

# Teachers Guide

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## “Ojibwe Lifeways” Multidisciplinary Classroom Activities

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit [www.mndnr.gov/young\\_naturalists/ojibwe](http://www.mndnr.gov/young_naturalists/ojibwe)

Young Naturalists teachers guides are provided free of charge to classroom teachers, parents, and students. This guide contains a brief summary of the article, suggested independent reading levels, word count, materials list, estimates of preparation and instructional time, academic standards applications, preview strategies and study questions overview, adaptations for special needs students, assessment options, extension activities,



Web resources (including related Minnesota Conservation Volunteer articles), copy-ready study questions with answer key, and a copy-ready vocabulary sheet and vocabulary study cards. There is also a practice quiz (with answer key) in Minnesota Comprehensive Assessments format. Materials may be reproduced and/or modified to suit user needs. Users are encouraged to provide feedback through an online survey at [www.mndnr.gov/education/teachers/activities/ynstudyguides/survey.html](http://www.mndnr.gov/education/teachers/activities/ynstudyguides/survey.html).

**New digital archives:** All *Minnesota Conservation Volunteer* articles published since 1940 are now online in PDF format. Visit [www.mndnr.gov/magazine](http://www.mndnr.gov/magazine) and click on *past issues*.

### Summary

“Ojibwe Lifeways” introduces students to hunting and gathering traditions of the Anishinaabe (also known as Ojibwe or Chippewa) people of Minnesota. After a brief description of the Ojibwe conservation ethic, readers learn about maple syrup/sugar making; summer fishing; berry, nut, and mushroom gathering; fall wild ricing; and winter rabbit snaring. Along the way, readers also learn about food preservation. **Note: This article is an excellent supplement to your middle-level history curriculum.**

**Suggested reading levels:**  
**Materials:**  
**Preparation time:**  
**Estimated instructional time:**

Third through middle school grades

Moccasin game materials (moccasins or slippers, marbles), samples of the foods described in the article, paper, poster board, colored pencils, crayons, pens, markers, print and online resources your media specialist may provide.

One to two hours, not including time for extension activities

One or two 50-minute class periods (not including extensions)

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### Minnesota Academic Standards Applications:

“Ojibwe Lifeways” may be applied to the following Minnesota Department of Education standards:

#### **Language Arts Reading**

##### **Benchmarks:**

##### **Informational Text 3–8**

Key Ideas and Details  
Craft and Structure  
Integration of Knowledge and Ideas  
Range of Reading and Level of Text Complexity

#### **Writing Benchmarks 3–8**

Text Types and Purposes  
Writing Process  
Research to Build and Present Knowledge  
Range of Writing

#### **Reading Benchmarks: Literacy in Science and Technical Subjects 6–8**

Key Ideas and Details  
Craft and Structure  
Integration of Knowledge and Ideas  
Range of Reading and Level of Text Complexity

#### **Writing Benchmarks: Literacy in History/Social Studies, Science and Technical Subjects 6–8**

Text Types and Purposes  
Writing Process: Production and Distribution of Writing  
Research to Build and Present Knowledge  
Range of Writing

#### **Social Studies (2011 draft)**

##### **Grades 5, 6, 7, 8**

History  
5.4.4.16.2; 6.4.4.15.1;  
6.4.4.16.1; 6.4.4.18.1;  
6.4.4.18.2; 6.4.4.20.4; 7.4.1.2.1;  
7.4.4.18.1  
8.4.1.2.1

##### **Grade 6**

Citizenship and Government  
6.1.4.11.1

##### **Grades 6, 8**

Geography  
6.3.1.1.1; 6.3.4.10.1; 8.3.3.5.1

#### **Arts**

##### **Grades K–12**

1. Artistic Foundations: Visual Arts
2. Artistic Process: Create or Make: Visual Arts
3. Artistic Process: Perform or Present: Visual Arts
4. Artistic Process: Respond or Critique: Visual Arts

Current, complete Minnesota Academic Standards are available at [www.education.state.mn.us](http://www.education.state.mn.us). Teachers who find other connections to standards are encouraged to contact *Minnesota Conservation Volunteer*.

