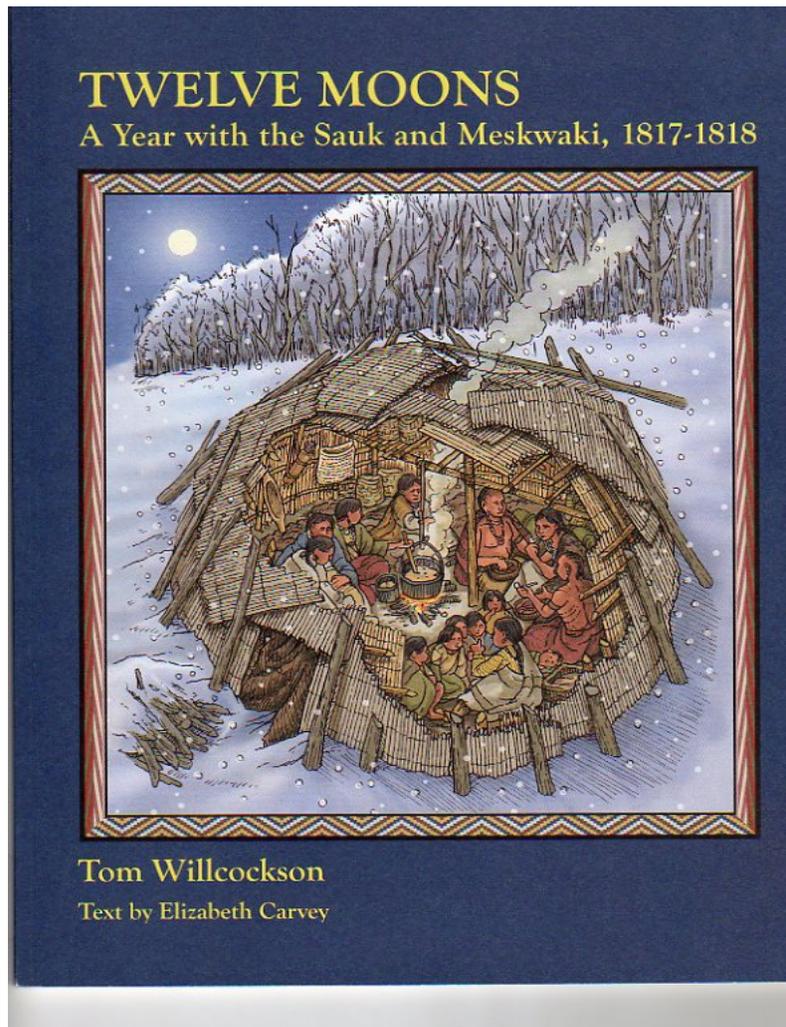


TWELVE MOONS

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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"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 Long House, pp. 20 & 21

(The Sauk and Meskwaki lived in the long houses from April to September only. See "Reclaiming the Town," pp. 14 & 15 and "Saukenuk," pp. 12 & 13.)

Social Studies

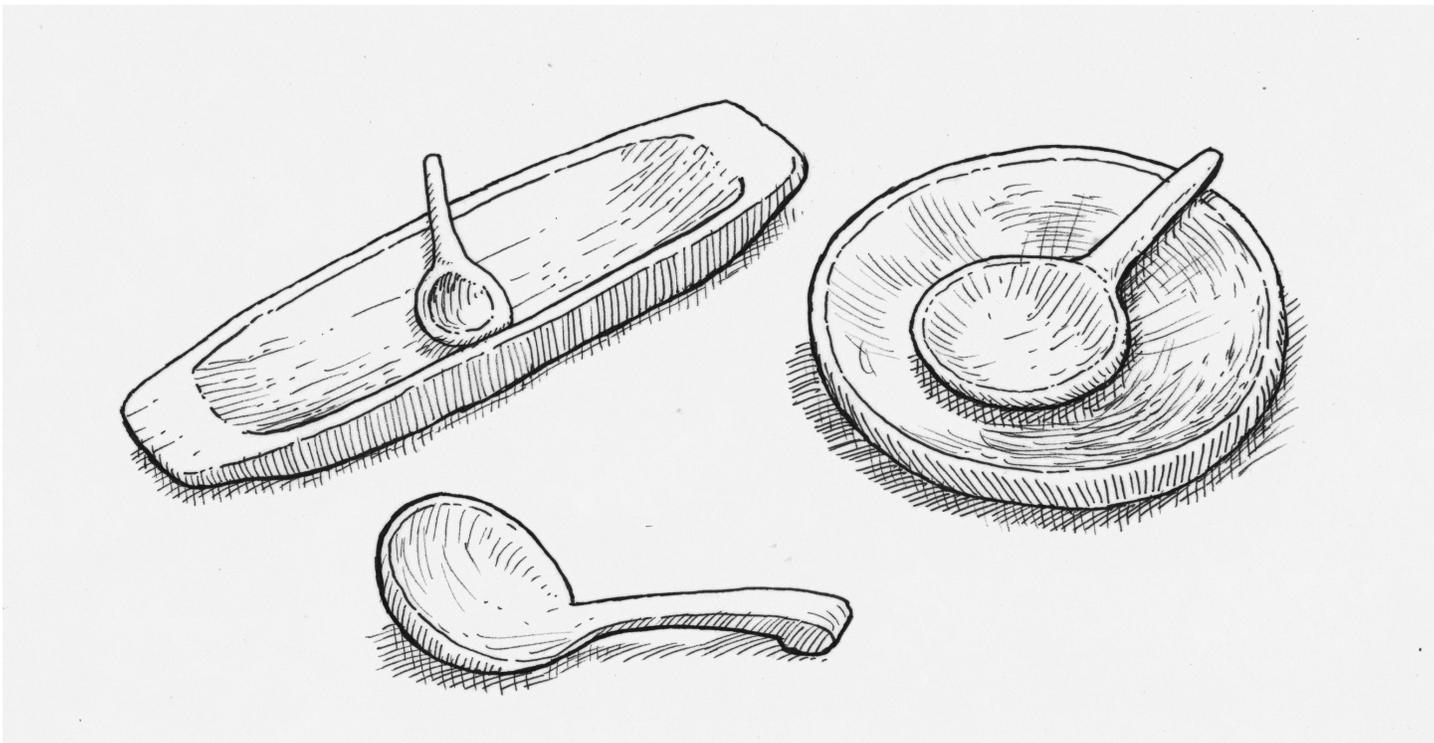
Concept	Activity	Resources	Enrichment
<p>The long house was at the center of Sauk and Meskwaki family life.</p>	<p>1. Make a book using the long house illustrations. On the lower half of the page, students draw or write about the present-day equivalent of the illustrations. Staple pages together to make a booklet.</p> <p>2. Using the "Looking at the Long House" activity sheet and the "Busy Long House" poster, find the items and activities.</p> <p>3. Using the directions on the "Busy Long House Search" activity sheet, complete it by using the "Busy Long House" poster and the illustrations on pages 20 and 21.</p> <p>4. Using the "Long House" poster and pp. 20 and 21, students create their own "Busy Long House" poster.</p>	<p>1. Book: pp. 20 & 21</p> <p>-Long house illustrations</p> <p>2. "Busy Long House" poster</p> <p>-"Looking at the Long House" activity sheet</p> <p>3. "Busy Long House" poster</p> <p>- "Busy Long House Search" activity sheet</p> <p>4. "Long House" poster</p>	<p>1. Use the students' illustrations as posters.</p> <p>Use catalog or magazine pictures for illustrations.</p> <p>Make a cover and title page for the booklet.</p> <p>Share booklets with other students.</p>



