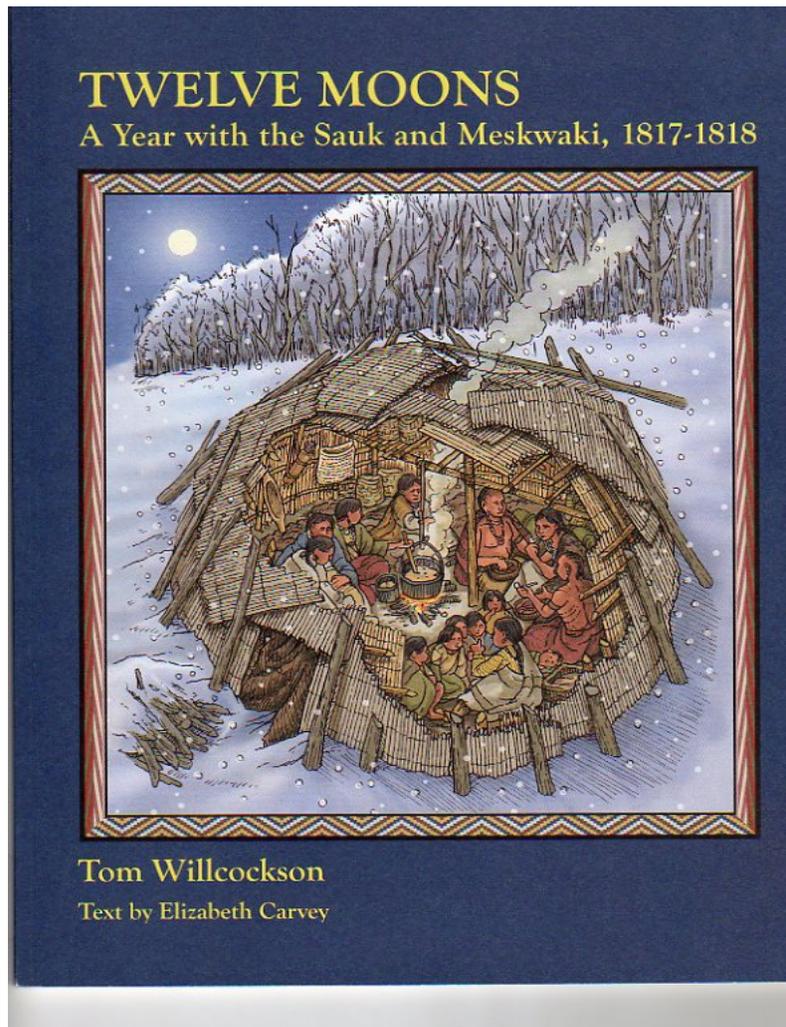


TWELVE MOONS

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 were tied to the land both physically 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.

Senisepo Kebesaukee, pp. 10 & 11
Language Skills

Concept	Activity	Resources	Enrichment
The Sauk and Meskwaki used the natural resources found in the nearby forests, rivers, and prairies.	Choose a natural resource and either write a descriptive paragraph about it or draw a picture of it on the "Natural Resource" writing sheet.	-Book: pp. 10 & 11 "Natural Resource" writing sheet	Choose a natural resource from the forest, river, or prairie and write a story from that natural resource's point of view. For example, pretend you are a cattail, a wood duck, or a beaver; your home is in the marsh. Use your human senses to describe your night and day. For more information, refer to the Prairie (pp. 26 & 27), the Forest (pp. 28 & 29), and the River Bottom (pp. 30 & 31). Resource: "Natural Resource" writing sheet
The Sauk and Meskwaki believed that everything on Earth had a Guardian Spirit.	List the categories found on p.11 that the Sauk and Meskwaki believed had a Guardian Spirit. Choose a Guardian Spirit and write a descriptive paragraph or draw a picture of what you imagine the Guardian Spirit looks like on the "Guardian Spirits" activity sheet.	-Book: p. 11 "Guardian Spirits" activity sheet	1. Think about the spirit of a tree. How many items can you list that are a gift to us from the trees? Hint: look at your pencil. 2. Try to think of one item we use in our daily lives that does not come from the Earth.



name _____ date _____

Guardian Spirits

The Sauk and Meskwaki believe that everything on earth has a guardian spirit. Looking on page 11, make a list of the examples given there. Choose one spirit to write about and then illustrate!