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### Preview

(1) Divide the class into groups of five or six and play the moccasin game (see Web Resources below). (2) Provide samples of the foods described in the article. (3) Follow with the **KWL** strategy (Ogle, 1986) to find out what your students already know (**K**) about indigenous peoples of Minnesota. You might begin by asking small groups to brainstorm their ideas. Then combine the groups’ data to make a class list. Repeat step one by asking what students would like to learn (**W**). As you read and discuss the article you will begin to compile the (**L**) list, or what they learn while reading the article and related materials and participating in extension activities. Display your **K** and **W** ideas on poster board or paper (see Vocabulary preview). See [www.teach-nology.com/web\\_tools/graphic\\_org/kwl](http://www.teach-nology.com/web_tools/graphic_org/kwl) for a KWL generator that will produce individual organizers for your students. KWL gives you the opportunity to introduce interdisciplinary connections you will make during extension activities. If you use the article in social studies or art class, you may wish to focus your prereading discussion on academic standards that apply for that class.

Another strategy for accessing prior knowledge is a brainstorming web. You may download a printable web at [www.teachervision.fen.com/tv/printables/TCR/0743932080\\_007.pdf](http://www.teachervision.fen.com/tv/printables/TCR/0743932080_007.pdf).

### Vocabulary preview

See the copy-ready vocabulary list included in this guide. You may wish to modify the list based on your knowledge of your students’ needs or the subject you are teaching. Pretesting vocabulary individually, in small groups, or with your entire class can be an effective vocabulary preview strategy. You may then post-test at the conclusion of this activity (see Assessment section below). Italicized words are not generally included on the list or in the study cards.

You may wish to use the study cards found at the end of this guide. Cut along the horizontal line; fold in the middle, and tape or staple. Study cards (see *Strategic Tutoring*, Hock, Deshler, and Schumaker 2000) can be applied to any subject area. On one side of the card, in large letters, write a key word or phrase students are expected to know. In smaller letters, frame the word or phrase in a question or statement. On the other side of the card, in large letters, write the answer to the question. Finally, in smaller letters, frame the answer in a question or statement. Blanks are provided to allow you or your students to add new words or phrases.

### Study questions overview

Study questions parallel the story (the answer to the first question appears first in the article, followed by the second, and so on). Preview the entire guide with your class before you read the article. You may wish to read the story aloud and complete the study questions in class, in small groups, or as an independent activity. The questions may be assigned as homework, depending on the reading ability of your students. Inclusion teachers may provide more direct support to special needs students (see Adaptations section). The study questions may be also used as a quiz. Note: Items with an asterisk require varying degrees of critical thinking.

### Adaptations

Read aloud to special needs students. Abbreviate the study questions or highlight priority items to be completed first. If time allows, remaining items may be attempted. Peer helpers, paraprofessionals, or adult volunteers may lend a hand with the study questions. With close teacher supervision, cooperative groups can also offer effective support to special needs students, especially for extension activities.

### Assessment

You may use all or part of the study guide, combined with vocabulary, as a quiz. Other assessment ideas include: (1) Students may write an essay describing one or more of the main ideas in the article. For example, essays could focus on the sugar bush or wild rice gathering. (2) Students may write multiple-choice, true-false, or short-answer

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### Assessment continued

questions. Select the best items for a class quiz. (3) Poster presentations may supplement or take the place of essays. Students may work in small groups with each group focusing on a different main idea. (4) Have students complete the main idea and supporting details activity found at [www.teachervision.fen.com/tv/printables/scottforesman/Math\\_2\\_TTM\\_25.pdf](http://www.teachervision.fen.com/tv/printables/scottforesman/Math_2_TTM_25.pdf). You or your students can select main ideas. If you wish to include more than two main ideas, use more than one sheet.

