



NATIVE HARVEST Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your NATIVE HARVEST box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



Lesson #1: MAPLE PUMPKIN PIE
& NATIVE STORY AND HOW TREES MAKE MAPLE SYRUP
Activity Time: 45-60 minutes

LEARNING OUTCOMES

- Students will **read/listen** to the Anishinabe/Ojibwe tale Manabozho and the Maple Trees.
- Students will **discuss** the story and will **propose** the moral or lesson.
- Students will **learn** about the parts of a tree and how they **function** to move sap and keep the tree alive, growing, and healthy.
- Students will **create** a model of a tree and **describe** how the sap flows through the different parts they have learned.
- Students will **read** and **practice** with **Featured Culinary Skill** - Making Whipped Cream
- Students will **make** and **share** Maple Pumpkin Pie.



Native Story and How Trees Make Maple Syrup

Notes for the Teacher:

- The story in today's lesson comes from the Anishinabe who are part of the Ojibwe tribe of Native Americans.
- If you've never heard of the Ojibwe tribe, you may have heard them called the Chippewa, which is more common in the US. But they call themselves Anishinaabeg, or 'original people'. This Native American tribe has been around since before their history was even recorded. The name 'Ojibwe' means 'puckered', and some think that is because they wore puckered moccasins. There are different ways the name has been translated, including 'Ojibway' and 'Ojibwa'.
- If you are interested in learning or teaching more about the Ojibwe please check out: <https://study.com/academy/lesson/ojibwe-tribe-lesson-for-kids-culture-facts.html>

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Manabozho and the Maple Trees (included)
 - Parts of a Tree information sheet (included)
 - Making a Model of a Tree Activity- materials dependent on choice
 - Found materials like paper towel tubes, cardboard, paper
 - Playdough, pipe cleaners etc.
 - Paper and paints
 - Music and choreography
 - Tree weaving- paper plate, scissors, yarn
 - <https://cassiestephens.blogspot.com/2013/04/in-art-room-tree-weaving-with-third.html>
- **Read**
 - Manabozho and the Maple Trees (included)
- **Watch**
 - I am Anishinabe (4:09) <https://www.youtube.com/watch?v=pg8CB8T04KM>

Lesson:

- Introduction: Manabozho and the Maple Trees
 - Read "Manabozho and the Maple Trees" (included) together
 - Ask the students:
 - Why do you think that Manabozho believes that people should have to hunt, fish, gather and grow their own food?
 - Do you think that it was a good idea that he thinned the maple syrup so that it has to be boiled to become sweet maple syrup?
 - Do you think that this story really happened? Why or why not?



- What do you believe the moral or the lesson of this story is for the Anishinabe/Ojibwe people? For us today?
- Tell the students that today they will **learn** about how trees make sap, which can be made into maple syrup, and **design** their own tree to teach others how the process works.
- Background Information: How Trees Make Sap
 - **Share** with the students that the sweet maple sap that Manabozho thins in this story is a combination of water and minerals brought up from the roots of the tree, along with sugars made in the leaves.
 - Tell the students that they are going to **learn** about the parts of a tree and how they **function** to move sap and keep the tree alive, growing and healthy.
 - Provide students with the Parts of a Tree information sheet (included)
 - Use images of a tree and/or a cross section of a trunk to show the different parts.
 - This website can be helpful <https://www.kidzone.ws/plants/trees.htm>
 - Discuss the job of the different parts of the tree in maple syrup production.
 - **Watch** this video to explain the science of why trees make sap
 - How to Make Maple Syrup (and the science of maple sap) (9:17) – start at 4:30 https://www.youtube.com/watch?v=jZj_4-iqwwl
 - (Optional) Watch this kid friendly video to show the process of making maple syrup
 - How to Make Maple Syrup (6:24) <https://www.youtube.com/watch?v=7SrdKlzvHSs>
- Instructions for Activity: Design a Tree
 - Have students **make a model** of a tree.
 - **Show/label** all the parts necessary in making maple syrup:
 - roots
 - trunk
 - outer bark
 - inner bark/phloem
 - cambium, sapwood/xylem
 - heartwood
 - pith
 - Provide options and materials of how to make the model:
 - Playdough
 - Recyclable materials (paper towel rolls, cardboard boxes etc.)
 - Paint or draw a picture
 - Tree weaving with a paper plate and some yarn:
 - <https://cassiestephens.blogspot.com/2013/04/in-art-room-tree-weaving-with-third.html>
 - Choreograph a dance



- Compose a piece of music
- Have students **share** or **perform** their work.

