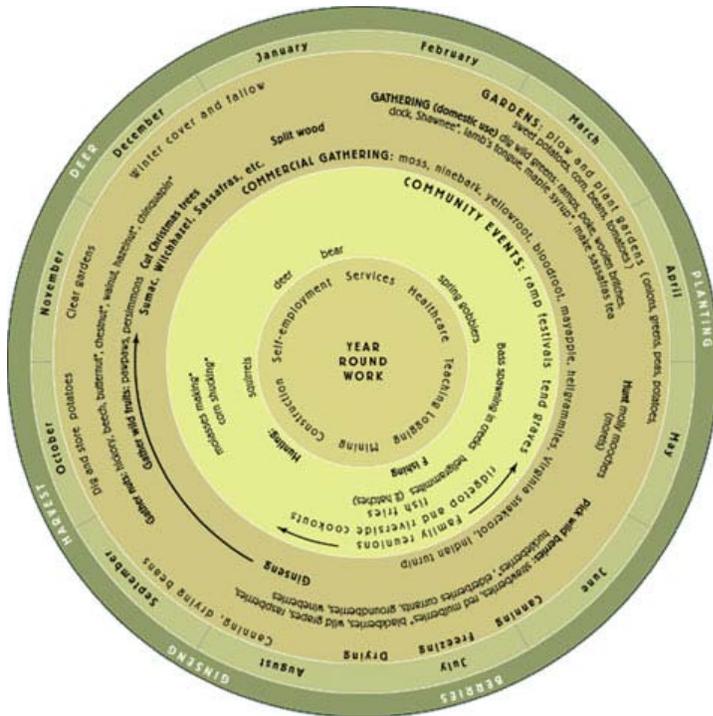


Eating in Season: Seasonal Rounds in our Community

A Social Studies and Geography Unit for Grades 2-4

Developed by Allaire Diamond M.S., M.Ed. as part of the project **People, Plants & Gathering in Northern Maine**, a collaboration between the USDA Forest Service Northern Research Station and the University of Vermont, funded by the Northeastern States Research Cooperative. Principal project investigators: Dr. Marla Emery, USDA Forest Service, and Dr. Clare Ginger, University of Vermont.



Grade Level: 2-4

Discipline: Social Studies; Geography

Maine Learning Results Addressed:

- *Social Studies D2.* Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans.
- *Mathematics B1.* Students understand and use units of time, temperature, and money.

Maine Learning Results Assessed:

- *SS D2.a.* Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.
- *SS D2.b. (for grades 3-5).* Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.
- *M B1.a.* Apply and use sequences of hours in a day, days in a week, and months in a year.

Objectives

- Identify the times of year when food plants are gathered.
- Construct a seasonal round diagram showing the gathering times of plants in the Lenni Lenape (Delaware) Native American tradition.

- Interview a community member about seasonal plant gathering traditions.
- Construct a seasonal round diagram showing the gathering times of plants in students' community.

Background

The seasonal round diagram is an ethnographic technique used by researchers, but also an intuitive way for people to represent how foods, food-gathering activities and eating habits, as well as other cultural traditions, change by season. When used in ethnographic research, these diagrams are frequently part of an in-depth conversation between the researcher and subject, and part of the interview record. The examples below show seasonal rounds for residents of the Appalachian Coal River region, West Virginia, Athabaskan elders in Minto, Alaska, and the Umatilla, Walla Walla, and Cayuse Indians. Each is different but all three include twelve monthly divisions while also having a space around the outside for recording other ways of marking time – with words in a native language or alternate conceptions like ‘deer season’ or ‘harvest season’. The persistence of a food on a seasonal round could mean it is a staple or a consistent part of a person’s diet, while a delicacy only available at a certain time might be associated with a celebration like the many Ramp (wild leek) Festivals that occur each spring throughout the eastern United States. On the other hand, some seasonal foods, like fiddleheads, are only available fresh for a short time but are commonly frozen or canned to extend the time in which they can be eaten.

