

# The Fur Trade Era: Exploration and Exchange in Wisconsin

## Activity 4.1: Eating off the Land

### Teacher Materials

*Preparation/Organization* Students will work with their own copies of Student Pages 1 and 2 for this activity, so you should make copies of these pages beforehand. You will also want copies for yourself to use as transparencies. Enrichment activities include work with Gordon Regguinti's *The Sacred Harvest* and Sally M. Hunter's *Four Seasons of Corn*. If you choose to do either or both of these activities, you will need copies of those works to share with students. Another enrichment activity involves preparing foods that utilize Native American ingredients. You may wish to have students prepare these foods with you or as an at-home assignment with adult supervision. If you do this activity in school, you will need to assemble the ingredients ahead of time and make arrangements to have an appropriate space and the necessary equipment on hand.

#### *Procedure*

1. Review with students that the tribal people living in Wisconsin developed different ways of life depending upon where they lived.
2. Pass out copies of the "Ojibwe and Ho-Chunk Calendars" worksheet (Student Page 1), explaining that the Ojibwe are also known as the Chippewa and that the Ho-Chunk are also known as the Winnebago.
3. Display a transparency of the worksheet, having students follow along on their own copies. Read the Ojibwe and Ho-Chunk names for January and February aloud. Then have students take turns reading aloud the remaining months.
4. When you have finished, ask students to think about the objects, animals, and activities described in the names for each month. Ask:
  - Did the Ojibwe live in northern or southern Wisconsin? How could you tell?
  - Did the Ho-Chunk live in northern or southern Wisconsin? What helped you decide this?
  - What do the names of the months tell us about Ojibwe and Ho-Chunk's ways of life?
5. Give students copies of the "Tribal Lands" map (Student Page 2). Then divide the class into groups of 3 to 4 students and give them time to study the map.
6. Remind students of the maps they used for Activity 2.4 ("Where Would You Like to Live?"), having students use the maps as references. For each tribal area, ask:
  - What rivers were there?
  - What was the soil like?

- What kinds of vegetation were there?
  - What minerals were present?
  - What was the growing season like?
7. Have students write the data on their maps in the appropriate areas.
  8. When they have finished, have students share and discuss their findings.

*Enrichment* You might want to do one or more of the following for enrichment:

- Read Gordon Regguinti's *The Sacred Harvest* to the class. As you read, have students pay attention to the season when wild rice is harvested and to the importance of wild rice to the Ojibwe. After reading the book, talk with the class about these points.
- Read aloud *Four Seasons of Corn*, by Sally M. Hunter. Discuss questions similar to those posed for *The Sacred Harvest*. Have students pay close attention to the seasonal activities that Hunter describes and to the importance of corn to the Winnebago (Ho-Chunk).
- Have students prepare tribal foods. Student Page 3 provides recipes for two such foods. One of the recipes contains corn, a southern Wisconsin staple, and the other recipe contains wild rice, a northern Wisconsin staple. The foods can be prepared ahead of time or made as a class activity. (For example, the soup can be made by someone at home or, alternatively, it can be prepared in the morning and then allowed to simmer in a slow cooker during the day.)

### Answers

*Step 4* Students should sense that the month names used by the Ojibwe imply that they lived in a colder, more northern climate than the Ho-Chunk. Students should also sense that the names of the months indicate that the Ho-Chunk were more corn-centered in their activities, since several month names focused on the cultivation, harvesting, and eating of corn. The Ojibwe, in contrast, do not exhibit such a strong focus on a single crop, but instead seem more oriented toward gathering foods from the wild.

*Step 6* Students should recognize most of the following elements:

Ojibwe Lands: Rivers include White, Bad, St. Croix, Namekagon, Flambeau, Wisconsin; Soil types include Lake Superior Red Clay, Northern Sandy and Stony; Vegetation includes prairie and mostly forest; Minerals include a small amount of copper; Growing seasons include less than 80 days, 80–100 days, 100–120 days, 120–140 days, and 140–160 days.

