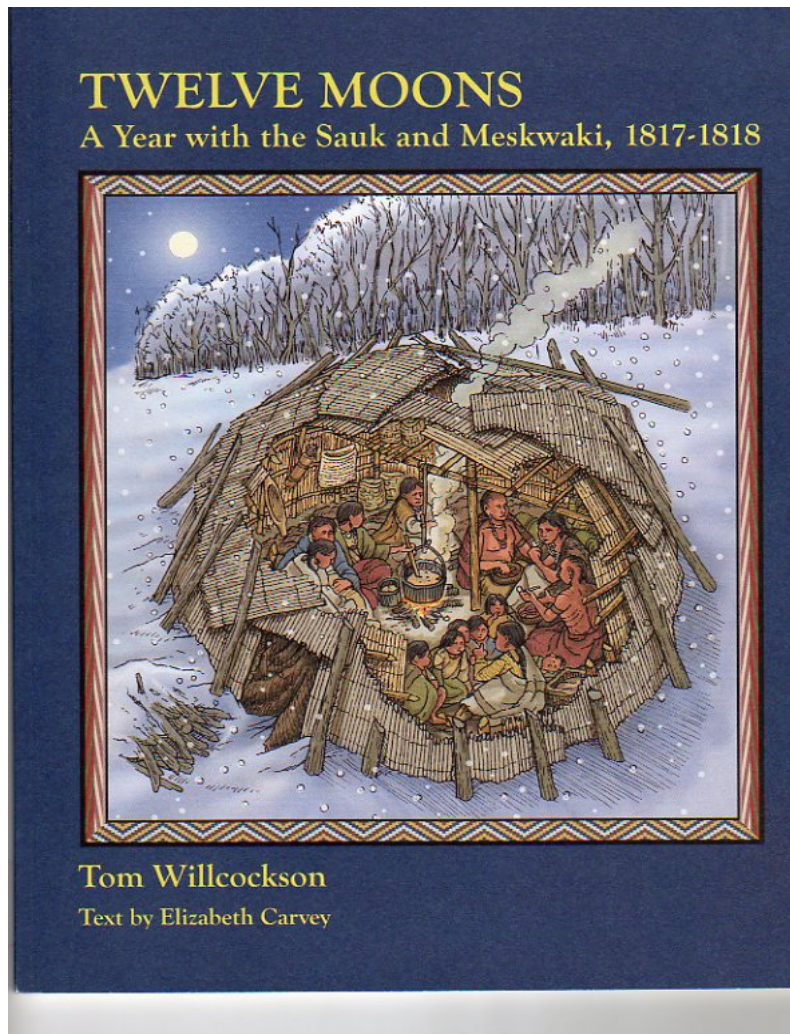


TWELVE MOONS

A Year with the Sauk and Meskwaki, 1817-1818

Curriculum Guide and Resources



Written by: Kristen Bergren, Terry Bilyeu, Elizabeth Carvey and Marion Lardner

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Dear Educators and Parents,

The book, *Twelve Moons: A Year with the Sauk and Meskwaki, 1817 - 1818*, allows its readers to travel with the last indigenous two tribes who lived in the Mississippi River Valley as the lunar month dictates the cycle of their lives.

Twelve Moons will engage students with its rich text and beautiful illustrations. It is divided into 25 two-page book sections. Each section can be taught individually and in any order. We do suggest you first read the Curriculum Overview and then teach the Introduction before choosing the next book section.

Writing the curriculum for this book is an ongoing project. There will be continuing updates. The book is written at about a 4th grade level but the interest level is for grades from kindergarten through high school. The activities are not geared for one specific grade. There are a variety of skill levels for the activities included on each curriculum page.

Tom Willcockson, *Twelve Moons* illustrator, has created many wonderful posters, maps and illustrations to enhance hands-on learning for the book sections. They can be printed on legal size paper.

Please feel free to contact us with questions or share ideas for the curriculum.

We hope you enjoy reading *Twelve Moons* and implementing the curriculum in your classroom or sharing it with your family.

Twelve Moons Curriculum Committee,

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"By 1817 the Sauk and Meskwaki had lived in the Mississippi River valley for over 80 years. Did you ever wonder what life was like for the native people who lived here before us?"

Objective#2: Explore the traditional family life and culture of the Sauk and Meskwaki; when possible, compare or contrast it with American family life and culture today.