In this activity, students will be introduced to the concept of a seasonal round as a way to mark time, create a seasonal round based on a reading of the book *When the Shadbush Blooms*, brainstorm about plants gathered in their area, and then interview a family or community member about the plants they gather in different seasons. Students will then create their own seasonal rounds based on these interviews and family traditions. Northern Maine students can also use the gatherers profiled on the **People, Plants & Gathering in Northern Maine** website as examples from which to draw their seasonal rounds.

Resources:

People, Plants & Gathering in Northern Maine. Profiles of plants and the people that gather them, including the times of year that certain plants are gathered.

http://nrs.fs.fed.us/sustaining_forests/conserv_ehance/special_products/maine_ntfp

Maliseet Moon calendars are available from St. Thomas University and are a recommended teacher/classroom resource for showing a seasonal round localized to the northern Maine region.

<http://w3.stu.ca/stu/news.aspx?id=5866>

The Wabanakis of Maine and the Maritimes: A resource book about Penobscot, Passamaquoddy, Maliseet, Micmac and Abenaki Indians with lesson plans for grades 4 through 8. American Friends Service Committee, 1989.

This comprehensive 500+ page resource book is available for a free download from

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED393621&ERICExtSearch_SearchType_0=no&accno=ED393621

The Micmac: How their ancestors lived five hundred years ago. Ruth Holmes Whitehead and Harold McGee. Halifax, NS: Nimbus Publishing, 1983. An out-of-print but still available book concerning Mi'kmaq seasonal rounds.

Folklife resources for educators from the Library of Congress. Searchable portal for all folklife topics.
<http://www.loc.gov/folklife/teachers/index.html>

“*Guidelines for Oral History Interviews*” from the *Library of Congress Learning Page* (for teacher reference):
<http://memory.loc.gov/learn/lessons/oralhist/ohguide.html>

Tending the Commons: Folklife and Landscape in Southern West Virginia. American Folklife Center project with excellent online documentation, including a seasonal round linked with project results.
<http://memory.loc.gov/ammem/collections/tending/index.html>

Folklife and Fieldwork: A Layman’s Introduction to Field Techniques. Peter Bartis. Washington, D.C.: Library of Congress, 2002.
Available online and in PDF form: <http://www.loc.gov/folklife/fieldwork/index.html>

Materials (see also materials list for each day)

Large index cards or sticky notes

Large seasonal round diagram on butcher paper, an overhead, or whiteboard/chalkboard

Copies of Seasonal Round diagram for each student

Book: When the Shadbush Blooms by Carla Messinger and Susan Katz (Tricycle Press, 2007)

Copies of Community Member Interview Guidelines for each student

Colored pencils

Community member interview arranged

Rubrics or checklists for assessment (Not included)

For teacher: computer with internet access to **People, Plants & Gathering in Northern Maine:**
http://nrs.fs.fed.us/sustaining_forests/conserv_ehance/special_products/maine_ntfp

Preparation for teaching

- Obtain a copy of the book When the Shadbush Blooms by Carla Messinger and Susan Katz (Tricycle Press, 2007).
- Identify a community member willing to visit the class and be interviewed by students. This person ideally gathers and uses a variety of wild plants throughout the year, for food or other purposes. If it is not possible to find someone who gathers wild plants, an option is to interview someone who grows plants (preferably native plants) or raises animals for food. The interview subject can be an elder who has gathered wild plants since childhood, a farmer or master home gardener, or a homesteader or other community member who uses a variety of wild or cultivated plants. Contact this person and schedule their visit for Day 4 of the unit. *NOTE: This unit is written for one interview subject that the entire class interviews. Another option would be to invite several people who gather wild plants or grow plants to come to class, and have small groups of students interview these subjects. This option offers more diversity and the chance for groups to share information with each other after the interview.*
- Prepare large blank seasonal round diagram on an overhead or butcher paper, make necessary copies, etc.
- Develop a rubric or checklist to assess the students' final seasonal rounds and stories.
- Make additional modifications for your particular class or grade level.

