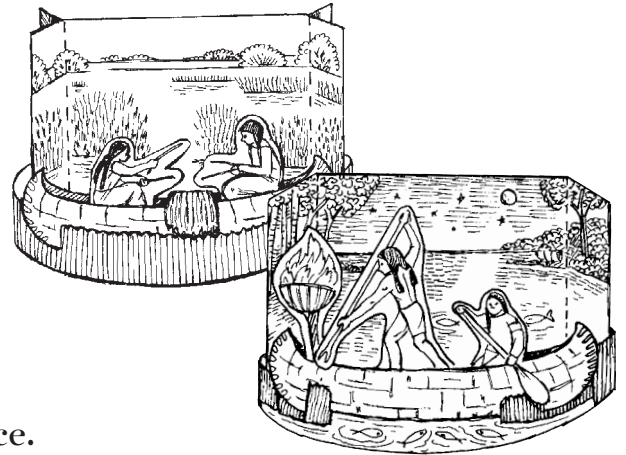


Finding Food Double Diorama

(MENOMINEE)



Students make a back-to-back diorama of Great Lakes Indians using canoes as they hunted for fish and gathered wild rice.



NATIVE TRADITIONS

The name *Menominee* means “Wild Rice People.” To the west and south of Lake Michigan, there were thousands of ponds, marshes, streams, and lakes in which wild rice grew. This important food source was gathered by Algonquian-language speaking tribes including the Menominee, Ojibwe/Chippewa, Potawatomi (pot-uh-WOT-uh-mee), Fox, Sauk, and other tribes living in the region.

Wild rice is a type of grass that grows out of the water on hollow stems. Tribes such as the Menominee harvested rice during the day in the late summer and early autumn. One man would slowly pole or paddle a canoe through the dense rice stalks growing along the shore. Women in the canoe would grab and bend the wild rice stalks and shake or beat them with a paddle to knock the seeds into the canoe. (The seeds are actually pieces of grain inside the husks.) Seeds that fell into the water sunk to the bottom and grew into a new rice crop the next year.

On shore, the women dried the rice in the sun or over a fire and beat the husks loose. Then they used special winnowing trays to separate the husks from the rice. The rice was then boiled and served in a stew, sometimes flavored with maple syrup.

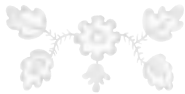
At night, men returned to the same waters in their canoes. They used bark torches fueled with pitch—a resin produced from the sap inside trees—to attract fish. (The bark acted as kindling so it burned quickly, whereas the resin burned slowly.) Then the men speared or trapped the fish in woven nets made of animal sinew.

Canoe making was an art passed from one generation to another. While men shaped a canoe framework out of cedar wood, women prepared bark and boiled tree sap to thicken it into pitch. The bark was gently fit around the framework and then sewn in place using spruce root. As the canoe took shape, inner parts were eased into place, and a thin cedar lining was inserted to protect the sides and bottom. Finally, seams and gaps were sealed with the pitch. It took about a week to make a canoe light enough for one or two men to carry and sturdy enough to hold six adults. Both men and women paddled canoes using handmade birch or cedar paddles.



Materials

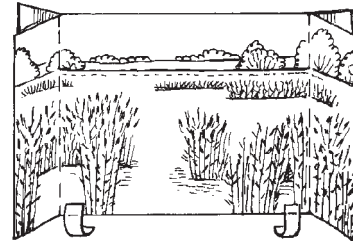
- ☼ photocopies of pages 4–5 for each student
- ☼ scissors
- ☼ tape
- ☼ crayons, colored pencils, or markers (optional)



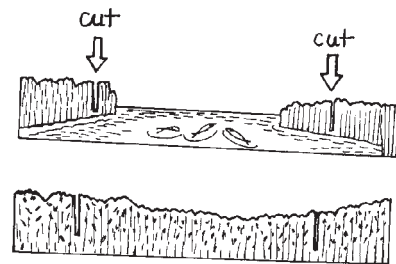
MAKING THE MODEL

Guide students in following these directions to make their models:

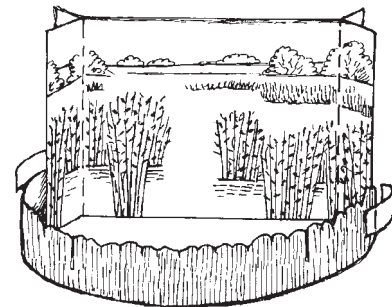
1 Color the pages as desired. Then cut out the two-sided DAYTIME/NIGHTTIME pattern on page 4. Cut open the two slits on either side of the center dotted line. Then fold the pattern in half along the center dotted line. Also fold at a slight inward angle the two side panels on each side. Tape together the open edges at the bottom.



