



Madeline Island Museum School Tour Program
Ojibwe Lifeways & European Fur Trade
4th Grade Performance Standards

<p>Students will understand the traditional hunting & gathering lifestyle of the Ojibwe. They will learn about the seasonal locations where the Ojibwe harvested and processed natural resources (fish, bark, berries, sugar, and rice). They will learn that the Ojibwe cultivated crops on Madeline Island and spent winter months working on handcrafts and passing on cultural traditions through storytelling. Students will learn how the Ojibwe ensured that natural resources they used would not be depleted.</p>	<p>Environmental Education: B.4.8 Describe and give examples of natural resources; e.g., water, minerals, soils, air B.4.9 Distinguish between renewable and nonrenewable resources</p> <p>Family & Consumer Education: A.1. Identify several contributions the family makes in meeting family members' needs for food, clothing, shelter, and economic resources; encouraging development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world.</p> <p>Social Studies/Geography: A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.</p> <p>Social Studies/History: B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.</p> <p>Social Studies/Behavioral Science:</p> <p>E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people</p> <p>E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures</p>
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<p>Students will understand how people and materials moved through the region and the world in pre-contact times. They will learn about the importance of waterways in the development of the fur trade.</p>	<p>Social Studies/Geography: A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface</p> <p>A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders</p> <p>A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world</p>
<p>Students will understand that the fur trade era on Madeline Island lasted about two hundred years and involved Native Americans and French, British and American traders as control over the North American continent passed from nation to nation. They will learn how trade took place.</p>	<p>Social Studies/History:</p> <p>B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations</p> <p>Social Studies/Economics:</p> <p>D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin</p>
<p>Students will see how Ojibwe people used and were influenced by materials and objects that became available to them as a result of the fur trade.</p>	<p>Social Studies/History:</p> <p>B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.</p> <p>Social Studies/Behavioral Science:</p> <p>E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs</p>
<p>Students will understand the job and lifestyle of the fur trade voyageur.</p>	<p>Social Studies/Economics:</p> <p>D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient</p>
<p>Students will compare an 1842 sketch of the American Fur Company (AFC) operations at La Pointe with the present-day townsite. They will understand the functions of the AFC buildings and how they were constructed.</p>	<p>Social Studies/Geography: A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.</p>

<p>Students will learn how the beaver became the economic base of the fur trade and how pelts were made into hats. They will learn that the beaver pelt became a monetary unit and that goods were priced accordingly.</p>	<p>Mathematics: A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests</p> <ul style="list-style-type: none"> • see relationships between various kinds of problems and actual events • use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies) <p>Social Studies/Economics: D.4.1 Describe and explain of the role of money, banking, and savings in everyday life</p>
<p>Students will understand that populations of fur-bearing animals were depleted because of the fur trade. They will understand that eventual settlement of the Lake Superior region led to new jobs and industries. They will understand that these events caused changes in the traditional lives of Ojibwe people.</p>	<p>Social Studies/Geography: A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment</p> <p>Social Studies/History: B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.</p> <p>B.4.7 Identify and describe important events and famous people in Wisconsin and United States history</p> <p>B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.</p> <p>Social Studies/Behavioral Science: E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people</p>
<p>Students will understand that there are activities and industries in the region today that rely on natural resources, such as tourism, logging, commercial fishing, hunting and trapping. Students will understand that wise use of natural resources is necessary to avoid depletion and this is accomplished by regulation, protection, and conservation.</p>	<p>Environmental Education: B.4.11 List jobs in the community that result from or are influenced by processing and using natural resources*</p> <p>C.4.1 Identify environmental problems and issues (<i>see SS Political Science and Citizenship: Power, Authority, Governance, and Responsibility</i>)</p> <p>C.4.2 Apply ideas of past, present, and future to specific environmental issues (<i>see SC Connections</i>)</p> <p>C.4.3 Identify people and groups of people that are involved in the issue</p>