



Cultural Waters

Upper-Elementary/Middle School Program (4-8)
Educator Resource Guide

PROGRAM OVERVIEW

The program bridges the two native cultures of the New Zealand Maori people and the Michigan Anishinaabek people by examining the prevalence of the whale in Maori culture and the Lake Sturgeon in Anishinaabek culture as examples of how significance is given and represented within a culture. Students will use the *Grand Fish*, *Grand River* and *Anishinaabek* exhibits to explore how native communities in Michigan define their cultures alongside the *Whales: Giants of the Deep* exhibit to develop an understanding of cultural perspective on a local and worldwide scale.

GOALS AND TAKE-HOME MESSAGES

The learner will:

- Expand understanding of culture and how culture is represented through several aspects of a community.
- Identify similarities and differences between the native cultures of the Anishinaabek people of Michigan and the Maori tribe of New Zealand.
- Identify positive and negative consequences of human activities in relation to whales, sturgeon, and their environments
- Recognize how specific animals are viewed differently from various cultural perspectives such as from a native or contemporary perspective.

Take Home Messages

- Culture encompasses every aspect of a community's lifestyle



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- Human activities can have positive and negative impacts on their environments
- Understanding more than one cultural perspective can provide an understanding of how a culture chooses to define themselves

CURRICULUM LINKS - SOCIAL STUDIES

- 4 - G5.0.1 Assess the causes and positive and negative consequences of human activities in different parts of the country (e.g., agriculture, forestry, urban, and suburban development)
- 5 - U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (G, C, E) ent)
- 6 - G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 6 - G2.2.3 Explain how culture and experience influence people's perception of places and regions.
- 7 - H1.4.1 Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).

GUIDING QUESTIONS:

1. How does something become part of a culture?
2. Does where you live affect your culture?
3. How have the native cultures of the Anishinabek and Maori peoples survived? In what ways has native culture embraced contemporary culture?

PRE-VISIT RESOURCES

| Title | Support Materials | Website URL |
|--|------------------------------|---|
| History of the Saginaw Chippewa Indian Tribe of Michigan | -timeline -paragraph text | http://www.sagchip.org/ziibewing/aboutus/history.htm |

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|---|--|---|
| Anishinabe Indian Fact Sheet | <ul style="list-style-type: none">-Q&A style-photographs, illustrations-bolded key terms | http://www.bigorrin.org/anishinabe_kids.htm |
| Michigan native Americans : a kid's look at our state's chiefs, tribes, reservations, powwows, lore, and more from the past and the present by Carole Marsh (2004) | <ul style="list-style-type: none">-information presented alphabetically-illustrations, photographs-bolded key terms-readily accessible for all students | https://books.google.com/books?id=qOjLXM3ZR1EC&printsec=frontcover&source=gbs_ViewAPI#v=onepage&q&f=false |
| Laura Jernegan: Girl on a Whaleship | <ul style="list-style-type: none">-interactive whaling ship-timeline-bolded key terms | http://www.girlonawhaleship.org/index.html |
| "Tinirau & the whale" video | <ul style="list-style-type: none">-animated-Maori cultural history of whales | http://collections.tepapa.govt.nz/exhibitions/whales/Links.aspx#websites |
| New Zealand History | <ul style="list-style-type: none">-overview of Maori culture-accessible text-photographs, illustrations | http://kids.nationalgeographic.com/explore/countries/new-zealand/#new-zealand-sheep.jpg |

PRE-VISIT ACTIVITIES

These resources have been designed to help teachers as they prepare to bring their classroom to the Grand Rapids Public Museum to visit *Whales: Giants of the Deep* and participate in the upper-elementary/middle school program, *Cultural Waters*. The activities included introduce and reinforce concepts discussed both in the exhibit and the program. Materials can be used before or after your visit.

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PRE-VISIT ACTIVITIES

Overview Activities:

- Research Maori and Anishinaabek cultures
- School Cultural Connections

Activity #1: Research Maori and Anishinabek Cultures

Objective: Identify main characteristics for the two indigenous cultures, then compare similarities and differences.