2 Cut out the DAYTIME/NIGHTTIME STRIPS on page 5. Cut the two slits on each, as shown.



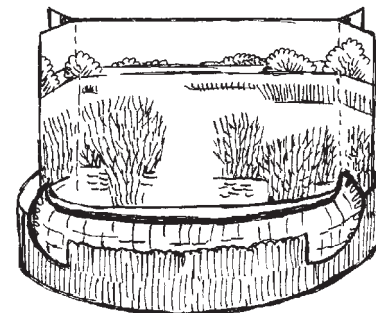
3 Turn the DAYTIME side so it faces you. Tape one end of the DAYTIME STRIP (depicting rice) to each side of the DAYTIME scene. Repeat with the NIGHTTIME side of the diorama and the NIGHTTIME STRIP (depicting rice, water, and fish).



4 Cut out the CANOES on page 5. Fold each in half along the dotted lines and tape the ends as shown.

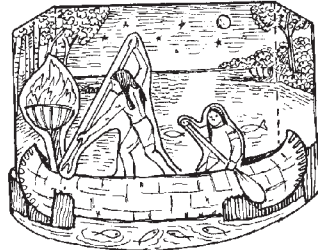


5 Slide a canoe into the slits of the DAYTIME/NIGHTTIME STRIPS on either side of the diorama.

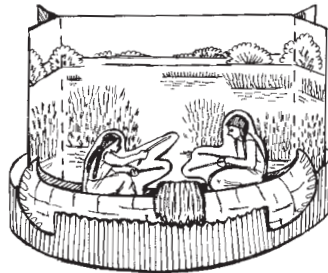


6 Cut out the TORCH and the remaining five patterns on page 5. Fold back the flaps of each figure and assemble as follows:

- ❖ Set the MAN PADDLING and the SPEAR HUNTER in the CANOE on the NIGHTTIME side. Place the TORCH in the front of the CANOE.



- ❖ Place the WOMEN BEATING RICE in the CANOE on the DAYTIME side.



- ❖ Fold the RICE STALKS in half along the dotted line and set aside for use in Teaching With the Model, below.

TEACHING WITH THE MODEL

- 1 Name some Great Lakes tribes that gathered wild rice. (*Menominee, Ojibwe/Chippewa, Potawatomi*)
- 2 What foods did these tribes obtain from lakes, ponds, and marshes? (*They gathered wild rice and caught fish.*)
- 3 Have students bend the RICE STALKS over the side of the CANOE on the DAYTIME side and explain how the rice was harvested. (*Women bent the rice stalks over the sides of the canoe and beat the stalks to release the seeds—grains of rice inside the husks.*)
- 4 Who fished, and how? (*Men fished at night using torches for light fueled with pitch—a resin produced from the sap inside trees—to attract fish.*)