List	Write
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

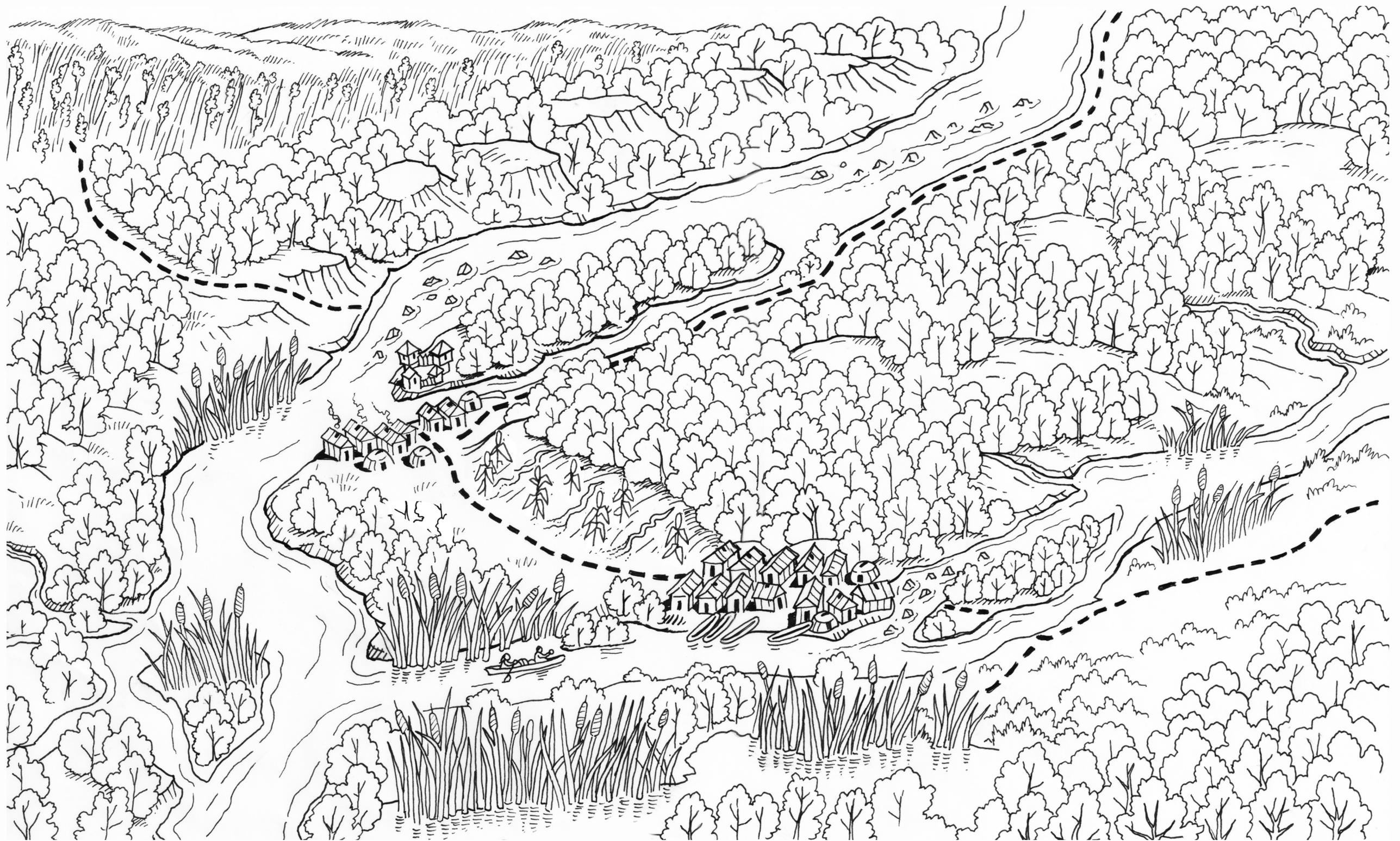


"The Sauk and Meskwaki were tied to the land both physically and spiritually. The region was suited to their every need for survival."