### Extension activities

1. Extended Reading: (a) Advanced students who are interested in learning more about wild rice may wish to read Thomas Vennum’s *Wild Rice and the Ojibway People* (ISBN-10: 087351226X). (b) *Sacred Harvest* (ISBN-10: 0822596202), by Gordon Regguinti, is a more accessible book for middle-level readers. (c) *Ininatig’s Gift of Sugar* (ISBN-10: 0822596423), by Laura Waterman Wittstock, introduces students to the legend of Ininatig and the traditions of maple sugaring among the Anishinaabe.
2. Research: (a) *Night Flying Woman* (ISBN-10: 0873511670), by Ignatia Broker, is the true story of a young Anishinaabe girl growing up in the mid-19th century whose family moved onto the White Earth Reservation. This excellent book is accessible to mid-level readers and will provide a foundation for further inquiry into Native American traditions, interactions with white society and governments, treaty rights, and human rights issues. (b) *Ojibwe in Minnesota* (ISBN-10: 0873517687), by Anton Treuer, provides an in-depth history of the Ojibwe people in Minnesota and covers current topics, such as tribal sovereignty, land management, casinos, and tribal government. (c) *Everything You Wanted to Know About Indians But Were Afraid to Ask* (ISBN-10: 0873518616), also by Anton Treuer, covers many of the topics in *Ojibwe in Minnesota*, but in a Q&A format.
3. See “Digging Into the Promise of Copper” in the Related articles section. Challenge students to take a stand on the development of mining in northeastern Minnesota.
4. The issue of hunting, gathering, and fishing rights in ceded territories has been controversial in Minnesota and Wisconsin. Challenge your students to learn more about this topic and to write and/or speak about it to their peers. See “100 Years of Conservation” in Related articles.
5. The author of this article is an internationally recognized expert on Ojibwe language and culture. See Web resources for links to sites on language. Invite an Ojibwe speaker into your classroom to share the language and to discuss current issues.
6. During the winter months, storytelling is a Native American tradition. See Web resources for links to Native American stories.
7. Play the moccasin game.

### Web resources

#### Minnesota DNR

[files.dnr.state.mn.us/areas/fisheries/bemidji/upper\\_red.pdf](http://files.dnr.state.mn.us/areas/fisheries/bemidji/upper_red.pdf)  
[www.dnr.state.mn.us/aboutdnr/laws\\_treaties/1837/index.html](http://www.dnr.state.mn.us/aboutdnr/laws_treaties/1837/index.html)

#### Morel Mushrooms

[www.northerncountrymorels.com](http://www.northerncountrymorels.com)  
[www.minnesotamushrooms.org](http://www.minnesotamushrooms.org)  
[www.youtube.com/watch?v=aNh\\_RC5rSm4](http://www.youtube.com/watch?v=aNh_RC5rSm4)

#### Minnesota Ojibwe

[www.bigorrin.org/chippewa\\_kids.htm](http://www.bigorrin.org/chippewa_kids.htm)  
[www.mnchippewatribe.org/](http://www.mnchippewatribe.org/)  
[www.millelacsband.com/](http://www.millelacsband.com/)  
[www.native-languages.org/minnesota.htm](http://www.native-languages.org/minnesota.htm)

## “Ojibwe Lifeways”—Teachers Guide

### Web resources continued

#### Moccasin Game Rules

[www.7generations.org/Language%20Pages/moccasin%20Game.pdf](http://www.7generations.org/Language%20Pages/moccasin%20Game.pdf)

#### Compare and Contrast

[www.readwritethink.org/files/resources/interactives/compcontrast/](http://www.readwritethink.org/files/resources/interactives/compcontrast/)

[www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm](http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm)

[www.readingquest.org/strat/compare.html](http://www.readingquest.org/strat/compare.html)

#### Ojibwe Language and Culture

[www.tpt.org/?a=productions&id=3](http://www.tpt.org/?a=productions&id=3)

[minnesota.publicradio.org/display/web/2009/05/22/ojibwe\\_culture/](http://minnesota.publicradio.org/display/web/2009/05/22/ojibwe_culture/)

[www.bemidjistate.edu/airc/resources/ojibwe/](http://www.bemidjistate.edu/airc/resources/ojibwe/)

#### Native American Stories

[www.native-languages.org/chippewa-legends.htm](http://www.native-languages.org/chippewa-legends.htm)

[www.ilhawaii.net/~stony/loreindx.html](http://www.ilhawaii.net/~stony/loreindx.html)

#### Native American Speakers

[www.indianaffairs.state.mn.us/](http://www.indianaffairs.state.mn.us/)

[mn.gov/portal/government/tribal/mn-indian-tribes/](http://mn.gov/portal/government/tribal/mn-indian-tribes/)

#### Lesson Plans

[intersectingart.umn.edu/?lessons](http://intersectingart.umn.edu/?lessons)

[edsitement.neh.gov/lesson-plan/anishinabe-ojibwe-chippewa-culture-indian-nation](http://edsitement.neh.gov/lesson-plan/anishinabe-ojibwe-chippewa-culture-indian-nation)