Dakota Lands: Rivers include Black, Trempealeau, Chippewa, Red Cedar, St. Croix; Soil types include Rolling Fertile Silty and Clayey, Central Silty and Loamy; Vegetation includes forest and mostly prairie; Minerals include a tiny amount of copper; Growing seasons include 120–140 days and 140–160 days.

Menominee Lands: Rivers include Fox, Wolf, Menominee, Wisconsin; Soil types include Central Silty and Loamy, Rolling Fertile Silty and Clayey; Vegetation includes mostly forest and quite a bit of prairie; Minerals include a small amount of copper; Growing seasons include 120–140 days, 140–160 days, and more than 160 days.

Ho-Chunk Lands: Rivers include Milwaukee, Fox, Rock, Pecatonica, Wisconsin, Kickapoo, Black; Soil types include Rolling Fertile Silty and Clayey, Central Silty and Loamy; Vegetation includes mostly prairie and a small amount of forest; Minerals include a small amount of copper and substantial amounts of lead and zinc; Growing seasons include 120–140 days, 140–160 days, and more than 160 days.

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

**Activity 4.1 Eating Off the Land****Ojibwe and Ho-Chunk Calendars**

<b>Month</b>	<b>Ojibwe</b>	<b>Ho-Chunk</b>
January	Big Spirit Month	First Bear Month
February	Snow Crusted Month	Last Bear Month
March	Broken Snowshoe Month	Breeding Month of Raccoon
April	Maple Sugar-making Month	Month When Fish Become Visible
May	Flower Month	Drying of the Earth Month
June	Strawberry Month	Cultivating Month
July	Blueberry Month	Corn Tasseling Month
August	Wild Ricing Month	Corn Popping Month
September	Shining Leaf Month	Elk Whistling Month
October	Falling Leaf Month	Month When Deer Paw the Earth
November	Freezing Month	Deer Breeding Month
December	Little Spirit Month	Month When Deer Shed Their Horns

Chart adapted from Dave Thorson, *The Wisconsin Environmental Science Activity Notebook*, Down to Earth Publications, 1995.

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

## Tribal Lands



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

## Recipes

### Anishinabe Manomin Naboob (Wild Rice Soup)

3–4 pounds of chicken, partridge, or venison	1/2 pound wild rice, washed and cleaned
1 medium onion, chopped	2 cups chopped carrots
2 teaspoons salt	2 cups chopped celery
2–3 quarts of water	2 cans chicken broth (optional)

1. Fill a large stockpot with the meat, onion, salt and water. Boil until stock had formed.
2. Add wild rice and vegetables. Cook until rice and vegetables are done, adding more water to cover ingredients if necessary.
3. For more flavor, add 2 cans broth when adding rice and vegetables.

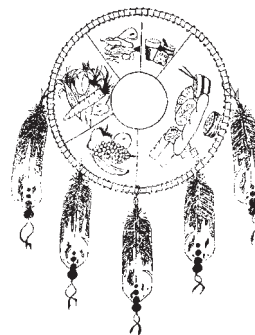
Yield: 5 quarts (20 one-cup servings)  
From: Joe Chosa, Lac du Flambeau Ojibwe

### Corn Casserole

1 can whole kernel corn, drained	2 eggs, slightly beaten
1 can cream style corn	1/2 cup melted margarine
8-ounce package easy cornbread mix	1 cup sour cream

1. Preheat oven to 330°.
2. In bowl, mix together all ingredients, adding sour cream last.
3. Pour into greased casserole dish. Bake 1 hour.

From: Vera Denny, Ho-Chunk



Recipes taken from: *Tribal Cooking: Traditional Stories and Favorite Recipes*, Minwanjigewin Nutrition Project  
Great Lakes Inter-Tribal Council, Inc. 1996.