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

Senisepo Kebesaukee, pp. 10 & 11
Social Studies

Concept	Activity	Resources	Enrichment
The region [Senisepo Kebesaukee] was suited to the Sauk and Meskwaki's every need for survival.	Pretend you are a Meskwaki child going to visit your cousin in Saukenuk. Using the Senisepo Kebesaukee poster map, follow the directions on the "A Day in Senisepo Kebesaukee" activity sheet.	-Book: pp. 10 & 11 Senisepo Kebesaukee poster map "A Day in Senisepo Kebesaukee" activity sheet	Write a paragraph (or two or more!) telling the story of your day in Senisepo Kebesaukee with your cousin. Refer to the chores listed on the "A Day in Senisepo Kebesaukee" activity sheet and poster map for ideas. Feel free to embellish. Resource: "My Day in Senisepo Kebesaukee" writing sheet
...trails leading in and out from the towns made the area a transportation center.	1. Locate the five trails found on the map on pp. 10 & 11 and list their destinations. 2. Use your finger to trace the trails as far as you can on the map on pp. 10 & 11.	-Book: pp. 10 & 11	Find the Great Sauk Trail on the map on pp. 10 & 11. Create a name for each of the other four trails. Use your imagination.





name _____ date _____

A Day in Senisepo Kebesaukee

Pretend you are a Meskwaki child going to visit your cousin in Saukenuk. Once you get there, your aunt wants both of you to do several chores for her. Using the map on pp. 10 & 11, find Wapala's Town and Saukenuk. Next, circle them on the poster. Trace your route from Wapala's Town to Saukenuk. Time to do those chores! Mark each stop on the map with the matching number on the chore list.

- 1) Pick up sticks for the fire.
 - 2) Gather cattails for making mats.
 - 3) Get drinking water for the people working in the cornfield.
 - 4) Catch some fish for dinner.
 - 5) Cool off by taking a bath.
 - 6) Tell your cousin good-bye and walk back to your home!
-



name _____ date _____

A Day in Senisepo Kebesaukee

Pretend you are a Meskwaki child going to visit your cousin in Saukenuk. Once you get there, your aunt wants both of you to do several chores for her. Using the map on pp. 10 & 11, find Wapala's Town and Saukenuk. Next, circle them on the poster. Trace your route from Wapala's Town to Saukenuk. Time to do those chores! Mark each stop on the map with the matching number on the chore list.

- 1) Pick up sticks for the fire.
- 2) Gather cattails for making mats.
- 3) Bring a pail to get drinking water for the people working in the cornfield.
- 4) Catch some fish for dinner.
- 5) Cool off by taking a bath.
- 6) Tell your cousin good-bye and walk back to your home!