[www.district279.org/departments/curriculum/Subjects/AmericanIndian/doc/2011\\_IndianEducationBooklet.pdf](http://www.district279.org/departments/curriculum/Subjects/AmericanIndian/doc/2011_IndianEducationBooklet.pdf)

[www.district279.org/departments/curriculum/Subjects/AmericanIndian/doc/051210\\_IndianEducationBooklet.pdf](http://www.district279.org/departments/curriculum/Subjects/AmericanIndian/doc/051210_IndianEducationBooklet.pdf)

#### Minnesota DNR Teacher Resources

[www.mndnr.gov/education/teachers/index.html](http://www.mndnr.gov/education/teachers/index.html)

[www.mndnr.gov/dnrkids/index.html](http://www.mndnr.gov/dnrkids/index.html)

\*Note: All websites were active at the time of this guide’s publication. However, some may no longer be active when this guide is accessed.

### Related articles

In addition to the related articles listed below, every *Minnesota Conservation Volunteer* article published since 1940 is now online in searchable PDF. See [webapps8.dnr.state.mn.us/volunteer\\_index](http://webapps8.dnr.state.mn.us/volunteer_index) to access hundreds of articles.

#### September–October 1989

“Making Peace on Treaty Issues”

[https://webapps8.dnr.state.mn.us/volunteer\\_index/past\\_issues/article\\_pdf?id=888](https://webapps8.dnr.state.mn.us/volunteer_index/past_issues/article_pdf?id=888)

#### March–April 1999

“Tremendously Marvelous Trees”

[www.dnr.state.mn.us/young\\_naturalists/trees](http://www.dnr.state.mn.us/young_naturalists/trees) (YN article with teachers guide)

“Grand Portage”

[https://webapps8.dnr.state.mn.us/volunteer\\_index/past\\_issues/article\\_pdf?id=611](https://webapps8.dnr.state.mn.us/volunteer_index/past_issues/article_pdf?id=611)

## “Ojibwe Lifeways”—Teachers Guide

### Related articles continued

#### January–February 2000

“100 Years of Conservation”

[https://webapps8.dnr.state.mn.us/volunteer\\_index/past\\_issues/article\\_pdf?id=6](https://webapps8.dnr.state.mn.us/volunteer_index/past_issues/article_pdf?id=6)

#### January–February 2003

“Minnesota Is Hopping with Rabbits and Hares”

[www.dnr.state.mn.us/young\\_naturalists/hares\\_rabbits](http://www.dnr.state.mn.us/young_naturalists/hares_rabbits) (YN article with teachers guide)

#### November–December 2005

“George and the Voyageurs”

[www.dnr.state.mn.us/young\\_naturalists/voyageurs](http://www.dnr.state.mn.us/young_naturalists/voyageurs) (YN article with teachers guide)

#### January–February 2007

“Nature’s Calendar”

[www.dnr.state.mn.us/young\\_naturalists/phenology](http://www.dnr.state.mn.us/young_naturalists/phenology) (YN article with teachers guide)

#### March–April 2009

“Sugar From Trees”

[www.dnr.state.mn.us/young\\_naturalists/syrup](http://www.dnr.state.mn.us/young_naturalists/syrup) (YN article with teachers guide)

#### November–December 2010

“Who Was George Bonga?”

[www.dnr.state.mn.us/young\\_naturalists/george\\_bonga](http://www.dnr.state.mn.us/young_naturalists/george_bonga) (YN article with teachers guide)

#### July–August 2012

“Digging Into the Promise of Copper”

[www.dnr.state.mn.us/volunteer/julaug12/nonferrous.html](http://www.dnr.state.mn.us/volunteer/julaug12/nonferrous.html)

### References

- Hock, M.F., Deshler, D.D., and Schumaker, J.B. *Strategic Tutoring*. Lawrence, Kan.: Edge Enterprises, 2000.
- Ogle, D.S. K-W-L Group Instructional Strategy. In A.S. Palincsar, D.S. Ogle, B.F. Jones, and E.G. Carr (Eds.), *Teaching Reading as Thinking: Teleconference Resource Guide*, pp.11–17. Alexandria, Va.: Association for Supervision and Curriculum Development, 1986.