Extension:

- Read the Making Maple Syrup fun bite on the recipe guide, focusing on the fact that it takes 40 gallons of sap to make 1 gallon of syrup. Create a math lesson about ratios related to this.
- Learn more about the Anishinabe people by watching the video below:
 - I am Anishinabe (4:09) <https://www.youtube.com/watch?v=pg8CB8T04KM>
- Write a poem about trees.
- Visit a sugarbush.



COOKING MAPLE PUMPKIN PIE

Kitchen Prep

- Read the Maple Pumpkin Pie recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Making Whipped Cream**
- Discuss kitchen safety. Specifically, oven safety (Visit Raddishkids.com/pages/safety).

Prepare Maple Pumpkin Pie

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to crush, bake, add.
- When the Maple Pumpkin Pie is ready, eat, taste and share!
- While your friends and family are eating, show them your model of a tree and teach them all the parts that work together to make sap so that they can enjoy maple syrup.

RESOURCES

- **Books**
 - [Tell Me, Tree, All about Trees for Kids](#) by Gail Gibbons
 - [A Log's Life](#) by Wendy Pfeffer
 - [I can Name 50 Trees Today](#) by Bonnie Worth
 - [Trees, Leaves and Bark](#) by Diane L. Burns
 - [A Tree for All Seasons](#) by Robin Bernard
 - [The Lorax](#) by Dr. Seuss
 - [The Giving Tree](#) by Shel Silverstein
 - [Sugaring](#) by Jessie Haas
 - [Curious George Makes Maple Syrup](#) by H.A. Rey
 - [A Kid's Guide to Maple Tapping: Let's Make Maple Syrup](#) by Julie Fryer
- **Websites**
 - <https://www.kidzone.ws/plants/trees.htm>
 - <http://www.native-languages.org/anishinabe-legends.htm>
 - <https://sites.google.com/a/macalester.edu/ordwipedia/traditional-ecological-knowledge-tek-from-ling-225/maple-tree>
 - <https://cassiestephens.blogspot.com/2013/04/in-art-room-tree-weaving-with-third.html>
- **Videos**
 - How to Make Maple Syrup (6:24) <https://www.youtube.com/watch?v=7SrdKlzvHSs>
 - How to Make Maple Syrup (and the science of maple sap) (9:17) the science part starts at 4:30 https://www.youtube.com/watch?v=jZj_4-iqwlI
 - I am Anishinabe (4:09) <https://www.youtube.com/watch?v=pg8CB8T04KM>



Lesson #2: SAVORY CORN PUDDING
& SYMBIOTIC RELATIONSHIPS
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **read/listen** to the story of the Three Sisters.
- Students will **reflect and discuss** how the Three Sisters helped one another.
- Students will **learn** what a symbiotic relationship is and its three different types: mutualism, commensalism, and parasitism.
- Students will **explore** examples of symbiotic relationships in the animal world and in their lives.
- Students will **write** a story, play, or poem about an example of a symbiotic relationship.
- Students will **read and practice** with **Featured Culinary Skill** - How to Whisk.
- Students will **make and share** Savory Corn Pudding.



SYMBIOTIC RELATIONSHIPS

Notes for the Teacher:

- Some things to keep in mind when teaching about Native Americans sourced from <http://www.understandingprejudice.org/teach/native.htm>
 - Highlight the Native American philosophy of respect for every form of life and for living in harmony with nature.
 - Discuss a variety of Indian nations, such as Hopi, Lakota, and Navajo, rather than lumping all Native Americans together. Explain that each nation has its own name, language, and culture.
 - Challenge TV and movie stereotypes of Native Americans. Discuss the meaning of stereotypes and help children understand that Native Americans were no more savage than others who fought to defend their homes and community.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools, and ingredients listed
 - The Three Sisters story (included) and any other versions you want to share
 - For the Symbiosis Activity:
 - Some of the books listed in the resources
 - Access to the internet:
 - <http://www.vtaide.com/png/symbiosis.htm>
 - <https://cosmosmagazine.com/social-sciences/symbiosis-when-living-together-win-win>
 - <https://www.fromthegrapevine.com/nature/amazing-symbiotic-animal-relationships>
- **Read**
 - There are many versions of The Three Sisters story. Please review and decide which one is most appropriate for your students.
 - The Three Sisters story (included)
 - Another version
<https://academics.nsuok.edu/Portals/39/Three%20Sisters%20Legend.pdf>
 - <http://thefoodproject.org/blog/2010/06/04/legend-three-sisters>
- **Watch**
 - Optional- another version of the Three Sisters Story
 - The Three Sisters Legend (3:05)
<https://www.youtube.com/watch?v=Fx9CDVkn9xU&t=41s>



