



Native American Seasonal Round Secondary



Historic Homes • Gardens • Artifacts • Costumed Crafts People
Boat Tours • Gift Shop • Restaurant



Standards

Standards as developed by the Louisiana Department of Education. Available online at <http://www.vermilionville.org/vermilionville/educate/lesson-plans>.

Grade 8

Social Studies

Places and Regions

- **GLE #5:** Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)

Physical and Human Systems

- **GLE #11:** Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)

Historical Thinking Skills

- **GLE #64:** Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)

Louisiana History

- **GLE #75:** Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)

Objectives

1. The students will create a Native American seasonal round.
2. The students will analyze historical Native American activities and apply it to present experiences.

Additional Information

Materials needed: Paper plates, metal brads, crayons/markers, document #1

Pre-Visit Activity

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them [here](#), by clicking on

- Introduction to Vermilionville and
- Vermilionville PowerPoint

Using document #1, explain to students that just like today, Native Americans divided their year based off of agriculture, hunting, and other activities. The Native American calendar is based off the moon cycles and has thirteen “months” unlike our Gregorian calendar, which is named after Pope Gregory XIII who introduced it in February of 1582. Go over the Native American calendar with the class and discuss some of the harvests, wild



game, and other activities. Ask students how they see their year divided up and which activities are associated with certain times of the year. For example, Mardi Gras, sports, festivals, etc...

Have students then fill out the K and W sections of a KWL chart.

Anchor Lesson

When booking your field trip to Vermilionville, you may request Chief Mayeux to lead your tour. Chief Mayeux is the Old Chief of the Avogel Tribe and the current Chief of the Bear Clan of the Avogel. With groups larger than 25, we do require a rotation schedule to keep groups a manageable size. If your group will exceed 25 individuals, inquire about having Chief Mayeux interpret Native American culture and the seasonal round in one of our homes.

This lesson can be done with the whole group at once or four groups on a rotation. Using the Native American seasonal round (document #1), go over each season:

Fall:

Moons – Mulberry, Great Corn, Turkey, and Buffalo
American months – September, October, and November
Planting – Pumpkin
Harvests – Berries, persimmon (*plaquemines*), mushrooms, nuts, wild rice, etc...
Hunting – Raccoon, squirrel, deer, migratory birds
Other activities – Tanning hides, clothing, house-building

Winter:

Moons – Buffalo, Bear, Cold Meal, and Chestnut
American months – December, January, and February
Planting – N/A
Harvests – Cane, winter huckleberry, and stinkwood
Hunting – Geese, muskrat, bear, and rabbit
Other activities – Pottery, arrow-making, and woodwork

Spring:

Moons – Walnut, Deer, Strawberry, and Small Corn
American months – March, April, and May
Planting – Little corn, beans, tobacco, and sunflower
Harvests – Wild honey, berries, poke, mayhaw, and wild onions
Hunting – Crane, robin, and turtles
Other activities – Point-making and basketry

Summer:

Moons – Small Corn, Watermelon, Fish, and Mulberry
American months – June, July, and August
Planting – Watermelon, flour corn, green corn, peach, squash, and *choupichoul*
Harvests – Wild onion, Spanish moss, dock, paddleweed, yaupon, sassafras (filé), and grapes
Hunting – Frog, alligator, *bec croche*, *gros bec*, and crow
Other activities – House-building, point-making, and basketry



Vocabulary

Plaquemine – Mobilian dialect for “persimmon”.

Poke (or pokeweed) – A toxic plant used as a purgative and also to treat skin rashes.

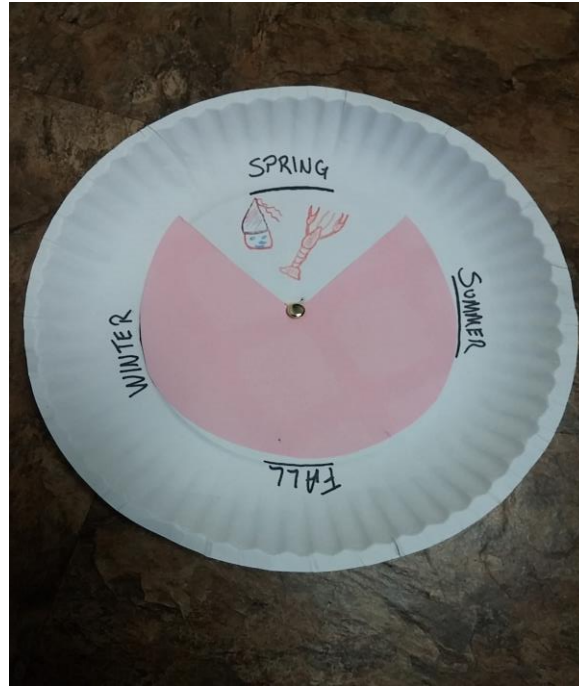
Mayhaw – A small fruit found throughout Louisiana. Mayhaw is commonly used for preserves.

Choupichoul – A grain that has yet to be properly identified.

Dock – Plant harvested for its roots which contain tannin used to tan animal hides.

Bec croche – White ibis.