# “Ojibwe Lifeways”—Teachers Guide

## Study Questions

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit [www.mndnr.gov/young\\_naturalists/ojibwe](http://www.mndnr.gov/young_naturalists/ojibwe)

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

1. The Anishinaabe people are also known as \_\_\_\_\_ or \_\_\_\_\_.

2. What was the purpose of tobacco in the Ojibwe culture? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Describe how the Ojibwe used Minnesota’s natural resources. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What is the misaabe, and what is his role in Ojibwe legend? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Why did the Ojibwe process maple sap into sugar instead of syrup? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Why was maple sugaring such hard work? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Explain why maple sugar was such an important food for the Ojibwe. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. What was the preferred way of fishing for the Ojibwe? Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Would you eat morel mushrooms or cattail roots? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. List several fruits and nuts you could find in a northern Minnesota forest. \_\_\_\_\_

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11. How did the Ojibwe preserve most of their foods? Why? \_\_\_\_\_

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12. Summer was the most important season for the Ojibwe because \_\_\_\_\_

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13. Unscramble the list below into the correct order for harvesting, processing, and storing wild rice:

- \_\_\_\_\_ Winnow the rice
- \_\_\_\_\_ Propel the canoe through the rice stalks
- \_\_\_\_\_ Check the ripeness of the rice
- \_\_\_\_\_ Parch the rice
- \_\_\_\_\_ Knock the rice into the canoe
- \_\_\_\_\_ Jig on the rice
- \_\_\_\_\_ Make a tobacco offering
- \_\_\_\_\_ Dig a deep pit to store the rice
- \_\_\_\_\_ Make a tobacco offering
- \_\_\_\_\_ Spread out the rice to dry
- \_\_\_\_\_ Bring the rice ashore

14. Why does the young Ojibwe hunter wait until the fourth bite to taste the rabbit? \_\_\_\_\_

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*Challenge:* Compare and contrast how the traditional Ojibwe found food to how your family finds food. \_\_\_\_\_

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## Study Questions Answer Key

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit [www.mndnr.gov/young\\_naturalists/ojibwe](http://www.mndnr.gov/young_naturalists/ojibwe)

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1. The Anishinaabe people are also known as **Ojibwe** or **Chippewa**.
2. What was the purpose of tobacco in the Ojibwe culture? **Tobacco was a religious offering to the Creator, a way of giving thanks.**
- \*3. Describe how the Ojibwe used Minnesota’s natural resources. **The Ojibwe believed that all plants and animals should be treated with respect and should be used with care so they would be there to sustain future generations.**
- \*4. What is the misaabe, and what is his role in Ojibwe legend? **The misaabe turned himself into the sugar maple tree. He allowed a hungry Ojibwe man to harvest his sap, which became an important food for the Ojibwe.**
5. Why did the Ojibwe process maple sap into sugar instead of syrup? **Sugar was easy to store and transport.**
- \*6. Why was maple sugaring such hard work? **It takes 40 gallons of sap to make a gallon of syrup and even more to make sugar. The sap had to be collected, carried to the cooking area, and tended while it boiled. Wood had to be gathered and hauled to the cooking area.**
- \*7. Explain why maple sugar was such an important food for the Ojibwe. **Maple sugar is high in calories and nutrients. During years where other foods were scarce, maple sugar helped the people survive the winter.**
8. What was the preferred way of fishing for the Ojibwe? Why? **With nets many fish could be caught.**
- \*9. Would you eat morel mushrooms or cattail roots? Why or why not? **Answers will vary. Challenge students to imagine what morels and cattail roots might taste like.**
10. List several fruits and nuts you could find in a northern Minnesota forest: **Hazelnuts, wild grapes, cranberries, crabapples, chokecherries (others not mentioned in the article, but which students may list depending on personal experience, may include, raspberries, juneberries, and strawberries).**
11. How did the Ojibwe preserve most of their foods? Why? **Most foods were dried and stored in pits. The Ojibwe did not have modern means of food storage, such as freezing or canning.**
- \*12. Summer was the most important season for the Ojibwe because **plant and animal foods were abundant and much easier to find or catch.**
- \*13. Unscramble the list below into the correct order for harvesting, processing, and storing wild rice:
  - 9 Winnow the rice
  - 3 Propel the canoe through the rice stalks
  - 2 Check the ripeness of the rice
  - 7 Parch the rice
  - 4 Knock the rice into the canoe
  - 8 Jig on the rice
  - 1 Make a tobacco offering
  - 10 Dig a deep pit to store the rice
  - 11 Make a tobacco offering
  - 6 Spread out the rice to dry
  - 5 Bring the rice ashore
- \*14. Why does the young Ojibwe hunter wait until the fourth bite to taste the rabbit? **The hunter must show respect and generosity by first thinking of the children, elders, and family.**
- \**Challenge:* Compare and contrast how the traditional Ojibwe found food to how your family finds food. **Answers will vary. Compare and contrast tools are available in Web resources.**

