities, based on the seasons.</p> | <p>of the Dakota and/ or Anishinaabe communities and how do the seasons influence these activities?</p> <p>4. How did the Dakota and/ or Anishinaabe cultures change after contact with the European people? How did it stay the same?</p> |
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Acquisition

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| <p><i>Students will know...</i> <i>What facts and basic concepts should students know and be able to recall?</i></p> <ul style="list-style-type: none"> ● Dakota and/or Anishinaabe people lived in what is now Minnesota prior to the arrival of European settlers ● members of the Dakota and/or Anishinaabe communities performed different activities based on the seasons. ● the lives of the Dakota and/or Anishinaabe were structured by the seasons, ensuring their survival. ● elements of culture such as food, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes and clothing. ● the Dakota and/or Anishinaabe people intentionally used resources (for example, all parts of a deer were used; nothing was wasted.) ● historical records include: photos, oral histories, diaries/journals, textbooks, library books. ● artifacts include: art, pottery, baskets, jewelry, tools. | <p><i>Students will be able to...</i> <i>What discrete skills and processes should students be able to use?</i></p> <ul style="list-style-type: none"> ● compare and contrast daily life of Anishinaabe people at different seasons. ● use and create a timeline of Dakota and/or Anishinaabe life based on the four seasons. ● use and create a timeline (calendar stick) to chronicle school/personal events ● compare and contrast life pre and post European contact. ● use an artifact or historical record to describe how Dakota and/or Anishinaabe people’s lives have changed over time. ● describe how the culture of the Anishinaabe reflects the history, daily life or beliefs of its people. ● ELA: 2.1.9.9 Compare and contrast two or more versions of the same story by different authors or from different cultures including those by and about American Indians. |
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- records and artifacts help us learn about the people who came before us.

Essential Vocabulary:

- Native Americans/ American Indians
- past/present
- history
- historical records
- artifacts
- culture
- celebrations, contributions, origin
- Dakota, Sioux, Ojibwe, Anishinaabe, Chippewa (***Dakota*** is the preferred name and it should be used when teaching these lessons. *Dakota* means “we are friends or allies”. ***Sioux*** is a name assigned by outsiders meaning, “snake in the grass.” ***Anishinaabe*** is the name the Ojibwe call themselves, translates to “us”. Outsiders can and should use ***Ojibwe***. There are three spellings: Ojibwe/wa/way. Ojibwe is the preferred spelling among Minnesota native people. ***Chippewa*** is the name government agents/French fur traders used because they misunderstood the pronunciation of Ojibwe.)
- wild rice
- sugarbush
- cradleboard
- European

Key Terms:

- Wigwam, deerskin, canoe, snowshoes
- treaties, reservations
- Dagwaagin (fall), Biboon (winter), Ziigwan (spring), Niibin (summer)

- wild rice: mahnomen, aquatic, husk, drying, parching, threshing/jigging, winnowing harvesting (*wild rice is harvested, not gathered) canoe, rice knockers, process
- Oral Tradition (storytelling), Nanabosho
- loon, beaver, muskrat, otter, crow, turtle
- sugarbush: bark tap, spile, sap, muhkuk, snowshoes, maple sugar, trough, maple syrup, boiling
- cradleboard: dream catcher, arch
- cache
- (games of) skill/chance
- wild/cultivated

To view all vocabulary words for grade 2 social studies, see [“Grade 2 Social Studies Vocabulary”](#) (pink document in front of binder.)

To access the “Grade 2 Social Studies Vocabulary Cards,” google link here [Link to Vocabulary Cards](#)

Common misunderstanding(s):

- All Native American cultures are the same.
- Native American people are only from the past.
- Native American traditions are only from the past.
- People need stores to have their needs met.