Gros bec – Yellow-crowned night heron.



Create your own seasonal round

Once the Native American seasonal round has been explained to the students, have them create a seasonal round that reflects a year in their life. What are some festivals, activities, or important events that occur in their lives or in their communities? How are they associated with the seasons?

Post-Visit Activity

Check students’ seasonal rounds and discuss what was chosen for each season. Ask questions to compare and contrast the Native American seasonal round to those that were created by the students such as: Are some of the activities similar to the Native American seasonal round? Why or why not?

Guide students through the completion of the KWL chart and review what was learned.

Optional activity

Have students collaborate to make a class calendar which shows important seasonal events throughout the year. Encourage students to add activities that are unique to their own culture. For each month, have students collaborate in making a collage that will serve as the display for that month; representing the events that occur during the time frame.



Evaluation

Students may be evaluated by examining their seasonal rounds, KWL chart, and/or class calendar activity.

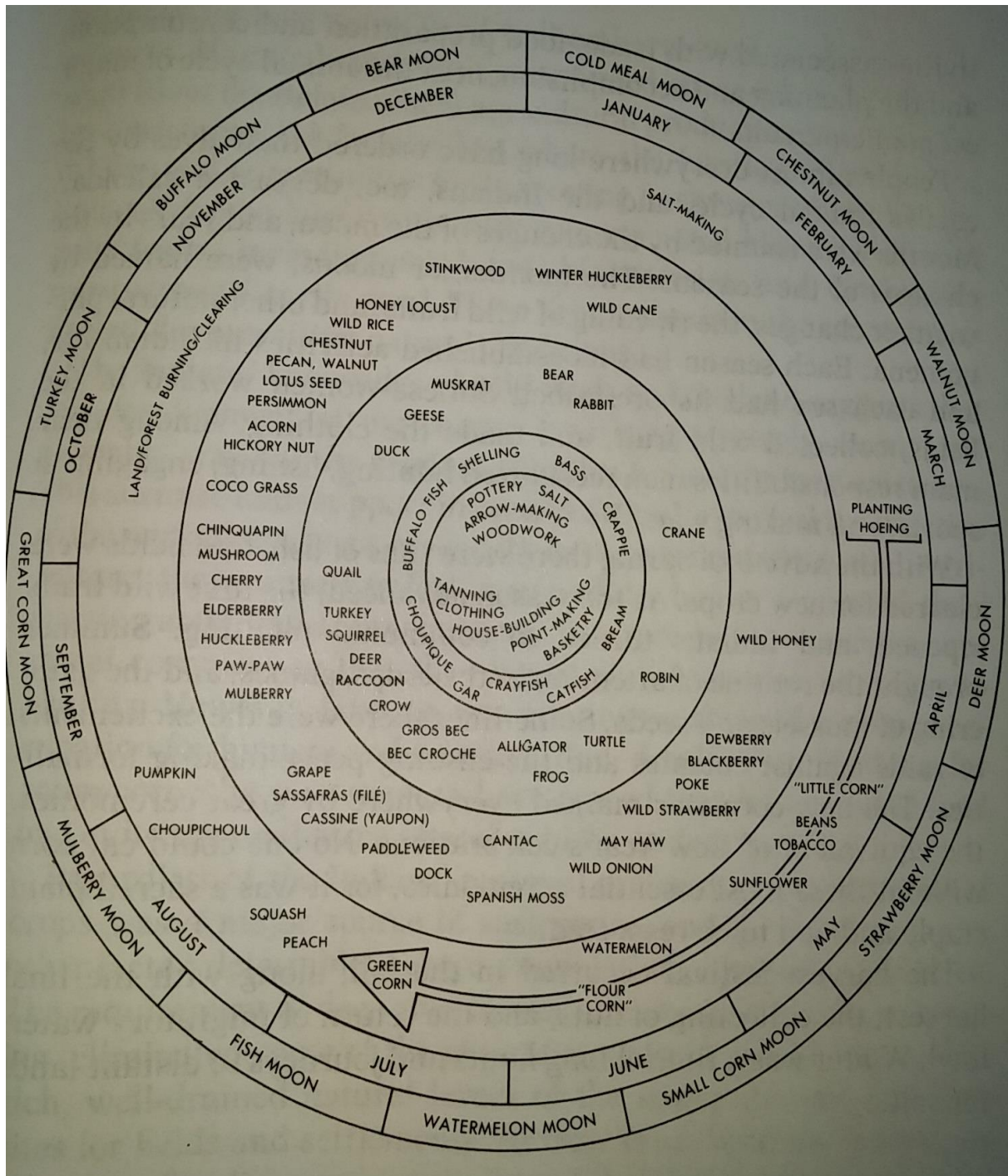
Differentiation of Instruction

Visual learners will benefit from seeing the Native American seasonal round to bring the concept into perspective.

Tactile learners will benefit from the seasonal round creation activity.

Group learners will benefit from the class calendar activity.





Kniffen, F., Gregory, H., & Stokes, G. (1987) *The Historic Indian Tribes of Louisiana*. Baton Rouge, Louisiana. Louisiana State University Press.



