

## GRADE 2 FALL: Summarized NATIVE AMERICAN USE PLANTS

**GOAL:** Native Americans (NA) learned from elders to use natural materials to provide food, shelter, medicine, clothing and pleasure. NA children helped their families to survive. NA's had traditions to give thanks and return something to nature.

**MATERIALS:** clipboard, pencil, ID sheet per group; plastic bag and paper towel to crush pokeweed berries and rub goldenrod pollen. Mark tape near, Sumac, pokeweed, basswood, burdock and poison ivy, string to tie grass bundle. Cut a green (live) branch for each walk leader before the walk.

**INSIDE :** (5 minutes) *We will learn today about plants Native Americans used and ate in the 1600s. We will not taste anything at school and some plants we can not touch. Some plants we are seeing today are very poisonous to humans. Early Native American children would have to learn this.*

**OUTDOORS:** (45 minutes) As you walk ask

*What does Native American or First People mean? How would Hastings fields look when Native Americans lived here? What do you see that would not have been here? Compare and contrast how we live together and how Native Americans lived. E.g. 'What did you have for dinner last night?', 'Where did mother get the food for dinner?'. Do you have chores? Do you prepare for winter?' Native American children helped find and collect food so they had to know what is poisonous, what is growing in that season, where to find it and whether they can eat it raw. They had to gather everything they need to survive: food, shelter, medicine etc..*

### ROTATE TO THESE AREAS:

1) **Learning by Experiment:** Finding a stick that bends to make a wetu:

Find an area with sticks on the ground. Have the children try to bend one without breaking. Show them the freshly cut stick. Native Americans learned living trees bend without breaking. They gave thanks when a plant or animal gave it's life to help people survive.

2) **Planting Three sister's garden:** These 3 foods more nutritious when eaten and better grown together

**Corn** grows tall, (bred from small ears to large ears)

**Beans** climb up corn

**Squash** big leaves keep out weeds to help corn

3) **Learning from Elders who teach you plants and their uses**

Walk leader is the elder who leads them to tagged plants and reads description - Can the kids find out which plant is .

**pokeweed** - poisonous, stains used for dye; squish in plastic bag to show color;

**basswood** : - stringy inner bark for rope, string, sewing, nets

**burdock** leaves for snake bite, reduce swelling, bruises (inspired invention of velcro)

**sumac** – red berries for lemonade-like drink; leaves stop bleeding; hollow stem for flute

Elders also teach children to avoid dangers -**poison ivy**

4) **(Optional) Play with natural materials**

Adult helps children gather long dry grass, use string to make bundle. *Can anyone braid?*

If you can, shows kids how to make whistle from grass. Takes practice, is hard for many people

**WRAP UP: (10 minutes)**

*Did you find enough food to make a meal on today's walks? Were children needed to work to survive? How would your life be different if you were a Native American child living long ago? What would you need to know? How did Native American children learn all this? (From their families).*

*Did Native Americans have time to play? Yes, corn-husk doll, game of lacrosse invented by natives, played music (sumac stem).*

*Do people with Native American ancestors live this way today?*