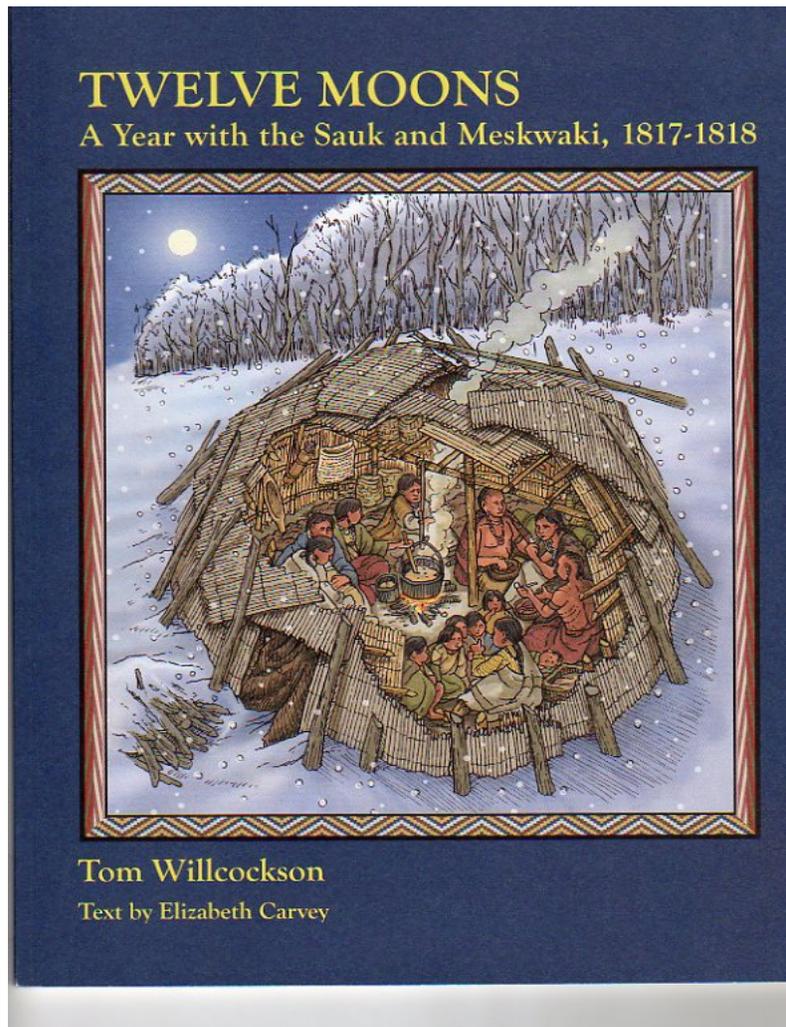


TWELVE MOONS

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.

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**"The Sauk and Meskwaki had no clocks or calendars.
They measured time by the phases of the moon."**

Objective 1: Describe how the lives and activities of the Sauk and Meskwaki people were dictated by the lunar month

Saukenuk, pp. 12 & 13

Language Skills

Concept	Activity	Resources	Enrichment
As Fish Moon reached the full stage, the Sauk returned to Saukenuk. It was good to be home.	Pretend you are a Sauk child and you and your family have just returned to Saukenuk. Make up a story about your joyful return. Write it, draw it, or better yet, do both! Be sure the full *Fish Moon is a part of your story.	-Book: p. 12 & 13 *Fish Moon dates: Apr. 16-May 15, 1817 The full moon would have been visible on May 1. Writing activity sheet	Act out the story of your joyful return to Saukenuk.



"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.

Saukenuk, pp. 12 & 13

Language Skills

Concept	Activity	Resources	Enrichment
<p>A large open area called a plaza was located in front of the Council House. The whole tribe gathered in the plaza for national meetings, dances, games, and other ceremonies.</p>	<p>1. The Sauk and Meskwaki shared news at their national meetings. Using the "Sharing News and Gatherings" activity sheet, list how we share news today. Next list the places where today we gather to dance, play games, and meet for holidays and special occasions.</p>	<p>-Book: p. 12 "Sharing News and Gatherings" activity sheet</p>	
<p>As Fish Moon reached the full stage the Sauk returned to Saukenuk. It was good to be home.</p>	<p>1. Look at the "Busy Saukenuk" activity sheet and the poster and make a list of all the activities you see. Share the lists in a classroom discussion.</p> <p>2. Look at the activities listed on the "Searching Saukenuk" activity sheet and mark them on the poster as directed.</p> <p>3. Using the list of activities on the "Search-ing Saukenuk" activity sheet, encourage your students to imagine and act out the activities of their choice.</p>	<p>-Book: p. 12 & 13 Saukenuk poster</p> <p>1. "Busy Saukenuk" activity sheet</p> <p>2. "Searching Saukenuk" activity sheet</p> <p>3. "Search-ing Saukenuk" activity sheet</p>	<p>Fill out the "Search-ing Saukenuk" worksheet to practice spelling present participles.</p> <p>For more information about participles, go to www.oxforddictionaries.com</p>