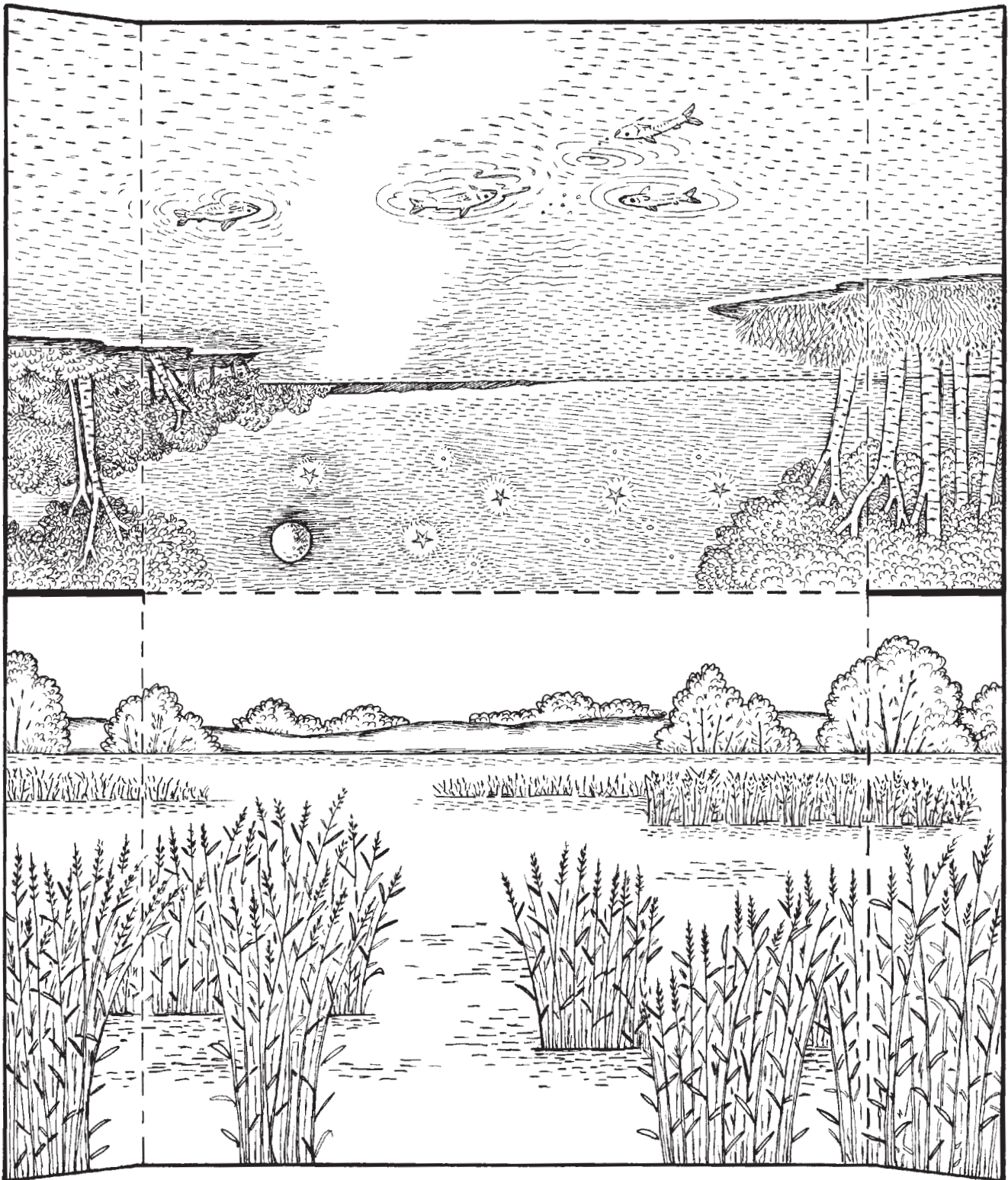
Do More!

- ❖ When Indian tribes of the Northeast fished, what kinds of fish did they catch? Challenge students to research the varieties of fish that live in the coastal waters, lakes, rivers, and ponds of the Northeast. They can make charts by drawing pictures or cutting them out of magazines.
- ❖ Challenge students to research the kinds of canoes different Northeast Indian tribes built (such as dugout and birch bark canoes) and report on how they were made. Invite students to draw pictures or make models of the canoes for comparison.

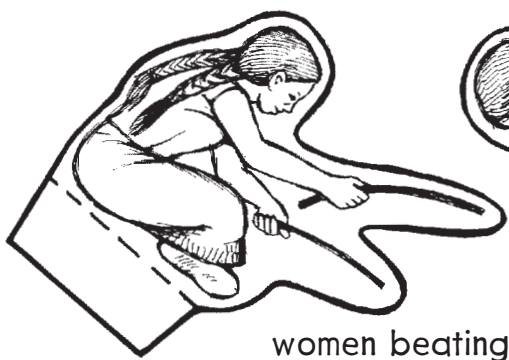
FINDING FOOD DOUBLE DIORAMA (MENOMINEE)