The Fur Traders, pp. 38 & 39, First Frosty Moon

Language Skills

| Concept | Activity | Resources | Enrichment |
|---|--|--|---|
| <p>The old traders were their friends, men they trusted. Uncertainty was in the air, and the hunters waited anxiously to see what would happen. The hunters were surprised when they saw two boats filled with strangers approach the canoe landing. As the boats drew closer, the hunters relaxed. They recognized two of the traders as old friends, but the others in the boat were new to them.</p> | <p>Imagine you are there! You are watching the boats approach. You are nervous--uncertain and anxious. As the boats come closer, you are surprised to see strangers, but when you notice that two of them are friends, you relax.*</p> <p>In small groups, act out this scene. Then get together as a class and have each group share its play.</p> <p>Cast of characters:</p> <ul style="list-style-type: none"> -Sauk and Meskwaki hunters - Canoe Paddlers (voyageurs) -Two traders who are strangers -Two traders who are friends | <p>-Book: p. 38</p> <p>*The Sauk and Meskwaki relied on the trade goods for survival because they could no longer hunt without guns, and a good relationship with their traders was essential; otherwise, the Sauk and Meskwaki would starve.</p> | <p>Build a set for the play.</p> |
| <p>[The] American Fur Company...had brought their goods all the way from Mackinac Island, traveling for more than four weeks to reach Saukenuk. [Fort Armstrong on the map]</p> | <p>Look at the picture on p. 38. Notice the men who are paddling the canoe. They are called voyageurs. Ask students to imagine they are voyageurs making the trip from Mackinac to Saukenuk. Students should create a journal describing the journey, which began on August 20 and ended on September 20. The journal could reflect days 1, 14, and 27. Refer to the map on p. 38 and use the Fur Traders poster map and draw the route they took. While writing, consider the weather, insects, long days of paddling, scenery, river rapids, etc.</p> | <p>- Book: p. 38</p> <p>A 20-minute video called <i>The Voyageurs</i> is available on YouTube.</p> <p>A one-minute animated video <i>Canada Vignettes - Voyageurs</i> about portaging around rapids is available on YouTube.</p> <p>Fur Traders poster map</p> | <p>Read the book <i>Lewis and Clark and Me: A Dog's Tale</i> by Laurie Myers.</p> |



“By 1817 the Sauk and Meskwaki had lived in the Mississippi River valley for over 80 years. Did you ever wonder what life was like for the native people who lived here before us?”

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The Fur Traders, pp. 38 & 39, First Frosty Moon

Social Studies

| Concept | Activity | Resources | Enrichment |
|---|--|---|--|
| <p>Farnham opened up the boxes and spread his wares out...</p> | <p>1. Using the resource sheets, “What Were the Trade Items,” match the list of words with the correct picture.</p> <p>2. The Sauk and Meskwaki traded for goods they could not make for themselves and that made their lives easier. Create a modern-day trade blanket with store-bought goods of items that make our lives easier. Using the Venn Diagram, discover the differences and the similarities between Farnham’s blanket and your blanket.</p> <p>3. Have students create a trade situation in your classroom using items from the class and/or items from home.</p> | <p>- Book: p. 39</p> <p>1. Activity sheets, “What Were the Trade Items”, parts A and B</p> <p>2. Venn Diagram</p> | <p>Peruse the book looking at the illustrations for the trade items used in everyday life.</p> |
| <p>By 1817 the two tribes relied heavily on the trade goods for survival.</p> | <p>Using the “Trading and Technology” activity sheet, compare technology used before the traders came and that used after.</p> | <p>Book: p. 39</p> <p>“Trading and Technology” activity sheet</p> | <p>Interview older family members and friends about the changes in technology that have happened in their lifetimes. Ask about how it impacted their quality of life and if they think they could “survive” without it.</p> <p>If you could go back in time 200 years, what modern item would you miss? Why?</p> |



What Were the Trade Items? Part A

The fur trader's blanket was covered with items that were shiny, colorful, sharp and beautiful! Using this activity sheet, the **What Were the Trade Items? Part B** activity sheet and the illustration on p. 39, identify the items by writing the letter from the picture next to the correct word.