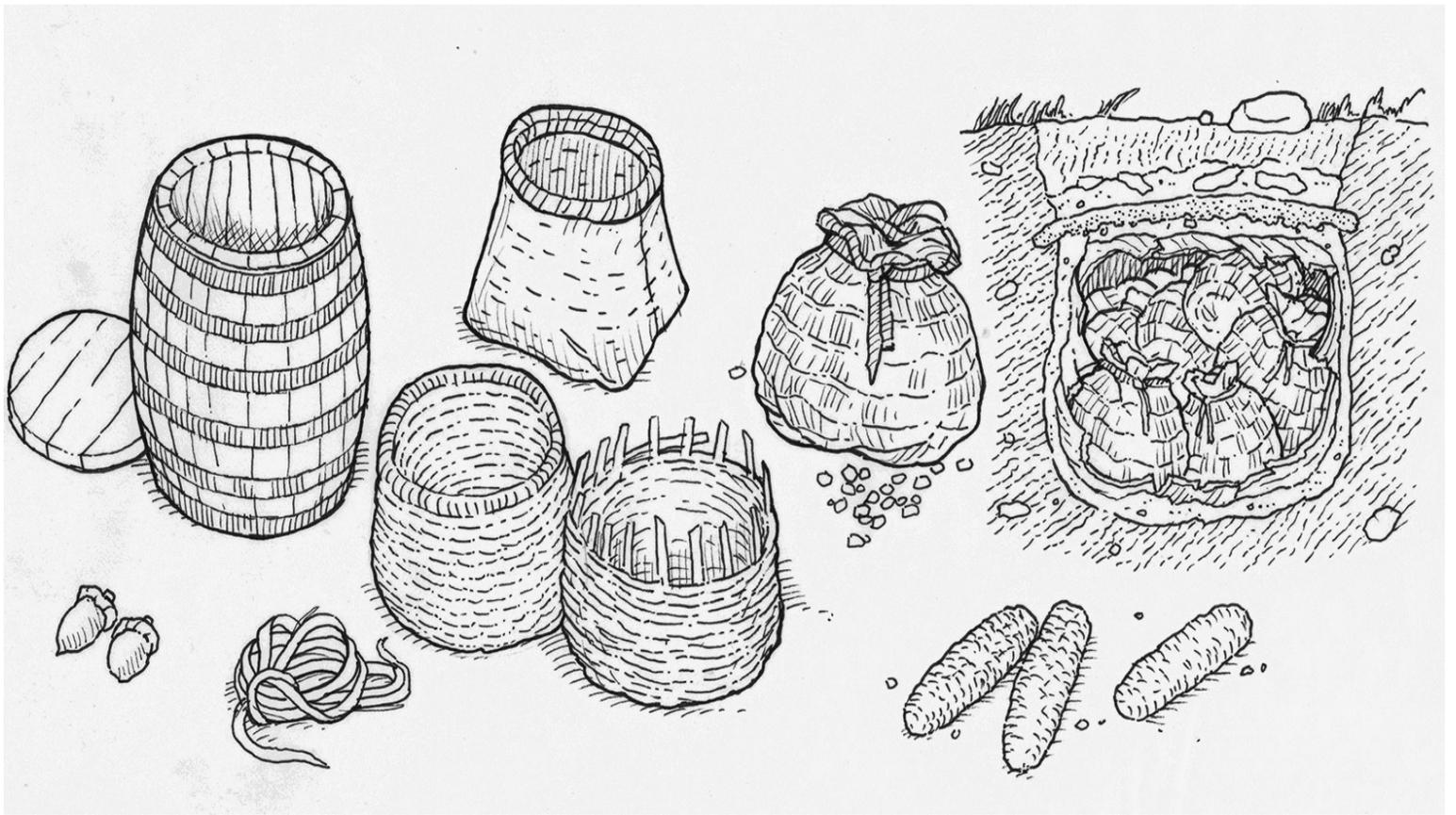
" [The long house] ...was built and maintained, and owned by the women. "
Building materials came from the forest.



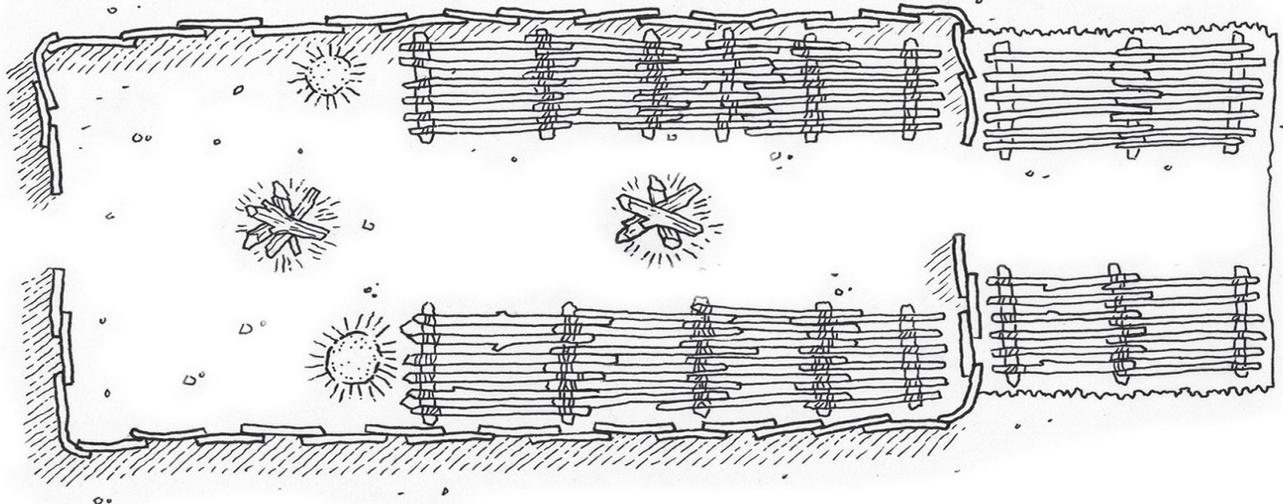
"The women did all of the cooking." They used these items to make and cook their food over an open fire.



