

Living History

Environmental Education Lesson
EDWARDS CAMP AND CONFERENCE CENTER

Summary

While visiting three different study stations, students will see what life was like for early American settlers and gain an understanding of how they lived off the land. We will explore the lives of Native Americans, Voyageurs, and the Logging community, who inhabited this area over the past 400 years.

Usage

Grade levels: 3rd-8th Available year round

Objectives

Upon completion of this lesson students will be able to:

- Identify the basic things we need to survive and explain how we get each of them from the earth.
- Identify at least two groups of early Americans that inhabited this area between 1600 and the 1800's.
- Name at least two common tools used by early Americans and explain how they are used.

Materials

Animal pelts (beaver, raccoon, deer)

Traders bag (wool blanket, tomahawk, flint and steel, pictures)

Crosscut saw

Bow drills

Hoops and sticks

Pottery

Introduction

While digging the foundation for Micklewright Lodge, builders found various signs that Native Americans used the Camp Edwards area. Broken pieces of pottery and fire circles with charred wood were found. Several arrowheads and other projectile points have been found around the camp property. This suggests that camp and the surrounding area were popular hunting grounds.

Historians theorize that the Potawatomi wintered in southern Illinois and further south. In spring they would canoe up the Illinois and the Fox Rivers to the summer hunting areas and set up camp at areas around Camp Edwards and north into Door County peninsula. Other Native Americans that were believed to have lived in southeastern Wisconsin and northern Illinois include the Ho-Chunk, Fox, Illinois, and the Kickapoo tribes.

Native Americans depended on hunting and gathering of natural products for food, shelter, clothing, tools, and weapons. Some raised garden crops like corn or maize, squash, beans, and tobacco. They had to get the things they needed from the earth because they could not go to the grocery store or the mall to pick up supplies. Native Americans were also talented crafters; able to make their own clothes from animal hides, and tools from stone, wood, animal bones, skins, and other materials.

In the seventeenth century as game became less plentiful around the coastal villages, European settlers had to send hunters to travel further west to find abundant populations of deer, turkey, beaver, muskrat,

raccoon, and bear. These frontiersmen would travel west into the frontier exploring, hunting, and trapping.

Traders soon followed the frontiersmen to trade with the Native Americans for beaver and deer skins, which were valuable and in demand back east. Early frontiersmen would return east after their expeditions and share stories of what they had seen. They sparked interest in others that started heading west to make a new life. This started the westward expansion.

The Fur Trade was an important part of the economic and the political development of North America. It stimulated the exploration of the continent and provided a source of income important to colonial businesses. Native Americans became involved in the global market for the first time. When they were no longer involved it became harder to keep the fur trade going.

Wisconsin has a history of logging, where the tall white pines from the northern counties became ship masts; and red pine, aspen, oak and maple have been used for pulp, paper, housing and many fine wooden products. Wisconsin's logging history is both gritty and romantic. Commonly called "the cutover", virtually all of the state's virgin timber stands were culled, leaving a historically impressive, and long lived, swath of stumps and bare land.

At the same time, the cutover was a period of intense growth and prosperity in Wisconsin, providing the foundation for many of today's towns, farms, railroads, and industries.

Warm Up

Introduce the Potawatomi phrase "Bozo Nikan" which means "Hello friend". Explain that you will be leading the students on a hike that will allow them to travel back in time to see how people in this area lived nearly 400 years ago. They will visit 3 study stations to learn about Native Americans, the Fur Trade, and the Logging era.

Activities

Visit each station and discuss the people who lived during that time period, and what life would have been like for these inhabitants. Discuss which tools they used and how each group depended on the land for their survival. As you travel from one site to the next interpret how the groups were dependent upon each other.

Native Americans:

- 1) Review the Potawatomi phrase "Bozo Nikan". Teach the words for Yes and No, and have the students use them when answering questions. Yes – "ahaw"(pronounced 'auhow'), No – "co" (pronounced 'cho')
- 2) Give a brief history of the Native Americans in this area (the tribes, how life was different, hunters and gatherers, nomadic lifestyle, types of housing). Use pictures and artifacts to show who they were and how they lived.
- 3) Discuss the relationship Native Americans had with the earth. Identify medicinal and edible plants that they would have used. (white pine, balsam fir)
- 4) Lead the group in some tracking of animal signs to see what kinds of animals were around to hunt. (i.e.: look for signs of deer, discuss the importance of deer to Native Americans, share pelt and antlers.)

5) Take the group to the field to play the “Hoop and Pole” game. In this game students will try to throw a stick through a hoop that is rolled in front of them. Students take turns, using this activity to see how hunters would practice their aim and spear throwing. Use this activity to discuss one way Native Americans would hunt.