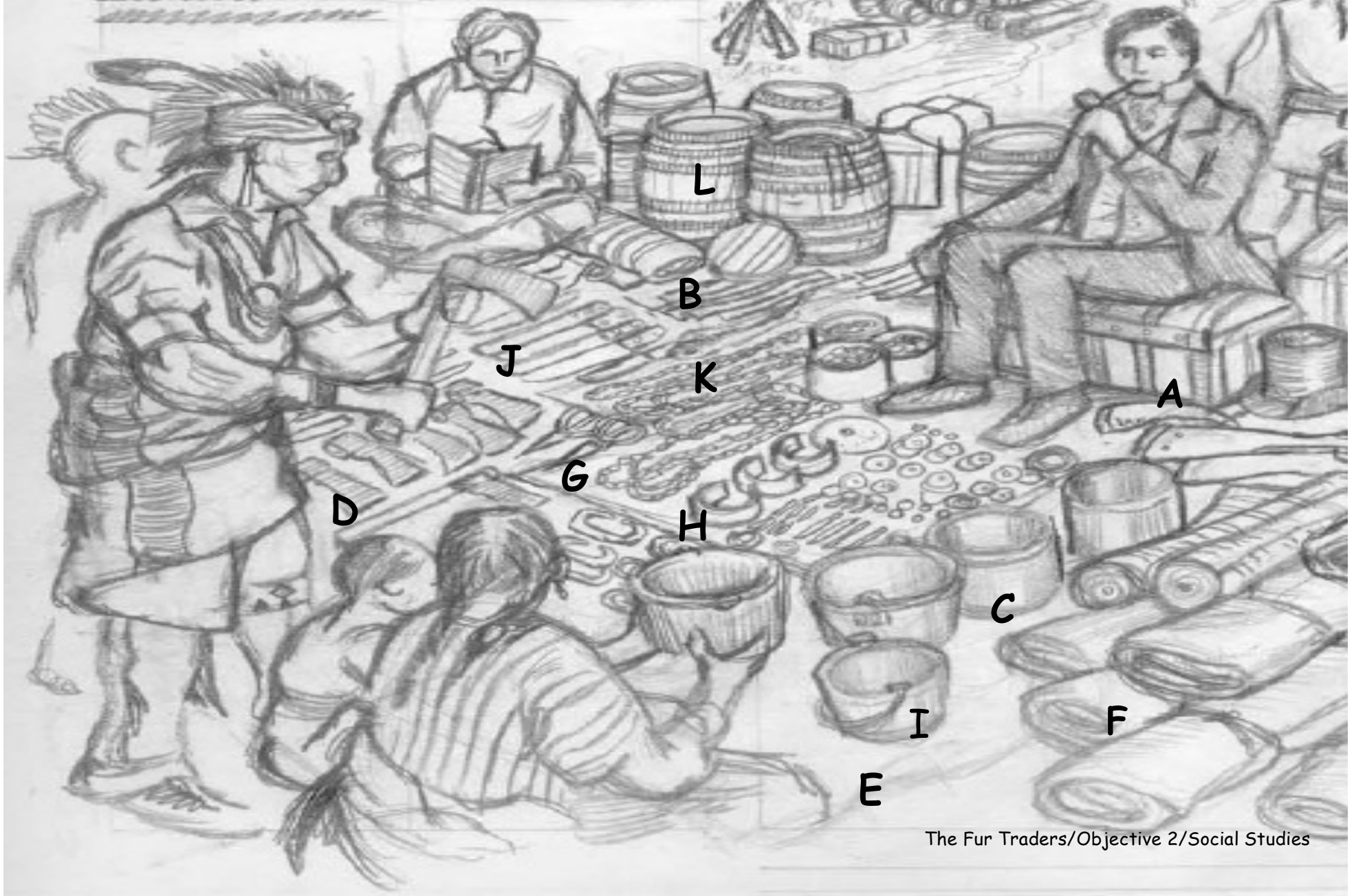
| | | |
|----|-----------------|---|
| 1) | trading blanket | E |
| 2) | ribbons | |
| 3) | copper kettles | |
| 4) | bolts of cloth | |
| 5) | silver armbands | |
| 6) | knives | |

| | | |
|-----|--------------------|--|
| 7) | gun powder barrels | |
| 8) | scissors | |
| 9) | powder horn | |
| 10) | steel axes | |
| 11) | tin kettle | |
| 12) | jewelry | |