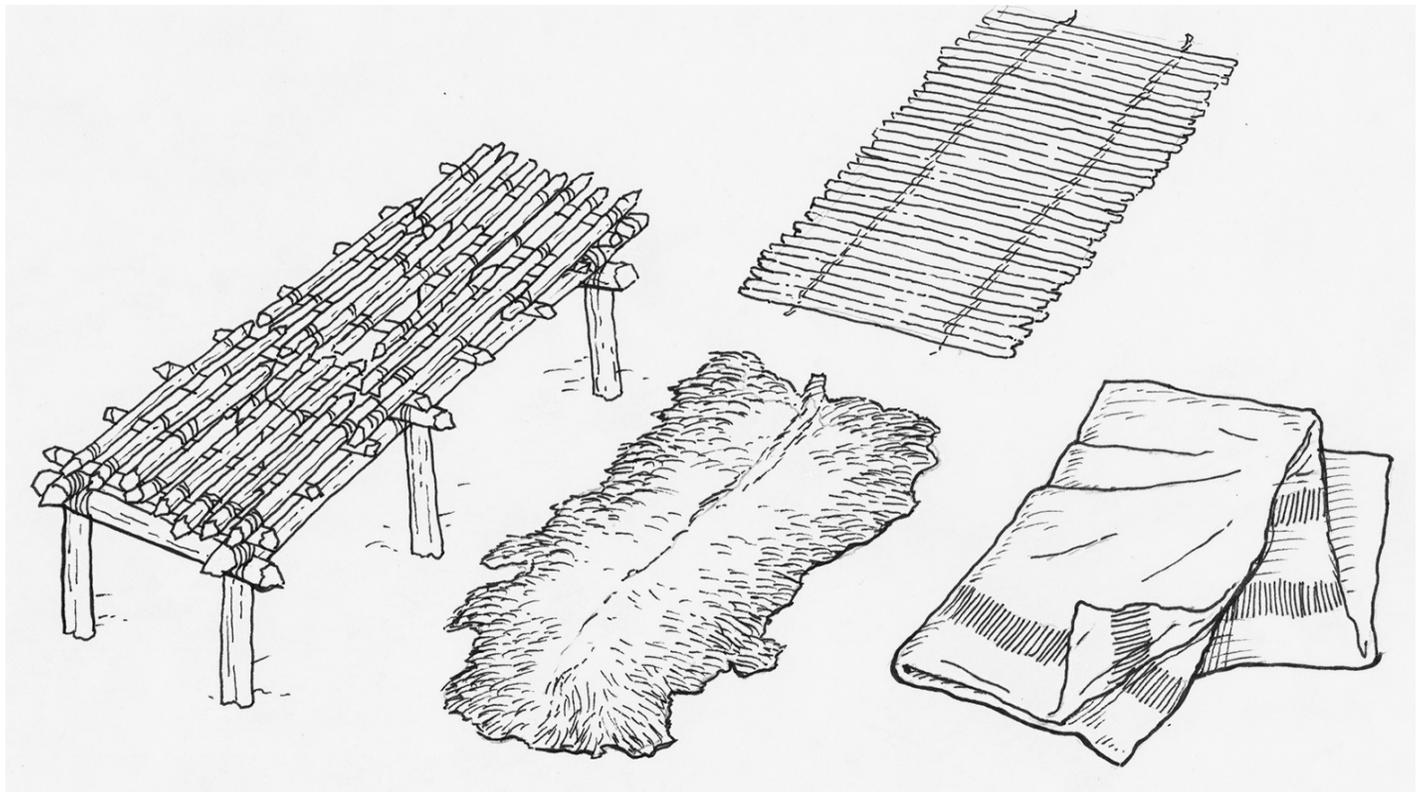
"Everyone used their own wooden bowl and spoon for everyday meals."
The large serving dish was designed for large gatherings.



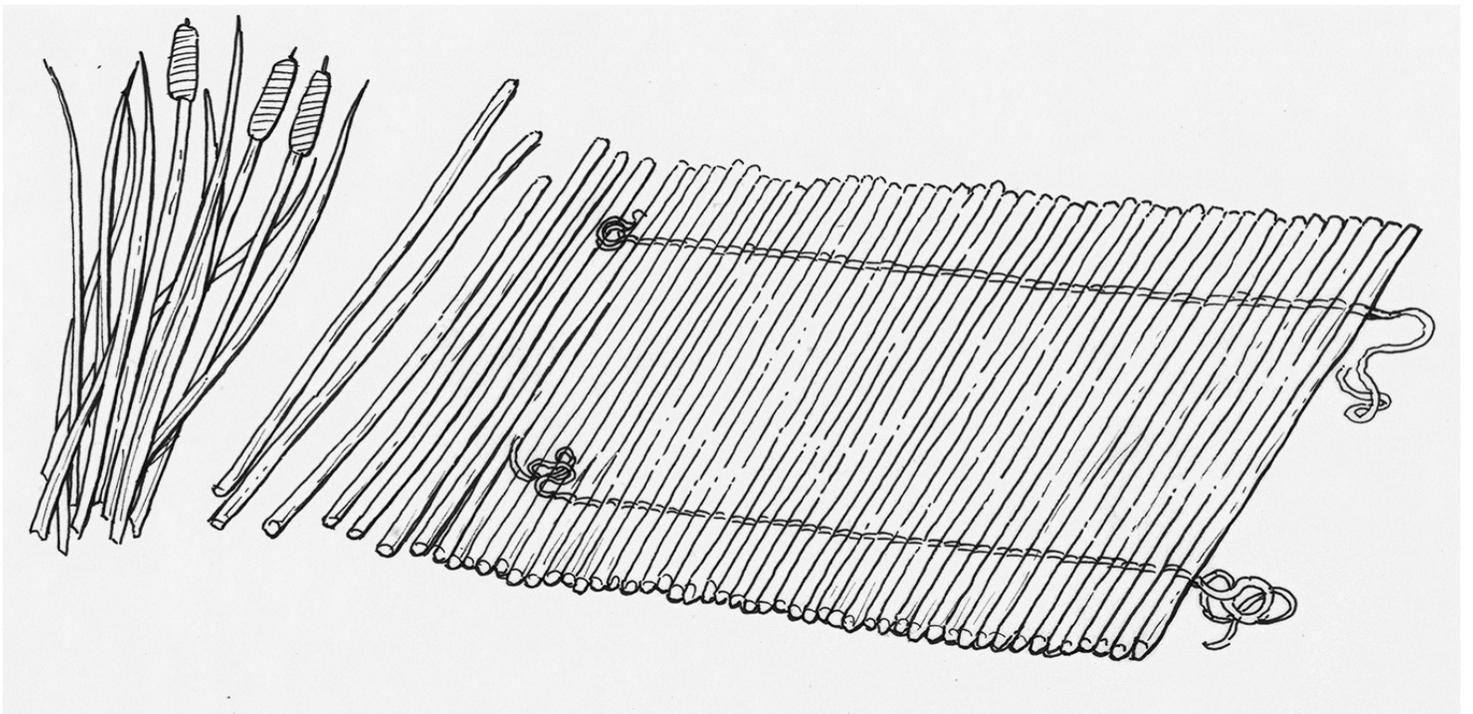
They stored their food in barrels and in baskets and bags made from materials found in the forest and wetlands. Food to be saved was buried underground in a cache pit.



