

Food

The Seasonal Rounds of the Potawatomi refers to the pattern of annual migration across the local landscape’s ecological zones to harvest plants and animals that feed, heal, and are useful to the Potawatomi people (Steen-Adams, et. al., 2019). These plants and animals are specific to the homelands of the Potawatomi in the Great Lakes. This pattern of movement from one resource-gathering area to another is a cycle that is followed each year. During the spring, summer, and fall, people would historically move to or visit a variety of gathering areas while during the harsher winter they would stay in and were more sedentary. The Potawatomi seasonal gathering cycle starts in the beginning of spring.

Standards

While this lesson does not specifically meet a current Oklahoma Social Studies standard, the Citizen Potawatomi Nation believes it is an important precursor to our lesson on forced removal. Oklahoma standards begin addressing forced removal as early as 3rd grade.

Preparation: Building Connection to Curriculum

Connection to Students and Previous Lessons:

Students should already be familiar with the story of Potawatomi removal. Remind them of the creation story, a willing migration to where food grows on water (mnomen, wild rice). Like many removed tribes, adjusting to a new region with a different climate and biosphere meant no access to resources that they had come to depend on in the Great Lakes region.

Introductory Activities to Engage Students

The Anishnabe people consist of three tribes, the Ojibwe, Odawa, and Potawatomi. All Anishnabe people relied on wild rice as a staple in our original homelands. Modern Anishnabe living in our original home still collect wild rice today. Have students watch the video, Food That Grows on the Water. [youtube.com/watch?v=6eOz8CPW0m0&ab_channel=PBSEducation](https://www.youtube.com/watch?v=6eOz8CPW0m0&ab_channel=PBSEducation)

Applied/Extended Experience-Building Real World Connections

Think of foods that you could forage where you live. If possible, go outside and look for possible food sources on or around campus (don’t include the cafeteria). List them along with others you may know of below. For the purposes of this lesson, let’s not list animals that we might hunt. Focus on nuts, fruits, vegetables, etc.

Forage Foods: _____