name _____ date _____

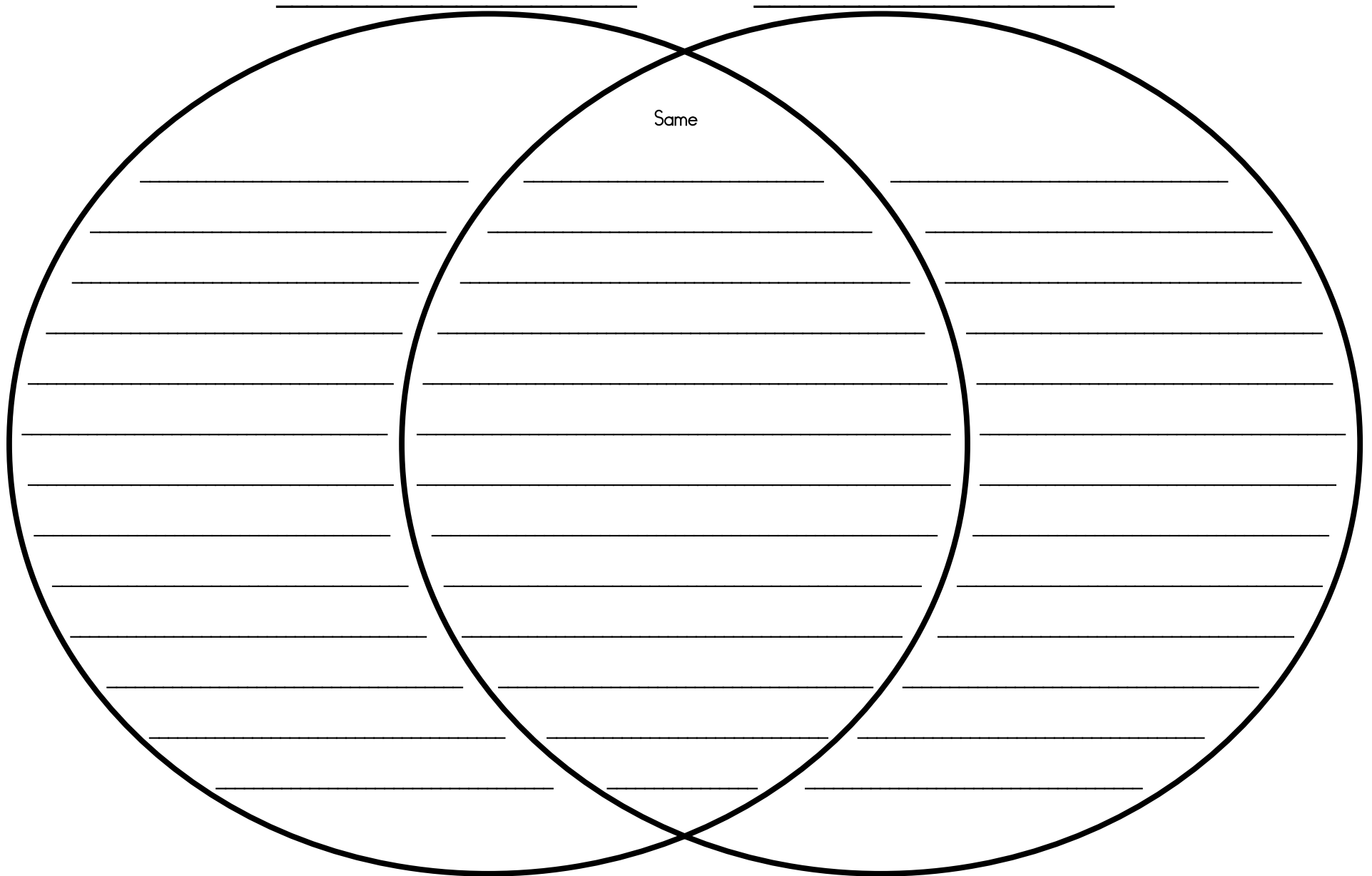
What Were the Trade Items? Part B

Look at the **What Were the Trade Items? Part A** activity sheet. Then write the correct letter from this picture next to the trading item on that activity sheet. For extra help, look on p. 27 and p.39. Color the picture.



Name: _____

Venn Diagram





name _____ date _____

Trading and Technology

Before trading, the technology used by the Sauk and Meskwaki was primitive even though their culture was not. Match the pre-trade technology with the corresponding trade goods listed on page 39. Next, list the advantages of the new technology.

| Pre-trade Technology | Trade Goods | Advantages of New Technology |
|---|--------------------|-------------------------------------|
| bow and arrow with stone arrow point | | |
| stone axes | | |
| stone knives | | |
| clothing made from animal skins | | |
| bone needles, stone, knives, sinew (for thread) | | |
| clay cooking pots | | |
| blankets made from animal skins with the fur still attached (pelts) | | |
| dyed porcupine quills (for decoration) | | |
| jewelry made from shells, and animal bones and teeth | | |
| red dye from the wildflower bloodroot | | |

