

Cultural Standards

- 4.1.1: C-8 - Describe factors that have influenced changes in the diets of Native Americans
- 4.1.1:E-10 - Outline historical changes in the livelihood of Native American peoples in Minnesota
- 4.1.1: H-10 - Discuss problems encountered by Native American peoples in urban areas
- 4.1.2: C-6: Research and portray characters (through role-play, storytelling, etc.) associated with stories relating to Ojibwe or D/Lakota culture
- 4.1.2: D-8 - Explain how Native American stories and legends enhance understanding of the past
- 4.1.2: B-10 - Demonstrate awareness that traditional stories contain more than one teaching
- 4.1.2: E-10 - Give reasons why it is important for contemporary Native Americans to maintain or re-establish traditional values in their lives

MN State Standards

- **ELA:** 6.4.3.3, 7.4.3.3, 8.4.3.3
- **Math:** 6.1.3.5, 6.3.1.3, 6.3.3.1, 7.2.2.3, 7.4.1.1,
- **Social Studies:** 6.3.4.10.1, 6.4.4.21.1, 7.1.3.6.2, 7.2.4.5.1, 8.3.3.5.1, 8.3.3.6.1, 8.4.3.14.8, 9.4.3.7.2,
- **Science:** 6.2.3.2.3, 7.1.1.2.3, 7.4.4.1.2, 8.1.3.3.2, 8.1.3.3.3
- **Biology:** 9.3.2.3.1, 9.4.2.1.2, 9.4.2.2.2, 9.4.4.1.2,

Biboon Whodunit?

Objective: Learn about plant diversity and community

Integration: Science, English, Math

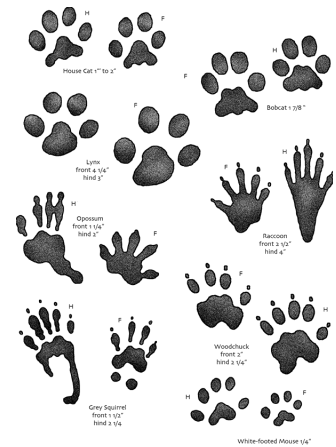
Background Information

Native Americans view animal tracks as shadow prints on our lives left by the spirit of the animal. As members of a clan, we must understand how our spirit animal lives and survives in the world. By observing our animal and understanding its place in the world, we learn how to become good relatives ourselves. Animals teach us many things when we pay attention.

The turtle teaches us to stand with both feet firmly

on the ground as we connect to Mother Earth. It shows us how we can protect ourselves—and that it is okay to withdraw sometimes. The turtle also shows us to take things slow and easy and that all things happen in good time.

Animal tracks can tell their own story such as where an animal has been and where it is going. Tell your own critter tales by creating animal tracks and seeking evidence of animals all around you.



Lesson

1. Create a KWL chart or graphic organizer with students. (Inner circle is for your experiences with tracking; larger concentric circle is for your partner's experiences; outside the circle is for the group's experiences). (5 minutes)
2. Take group over to the track cloth. What might be some reasons why we would simulate this experience? (Weather, inaccessibility to natural areas, wrong season, etc.) What are some potential problems with using this method? (inaccurate scale) (2 minutes)
3. Have participants spend some time trying to determine what happened. What tools would be helpful (a tracking guide)? (5 minutes) *may have to hand out guides
4. Discuss "crime" with a partner. What happened? Come to a consensus. (3 minutes)
5. Share ideas with group. Who are the 'characters' in this scene? Jot down a potential plot/timeline. (5 minutes)
6. Choose one of the extension activities on the following page for the next learning opportunity. (Use this time with teachers to brainstorm interdisciplinary activities)

Materials:

- Track cloth
- Caution tape
- Animal track chart
- Ojibway Clans by Mark Anthony Jacobson (optional)
- Animal track samples
- Ink pads
- Tape measure
- Writing utensils
- Paper or notebook
- Paint and brushes
- Fabric or paper

Vocabulary:

Character
Clan
Demand
Embalm
Food web
Hunter gatherer
Microeconomics
Narrative
Phenology
Plot
PSI
Subsistence hunting
Supply
Taxidermy



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Discussion Questions

1. What do animals tell us about being a good relative?
2. What are some reasons why people pay attention to animal tracks?
3. How has living in an urban setting altered the need to observe animal signs?
4. How are Native Americans reviving and maintaining their traditional cultures in the context of increasing globalization?
5. What is sense of place and how do we develop it?

Evaluation

Ask students to reflect on the challenges of this activity. What were the challenges?

Give students the opportunity to create their own “whodunit”; how well do students comprehend food chains?

Enrichment Activities

1. Write a narrative from the point of view of one of the animals.
2. Research the declining moose population in Minnesota (and around the world).
3. Calculate the PSI for animals. How does the change in seasons effect animals?
4. Research Minnesota’s wolf hunt. What are the arguments for and against the hunt? Have an Elder speak to your class about the traditional teachings surrounding wolves.
5. Study the microeconomics of the fur trade (supply and demand) of beaver pelts for instance)
6. Analyze the interconnectedness of the environment and human activities and the impact of one upon another.
7. Compare and contrast the cultural differences between the hunter gatherer and early agricultural societies.
8. What is the chemistry of taxidermy? How does it differ from embalming?
9. Research clan animals from various tribes. How do the animals reflect tribe location and desired personal traits?