Fur Trade (Voyageurs):

During the mid 1600’s early American frontiersmen were exploring the wilderness, gathering animal pelts by hunting and trapping. They also traded with Native Americans. These frontiersmen would return from the wilderness to trade in their pelts for needed supplies, like pots, pans, knives, colored cloth, wool blankets, beads, tomahawk heads, flint and steel, and gun powder. These items could be traded with the Native Americans on their next trip. Animal furs were also sold. Some people became wealthy after a successful expedition. The furs were traded to big fur companies that sent them to supply the wants and needs of people in Europe and eastern America. Beaver pelts were one of the most sought after furs; they made fine waterproof felt and were used to make men’s top hats. Raccoon was used for the same purpose but was not as high in quality. The Fur Trade era continued until the mid 1800’s. It had a strong influence on the settlement of this area.

1) Transition from Native Americans to the Fur Trade by discussing how the fur trade began to change the way Native Americans lived. They traded animal skins for wool blankets, metal pots and pans, colored cloth, guns, flint and steel, tomahawk heads, glass beads, etc. (see background above)

2) Move to the fire ring and discuss the life of a Voyageur. Show pictures and share the contents of the Trader’s Bag, discussing the importance of each item.

- Beaver and raccoon pelts... trades as mentioned above
- Wool blanket...for warmth when sleeping and doubled as a warm overcoat
- Tomahawk, flint and steel...useful tools

3) Teach a few Voyageur games such as; Standing Arm Wrestling and the Hand Slap. Standing arm wrestling is done by having two people stand toe to toe and lock arms. Each person tries to force the other off balance by pulling toward him/herself. Hand slap is also a partner game where a person holds their hands palms down slightly above the hands of their partner’s whose palms are up. The person with their hands underneath tries to quickly come over top of their partner’s hands and slap them before they are pulled away. Voyageurs lives were unbelievably hard, but they were fun loving and carefree men who loved to sing and play games.

4) If time permits, teach the group a Voyageur song and sing it on the way to the logging area. (Lyrics found attached to lesson)

Logging Era:

1) Besides the fur trade being a way of life for early Americans, logging was also a way to earn a living. Wisconsin’s first lumber camp was started in 1829. This was right around the time when the fur trade was slowing down. Logging was one of the economic foundations of Wisconsin.

2) Loggers were hearty men. They would wake up around 4AM, eat breakfast, and work from the first morning light until it was too dark to see. They would get a bed, 3 meals a day, and would earn about \$1.00 per day.

3) Have the students take a look at the pine trees around them. At camp we have mostly red and white pines. Loggers predominantly cut down white pine trees. After cutting down the trees, loggers had to remove the branches, cut them into 16-foot lengths, haul them and float them down the river to lumber mills. Discuss the dangers involved with this type of work.

4) Crosscut saw demonstration: In order to use the wood from trees that were cut down, the men needed to saw it into more manageable pieces. The crosscut saw was useful for this purpose. It was an efficient way to cut logs because it combined the strength and teamwork of two people, enabling them to cut down larger trees. The crosscut saw consists of a blade with a handle on each end. On the blade of the saw there are two types of teeth called cutters and rakers. The cutters have one point and are sharper. They actually do the cutting while the rakers, which have two points, are there to pull the sawdust from the cut.