Trading and Technology

Before trading, the technology used by the Sauk and Meskwaki was primitive even though their culture was not. Match the pre-trade technology with the corresponding trade goods listed on page 39. Next, list the advantages of the new technology.

| Pre-trade Technology | Trade Goods | Advantages of New Technology |
|---|--|---|
| bow and arrow with stone arrow point | rifles, shotguns | It's easier to shoot large game with a gun; eliminates labor of making arrows and points. |
| stone axes | steel axes | It saves labor and time when cutting down a tree with a steel axe. |
| stone knives | steel knives | Steel knives can be sharpened and do not break. |
| clothing made from animal skins | woolen and cotton cloth, clothing made from scarlet woolen cloth | Deer skin clothes take two months to make and are always brown; cloth is easy to sew and is colorful. |
| bone needles, stone, knives, sinew (for thread) | steel needles, scissors, sewing silk | These sewing tools were needed to sew cloth. |
| clay cooking pots | brass and tin pots, copper cooking kettles | Clay pots can't be put over a fire because they would explode. |
| blankets made from animal skins with the fur still attached (pelts) | woolen blankets | Woolen blankets come ready made, and they are colorful. |
| dyed porcupine quills (for decoration) | colored silk ribbon | Ribbons are much more colorful, and they save labor. |
| jewelry made from shells and animal bones and teeth | silver arm bands and earrings, and glass beads | They are much prettier; the silver would gleam in the sun, and the beads were very colorful. |
| red dye made from the wildflower bloodroot | the mineral vermillion | Red was a sacred color with many uses. Vermillion was more desirable because it was brighter and didn't fade. |



“The Sauk and Meskwaki were tied to the land both physically and spiritually. The region was suited to their every need for survival.”

Objective#3: Identify and explain the natural resources utilized for survival by the Sauk and Meskwaki.

The Fur Traders, pp. 38 & 39, First Frosty Moon

Science

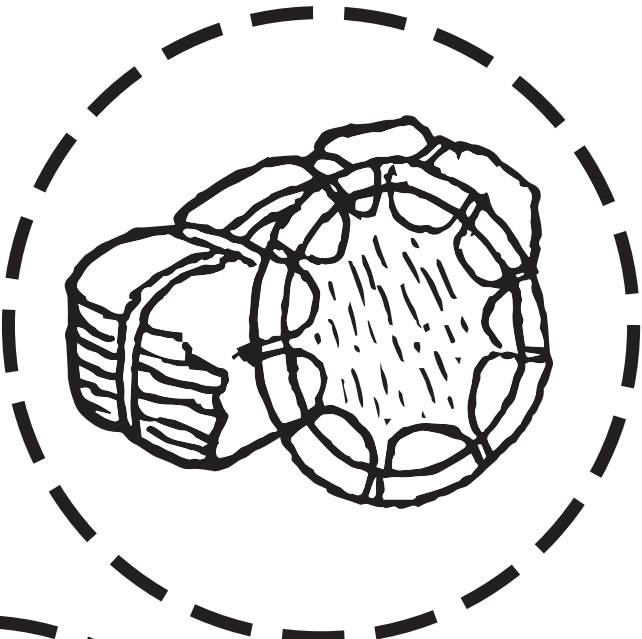
| Concept | Activity | Resources | Enrichment |
|---|--|---|--|
| <p>They had brought their goods all the way from Mackinac Island, traveling for more than four weeks to Saukenuk.</p> | <p>On a large piece of paper, students create their own Fur Traders map. Have students consider the geographical environment, i.e. deciduous forests, coniferous forests, deep lakes, shallow river rapids and the soggy marshes. Next, cut out the "Fur Traders Story Circles" and place them on the map.</p> | <p>-Book: p. 38 - "Fur Traders Story Circles"</p> | <p>Students write a story or journal entries to go with the Fur Traders map they created. Include observations of the natural world.</p> |
| <p>They had traveled across Lake Michigan, through Wisconsin, and down the Mississippi River.</p> | <ol style="list-style-type: none"> 1. Cut out the "Fur Traders Map Circles" and glue them on the Fur Traders poster map to identify natural resources and geographical features. 2. There are many river confluences on the Fur Traders poster map. For a fun activity to demonstrate the confluence concept, use the "Creating a Confluence" to demonstrate the concept | <p>-Book: p. 38 - Fur Traders poster map</p> <ol style="list-style-type: none"> 1. "Fur Traders Map Circles" 2. Fur Traders poster map and "Creating a Confluence" activity sheet | <p>Explore the Mississippi River from its source to its mouth, discovering the extent of the Mississippi River drainage basin.</p> <p>The "Creating a Confluence" activity sheet can be adapted for any or all of the rivers on the map.</p> <p>Read the book <i>Minn of the Mississippi</i> by Holling C. Holling</p> |