Activities

DAY 1 – Introduction and Seasonal Rounds

Materials

Large index cards or sticky notes

Book: When the Shadbush Blooms by Carla Messinger and Susan Katz (Tricycle Press, 2007)

Large seasonal round diagram on butcher paper, an overhead, or whiteboard/chalkboard

Copies of Seasonal Round diagram for each student

1. **Preparatory discussion.** Ask students to imagine not having any calendars or not knowing the date. Without this information, how would they know the seasons were changing just by looking around them? What changes in the landscape mark seasonal change? Record students' answers on large index cards or sticky notes (one brainstorm per card/note), and hang them on the board. Students may name natural events such as snowmelt, the first peepers, or leaves changing, first. Ask them to think about changes in behaviors in the people around them, such as the appearance of Halloween decorations, Christmas lights, or seeing people wearing shorts or riding bikes. Then ask them to think about how the foods they eat change throughout the year. Are certain foods connected with certain seasons/months/events/times of the year? Take note if any wild or locally-grown foods are mentioned.
2. **Introduce concept of seasonal round.** Project or hang up a large blank seasonal round diagram next to the brainstorm list. Explain that this kind of diagram is a type of calendar that shows changes like the ones the students brainstormed. Note that the circular diagram

is split into twelve “pie slices” labeled by month, but you may wish to explain that there is also an outer ring for recording other ways that time can be measured. Examples of other ways include *deer season*, *mud season*, or *winter thaw*.

3. **Fill in seasonal round as a class.** Distribute all the brainstormed notes to student pairs so that each pair has 2-3 notes. Have pairs decide where on the seasonal round diagram their notes should go, and then come up and stick them to the diagram in the appropriate places. When students have done this, review their choices and admire the class seasonal round.
4. **Story.** Out loud, read the book *When the Shadbush Blooms* by Carla Messinger and Susan Katz (Tricycle Press, 2007). The book features a young Lenni Lenape (Delaware Native American) girl and one of her ancestors, following the seasonal traditions of their families and cultures.
5. **Second reading and completing the seasonal round diagram.** Distribute blank seasonal round diagrams to each student or to pairs of students. As the story is read, slowly, a second time, ask students to fill in the diagram based on the events in the book. They may want to use multiple colors to make their diagrams more clear.

DAY 2 – More exploration with seasonal rounds

Materials

Blank seasonal round diagrams

For teacher: computer with internet access to **People, Plants & Gathering in Northern Maine:** http://nrs.fs.fed.us/sustaining_forests/conserv_e_enhance/special_products/maine_ntfp

1. **Northern Maine seasonal rounds.**
 - a. Use the descriptive month/moon names of the traditional Mi'kmaq (Micmac) calendar to create a seasonal round that is geographically based in northern Maine and native Maine culture. See a brief description of this calendar and the names of the moons in Appendix B of this lesson. Students fill in a blank seasonal round diagram with the Mi'kmaq names and their own illustrations of the moon names.
 - i. To accompany this lesson, share the stories of one or more of the Mi'kmaq gatherers (Tania Morey, Glenda Wysote, Richard Silliboy, and Mary Anne Sanipass) from the website **People, Plants & Gathering in Northern Maine**.
 - b. For more practice with seasonal rounds, you could share the story of Faye Hafford from the website **People, Plants & Gathering in Northern Maine**. Students could fill in a blank seasonal round diagram based on her recollections.

DAY 3 – Preparation for community member interview

Materials

Paper

1. **Introduce community member interviews.** Explain that the class will get to interview a community member about his or her annual plant gathering practices, and create a seasonal round diagram for that person. This person could be an elder who has gathered wild plants for his or her whole life, a farmer or gardener, or a homesteader or other community member who uses a variety of wild or cultivated plants. Explain that the goal of the interview will be to learn about the plants that the person uses (or used) and make a seasonal

round diagram based on his or her gathering or planting practices. Give the students the date for the interview and any background on the interview subject.