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

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

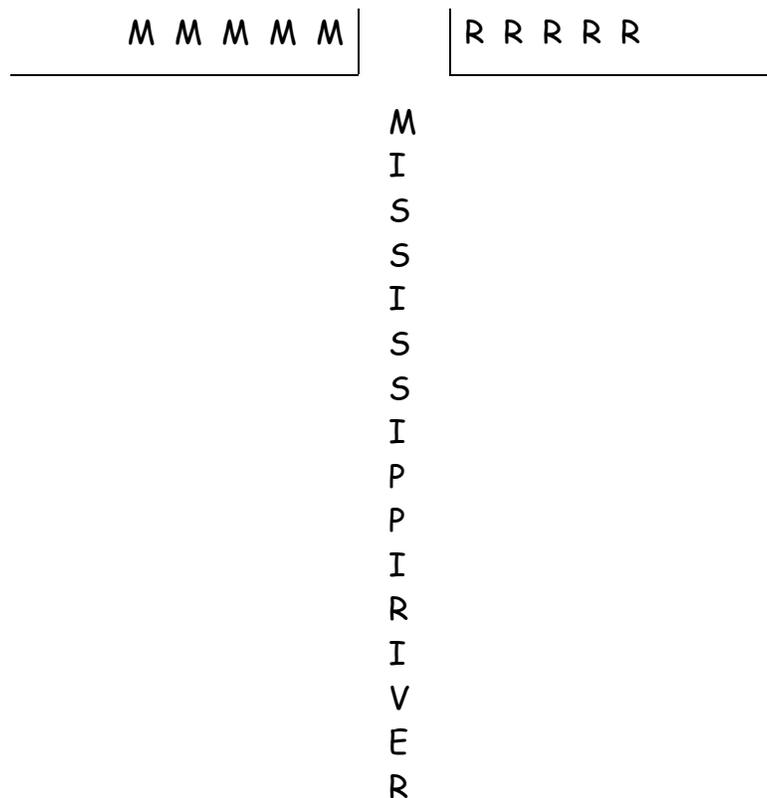
Senisepo Kebesaukee, pp. 10 & 11

Science

Concept	Activity	Resources	Enrichment
The capital towns of the two nations were built on the peninsula formed by the confluence of the Rock and Mississippi Rivers.	Students will demonstrate the confluence of the Rock and Mississippi Rivers by using the "Creating a Confluence" direction sheet and Mississippi River paper strips.	-Book, pp. 10 & 11 "Creating a Confluence" direction sheet Mississippi River paper strips	Make a model using clay or other materials to create the confluence of the Mississippi and Rock Rivers.

Creating a Confluence

- 1) Students will act out the confluence of the Mississippi River and the Rock River.
- 2) Divide the class into two groups that will represent the Mississippi River and the Rock River.
- 3) Hand out the Mississippi River paper strips to each student. The Rock River group will print Rock River on the back of their strips.
- 4) The Mississippi River group lines up single file showing the word Mississippi River.
- 5) The Rock 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 Rock River group.
- 7) The Rock River group flips 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.

Science

Senisepo Kebesaukee, pp. 10 & 11

Concept	Activity	Resources	Enrichment
The cycle of the seasons by which the Sauk and Meskwaki lived was evident in the natural world around them.	List the three natural cycles found on p. 11.	-Book: p. 11	1. Think of other natural cycles that are not listed. (i.e. precipitation, frogs, butterflies, woodland wildflowers, etc.) 2. Discuss what happens when a natural cycle gets disrupted. (i.e. loss of habitat)
The region [Senisepo Kebesaukee] was suited to the Sauk and Meskwaki's every need for survival.	1. Identify six geographical features found on pp. 10 & 11 and write them on the "Geographical Features and More!" activity sheet. Then list the uses of each feature. Finally, create symbols for a map key for each feature. 2. Color and cut out the "Ecology Circles" on the activity sheet and place them in the correct spot on the poster map. 3. Play the game "Senisepo Kebesaukee Is Home".	-Book: pp. 10 & 11, both text and map 1. "Geographical Features and More!" activity sheet 2. "Ecology Circles" activity sheet -Senisepo Kebesaukee poster map 3. "Senisepo Kebesaukee Is Home" game (directions and two game sheets)	



name _____ date _____

Geographical Features and More!

List the six geographical features and their uses found on pp. 10 & 11. Then create a map key symbol for each feature.

Geographical Features	Uses	Map Key Symbols
1)		
2)		
3)		
4)		
5)		
6)		



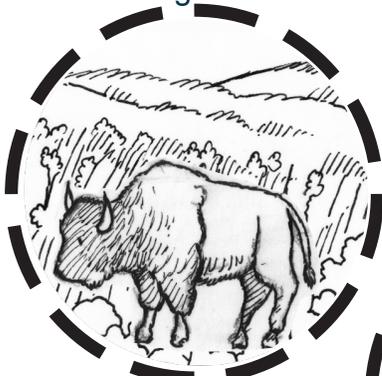
name _____ date _____

Geographical Features and More!

List the six geographical features and their uses found on pp. 10 & 11. Then create a map key symbol for each feature.

Geographical Features	Uses	Map Key Symbols
1) bluffs	for growing corn, beans and squash	
2) underground springs	for drinking water	
3) forests	for building materials, food, medicine, and clothing	
4) rivers	for food and medicine	
5) prairie	for transportation, ducks and fish for food	
6) marshes	for cattails and reeds to make mats	

Ecology Circles: Cut out the Ecology Circles. Next place them where they belong on the Senisepo Kebesaukee Map. Use the background in the picture to give you a clue to where the circles should go. Then glue them on.