Fur Traders Story Circles

TRADE GOODS



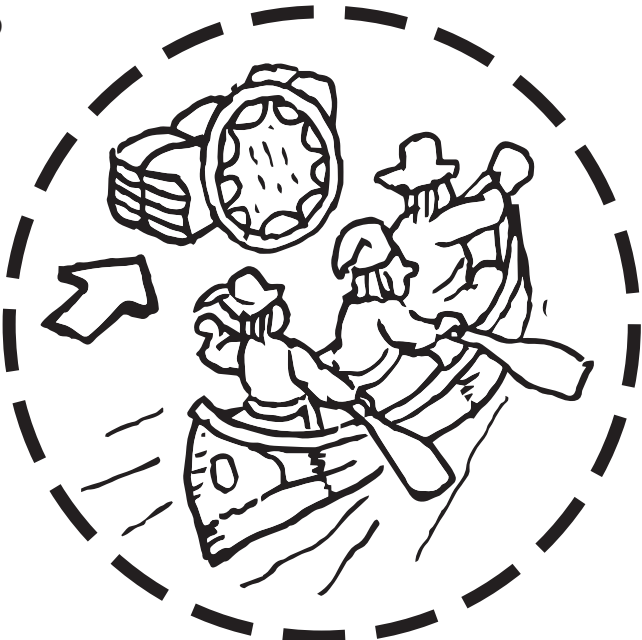
FURS



OUTBOUND



PORTAGE



RETURN

Fur Traders
Poster Map



Montreal

Mackinac

LAKE HURON

Detroit

Farnham

LAKE MICHIGAN

Fox R.

Green Bay

Wisconsin R.

Mississippi R.

Iowa R.

Saukenuk

Rock R.

Des Plaines R.

Kankakee R.

Des Moines R.

Illinois R.

Mississippi R.

Missouri R.

St Louis

Mississippi R.

Abash R.

Ohio R.