"Doorways were located at the east and west sides of the house facing the direction of both the rising and setting sun. Fire pits were located in the wide center aisle of the house."



"Benches, measuring three feet high and four feet wide, lined the long sides of the house. The benches were covered with reed mats and animal skins for comfort." Woolen trade blankets were also used for warmth.



"Reed mats covered the floors." And...were hung between the individual family living spaces to provide some privacy." They were also used to cover the houses inside and outside for insulation.

Busy Long House





name _____ date _____

Looking at the Long House

Find all of the objects and activities in the poster that are on this list! Mark them on the poster as directed. Some activities are found more than once. You can add more objects and activities by writing them down on the back of this activity sheet.

1) baby in the cradleboard	red circle
2) boy carrying firewood	purple square
3) grandma weaving mats	orange rectangle
4) mother scraping corn kernels from cob	black oval
5) woman cracking corn using mortar and pestle	green X
6) woman grinding corn kernels into meal	brown circle
7) smoking/drying meat over the fire	blue square
8) aunt stirring soup	red rectangle
9) pile of jaw bones (used to shuck corn)	purple oval
10) pair of moccasins	orange X
11) father sitting on pelts	black circle
12) rolled up mats	green square
13) storage pit (cache)	brown rectangle
14) quiver of arrows	blue oval
15) axe in the stump	red X



name _____ date _____

Busy Long House Search

The long house was at the center of Sauk and Meskwaki family life! Look at the illustration on pages 20 and 21 and the Long House poster. Make a list of as many activities as you can.

1) _____ 11) _____

2) _____ 12) _____

3) _____ 13) _____

4) _____ 14) _____

5) _____ 15) _____

6) _____ 16) _____

7) _____ 17) _____

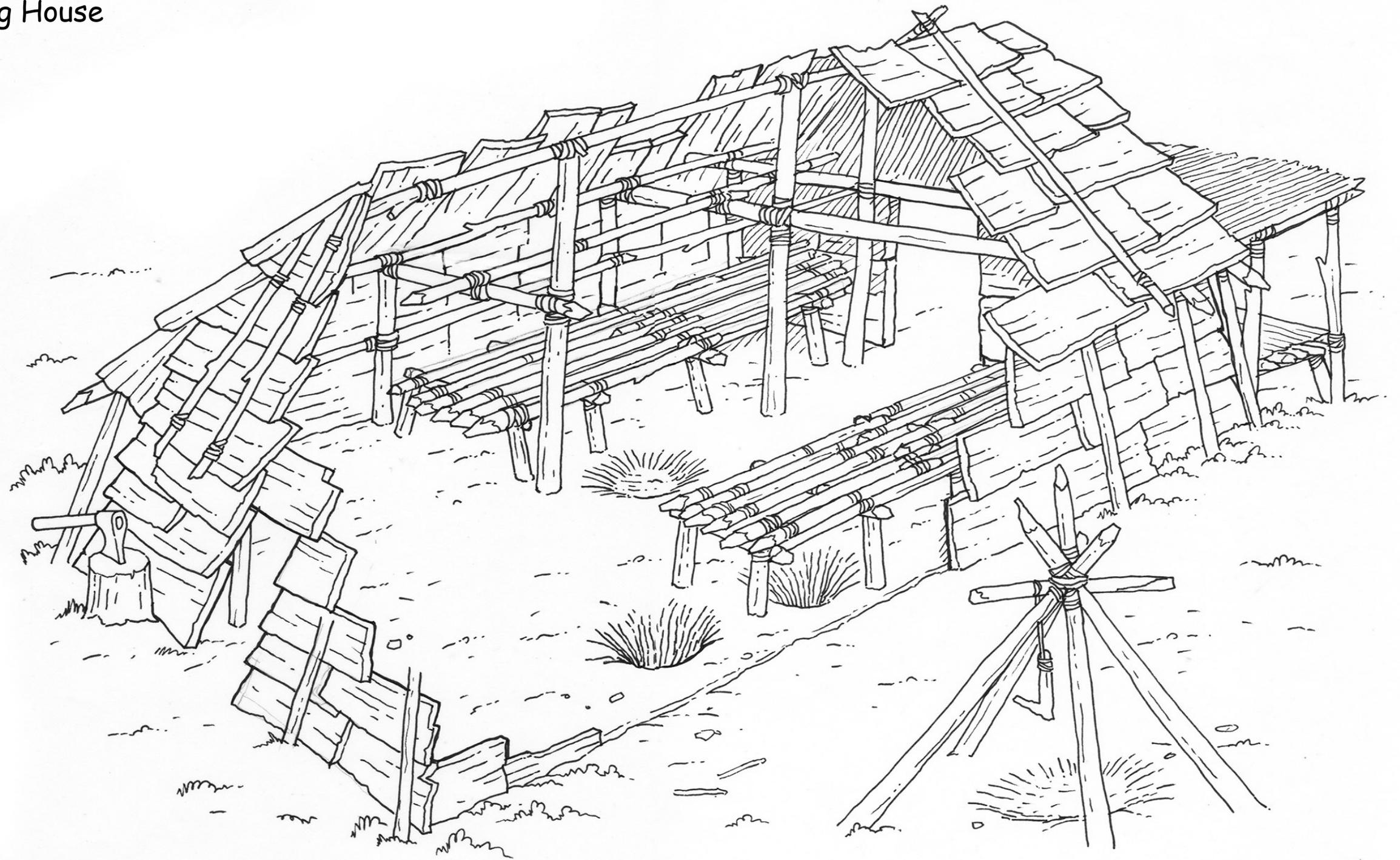
8) _____ 18) _____

9) _____ 19) _____

10) _____ 20) _____

What chore would you like to learn how to do? Why?

