

## Program Summary

**Grades:** 1 - 5

**Duration:** 30 - 40 minutes

### Program Description:

The Potawatomi called the Southern part of Lake Michigan, and Kenosha home in the 1700s and early 1800s. To survive, the Potawatomi hunted, gathered, grew food and traded to ensure they had enough to survive the long, cold winters. Join a museum educator live from the Trading Post, as we explore the past Potawatomi got food, shelter and clothing during the Fur Trade Era. In the Trading Post, students will work on learning about indigenous peoples to this region, building historical literacy skills, and thinking critically about artifacts that were used by fur traders and Anishinaabe peoples.

This program will take place on zoom. It is designed to be a collaborative lesson between the students and the museum facilitator. We ask that your students be split up into groups of four for an activity. A week prior to your field trip, you will receive a teacher packet with information, as well as worksheets to make copies of.

### Activities:

- Students will observe artifacts and exhibits to determine how the Potawatomi lived in the area in the early 1800s.
- Students will engage in a discussion with the facilitator about the Potawatomi.
- Students will learn to read maps on ancestral land and modern day Reservations

### Program Goals:

- Students will understand the role of trade in the Potawatomi life during the early 1800s.
- Students will learn to think critically about artifacts.
- Students will understand the role of an anthropologist

## Learning Targets

Students Will:

- Understand that the Potawatomi are part of the Anishinaabe, which is still alive today.
  - Understand that the Potawatomi had to grow, gather, hunt and trade to survive in the 1800s.
  - Understand that traders provided goods unavailable to the Potawatomi for furs and natural items .
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## Learning Standards

### Wisconsin:

- SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.
- SS.Inq4.a.i Communicate conclusions from a variety of teacher-provided presentation options
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.

### Illinois:

- SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.
- SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples and details from multiple sources.
- SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities.
- SS.G.2.3 Compare how people modify and adapt to the environment and culture in our community to other places.
- SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region.

### Common Core:

- CCSS.ELA-LITERACY.SL.3.1
- CCSS.ELA-LITERACY.SL.3.4

## Contact Information

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[www.KenoshaPublicMuseum.org](http://www.KenoshaPublicMuseum.org)