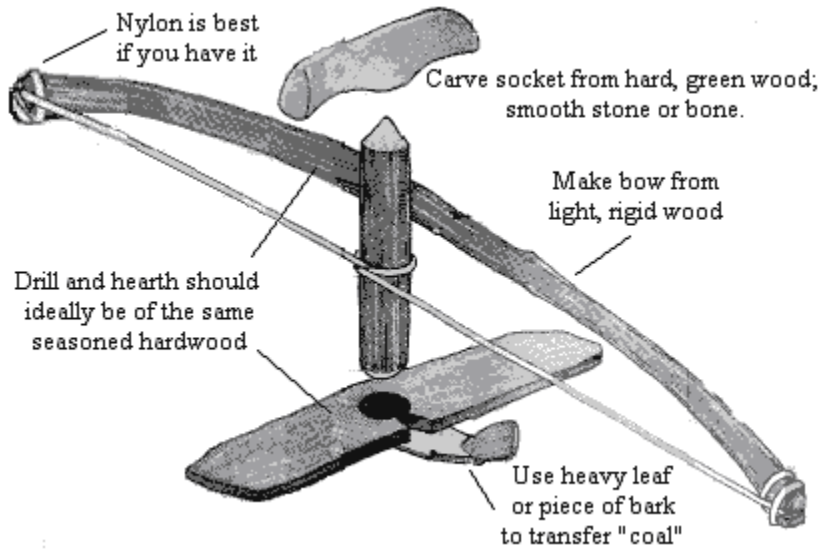


Have one or two students (or a chaperone) hold the log three feet from the saw, but between the posts of the log cradle. Select one student to assist with the demonstration. Instruct them to grab the handle with both hands, one over the other. Begin sawing through the log, using even and level strokes. Pull and guide consecutively, making sure as to not push the saw through. The person who is pulling should be the one to apply force on the saw; the person moving forward simply helps to guide it. This prevents the saw from bending as it cuts. If the saw becomes lodged in the log, pull or “rock” it out and begin again from the top of the cut. When the cut is halfway through the log, it may be helpful to turn the log 90 degrees and continue the cut into a new section of the log.

5) Flint and steel demonstration and bow drill demonstrations can also be done during this time by splitting up the group and having them rotate between the three demonstration sites.

Flint and steel: Matches were invented around 1861, about the time when Abraham Lincoln was president. Flint and steel was one way of starting a fire before that time. A tempered piece of steel can be struck against a piece of hard rock such as flint. This caused a spark as the sharp rock shaved off a sliver of the metal that could be caught and used to start a fire. When students are doing this the flint and steel should be held near the waist and safety goggles must be worn.

Bow drills: It is possible to rub two sticks together or twirl one stick against another to create enough friction to cause ignition. But it is not easy. The use of a short bow made from a tough, springy branch of ash or maple, strung with rawhide or leather makes the twirling action more efficient. The drill and hearth should both be made of the same kind of relatively soft wood. Find level ground away from people. Place one foot on top of the hearth to hold it motionless. Wrap the bowstring once around the drill and hold it from springing out of position. Stick the bottom end of the drill into the hole in the hearth. Move the bow vigorously back and forth. Apply enough downward pressure to create maximum friction without causing the string to slip off the drill. If you create smoke you have the potential for fire.



Wrap Up

Take a few minutes to review our basic needs for survival. Have the students reflect on how the early American settlers obtained these basic needs. Discuss the interdependence of the three groups of settlers that once lived in this area.

Alouette

French; written By: unknown; copyright unknown; [English Translation](#)

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai
Je te plumerai la tête
Je te plumerai la tête
Et la tête, et la tête
Alouette, Alouette
O-o-o-o-oh
Alouette, gentille Alouette
Alouette je te plumerai

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai
Je te plumerai le nez
Je te plumerai le nez

Et le nez, et le nez
Alouette, Alouette
O-o-o-o-oh
Alouette, gentille Alouette
Alouette je te plumerai

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai
Je te plumerai les yeux
Je te plumerai les yeux
Et les yeux, et les yeux
Alouette, Alouette
O-o-o-o-oh
Alouette, gentille Alouette
Alouette je te plumerai

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai
Je te plumerai le cou
Je te plumerai le cou
Et le cou, et le cou
Alouette, Alouette
O-o-o-o-oh
Alouette, gentille Alouette
Alouette je te plumerai

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai
Je te plumerai les ailes
Je te plumerai les ailes
Et les ailes, et les ailes
Alouette, Alouette
O-o-o-o-oh
Alouette, gentille Alouette
Alouette je te plumerai

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai

Je te plumerai le dos
Je te plumerai le dos
Et le dos, et le dos
Alouette, Alouette
O-o-o-o-oh
Alouette, gentille Alouette
Alouette je te plumerai

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai
Je te plumerai les pattes
Je te plumerai les pattes
Et les pattes, et les pattes
Alouette, Alouette
O-o-o-o-oh
Alouette, gentille Alouette
Alouette je te plumerai

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai
Je te plumerai la queue
Je te plumerai la queue
Et la queue, et la queue
Alouette, Alouette
O-o-o-o-oh
Alouette, gentille Alouette
Alouette je te plumerai

English Translation: Alouette means "Lark", so you will find it is much harder to sing this song in English since "lark" has only one syllable, while Alouette has four. The song is actually about "plucking" the feathers (plumage) from a lark, presumably in preparation for cooking. A lark is considered to be a small "game bird" (a game bird is a bird considered to be suitable for food, like the coot, dove, grouse, hazel hen, mud hen, partridge, pigeon, plover, quail, rail, snipe, thrush, and woodcock).

Lark, nice Lark (or Lark, lovely Lark)
Lark, I am going to pluck you
I am going to pluck your head,
I am going to pluck your head,
And the head, and the head,
O-o-o-o-oh

All the verses are the same except the part of the body.

The usual ones are
La tête - the head
Le nez - the nose
Les yeux - the eyes
Le cou - the neck
Les ailes - the wings
Le dos - the back
Les pattes - the legs
Le queue - the tail