Long House





“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.

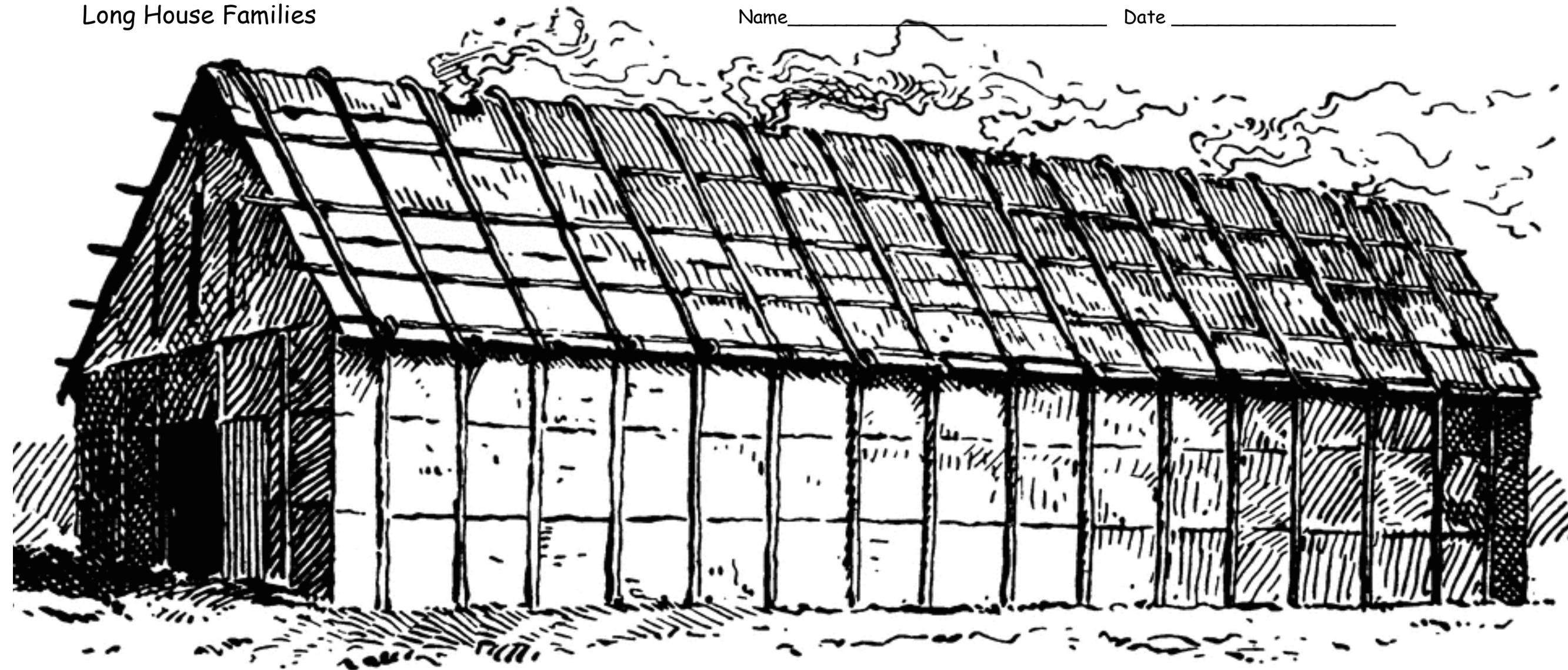
The Long House, pp.20 & 21

Social Studies

Concept	Activity	Resources	Enrichment
<p>Extended families lived in each house, grandparents to all the grandchildren. As many as fifty people lived in the larger houses.</p>	<p>In order to understand the concept of extended families, discuss and make a list of the students' extended family members. Using the "Long House Families" activity sheet, either move the families into the long house by writing their names in the squares on the long house or cutting and gluing the squares provided on the sheet.</p>	<p>-Book: p. 20 & 21 - "Long House Families" activity sheet</p>	
<p>Aunts, uncles and grandparents had important roles in educating the children, teaching them adult life skills...</p>	<p>1. Using the "Learning Life Skills" part A activity sheet and the book pages listed under resources, find three jobs that the women relatives taught the girls, three jobs that the men relatives taught the boys and three jobs taught to all children. 2. Using the "Learning Life Skills" part B activity sheet, list the jobs taught to you by your relatives. Next, using the "Learning Life Skills" Venn Diagram, compare Sauk and Meskwaki children's jobs to yours.</p>	<p>1. Book: (using text and illustrations) pp. 28, 29, 30, 31, 36, 46 - "Learning Life Skills" part A activity sheet 2. "Learning Life Skills" part B activity sheet -"Learning Life Skills" Venn Diagram</p>	

Long House Families

Name _____ Date _____



As many as _____ people lived in the larger houses. Extended _____ relationships were a critical part of the Sauk and Meskwaki _____.