Lesson:

- Introduction: Do plants know how to work together?
 - Ask your students:
 - Do you have any ideas of how plants help one another?
 - Can you name some plants that work together?
 - How do they think that the plants knew how to help each other?
 - Provide your students with one example of plants that work together. The Three Sisters:
 - Corn
 - Beans
 - Squash
 - Have your students **hypothesize** how these three plants work together.
 - Tell your students that the Iroquois believed that corn, beans, and squash were precious gifts from the Great Spirit. They **made up a story** called the Three Sisters, which through generations of retelling passed down the knowledge of growing, using and preserving corn, squash, and beans.
 - Have your students **read, listen to, or watch** the version of the Three Sisters Legend that you chose. Options:
 - The Three Sisters story (included)
 - <https://academics.nsuok.edu/Portals/39/Three%20Sisters%20Legend.pdf>
 - <http://thefoodproject.org/blog/2010/06/04/legend-three-sisters>
 - The Three Sisters Legend (3:05)
<https://www.youtube.com/watch?v=Fx9CDVkn9xU&t=41s>
 - After learning about the story, **ask** your students again how they think that these three plants help one another?
 - Corn:
 - provides a natural pole for bean vines to climb
 - Beans:
 - fix nitrogen on their roots, which improves the growing power of the garden plot by providing nitrogen to the following years' corn
 - stabilize the corn plants, making them less vulnerable to blowing over in the wind
 - Squash
 - vines become a living mulch
 - shade weeds so they can't grow
 - prevent soil moisture from evaporating which improves the overall crops' chances of surviving in dry years
 - discourage predators from approaching the beans and corn due to it's spiky leaves
 - Tell your students that today they are going to **learn** that the term for this relationship between the corn, beans, and squash is called **Symbiosis**. They will



learn that there are three kinds of symbiotic relationships and will create a story to teach others.

- Background Information: Symbiotic Relationships
 - Tell your students that there are three different types of symbiotic relationships.
 - After describing each type of relationship, ask your students if they can think of an example of this type. The example could be from the plant world, animal world, or even their own life.
 - **Mutualism** – when two species benefit each other
 - Examples:
 - You have a friend that helps you learn to skate, while you help your friend how to dance. This relationship is mutualism, since both friends are benefiting from each other.
 - Animal example: bees and flowers
 - **Commensalism** – when one species benefits while the other one is not affected
 - Examples:
 - You have a younger sibling that listens while you read a book that they like. This is commensalism, since the younger sibling is benefiting from listening to the story, but you are not affected, since you would have read the book anyway.
 - Animal example: a vulture eating a lion's leftovers
 - **Parasitism** – when one species benefits by harming another one
 - Animal example: fleas. They benefit from living in pets' fur, while the pets end up getting itchy skin.
 - Watch one or more of these videos to strengthen the concept of symbiotic relationships.
 - Symbiosis (2:31) <https://www.youtube.com/watch?v=zTGcS7vJqbs>
 - Extreme Animal Relationships- Earth Unplugged (4:23) <https://www.youtube.com/watch?v=doB6fyzoO68>
 - 10 Mutualism Examples (3:20) <https://www.youtube.com/watch?v=qRn62gtgntY>
- Activity Instructions: Choose and Teach
 - Inform the students that they can now choose one of the symbiotic relationships they have just learned about:
 - mutualism
 - commensalism
 - parasitism
 - Tell them that their job is to teach someone about that kind of symbiotic relationship through a:
 - story



- poem
- play
- song
- cartoon etc.
- Tell them that their teaching must include information about the relationships and what makes it a certain kind of symbiotic relationship. If it has a moral or a lesson that is a bonus!
- Have the students **share** their teaching with one another.

Extension:

- Do more research on companion planting. Are there other pairings of plants that work well together? Why?
- Provide students with pictures of animals in a variety of symbiotic relationships and have them sort into the types.
 - <http://www.vtaide.com/png/symbiosis.htm>
- Learn more about the Iroquois people. Where did they live? What foods did they eat? Etc.



COOKING SAVORY CORN PUDDING

Kitchen Prep

- Read the Savory Corn Pudding recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - How to Whisk**
- Discuss kitchen safety. Specifically, Hand Washing safety (Visit Raddishkids.com/pages/safety).