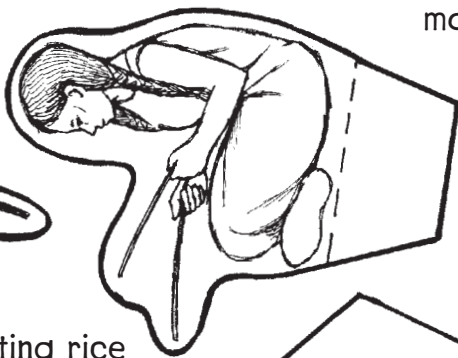
nighttime



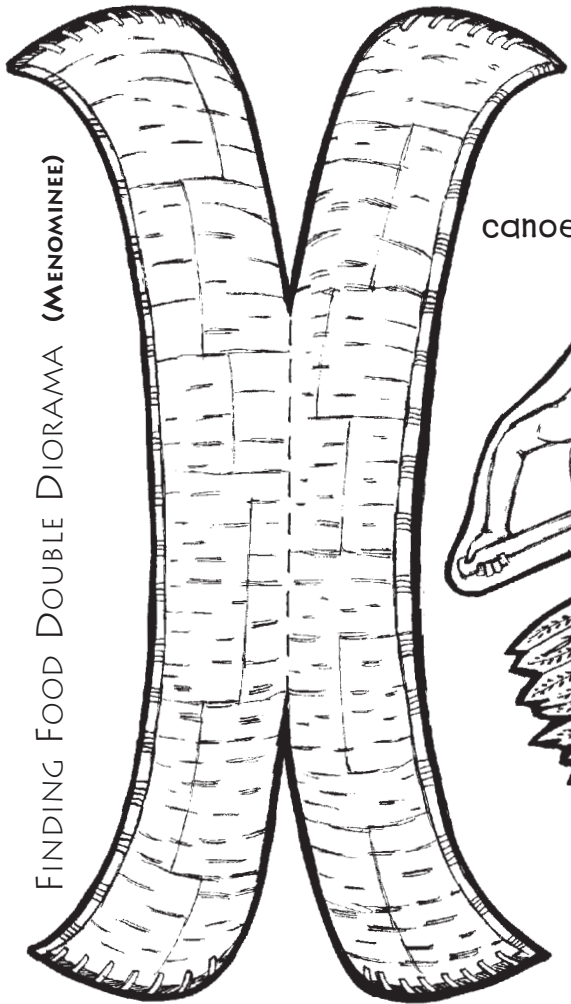
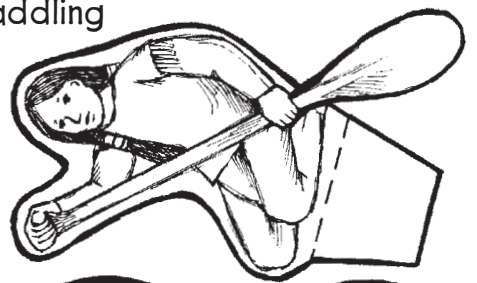
daytime



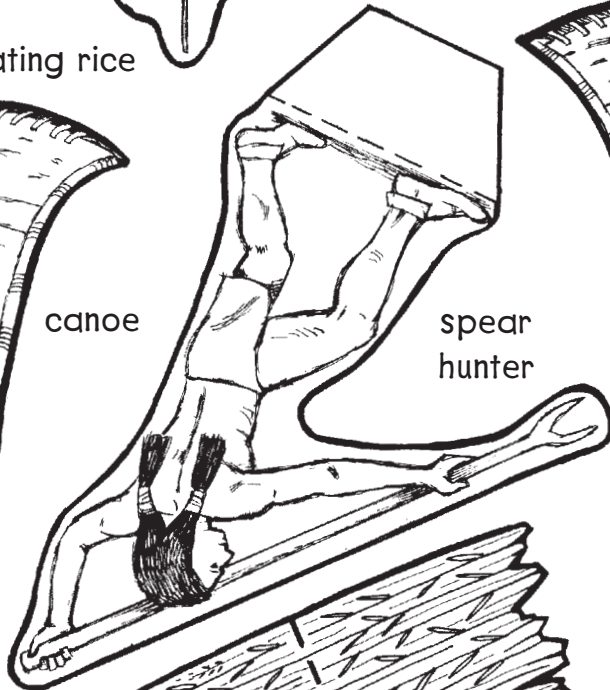
women beating rice



man paddling



FINDING FOOD DOUBLE DIORAMA (MENOMINEE)

