

# Kwétkemek Pre and Post Visit Materials



Kenosha Public Museum  
5500 1<sup>st</sup> Avenue  
Kenosha, WI



## Kenosha Public Museum Kwétkemek

Kwétkemek is an hour long museum experience designed for preK-1st grade. Through hands-on learning activities and exhibit investigations students will learn about the Potawatomi and how they used the resources of Southeastern Wisconsin and Northeast Illinois.

### Program Goals:

- Students will understand what natural resources are and how we use them today
- Students will understand that Southeastern Wisconsin has changed since the 1800s.
- Students will work collaboratively in small groups to build understanding and make claims about the Potawatomi people of this area and their relationship to the environment.
- Students will think like anthropologists as they examine artifacts and share out information they learn.
- Students will engage in workshop generated conversations with teachers, other classmates and the facilitator.

### Learning Standards:

#### First Grade

- CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

#### Wisconsin Grade 4 benchmarks:

- B.4.1- Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graph or charts.
- B.4.10-Explain the history, culture, tribal sovereignty, and current status of the American Indians tribes and bands of Wisconsin

#### IL Social Studies Standards:

- SS.IS.2.K-2 – Explore facts from various sources that can be used to answer the developed questions.
- SS.IS.3.K-2 – Gather information from one or two sources with guidance and support from adults and/or peers.
- SS.IS.5.K-2 – Ask and answer questions about arguments and explanations.
- SS.H.I.K – Compare life in the past to life today.

This packet of information will help prep your students for this program and allow for a debrief back in the classroom. Please go over information with your students, prior to the visit.

## **Key Vocabulary**

Anishinaabe: (an nih shin ah bay) The ancient name for the a group formed by the Ojibwa, Odawa, and Potawatomi tribes.

Artifact: An object that has been made or changed by humans for their use.

Ecofact: Plant or animal remains found at an archaeological site.

Natural resources: Something that comes from the land in your area.

Pelts: Animal furs that are dried for trade.

Potawatomi: (pah tah wah tuh me) An American Indian tribe that lived in Southeastern Wisconsin during the 1600s-early 1800s that is still around today.

Voyageurs: (voy uh jurz) French-Canadian traders who canoed along the waterways of the Great Lakes and adopted Native foods, medicines, dress and customs.

Wigwams: Traditional homes of the Great Lakes Native people made of animal skins or tree bark stretched over poles.

## **Resources:**

Forest County Potawatomi: <https://www.fcpotawatomi.com/>

American Indians in Children's Literature: Culturally appropriate American Indian books  
<https://americanindiansinchildrensliterature.blogspot.com/>

The Ways, Stories on Language and Culture from Native Communities Around the Central Great Lakes  
<https://theways.org/>

## Pre Visit Activity

### **Potawatomi Language Arts**

Objective: Students will understand that the Potawatomi language is still spoken today by learning simple words in the Potawatomi language.

Materials:

- Pencil
- Worksheet
- Whiteboard or smartboard

Set Up:

- Make copies of worksheet

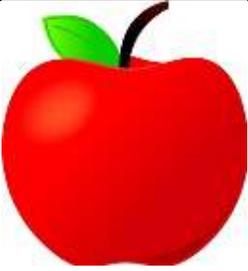
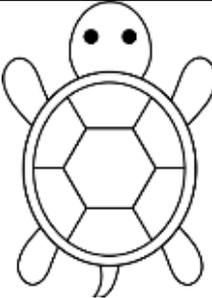
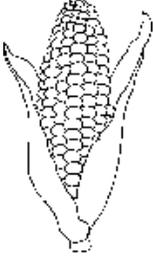
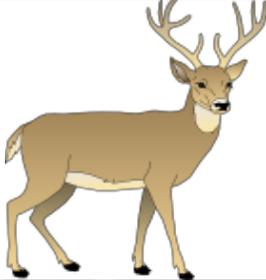
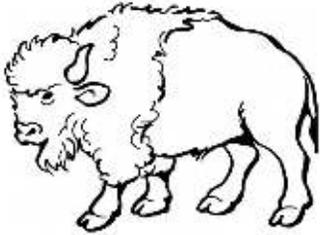
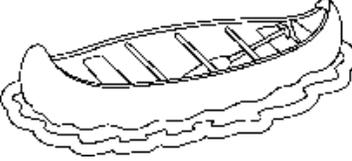
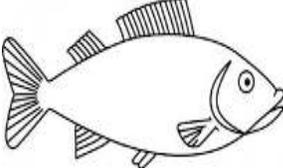
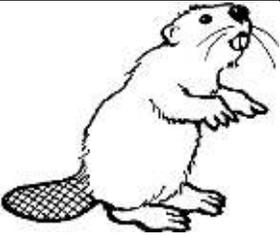
What you need to know?

The Potawatomi are an active culture with tribal land in several states, including Wisconsin. The traditional culture, arts, and language are still in use and being passed down from generation to generation. The Potawatomi language has grown to incorporate modern words, that were not around during the Fur Trading Era, and when Potawatomi were more prevalent in Southeastern Wisconsin. This language arts lesson features language from the modern Potawatomi dictionary.

Language is a part of any cultural identity. Language helps bring people of the same family or culture together, and allows for active communication. Most American Indian Nations had different languages, although some were similar. The Potawatomi were once in the same group as the Odawa and the Ojibwe called the Anishinaabe, but broke apart to form three similar but distinct cultures. The Odawa and Ojibwe have similar languages to the Potawatomi, however they are not the exact same.

Procedure:

- 1.) Ask your students if any of them speak another language at home. Who do they use the language with? Explain to them that sometimes families or cultures still use their native language to communicate. Explain to them that the Potawatomi also have their own language that is still being spoken by tribal members today. This language helps connect them to their ancestors and to the other members of their culture.
- 2.) On the board draw an image to match to the Potawatomi language. With your students go over each word and the Potawatomi word for it.

	apple mshimen		turtle mshike
	corn mdamen		deer seksi
	bison bgoj- bzheke		bear mko
	birch bark canoe wigwas- jiman		fish gigo
	beaver mek		wild rice Wete- mnomen

3.) Have students work on their worksheet to pair the Potawatomi word with the picture.

4.) Review the students' answers with them, to make sure everyone got them right. Encourage students to a discussion about different languages and the cultures that they represent. The words in this lesson are words that would have been important to the Potawatomi in the Fur Trade era in Southeastern Wisconsin. Ask your students what words would be important to them now?

Extensions:

- Create flashcards with the new vocabulary words.
- Create a story in English, with the vocabulary words woven in to practice Potawatomi.
- Draw a scene with all animals, foods and items in it and have students label them in the correct Potawatomi terms.

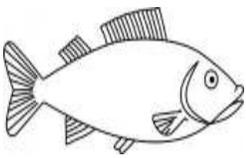
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### Potawatomi Vocabulary

Draw a line connecting the correct term to the picture.



mshimen



seksi



mek

wigwas-jiman



mko



gigo

wete-mnomen



mdamen



mshike

## Post Visit Activity

### **Natural Resources**

Objective: Students will see how they use natural resources in everyday life.

After attending the museum program, have your students brainstorm all the different ways they use natural resources in their lives. For one day during school, keep track of all the natural resources they use on the board. Have the students continue recording at home what they use that is natural resources. The next day discuss with your students if we currently use a lot of natural resources. Why have we moved away from using natural resources?

Extensions:

- Have students create a booklet on how to use more natural resources in everyday life.
- Poll students from other grades to get the whole school more aware of natural resources.