New Orleans

Canoe Brigade



MARSH



CONIFERS



PRARIE



DECIDUOUS



MISSISSIPPI/
WISCONSIN
CONFLUENCE



MISSISSIPPI/MISSOURI
CONFLUENCE



MISSISSIPPI/OHIO
CONFLUENCE



MISSISSIPPI/IOWA
CONFLUENCE



MISSISSIPPI/
DES MOINES
CONFLUENCE



MISSISSIPPI/ROCK
CONFLUENCE



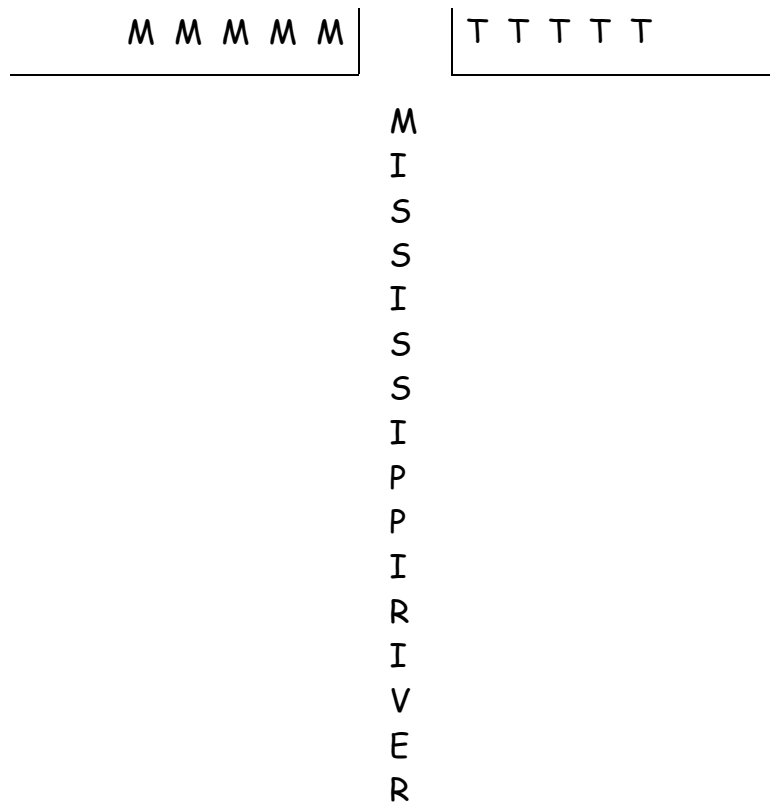
ILLINOIS/KANKAKEE
CONFLUENCE



PORTAGE

Creating a Confluence

- 1) Students will act out the confluence of two rivers.
- 2) Divide the class into two groups that will represent the Mississippi River and one of its tributaries.
- 3) Hand out the Mississippi River paper strips to each student. One group prints the name of one of the tributaries from the Fur Traders poster map (Wisconsin, Rock, Iowa, Des Moines, Illinois, Missouri or Ohio) on the blank side of the paper strip.
- 4) The Mississippi River group lines up single file showing the word Mississippi River.
- 5) The tributary river group lines up single file showing the name of its river and facing the Mississippi River group like the diagram below:



- 6) The two groups blend into one line, taking turns as they move forward. The leader of the Mississippi River group goes first, followed by the leader of the tributary group.
- 7) The tributary students flip their paper strips as they merge so everyone's paper strip shows the Mississippi River.

Mississippi River

Mississippi River

Mississippi River

Mississippi River



“The Sauk and Meskwaki were tied to the land both physically and spiritually. The region was suited to their every need for survival.”

Objective #3: Identify and explain the natural resources utilized for survival by the Sauk and Meskwaki.

The Fur Traders, pp. 38 & 39, First Frosty Moon

Math

| Concept | Activity | Resources | Enrichment |
|---|---|--|---|
| The traders gave out the goods on credit with the promise that the Sauk and Meskwaki would pay with animal pelts in the spring. | Play the “Fur Trade Game” in order to understand the credit-based economy. Click here to go to the Fur Trade Game. | -Book: p. 38 The “Fur Trade Game”, which includes: - Game Directions - Activity Sheets A, B and C - Animal Cards -Trade Goods Picture Cards | Group discussion: The Sauk and Meskwaki bought goods on credit. What is credit? Are the products we buy on credit free, or does it cost money to use a credit card? Refer to Crisis and Loss on p. 49. |



The Fur Traders Vocabulary pp. 38-39

| | |
|--------------------|--|
| <p>fur traders</p> | <p>People whose business is bartering</p> <p>The fur traders gave out the goods on credit in the fall.</p> |
| <p>credit</p> | <p>The process of buying goods now with a promise to pay later</p> <p>The fur traders gave out the goods on credit in the fall with the promise of payment with animal pelts in the spring.</p> |
| <p>pelts</p> | <p>Animal skins, with the fur still attached</p> <p>The fur traders gave out goods on credit in the fall with the promise of payment with animal pelts in the spring.</p> |
| <p>bolts</p> | <p>Rolls of cloth</p> <p>For the women, he had bolts of brightly colored woolen and cotton cloth.</p> |
| <p>vermillion</p> | <p>A bright red paint made from a mineral</p> <p>Vermillion was used to make highly prized red paint.</p> |
| <p>expedition</p> | <p>A journey made for a specific purpose</p> <p>The man in charge of the expedition, Russell Farnham, was new to the Mississippi River valley.</p> |
| <p>venture</p> | <p>A daring and risky journey with an uncertain outcome</p> <p>Russell Farnham was eager to make a success of his first venture here.</p> |
| <p>rely</p> | <p>To depend upon</p> <p>By 1817 the two tribes relied heavily on trade goods for survival.</p> |



Directions For Review Games

IT TAKES TWO!

Object: Students will match a sentence with the correct missing words.

- 1) Print the sheet that has the sentences in one color, and the sheet that has two words in a different color.
- 2) Cut out all of the cards and give one to each student.
- 3) To pair up, students walk around the classroom with an arm up in the air to high five a friend who has a card of the other color.
- 4) Students stop to greet each other. Ex. Hi Steve! Hi Sue!
- 5) The student holding the card with the sentence reads it aloud to the other student, saying "blank" for the missing words.
- 6) The other student reads aloud the two words on his/her card.
- 7) Students decide together if those are the two missing words from the sentence card.
- 8) If not, they high five again, say good luck and then look for another friend who has a card of the other color.
- 9) If the students agree that the two words complete the sentence, they high five and find a place to sit together until the whole class is finished.
 - hint - Students may sit quietly, looking at *Twelve Moons* or reading until everyone is done.
- 10) When everyone is paired up, students read their *Twelve Moons* fact out loud.