name _____ date _____

Sharing News and Gathering Places

In Saukenuk, the plaza in front of the Council House was a place for national meetings where news was shared, as well as a place to gather for dances, games, and other ceremonies. Think about how news is shared today and the places that your family and friends gather for special events and holidays. List your ideas below. Use the back of the sheet for more ideas!

Sharing News Today

Our Gathering Places

1)	1)
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)
7)	7)
8)	8)





name _____ date _____

Busy Saukenuk

Now that everyone has returned, Saukenuk is a busy city! Look at the illustration on pages 12 and 13 and the Saukenuk poster. Make a list of as many activities as you can. Circle the verb/action word and underline a noun in your descriptions.

1) _____ 11) _____

2) _____ 12) _____

3) _____ 13) _____

4) _____ 14) _____

5) _____ 15) _____

6) _____ 16) _____

7) _____ 17) _____

8) _____ 18) _____

9) _____ 19) _____

10) _____ 20) _____

If you were a Sauk child just returning to your summer home, what would you like to do first?



name _____ date _____

Searching Saukenuk

Everyone has returned to Saukenuk! There is a lot of action in the town! See if you can find all of the activities on the list! Mark the activities as directed. Some activities are on the poster more than once.

1) carrying firewood	red circle
2) building a house	purple square
3) making a dugout canoe	orange rectangle
4) riding a horse	black oval
5) going to hunt	green X
6) burying a food cache	brown circle
7) fishing in the river	blue square
8) stripping the tree for bark	red rectangle
9) farming	purple oval
10) playing lacrosse	orange X
11) weaving baskets	black circle
12) stirring stew	green square
13) scraping animal skin	brown rectangle
14) shucking corn	blue oval
15) paddling a canoe	red X



name _____ date _____

Search "ing" Saukenuk

Everyone has returned to Saukenuk! There is so much to do! Add "ing" to the verbs. Before adding "ing", remember to cross out the silent e and to double the consonant when it is preceded by a vowel. Now find all of the activities in the poster that are on the list! Mark them on the poster as directed. Some activities are found more than once. If you find more activities, add them on the back of this sheet.

1) carry _____ firewood	red circle
2) build _____ a house	purple square
3) make _____ a dugout canoe	orange rectangle
4) ride _____ a horse	black oval
5) go _____ to hunt	green X
6) bury _____ a food cache	brown circle
7) fish _____ in the river	blue square
8) strip _____ the tree for bark	red rectangle
9) farm _____	purple oval
10) play _____ lacrosse	orange X
11) weave _____ baskets	black circle
12) stir _____ stew	green square
13) scrape _____ animal skin	brown rectangle
14) shuck _____ corn	blue oval
15) paddle _____ a canoe	red X



"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.

Saukenuk, pp. 12 & 13

Social Studies

Concept	Activity	Resources	Enrichment
The town to which the Sauk were returning was...the largest city in the Illinois Territory.	Cities provide the resources needed for a community to exist. Saukenuk provided those resources as does the city in which you live today. Using the "Comparing Cities" activity sheet, either in small groups or with the whole class, brainstorm your answers.	-Book: p. 12 & 13 Saukenuk poster "Comparing Cities" activity sheet	Design a city of your own, which includes hospitals, grocery stores, car dealerships, schools, libraries, big box stores, gas stations, shopping centers, post offices, a court house, a fire station and anything else you want to add.





name _____ date _____

Comparing Cities: Saukenuk and Your City

Look at Saukenuk on pp. 12 and 13 and the poster to discover and imagine what it would have been like to live there. Then using this chart, compare Saukenuk to your city and write what both have to offer families so they can survive and live comfortably. Add your own ideas, too!