BUFFALO

BEAVER/
MUSKRAT



BIRD EGGS

CRAYFISH/
MUSSELS



TURTLE

CORN FIELDS



WILD TURKEY

DEER



NUTS/
BERRIES

MARSH



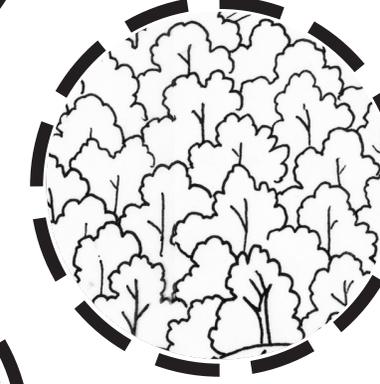
FISH

BLUFF



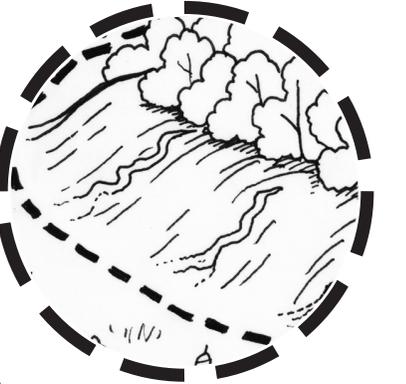
RAPIDS

FOREST



CREEK

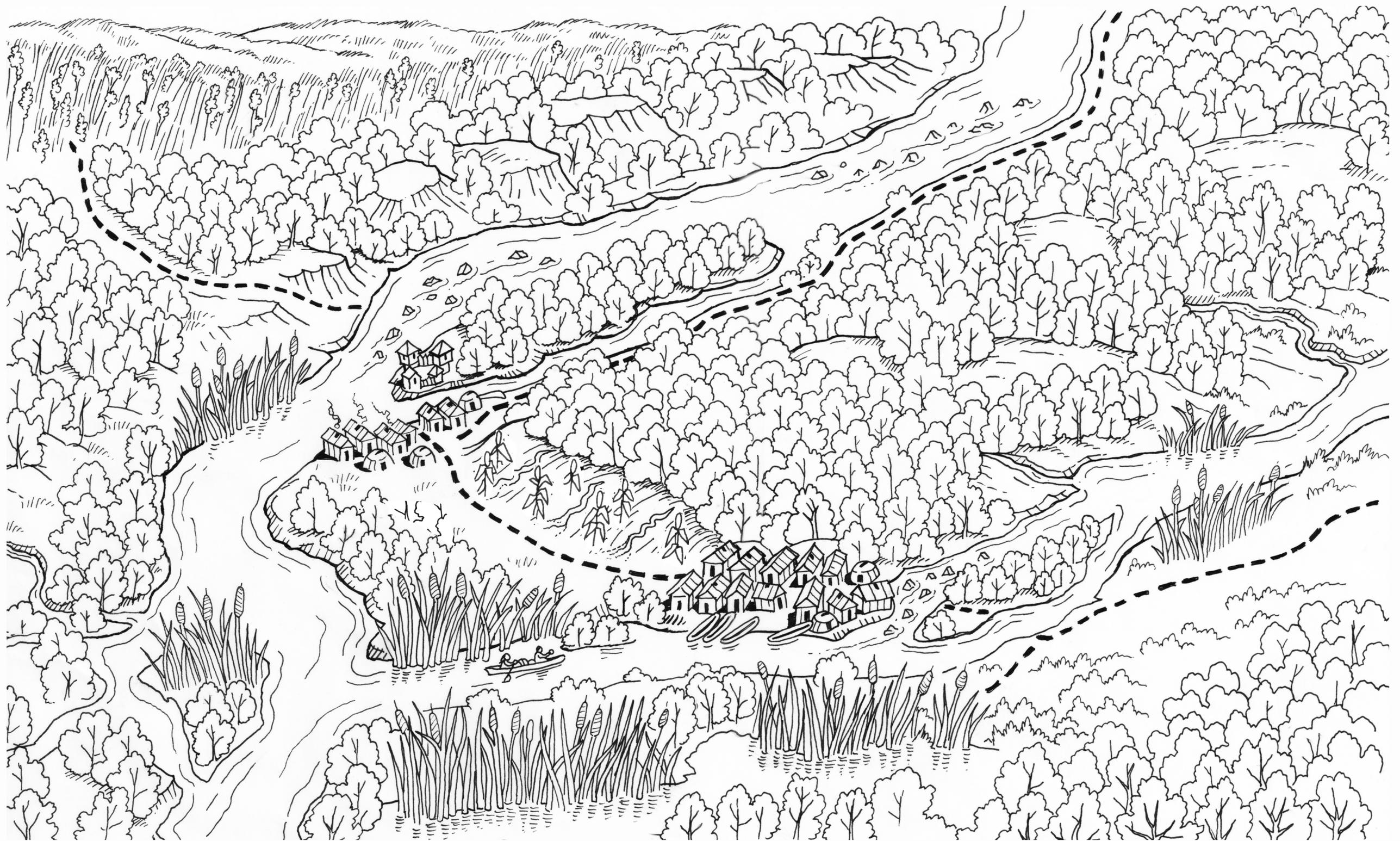
HILL SLOPE/
SPRINGS



PRAIRIE



FOREST
CLEARING



Object: The first student who has playing pieces on each box in one row, either going across or down is the winner.

Senisepo Kebesaukee was home to the Sauk and Meskwaki. "The region was suited to their every need for survival." The game highlights the geographical features and the natural resources of this peninsula as well as some of the animals and their habitats.

- 1) Students cut out the picture boxes.
- 2) Each student glues the pictures into the boxes on the game sheet in any order he/she wants.
- 3) Students need game pieces to cover the boxes such as bingo pieces or math manipulatives.