2. **Developing questions.** Students should work with each other to develop some questions to ask the interview subject. Each pair should come up with at least 5 questions and then practice asking them to each other. In writing questions, students should follow these guidelines (you can write them on the board or distribute the guidelines to students:

Question-writing guidelines

Write questions that will require more than a Yes or No answer. Because you want to learn about plants and how and when your interview subject gathered them, you will want to ask questions about:

- **The kinds of plants they gather or gathered**
- **The specific names of the plants**
- **What they used the plants for (food, medicine, crafts, or other uses)**
- **What time of year they gathered the plants. Find this out for each plant as specifically as possible – get the month and even details like “the first week of March” or “the end of September”.**
- **Where they gather or gathered the plants**
- **What they like about gathering plants**
- **Any memories or stories about gathering any of these plants**

When your list of questions is complete, practice your interview questions with your partner.

3. As students are working on questions, visit each group and ask them to assess what they’ve come up with. For example: Are the questions clear and easy to understand? Do the questions give you the answers you are looking for?
4. **Pooling class questions.** Develop a class list of questions to ask the interview subject. This list should have at least one question from each pair of students. Decide who will ask each question (someone from each pair should ask at least one question). Tell students that the partner who is NOT asking the question will need to write down the answer that the interview subject gives, so they will have to listen carefully. Write this list of questions and askers on the board, in order if possible, and then later type it up to give a copy to each student. Give additional instruction on note-taking if necessary.
5. **Prepare for interview.** Share any details about how the interview will proceed. Emphasize that the interview subject is a guest and students should make an extra effort to be polite, friendly and welcoming. Also note that all students need to pay attention and take notes as possible for the entire interview.

DAY 4 – Community member interview

Materials

Interview subject (or subjects if conducting multiple interviews)

Question list with questions in order, question asker's name, and space for notes – copies for each student

For multiple interview subjects: Divide the classroom into sections to minimize noise migration. It may be helpful to have a parent or classroom volunteer with each subject for any necessary facilitation.

1. **Distribute questions.** Pass out the list of interview questions and askers. Note again that each student is responsible for paying attention and taking notes on each question, but that students need to take especially detailed notes for the question that their partner asks. They will be expected to share this answer with the entire class after the interview.
2. **Interview.** Introduce the interview subject and explain how the interview will proceed. Students should then ask their questions in the agreed-upon order, and write down answers as previously arranged.
3. **Thank you notes.** Oral history researchers know the importance of sending thank you notes to their subjects. Be sure that students hand-write a note and mail it to the interview subject after the interview. This can be done in class or as a homework assignment.