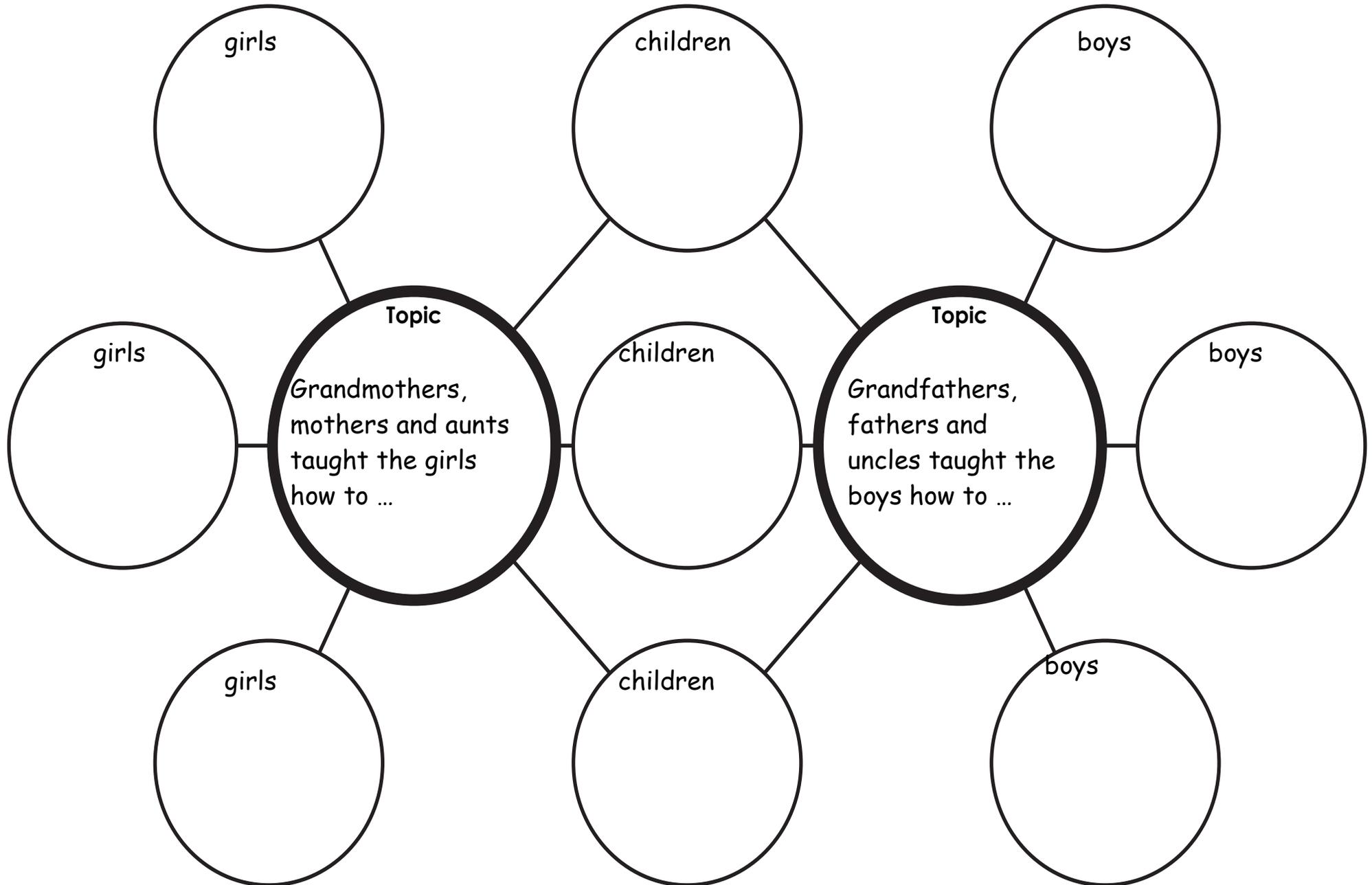
Either write the family names in the long house squares or cut them out and glue them.

mother	father	brother	sister	aunt	uncle	cousin	grandmother	grandfather	mother
father	brother	sister	aunt	uncle	cousin	grandmother	grandfather	mother	father
brother	sister	cousin	cousin	mother	father	brother	sister	brother	sister

Young children learned life skills from their elders. Using the text and illustrations on pages 28, 29, 30, 31, 36 and 46, write down or draw the different skills they learned.