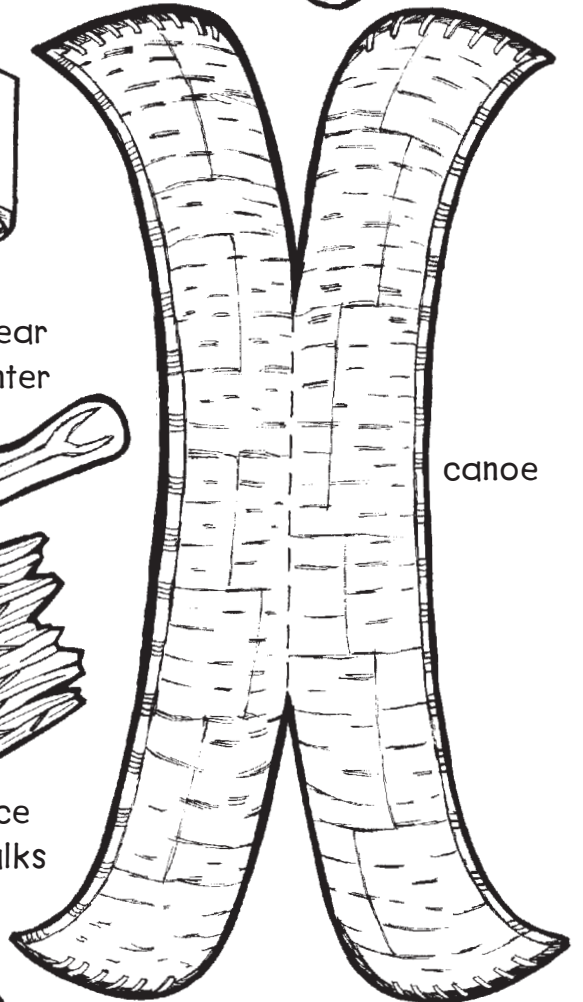


canoe

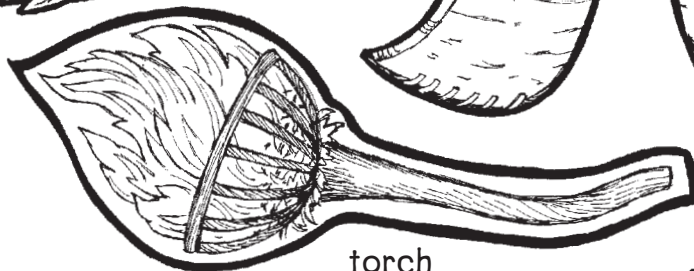
spear
hunter



rice
stalks



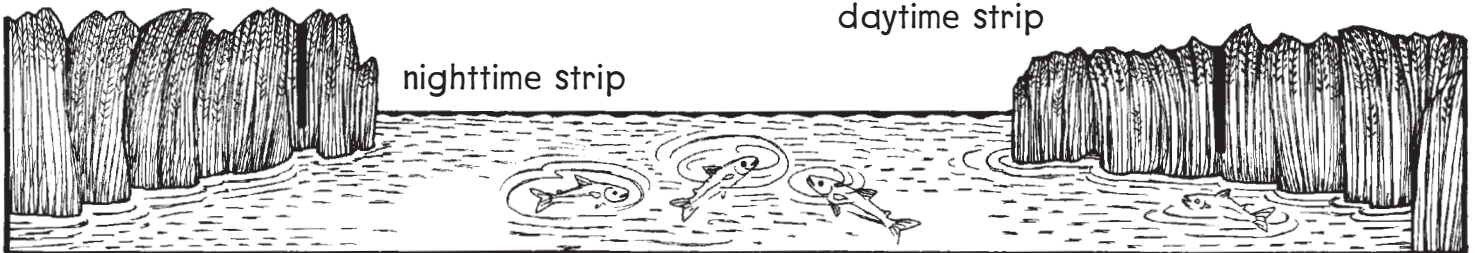
canoe



torch



daytime strip

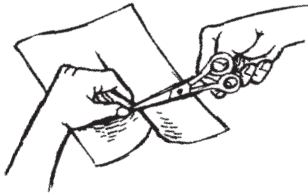


nighttime strip

Helpful Hints for Model-Making



- ❖ If possible, enlarge the pattern pages to make the models easier for students to assemble.
- ❖ The thickest black lines on the reproducible pages are CUT lines.
- ❖ Dotted lines on the reproducible pages are FOLD lines. When folding, be sure to crease well.
- ❖ Some models have slits or windows to cut out. An easy way to make these cuts is to fold the paper at a right angle to the solid cut lines. Then snip along the lines from the crease of the fold inward.
- ❖ Often glue sticks can be substituted for tape. Some situations, such as creating flaps, will require tape.
- ❖ If students will be coloring and taping the models, have them color first so they won't have to color over the tape.
- ❖ Some models are more challenging to assemble than others. Read through each Making the Model section (or make the model yourself) beforehand to determine if it's appropriate for your students to do on their own. You can make a more challenging model yourself and use it as a classroom demonstration tool.
- ❖ If a single model will be handled a great deal, use heavier paper to create it. Either photocopy the reproducible patterns onto heavyweight paper or glue them onto construction paper before beginning assembly.



Model Coloring Tips

If students wish to color the models, point out that Native Americans used natural materials from plants, animals, rocks, and soil to build their homes, make their clothes, and so on. Students can use different shades of the colors described below to color their models.

deerskin: tan

bear fur: black

beaver fur: dark brown

wolf fur: gray

fox fur: reddish-orange

weasel tail: brown or white with black tips

bear claws: cream-colored

porcupine quills: white with black tips

shell beads: white, purple, or brown.

wood and bark: pale brown, yellow brown, grayish-brown, grayish-white

baskets: yellow-brown

Materials were also colored using natural dyes from plants, soil, and minerals. For example, reds were made from cranberries, cherries, and red clay; yellows from pollen, marigolds, tree sap, and yellow clay; purples from elderberries and grapes; browns from soil; black from the charcoal from burned sticks; greens from grasses; and white from natural chalk.