DAY 5 – Assessments

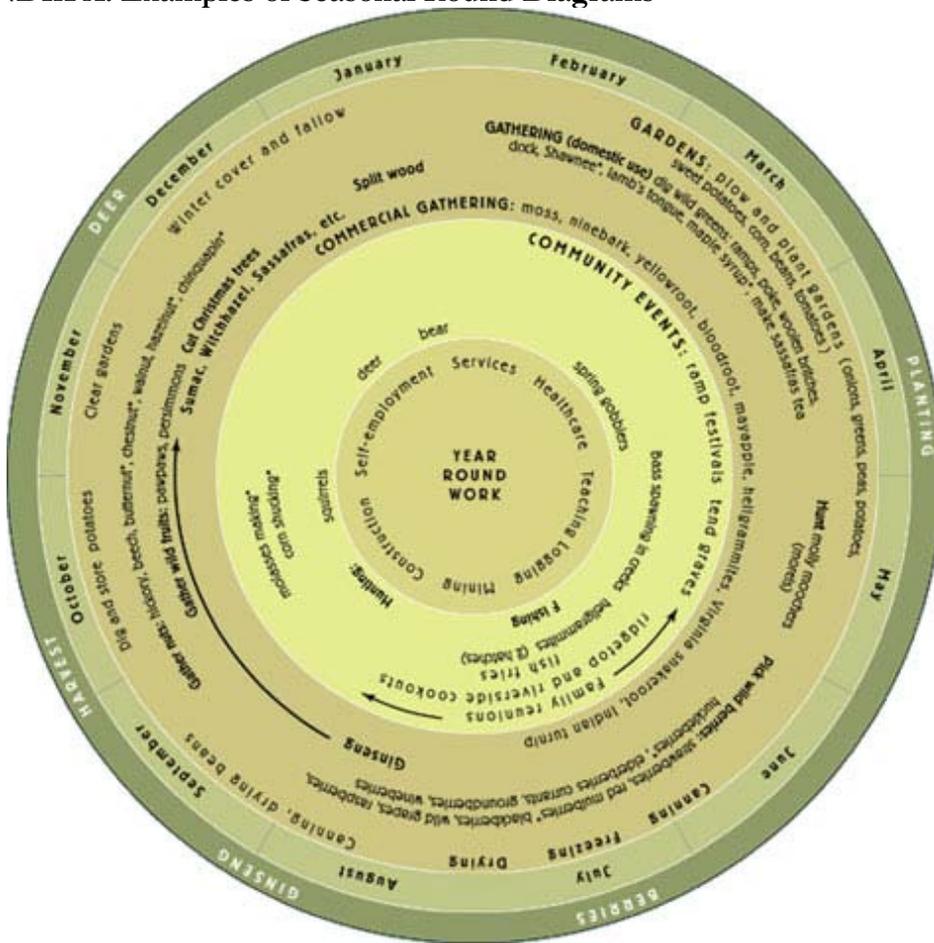
Materials

Question sheets from the interview with student notes

Blank seasonal round diagram for each student

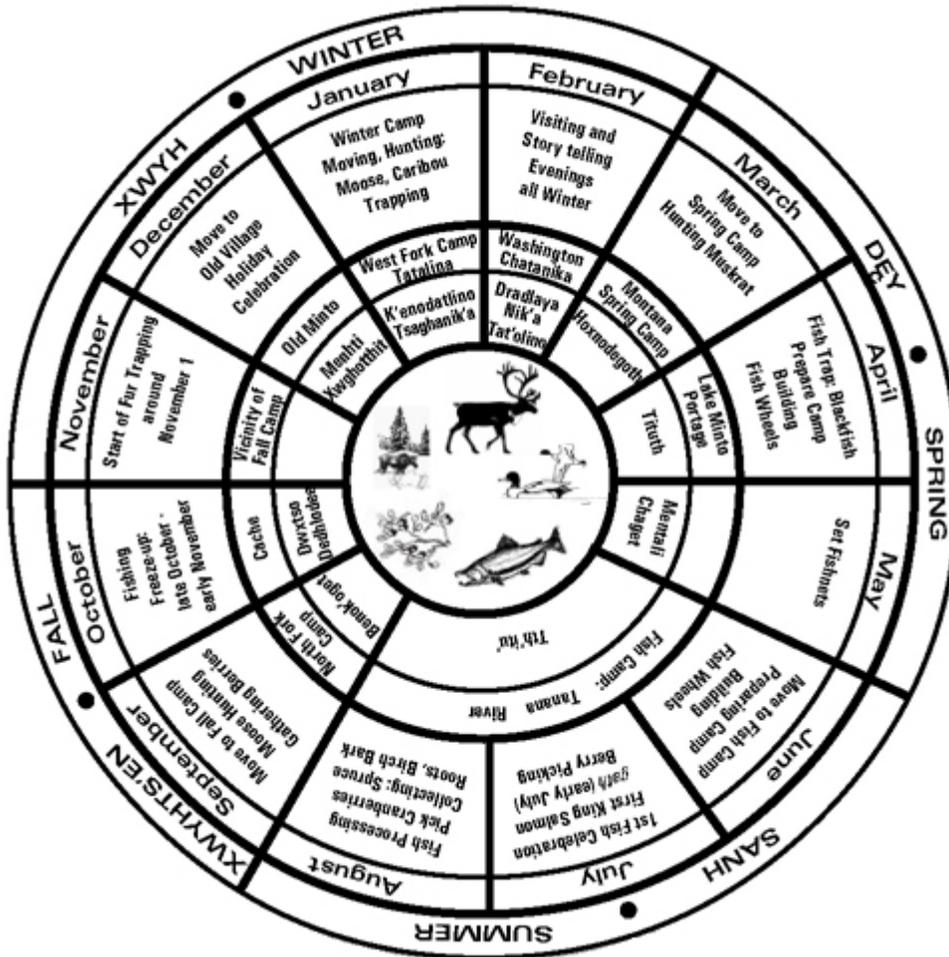
1. **Pooling notes.** Have students share the notes they took during the interview. Record information on a board or overhead. Students can add this information to their own question sheets from the interview.
2. **Seasonal round for the interview subject.** Beginning with the blank seasonal round diagram, students should create a seasonal round picture about the interview subject, based on the information he or she provided in the interview. You may want to give students some flexibility to draw pictures, use words, color, etc. on their diagrams. This project is one of their final products from this unit.
3. **Story of the interview subject.** The second final product of the unit is a brief (several paragraphs) story about the interview subject's life, particularly involving the plants he or she gathers and uses. This could be assigned for homework or part of an additional class.
4. **Assessment.** Assess the seasonal round diagram and story with a rubric or checklist (not included).
5. **Extension for older students.** Students could create another seasonal round diagram after talking to a family member or friend. This would require a letter sent home with students or other communication to make the project clear.
6. *If you would like, share your class' seasonal rounds and stories with us! Contact us at http://nrs.fs.fed.us/sustaining_forests/conserv_e_enhance/special_products/maine_ntfp →*
Contact Us