name _____ date _____

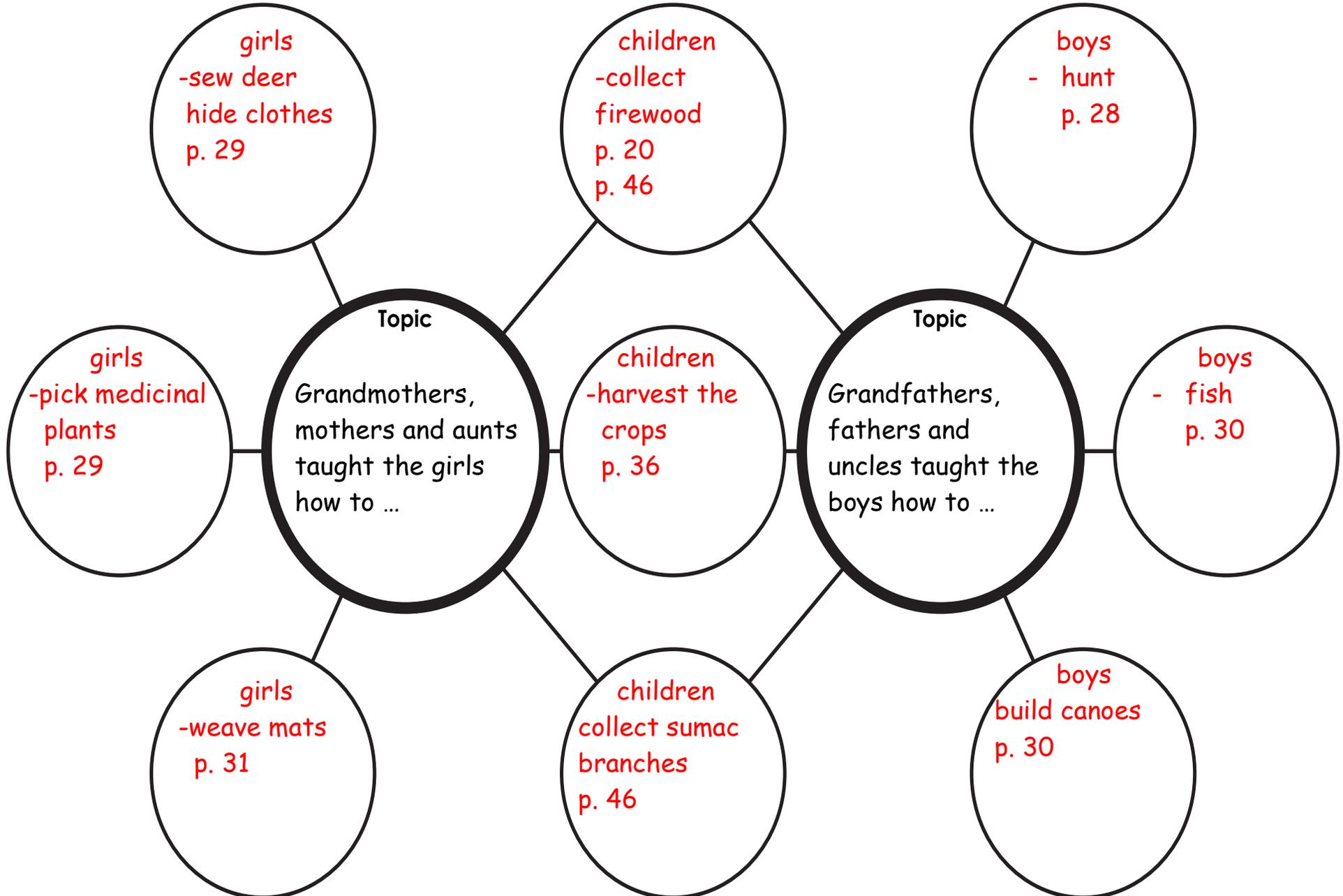
Learning Life Skills part A



Young children learned life skills from their elders. Using the text and illustrations on pages 20, 28, 29, 30, 31, 36 and 46, write down or draw the different skills they learned.

name _____ date _____

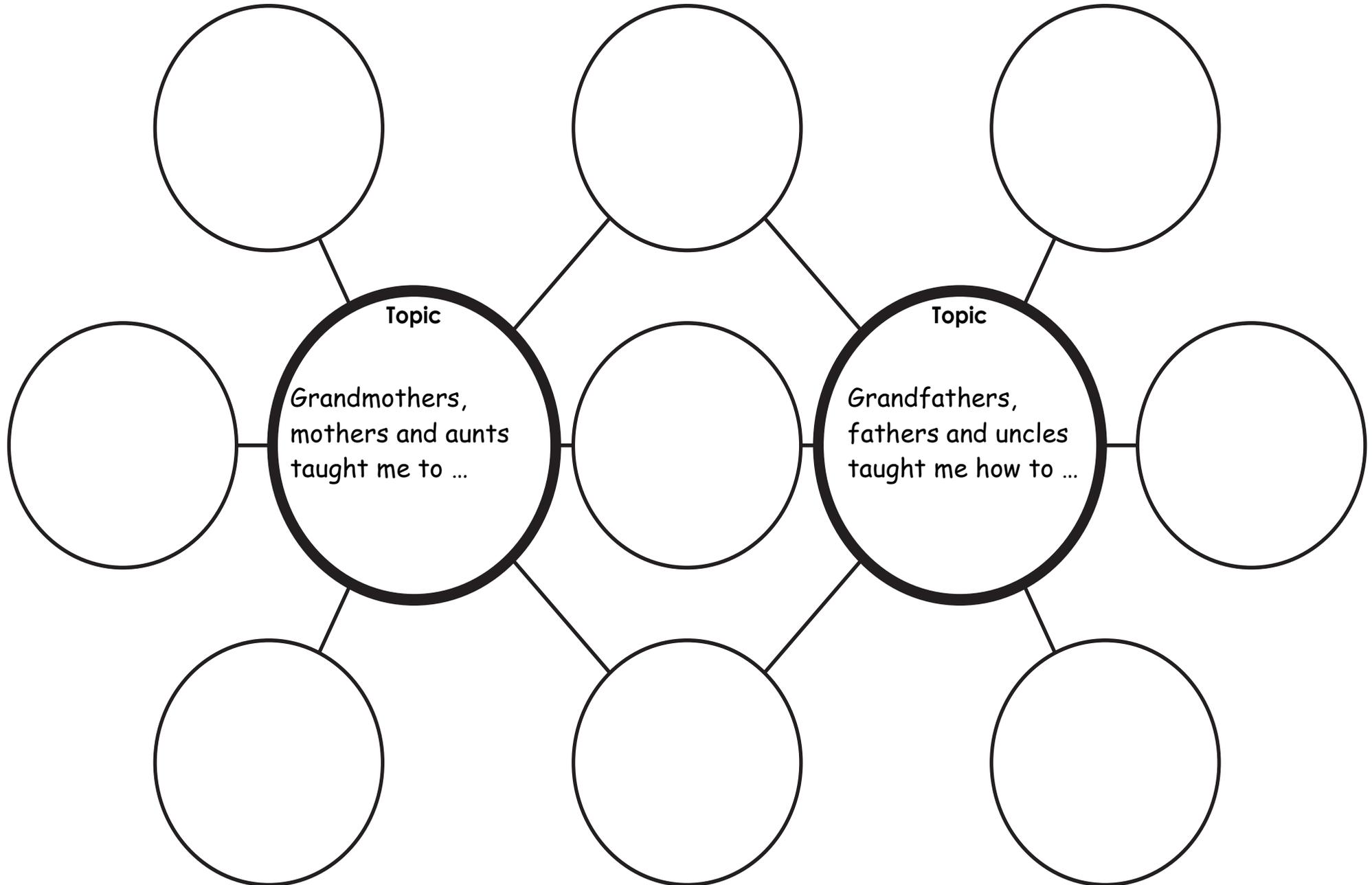
Learning Life Skills part A



Write or illustrate life skills you learned from your family members. The circles in the middle are for skills that were taught to you by male and female relatives.