- 4) The teacher writes on the board:

H O M E

- 5) The teacher calls on a student to choose a picture from his/her game sheet.
- 6) The student identifies the picture and the column in which it appears by naming the letter at the top of that column and the picture.

Example: H, marsh

All students who have **marsh** in the **H** column put a game piece on their picture, too.

- 7) The teacher then writes marsh under the letter H column on the board.

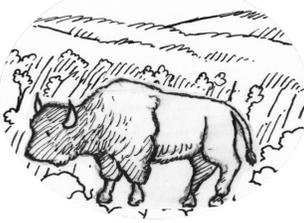
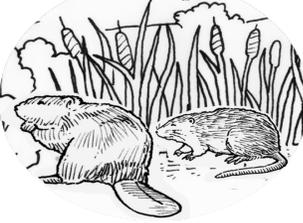
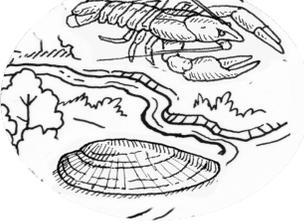
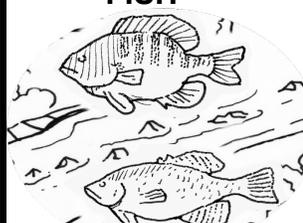
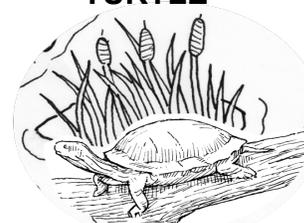
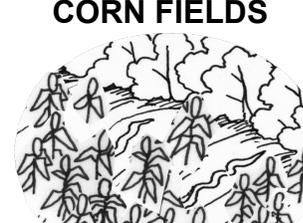
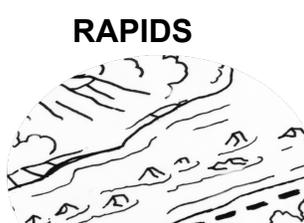
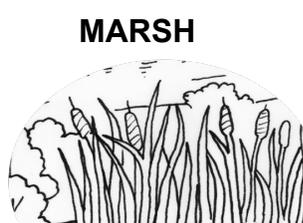
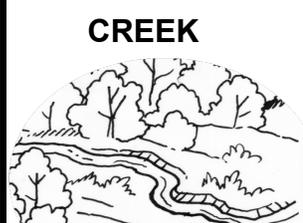
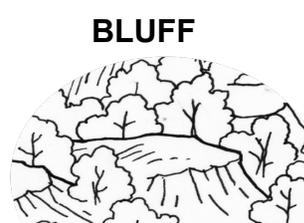
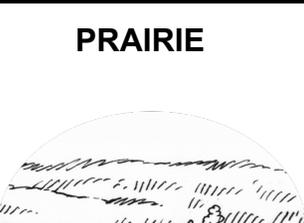
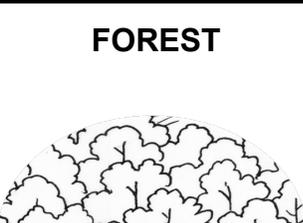
Example: H
marsh