IT TAKES TWO! CONCENTRATION

Object: Students will correctly match sentence cards with missing-words cards.

- 1) Print the sheet that has the sentences in one color, and the sheet that has the two words in a different color. If possible, use construction paper or cardstock so the words don't show through.
- 2) Cut out the cards on both sheets.
- 3) Several students can play using one set of the game cards.
- 4) Turn all of the cards face down.
- 5) Students take turns flipping over two cards (one of each color) and reading them. If they go together, withdraw the cards and take another turn.
- 6) Once all cards are matched, the student with the most cards wins - and will do better on the quiz! 😊

VOCABULARY CONCENTRATION

Object: *Students will match vocabulary-word cards with correct-definition cards.*

- 1) Print a set of vocabulary cards on colored paper. If possible, use construction paper or cardstock so the words don't show through.
- 2) Cut out the cards.
- 3) Two or three students can play using one set of cards.
- 4) Turn all the cards face down.
- 5) Students take turns flipping over two cards (one of each color) and reading them. If they go together, withdraw the cards and take another turn.
- 6) Once all cards are matched, the student with the most cards wins! 😊

VOCABULARY TEACHER-TEACHER-TRADE

Object: *Students will take turns quizzing each other about the definitions for the vocabulary words.*

- 1) Print enough vocabulary sheets so you have one card for each student. A word and definition count for one card. It's ok if more than one student has the same word. If possible, print on construction paper or cardstock.
- 2) Cut out the vocabulary word and definition together. It can be left as one long vocabulary card, or it could be folded back and glued together for sturdiness.

| | |
|------|------------|
| Word | Definition |
|------|------------|

- 3) Give each student a card.
- 4) To pair up, students walk around the classroom with an arm up in the air to high five a friend.
- 5) Students stop and greet each other. Ex. Hi Steve! Hi Sue!
- 6) Decide ahead of time which student will read first and act as the first teacher. The student who reads first could be the one whose birthday comes first, or it could be whose name comes first alphabetically.
- 7) The first teacher reads the definition. The student guesses the vocabulary word. If the student doesn't know, the teacher can read the sentence below the definition, but leave out the vocabulary word. If the student still doesn't know, the teacher should give the answer.
- 8) Now it is the other student's turn to be teacher! Repeat #7.
- 9) After each student has had a turn being the teacher, they trade cards and pair up with another friend. Repeat!

***Suggestions**

- Write vocabulary words on the board.
- Three Strikes And You're Out! After students have met with 3 friends, which would be 6 words, they can sit down and read *Twelve Moons!*
- This can be adapted for IT TAKES TWO!



IT TAKES TWO! The Fur Traders

| | |
|--|---|
| <p>While the women were busy _____, the men planned for the winter _____.</p> | <p>The man in charge of the expedition, _____, was new to the Mississippi River valley.</p> |
| <p>The traders gave out the _____ on credit in the fall with the promise of _____ in the spring.</p> | <p>Farnham opened up _____ and spread his goods out for _____ to inspect.</p> |
| <p>For over 150 years, the Sauk and Meskwaki had traded with the _____ from St. Louis and the _____ from Canada.</p> | <p>For the women, he had bolts of brightly colored _____ and _____ cloth, needles and thimbles, scissors and sewing silk.</p> |
| <p>The _____ had recently had heard that the _____ no longer would allow the English to trade with them.</p> | <p>Clothing made from _____ woolen cloth and _____ that was used to make highly prized, red paint, were available too.</p> |
| <p>The hunters were surprised when the saw _____ filled with strangers approach the canoe landing.</p> | <p>Once the trader's _____ carefully had recorded their purchases on _____, the hunters could leave for the winter hunt.</p> |
| <p>They had traveled across _____ Michigan, through Wisconsin, and down the Mississippi _____.</p> | <p>Farnham _____ up his remaining goods and also prepared to _____ them into their winter hunting grounds.</p> |

| | |
|------------------|-------------------|
| harvesting hunt | Russell Farnham |
| goods payment | boxes hunters |
| French English | woolen cotton |
| chiefs Americans | scarlet vermilion |
| two boats | clerk credit |
| Lake River | packed follow |



Name _____ date _____

Twelve Moons: A Year in the Life of the Sauk and Meskwaki, 1817-1818 Quiz

Book Section: The Fur Traders

Write 3 facts that you learned about in this section.

1) _____

2) _____

3) _____

Illustrate one or more of the facts you just wrote about. Label 5 important things and/or ideas that are in your picture.