\*Question involves critical thinking

**Minnesota Comprehensive Assessments Practice Items**

Teachers guide for the Young Naturalists article “Ojibwe Lifeways” by Anton Treuer. Published in the September–October 2012 *Minnesota Conservation Volunteer*, or visit [www.mndnr.gov/young\\_naturalists/ojibwe](http://www.mndnr.gov/young_naturalists/ojibwe)

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

1. The moccasin game was played with
  - A. wild rice.
  - B. fishing nets and moccasins.
  - C. musketballs.
  - D. clam shells.
  
2. The second bite of rabbit is offered to
  - A. the Creator.
  - B. the leader of the band.
  - C. the elders.
  - D. none of the above.
  
3. Storage pits were lined with rocks to \_\_\_\_\_.
  
4. A secret to Ojibwe survival was \_\_\_\_\_.
  
5. \_\_\_\_\_ is a “super food” that helps fight disease.
  - A. Wild rice
  - B. Maple sugar
  - C. Hazelnut soup
  - D. Walleye

## “Ojibwe Lifeways”—Teachers Guide

### Minnesota Comprehensive Assessments Answer Key

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1. The moccasin game was played with **C. musketballs**.
2. The second bite of rabbit is offered to **C. the elders**.
3. Storage pits were lined with rocks to **drain water away**.
4. A secret to Ojibwe survival was **hard work**.
5. **B. Maple sugar** is a “super food” that helps fight disease.

## “Ojibwe Lifeways”—Teachers Guide

### Vocabulary

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<b>abundant</b>	in great supply; a great amount
<b>ancestral</b>	referring to past generations
<b>calorie</b>	a unit of energy of food
<b>elaborate</b>	complex; detailed
<b>hibernation</b>	sleeping through the winter
<b>migration</b>	movement from one region to another
<b>natural resources</b>	water, air, minerals, plants, and animals that may be used for survival or to satisfy people’s wants or needs
<b>nettle</b>	a plant with stinging leaves
<b>nutrients</b>	substances found in food that help keep people healthy
<b>prophet</b>	person who predicts the future or who interprets divine will
<b>species</b>	a group of similar plants or animals that can interbreed
<b>tradition</b>	a ritual, belief, or object passed from one generation to the next
<b>transition</b>	passage or change from one stage to another

# “Ojibwe Lifeways”—Teachers Guide

## Vocabulary Study Cards

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Cut along the horizontal lines, fold in the middle and tape or staple. Blanks are provided to allow you or your students to add new words or phrases.

When something is  
**abundant** it is

FOLD HERE

When something is  
**in great supply** it is

**Ancestral  
homelands** are

FOLD HERE

**Places where past  
generations lived** are

A **calorie**  
tells how much

FOLD HERE

The unit that describes how much  
**energy is in a food** is called a

An **elaborate**  
ceremony is

FOLD HERE

A **complex or  
detailed** ceremony is

What is  
**hibernation?**

FOLD HERE

**Sleeping through winter**  
is called

What is  
**migration?**

FOLD HERE

**Movement from one region to**  
**another region is**

What are  
**natural resources?**

FOLD HERE

**Water, air, minerals, plants,**  
**and animals used**  
**for survival or to satisfy**  
**people’s wants or needs are**

What is a  
**nettle?**

FOLD HERE

**A plant with stinging**  
leaves is a

**Nutrients**  
are

FOLD HERE

**Substances found in food**  
**that help keep people healthy**  
are called

A  
prophet  
is

FOLD HERE

A person who predicts the  
future or who interprets  
divine will is a

A  
species  
is

FOLD HERE

A group of similar plants or  
animals that can interbreed  
is called

What is a  
tradition?

FOLD HERE

A ritual, belief, or object passed  
down from one generation to  
the next is a

A transition is

FOLD HERE

A passage or change from one  
stage to another is a

FOLD HERE

# “Ojibwe Lifeways”—Teachers Guide

FOLD HERE

FOLD HERE

FOLD HERE

FOLD HERE

FOLD HERE