

# Anishinaabe

## Lesson 2

### Guiding Question for the Lesson

- How are Ojibwe beliefs and lifeways connected to the past and to the present?

### Standards

#### Essential Understandings Regarding Montana Indians

EU 3 The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the “discovery” of North America.

#### Social Studies Standards

SS.H.6-8.5 Explain how Montana has changed over time and how this history impacts the present.

### Materials

[Ojibwe Lifeways](#)

[The Seven Grandfathers Teachings](#)

### Length

One class period

### Steps

#### Step One

Show students Essential Understanding 3.

Ask students to explain, in their own words, what that means to them.

This is also a good time to point out that Chippewa and Ojibwe (or Ojibway) refer to the same group of people – it is simply a spelling difference.

#### Step Two

Provide the article *Ojibwe Lifeways* to students. Divide the class into up to five groups. Assign each group one section of the reading, according to the divisions below.

- Introduction
- Spring Sugar Bush
- Summer Gathering



Indian Education for All Unit

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- Fall Ricing
- Winter Snaring Rabbits

Each group should read its section, then write a one to two-sentence summary to share with the whole group. They could do this independently, then share with other students in their small group first to select the best summary, or they could work in pairs or groups to craft a summary together.

Once they have completed this “jigsaw” activity, ask them to come back together to share the summaries in order, so the whole group can hear. Students should listen for and note the sections that sound most interesting to them.

Once all summaries have been shared, ask students to go back to the document and read the sections that sounded (most) interesting to them.

### Step Three

Direct students to the Seven Grandfathers Teachings page. You can print this for them if internet access for all students is problematic; it will print double-sided onto two sheets of paper with plenty of white space for notes. Read the introductory paragraphs together. Answer any questions and provide general clarity.

Ask students to read the teachings. Then tell them to select one to reflect on, how it could help guide them personally or someone they know. You are not asking students to believe in something religious or spiritual, just to connect with these concepts and think about how they could be helpful.

### Assessment

Project or point students’ attention again to **Essential Understanding 3**: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the “discovery” of North America. Ask students to explain how this is true, given what they’ve read during today’s lesson. If students seem unsure, you could initiate a discussion where students (or you) give examples, then they write down some other details they’ve thought of.

### Extension Option

The following social studies standard is presented in this lesson but could be explored further: **SS.H.6-8.5** *explain how Montana has changed over time and how this history impacts the present*. You could ask students to look at the development of food practices of the Ojibwe. The Lifeways resource specifies sugar tapping, wild rice harvest, and rabbit snares, but the video in Lesson 1 also talks about the buffalo. Have students look at the ways people adapt to food sources depending on their location; you could assign a short research project on this, involving nutrition, maps, or human migration patterns, or all those.