Prepare Savory Corn Pudding

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to measure, whisk, crack, and add.
- When the Savory Corn Pudding is ready, eat, taste and share!
- While your friends and family are eating, share your stories/poems/cartoons with them and teach them about symbiotic relationships.

RESOURCES

- **Books**
 - [How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships](#) by Robin Page
 - [Good Friends \(Science Storybooks\)](#) by In Sook Kim
 - [Symbiosis: How Different Animals Relate \(Big Science Ideas\)](#) by Bobbie Kalman
 - [Symbiosis \(Animal Adaptations\)](#) by Jack Zayarny
 - [Big Friend, Little Friend: A book About Symbiosis](#) by Susan Sussman
- **Websites**
 - <http://www.vtaide.com/png/symbiosis.htm>
 - <https://www.common sense.org/education/lesson-plans/symbiotic-relationships#4>
 - <https://www.education.com/lesson-plan/animal-symbiosis/>
 - <http://thefoodproject.org/blog/2010/06/04/legend-three-sisters>
 - <https://www.reneesgarden.com/blogs/gardening-resources/celebrate-the-three-sisters-corn-beans-and-squash>
 - <https://cosmosmagazine.com/social-sciences/symbiosis-when-living-together-win-win>
 - <https://www.fromthegrapevine.com/nature/amazing-symbiotic-animal-relationships>
- **Videos**
 - Symbiosis (2:31) <https://www.youtube.com/watch?v=zTGcS7vJqbs>
 - Extreme Animal Relationships- Earth Unplugged (4:23) <https://www.youtube.com/watch?v=doB6fyzoO68>
 - 10 Mutualism Examples (3:20) <https://www.youtube.com/watch?v=qRn62gtgntY>



Lesson #3: CRANBERRY CROSTINI
& PERSPECTIVE- IT'S ALL IN THE EYE OF THE AUTHOR
Activity Time: 45minutes

LEARNING OUTCOMES

- Students will **read** the Chippewa story about wild cranberries.
- Students will **discuss** what they boy in the story saw and why.
- Students will **learn** about what *perspective* or *point of view* means.
- Students will do a **group rewrite or retell** the Chippewa story from a different perspective.
- Students will **read** another book and **rewrite or retell** it from another perspective.
- Students will **read and practice** with **Featured Culinary Skill** – How to Zest.
- Students will **make and share** Cranberry Crostini.



PERSPECTIVE- IT'S ALL IN THE EYE OF THE AUTHOR

Notes for the Teacher:

- Some strategies and resources that may help teachers to supplement their knowledge of American Indian peoples and their histories, cultures, and diverse viewpoints.
 - Children should study the lives and cultures of selected Native American tribal groups viewed in their own right and from their own points of view, not just in the context of their interactions with Europeans.
 - Teachers should ensure that the points of view of Native Americans do not just disappear once attention begins to focus on the development of the United States as a nation.
 - Children's literature used in the classroom should be historically and culturally accurate and include American Indian perspectives as well as Euro-American perspectives.
 - Some children's literature ideas
 - Navajo Long Walk by Nancy M. Armstrong
 - Visions and Voices across the Mesa by Shonto W. Begay
 - The Trail of Tears: The Cherokee Journey from Home by Marlene T. Brill
 - The Arrow over the Door by Joseph Bruchac
 - Red Hawk's Account of Custer's Last Battle by Paul Goble
 - The Unbreakable Code by Sara H. Hunter
 - In a Different Light: Growing Up in a Yup'ik Eskimo Village in Alaska by Carolyn Meyer

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Wordless picture books like:
 - Flotsam by David Weisner
 - The Mysteries of Harris Burdick by Chris Van Allsburg
 - Zoom by Istvan Banyai
 - Museum Trip by Barbara Lehman
 - Fossil by Bill Thomson
 - Journey by Aaron Becker
 - Writing materials



Lesson:

- Introduction: A Story of Berries
 - Read A Story of Berries from the Cranberry Crostini recipe guide
 - Discuss:
 - Who was in the story?
 - What other things were in the story?
 - Where does the boy think the berries are?
 - Where are the berries really?
 - What needs to change for him to find the berries?
 - Explain that the boy needed to change his perspective or his point of view to be able to find the berries.
 - Tell the students that today they are going to be learning about perspective and point of view in stories and then they will have the opportunity to tell a story from a point of view that they choose.