APPENDIX A. Examples of Seasonal Round Diagrams



Seasonal round on Coal River, West Virginia, based on interviews and field sketch by Mary Hufford. Graphic adapted from Suzuki Graphics. Source: Library of Congress American Memory collection, part of "Tending the Commons" site (see Resources):

<http://memory.loc.gov/ammem/collections/tending/season1.html>



Athabascan seasonal round, information gathered from elders in Minto, Alaska.

Graphic courtesy of the Denali Foundation and the Alaska Native Knowledge Network, available online at <http://www.ankn.uaf.edu/curriculum/Athabascan/ObservingSnow/fourcorners.html>, as part of the ANKN's website (<http://ankn.uaf.edu/>), which is aimed at helping readers understand Alaska Native knowledge systems.

THE PLATEAU SEASONAL ROUND



Seasonal Round of the Umatilla, Walla Walla, and Cayuse peoples
 Image copyright Lynn Kitagawa, used with permission.

This image and detailed information about each item on it can be found at <http://www.trailtribes.org/umatilla/camp-life-and-seasonal-round.htm>

Trailtribes.org is a website published by the University of Montana to educate readers about native history along the trails traveled by Lewis and Clark.

APPENDIX B. Mi'kmaq (Mikmawey) calendar.

The Calendar begins on Spring Equinox, either March 20 or March 21 on the Gregorian Calendar. It follows the cycle of the 13 Moons, with each Moon having 28 days. There is a "intercalary day", an extra day that does not appear on the calendar, between Apunknajt 28 and Kjikús 1, known as the Year End Day, and is a day of rest and celebration. Every four years there is a Leap Day, which follows after Year End Day.

Mi'kmaq Name	English Translation	Corresponding month in Gregorian calendar <i>(note: because there are 13 moons but only 12 Gregorian months, correspondences are not exact)</i>
Kjikús	Great Moon	February/March
Siwkewikús	Maple Sugar	March
Penamuikús	Birds Lay Eggs	April
Etquljuikús	Frogs Croaking	May
Nipnikús	Leaves Full Blossom	June
Peskewikús	Birds Shed Feathers	July
Kisikwekewikús	Ripening Time	August
Wikumkewikús	Moose Calling Time	September
Wikewikús	Fat Tame Animals	October
Keptekewikús	Rivers About To Freeze	November
Kiskewikús	Chief Moon	December
Punamujuikús	Spawn of Tom-Cod	January
Apunknajt	Sun Is Very Strong	February

Information courtesy the article archives of the Native Languages of the Americas website:
<http://www.bigorin.org/archive96.htm>

APPENDIX C

Seasonal Round Diagram

Name: _____