- 8) Continue calling on students, until someone has a row of game pieces and shouts:
Senisepo Kebesaukee! 😊

Hints:

- Students could color the pictures first.
- It can take some time for the students to get the game made. You may want to make the game and then play it at a later time.
- Cut construction paper in small squares for game pieces.
- Saukenuk and Wapala's Town could be the "free boxes" for the game.

SENISEPO KEBESAUKEE IS HOME

BUFFALO 	BEAVER/MUSKRAT 	BIRD EGGS 	CRAYFISH/MUSSELS 
WILD TURKEY 	DEER 	FISH 	TURTLE 
NUTS & BERRIES 	CORN FIELDS 	SAUKENUK	WAPALA'S TOWN
RAPIDS 	MARSH 	CREEK 	BLUFF 
PRAIRIE 	FOREST 	FOREST CLEARING 	HILL SLOPE/ SPRINGS 



SENISEPO KEBESAUKEE IS HOME

H

O

M

E



Senisepo Kebesaukee pp. 10 & 11 Vocabulary

<p>customs</p>	<p>A traditional practice or usual way of doing something</p> <p>They were two tribes who were linked through language, <u>customs</u>, traditions and marriage.</p>
<p>traditions</p>	<p>The handing down of information, beliefs, and customs from one generation to the next</p> <p>They were two tribes who were linked through language, customs, <u>traditions</u> and marriage.</p>
<p>peninsula</p>	<p>A piece of land surrounded by water on three sides</p> <p>The capital towns of the two nations were built on the <u>peninsula</u>.</p>
<p>confluence</p>	<p>The flowing together of two or more rivers or streams</p> <p>The peninsula [was] formed by the <u>confluence</u> of the Rock and Mississippi Rivers.</p>
<p>cattail</p>	<p>A brown reedy marsh plant with a furry seed head</p> <p>The <u>cattails</u> and reeds grew in the fresh water marshes.</p>
<p>reed</p>	<p>Various tall grasses with slender stems that grow in wet areas</p> <p>The cattails and <u>reeds</u> grew in the fresh water marshes.</p>

<p>spiritually</p>	<p>Concerned with religious values</p> <p>The Sauk and Meskwaki were tied to the land both physically and <u>spiritually</u>.</p>
<p>Guardian Spirit</p>	<p>The non-physical part of all things</p> <p>They believed that everything on the earth had a <u>Guardian Spirit</u>.</p>

IT TAKES TWO! Senisepo Kebesaukee

By 1817 the Sauk and Meskwaki had lived in the Mississippi River Valley for over _____ .

Trails leading in and out from the towns made the area a _____ .

The Sauk and Meskwaki were two _____ who were linked together in many ways.

The region was suited to their every _____ for _____ .

The Sauk and Meskwaki lived in _____ along a 200 mile stretch of land.

The Sauk and Meskwaki were tied to the land both _____ and _____ .

The Sauk and Meskwaki each had their own _____ .

The Sauk and Meskwaki believed everything had _____ .

Senisepo Kebesaukee is the peninsula that was _____ by the _____ of the Rock and Mississippi Rivers.

All of the earth and its plants and animals were connected in a cycle that _____ .

The Sauk lived in Saukenuk along the _____ in a large city called Saukenuk.

The Meskwaki lived on the Mississippi River in a _____ called Wapala's Town.

eighty years	transportation center
separate tribes	need survival
separate towns	physically spiritually
capital towns	guardian spirits
formed confluence	never ends
Rock River	smaller town



name _____ date _____

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

Book Section: Senisepo Kebesaukee

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.