- Information: What is Perspective/ Point of View
 - Share that point of view is the manner in which a story is told.
 - The point of view is the narrator's/ storyteller's perspective.
 - It directs how the story will unfold and influences the tone of the book.
 - The point of view of a story impacts the reader's depth of understanding of a book because the narrator can either provide the reader with information or withhold information.
 - The point of view can also be the way that you are looking at the story.
 - Are you telling the story from far away? Above all the action?
 - Are you right in the middle of the action and it's happening to you?
 - Or are you like a tiny beetle looking up and watching the story unfold?
 - Use A Story of Berries to try retelling using different points of view.
 - What would the story be like if you were a bird flying overhead high in the sky and you saw a boy fall head first into the water?
 - What if you were a fish swimming by when suddenly a boy was in the water with you?
 - What if you were one of the berries he was trying to pick?

- Instructions for Activity: Who is Telling the Story?
 - Show students a wordless picture book, such as:
 - Flotsam by David Weisner
 - The Mysteries of Harris Burdick by Chris Van Allsburg
 - Zoom by Istvan Banyai
 - Have students **write** a story (as they see it) to explain what is happening in the pictures.
 - After the students have finished their stories, have them **share** what they wrote.



- Discuss that even though the illustrations they were looking at were the same, their stories were different based on the *point of view* of the narrator.

Extension:

- Read some classic fairy tales like The Three Little Pigs, then discuss what do you think the story was like from the Wolf's point of view?
 - [Seriously, Cinderella is So Annoying!: The Story of Cinderella as Told by the Wicked Stepmother](#) by Trisha Speed Shaskan
 - [Honestly, Red Riding Hood Was Rotten! The Story of Little Red Riding Hood as Told by the Wolf](#) by Trisha Speed Shaskan
 - [The Big Bad Wolf - My Side of the Story](#) by Kate Clary
 - [The True Story of the 3 Little Pigs](#) by Jon Scieszka
- Further lesson plan on Multiple Perspectives for Grades 4-5
 - <http://www.readwritethink.org/classroom-resources/lesson-plans/multiple-perspectives-building-critical-30629.html?tab=4>
- Learn how cranberries grow.
 - Cranberry- How Does it Grow? (5:22)
https://www.youtube.com/watch?v=XZPXQ7nw_9Y



COOKING CRANBERRY CROSTINI

Kitchen Prep

- Read the Cranberry Crostini recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - How to Zest**
- Discuss kitchen safety. Specifically, box grater safety (Visit Raddishkids.com/pages/safety).

Prepare Cranberry Crostini

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to zest, cook, and assemble.
- When the Cranberry Crostini are ready, eat, taste and share!
- While your friends and family are eating, explain to them about perspective/ point of view and share your story with them.

RESOURCES

- **Books**
 - Seriously, Cinderella is So Annoying!: The Story of Cinderella as Told by the Wicked Stepmother by Trisha Speed Shaskan
 - Honestly, Red Riding Hood Was Rotten! The Story of Little Red Riding Hood as Told by the Wolf by Trisha Speed Shaskan
 - The Legend of the Cranberry: A Paleo-Indian Tale by Ellin Greene
 - Two Bad Ants by Chris Van Allsburg
 - Flotsam by David Weisner
 - The Big Bad Wolf My Side of the Story by Kate Clary
 - The True Story of the 3 Little Pigs by Jon Scieszka
 - The Mysteries of Harris Burdick by Chris Van Allsburg
 - Zoom by Istvan Banyai
 - Books from a Native Perspective
 - Navajo Long Walk by Nancy M. Armstrong
 - Visions and Voices across the Mesa by Shonto W. Begay
 - The Trail of Tears: The Cherokee Journey from Home by Marlene T. Brill
 - The Arrow over the Door by Joseph Bruchac
 - Red Hawk's Account of Custer's Last Battle by Paul Goble
 - The Unbreakable Code by Sara H. Hunter
 - In a Different Light: Growing Up in a Yup'ik Eskimo Village in Alaska by Carolyn Meyer



- Websites

- <http://rockinteachermaterials.blogspot.com/2012/09/just-my-point-of-view.html>
- <http://www.socialstudies.org/sites/default/files/publications/se/6301/630109.html>
- American Indian Perspectives on Thanksgiving
 - <https://americanindian.si.edu/nk360/resources/American-Indian-Perspectives-on-Thanksgiving.cshhtml>
- Native Voices, accurate history forge deeper, better understanding of American Indians in nation's schools
 - <https://insider.si.edu/2018/01/genuine-article-native-knowledge-360-introduces-schoolchildren-authentic-native-americans/>
- <http://www.understandingprejudice.org/teach/native.htm>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/multiple-perspectives-building-critical-30629.html?tab=4>