Materials:

- Venn Diagram sheets
- Chromebooks/iPads

Questions to Begin:

- 1) What makes a culture indigenous? Are there indigenous cultures around the world?
- 2) Who are the indigenous people of West Michigan? Can you name any indigenous cultures outside of the United States?

Procedure:

- 1) Explain to class on what an indigenous culture is and how it differs from a nonnative culture. Discuss briefly who the Anishinabek people are in relation to Michigan and the Maori people in New Zealand. Model how students should use the online resources.
- 2) Using the online resources listed in this packet, have students use the websites listed to gather information on the Anishinabek people and the Maori people.
- 3) Come back together as a class and fill in a Venn diagram collectively. Once the diagram is filled, as a class determine whether these two cultures are more similar or different from each other. Continue discussion about other indigenous cultures students are aware of.

Activity #2: School Cultural Connections Concept Map

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Objective: Students organize information about their school's culture within a concept map to better apply the main ideas of what a culture consists of.

Materials:

- Cultural Connections concept maps

Questions to Begin:

- 1) What makes our school a culture? What does everyone in the school have in common?
- 2) How are sports teams/extracurricular activities part of the school culture?

Procedure:

- 1) Prompt students on what a culture is and whether your school has its own culture. Discuss the definition of what a culture is as a class then split the class into partners.
- 2) As partners, students will brainstorm a list of traditions, values, and symbols which make up your school's culture. Potential answers could include: school's mascot, spirit week traditions, holidays when school is closed, annual fundraisers, etc.
- 3) Have each pair of students share, and write list of brainstormed items on the board.
- 4) Introduce concept map. Use the brainstorming items the students collected and instruct students to place them on the concept map according to the part of school culture associated. Model how to use the concept map, then allow students to fill in the map with partners.
- 5) Time permitting, let partner's share again. It's likely that each group's concept maps may have slight differences, and this could encourage some reflective discussion.

POST-VISIT ACTIVITIES

Overview Activities:

- Create a totem symbol representing your culture

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Activity #1: Create a Totem Symbol

Objective: Apply understanding of how cultures give certain items or ideas significance by having students develop their own cultural symbol.

Materials:

- Paper
- Colored pencils, markers, crayons

Questions to Begin:

- 1) Is there an item or an idea that you feel is important in your life?
- 2) Determine a culture that you identify with. What is an item or idea from that culture which is significant?

Procedure:

- 1) Begin class by showing the students a series of different cultural symbols present in contemporary culture. Have students guess what culture each symbol represents. Some symbols or pictures could include: the American flag, logos for fast food chains, food labels, iconic photographs, etc. Discuss how even these modern symbols represent a larger culture.
- 2) Transition to ask what items/ideas/symbols are important in students' lives. Have students write their answers, and keep them private. Share with the class an example of an item/idea which is important to you as a model.
- 3) Instruct class that using their written ideas of things important in their life, they will be creating their own totem symbol to represent their culture. Using their written ideas, they will draw their totem symbol and write a brief description explaining their reasoning behind the symbol.
- 4) On the written description, students can answer the following questions: What kinds of people could identify with this symbol? How will this symbol be passed down for generations? What kind of element of culture will be used to preserve this symbol the most?

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- 5) If students feel comfortable, have them share their symbol and their reasoning behind it.

VOCABULARY

Anishinabek- The first people to live in the West Michigan area. Meaning "people of this place".

Caviar- Pickled or salted Sturgeon eggs which are eaten.

Commodity- A good which is given value and can be bought or sold.

Culture- The shared practices, values, and living patterns learned and shared by a group which distinguish themselves from other groups.

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Elements of Culture- Parts of a culture which represent the significance or value of an item or idea that everyone in the culture can identify with. The value of a culturally significant item can be represented through: religion, art, politics, language, economy, customs, society, and geography.

Human-Environment Interaction- How policies from the past and their implementation have had positive or negative consequences for the environment in the future.

Indigenous-The original or first inhabitants in a region or environment.

Isinglass- A transparent gelatin which is made from from a Lake Sturgeon's bladder. Highly demanded trade item from Sturgeon.

Maori-The first Polynesian people to live in New Zealand. Use the indigenous term "Tangata whenua" meaning "people of the land" to emphasize their place as the indigenous culture.