Needs/Services	Saukenuk	Your City
Where to get food		
Where children learn		
Where to get water		
Where to live		
Where to take care of sick people		
Where to get clothes		
Where to play		
Where to care for the elderly		
Where to go to the bathroom		
Government buildings		
Transportation		



name _____ date _____

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Needs/Services	Saukenuk	Your City
Where to get food	farm fields, forest, river	grocery store, garden
Where children learn	from parents, grandparents or other elders	family and schools
Where to get water	springs, rivers	faucets
Where to live	long houses	houses, trailers, apartments
How to take care of sick people	in their homes using medicine from plants from the forest, prairie, and wetlands	hospitals, doctor's office, drug store, parents
Where to get clothes	made from deer skins and cloth from fur traders	clothing stores, second-hand shops, sewing
Where to play	outdoors	parks, playgrounds, backyards
Where to care for the elderly	with their families	with their families, retirement living centers, health care centers
Where to go to the bathroom	outdoors	flush toilets
Government buildings	Council House	city hall
Transportation	horses, canoes, rivers as highways, walking	cars, buses, bicycles, walking, riding



“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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Saukenuk, pp. 12 & 13

Math

Concept	Activity	Resources	Enrichment
Saukenuk was divided into neighborhoods, one for each of the twelve clans.	The total population of Saukenuk was 4000. Look at the population numbers for each clan on the “Saukenuk Neighborhoods” activity sheet and round them to the nearest 100. Add the rounded numbers to get the total population of Saukenuk.	“Saukenuk Neighborhoods” activity sheet.	



name _____ date _____

Saukenuk Neighborhoods

Four thousand people lived in Saukenuk. It was divided into neighborhoods similar to many communities today. There were 12 neighborhoods in Saukenuk, one for each clan. The clan names are listed in the chart below with an estimate of their population. Round the number of people in each clan to the nearest hundred. When you are finished, add up your answers. If the sum is 4,000, you **might** have all the answers correct! To be sure, check your answers together in class.

Clan	Population	Answer
Bear	245	
Wolf	410	
Bald Eagle	297	
Sturgeon	299	
Thunder	350	
Ringed Perch	326	
Bear Potato	462	
Great Lake	414	
Deer	385	
Panther	234	
Black Bass	356	
Swan	239	
Total		



Saukenuk pp. 12 - 13 Vocabulary

political capital	<p>A city serving as a seat of government</p> <p>The town to which the Sauk were returning was the <u>political capital</u> of their nation.</p>
defensive purposes	<p>Ways to keep the tribe safe from enemies</p> <p>The Sauk lived together for <u>defensive purposes</u>.</p>
grid	<p>A network of uniformly spaced horizontal and perpendicular lines</p> <p>Saukenuk was laid out in an organized <u>grid</u> fashion.</p>
long house	<p>The summer home of the Sauk and Meskwaki</p> <p>One hundred <u>long houses</u> faced the streets.</p>
clan	<p>A large family group</p> <p>The town was divided into twelve neighborhoods, one for each of the twelve <u>clans</u>.</p>
Council House	<p>The house of government for the Sauk and Meskwaki people</p> <p>The chiefs and clan leaders met in the large <u>Council House</u>.</p>
ford	<p>A shallow part in a river that can be crossed by wading</p> <p>The Sauk returned to Saukenuk, some crossing at the <u>ford</u> near the Council House.</p>
plaza	<p>A public square in a city or town</p> <p>A large open area called a <u>plaza</u> was located in front of the Council House.</p>



Directions For Review Games

IT TAKES TWO!

Object: Students will match the sentences with the 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 Suel
- 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 2 words on his/her card.
- 7) Students decide together if those are the 2 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, call on the students to read their *Twelve Moons* fact out loud.

IT TAKES TWO! CONCENTRATION

- 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 turning two cards over 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

- 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 two cards over 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

- 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.

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! Saukenuk

<p>The town to which the Sauk were returning was the _____ of their nation.</p>	<p>Nearly the entire Sauk tribe _____ people lived at Saukenuk.</p>
<p>Saukenuk was laid out in an _____ fashion.</p>	<p>A main avenue ran _____ and _____ through the middle of town.</p>
<p>The main avenue was crossed by _____ going east and west.</p>	<p>The town was divided into neighborhoods one for each of the _____.</p>
<p>The chiefs and clan leaders met in the large _____.</p>	<p>The _____ gathered in the plaza for national meetings, dances, games and other ceremonies.</p>
<p>The cornfields were in the _____ of town and joined those of the Meskwaki.</p>	<p>_____ were located on the bluffs directly above Saukenuk while smaller ones were located in town.</p>
<p>As _____ reached the full stage, the Sauk returned to Saukenuk crossing at the ford or arriving by canoe.</p>	<p>People hurried to their houses because it was _____ to be _____!</p>

political capital	over 4,000
organized grid	north south
side streets	twelve clans
Council House	whole tribe
north end	Large cemeteries
Fish Moon	good home



Name _____ date _____

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

Book Section: Saukenuk

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.