name _____ date _____

Learning Life Skills part B



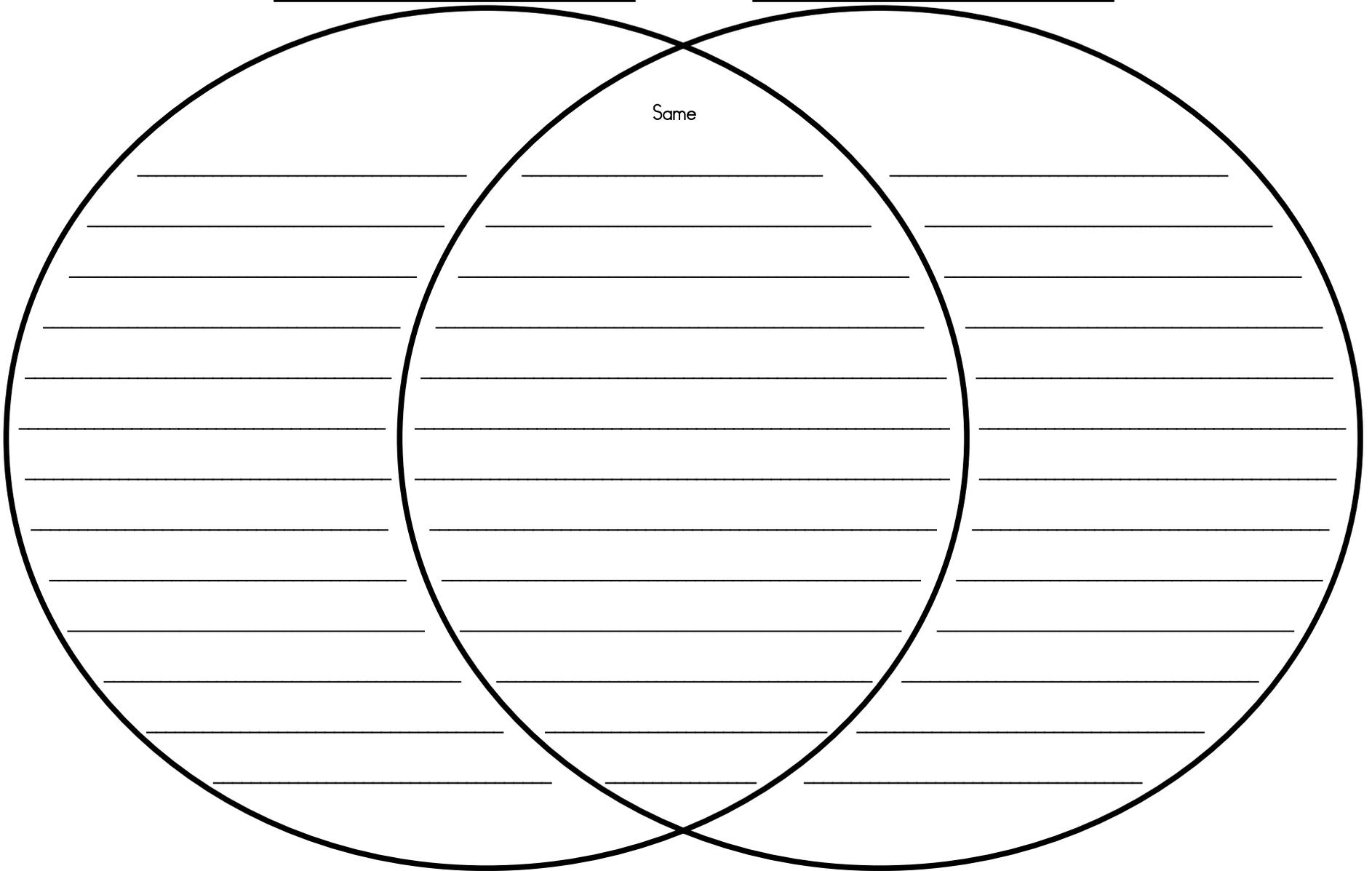
Name: _____

Learning Life Skills
Venn Diagram

Sauk and Meskwaki children

You

Same





"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 Long House, pp.20 & 21

Math

Concept	Activity	Resources	Enrichment
The Sauk and Meskwaki had a pot of soup always hanging over the fire.	Assume the pot holds one gallon (16 cups or 128 ounces). If one pot of soup can feed 16 people at one cup each, approximately how many pots would it take to feed 50 family members?	Book: p. 21	Expand on the activity; It's feast day, so decided how many people are attending and how many pots of soup should be made.
Extended families lived in each house, from grandparents to all the grandchildren.	Draw the dimensions of a long house* on the playground and estimate how many family members could live there comfortably.	*The dimensions of a typical long house were 50 feet long by 30 feet wide.	1.If a sleeping place is six feet long by three feet wide, calculate the number of sleeping places each long house could hold. 2.Draw the sleeping places into your playground long house. 3.Calculate the area of the long house.
As many as 50 people lived in the larger houses.	Five families live in a long house that is 70 feet long. How much living space does each family have?		Imagine you are an architect. Draw the perimeter of a long house and divide it into rooms like our houses today. Label your room sizes. Have a classroom discussion about the different ways space can be used.

<p>enforced</p>	<p>To make sure the rules are followed</p> <p>The women set and enforced strict rules and customs for behavior within the house.</p>
<p>extended families</p>	<p>An entire family that could include grandparents, aunts, uncles, cousins who live nearby or in one household</p> <p>Extended families lived in each house, from grandparents to all the grandchildren.</p>
<p>critical</p>	<p>Of the greatest importance of the way things might happen</p> <p>Extended family relationships were a critical part of Sauk and Meskwaki culture.</p>
<p>medicinal</p>	<p>A plant having healing properties</p> <p>Some farmed, some collected medicinal plants and some wove mats.</p>
<p>bestowed</p>	<p>To give with respect</p> <p>... a birth meant a great honor had been bestowed upon the parents and family.</p>
<p>rafters</p>	<p>Poles that support the roof</p> <p>Personal belongings were stored underneath the benches and in the rafters above.</p>
<p>venison</p>	<p>Deer meat</p> <p>Their families especially liked bear and venison meat.</p>
<p>privacy</p>	<p>Separate from other people</p> <p>Reed mats were hung between the individual family living spaces to provide some privacy.</p>
<p>feast</p>	<p>A large meal shared during a religious celebration</p> <p>When invited to a feast, people brought special bowls and spoons with them.</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 Long House

<p>The long house was at the _____ of Sauk and Meskwaki _____ life.</p>	<p>As many as _____ people lived in the _____ houses.</p>
<p>Extended _____ were a critical part of Sauk and Meskwaki culture.</p>	<p>The families _____ the _____ which made life easier.</p>
<p>_____, measuring three feet high and four feet wide, _____ the long sides of the house.</p>	<p>Each house _____ between two and five _____, depending on the number of families living there.</p>
<p>A favorite of dish consisted of roasted _____ dipped in a mixture of melted _____ fat and maple sugar.</p>	<p>A pot of soup _____ was hanging over the fire, and people ate whenever they were _____.</p>
<p>Personal _____ were stored _____ the benches and in the rafters above.</p>	<p>_____ cared for babies and _____.</p>
<p>_____ were located at the east and west sides of the house facing the direction of both the rising and setting _____.</p>	<p>When invited to a _____, people brought _____ bowls and spoons with them.</p>

center family

fifty larger

family relationships

divided work

Benches lined

contained fires

venison bear

always hungry

belongings underneath

Grandmothers toddlers

Doorways sun

feast special



Name _____ date _____

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

Book Section: The Long House

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.