

Unit 1, Lesson 3: Waste Not Want Not

Maryland Social Studies Standards and Framework

Standard: Peoples of the Nations and World

Topic: Elements of Culture

Standard: History

Topic: Settlement and Beginnings of New Societies

Standard: Geography

Topic: Modifying and Adapting the Environment

MCCR Grade 4

MCCR Standards: SL.4.1, SS.6.1, SS.6.6

Objective:

Students will:

- Compare and describe the elements of culture including shelter, recreation, education, oral traditions, art, music and language of Native American societies.
- Through interaction with reproduction Woodland Indian items and discussions concerning everyday lives to gain understanding of indigenous people survived in the past without modern technologies.
- Describe the ways the Woodland Indians adapted to and modified the natural environment in order to survive. Discuss the possible consequences of these modifications

Essential Questions

How does knowing your environment well allow you to better adapt?

What sort of adaptations do you think Native Americans had to make 400 years ago versus what you have to make today?

Grade Level

3rd – 5th

Overview:

This lesson will use class discussion, hands-on investigation of replica tools and objects, and a Venn diagram to examine how Woodland Indians used the resources in their environment.

Teacher Background:

The Native Americans knew their environment very well. They paid close attention to animal trails, the seasons, and locations where various food resources could best be found. Because they relied so heavily upon their environment, Woodland Indians used resources frugally and little went to waste. One of the most important resources in their environment that they used was the white-tailed deer.

Deer were to the Eastern Woodland Indians what the buffalo (Bison) were to the Western Plains Indian tribes. A deer carcass could provide nearly everything a Woodland Indian needed in order to survive. In addition to supplying a large amount of meat, every deer had skin, inner organs, bones, hooves and antlers that were useful for survival. The white-tail deer was a department store on legs.

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Food

- Meat could be grilled, added to a stew, or dried for jerky and pemmican
- Some organ meats such as the heart and liver were also eaten
- Deer fat was used in cooking
- Marrow from the inside of bones was eaten

Hides (tanned)

- Clothes
- Moccasins
- Robes
- Bags or sacks
- Tents and mats
- Cordage
- Scraps were boiled to make glue

Sinew (came from tendons in the legs and back)

- Binding stone tools to handles
- Bow strings
- Tying up bundles and bags
- Sewing clothes and moccasins

Bones

- Awls
- Needles
- Scrapers
- Fishhooks
- Garden hoes

Antlers

- Sharpened into arrowheads or spear points
- Pressure flakers for making stone tools
- Tent pegs
- Wedges for splitting wood for basket making

Hooves

- Boiled to make glue
- Dried hooves tied to a stick as a rattle

Other

- Brain tissue used to soften hides during tanning
- Bags were made out of the stomach or bladder

Lesson Procedure:

1. Ask students to consider “What are the basic needs of every human?” [food, water, clothing, shelter] Discuss how people without 21st century technology would obtain these necessities.

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- Using the laminated image of a white-tailed deer, talk about how important this one animal was to the Woodland Indians. Ask the students what they think the different parts of the deer could be used for. Use the replica tools and objects listed in the materials section to illustrate this discussion.
- Ask the students to complete the Waste Not, Want Not worksheet listing all the uses of white-tailed deer.

Materials:

Objects

- Elk Antler billet (hammer)
- Deer Antler pressure flaker
- Hafted scraper
- Hafted knife or Arrow (Sinew)
- Fishhook & line
- Tanned deer hide
- Bone flesher
- Bone beamer
- Awl
- Needle
- Rattle

Images

- White-tailed Deer

Worksheet Waste Not, Want Not.