Manabozho and the Maple Trees

An Anishinabe Tale from the Great Lakes Region

A long time ago, when the world was new, Gitchee Manitouⁱ made things so that life was very easy for the people. There was plenty of game, the weather was always good, and the maple trees were filled with thick sweet syrup. Whenever anyone wanted to get maple syrup from the trees, all they had to do was break off a twig and collect it as it dripped out.

One day, Manabozhoⁱⁱ went walking around. "I think I'll go see how my friends the Anishinabe are doing," he said. So, he went to a village of Indian people, but there was no one around. Manabozho looked for the people. They were not fishing in the streams or the lake. They were not working in the fields hoeing their crops. They were not gathering berries. Finally, he found them. They were in a grove of maple trees near the village. They were all just lying on their backs with their mouths open, letting the maple syrup drip into their mouths.

"This will not do," Manabozho said. "My people are all going to be fat and lazy if they keep on living this way."

So Manabozho went down to the river. He took with him a big basket that he had made out of birch bark. With this basket he brought back many buckets of water. He went to the top of the maple trees and poured the water in so that it thinned out the syrup. Thick maple syrup no longer dripped out of the broken twigs. Now what came out was thin and watery and just barely sweet to the taste.

"This is how it will be from now on," Manabozho said. "No longer will syrup drip from the maple trees. Now there will be only this watery sap. When people want to make maple syrup they will have to gather many buckets full of the sap in a birch bark basket like mine. They will have to gather wood and make fires so that they can heat stones to drop into the baskets. They will have to boil the water with the heated stones for a long time to make even a little maple syrup. Then my people will no longer grow fat and lazy. Then they will appreciate this maple syrup Gitchee Manitou made available to them. Not only that, this sap will drip only from the trees at a certain time of the year. Then it will not keep people from hunting, fishing, gathering, and hoeing in the fields. This is how it is going to be," Manabozho said. And that is how it is to this day.

ⁱ Gitchee Manitou is the great creator god of the Anishinabe and many neighboring Algonquian tribes. The name literally means Great Spirit a common phrase used to address God in many Native American cultures. As in other Algonquian tribes, the Great Spirit is abstract, benevolent, does not directly interact with humans, and is rarely if ever personified in Anishinabe myths-- originally, Gitchee Manitou did not even have a gender (although with the introduction of English and its gender-specific pronouns, Gitchee Manitou began to be referred to as "he.") It is Gitchee Manitou who created the world, though some details of making the world as we know it today were delegated to the culture hero Manabozho, "Gitchee Manitou" (or one of its many variant spellings) was used as a translation for "God" in early translations of the Bible into Ojibway, and today many Ojibway people consider Gitchee Manitou and the Christian God to be one and the same.

ⁱⁱ Manabozho is a popular Algonquin trickster especially among the Ojibway and Menominee people of the Northeast woodlands. He is sometimes known as Michabo or Nanabush. He frequently appears as a human occasionally carrying a medicine bag. He has become a culture hero as well as a trickster because he tries to help people by teaching them the right way to live.

Parts of a Tree - Information Sheet

Roots

- anchor the tree
- branch underground and form into small rootlets with miles of fine root hairs
- take up minerals and water from the soil

Trunk

- provides support
- acts as a pipeline to carry water and nutrients to different parts of the tree

Outer bark

- covers the trunk and branches
- protects the tree from disease, fire, and injury

Inner bark or phloem

- carries sap (which is rich in sugars made in the leaves) down from the leaves to the branches, trunk, and roots
- carries sap up from the roots to the rest of the tree when it is needed

Cambium

- consists of a layer of cells inside the bark
- responsible for making new cells of phloem and sapwood, which allows the tree to grow bigger/wider every year

Sapwood/Xylem

- sits just inside the cambium
- carries minerals and water up from the roots to the rest of the tree
- moves stored water and nutrients horizontally to other parts of the tree

Heartwood

- sits inside of the sapwood
- consists of old, dead sapwood/xylem
- provides support for the tree
- appears darker
- can no longer carry minerals and water up from the roots
- can potentially rot away to leave a hollow tree with living wood on the outside

Pith

- consists of spongy living cells in the center of the tree trunk
- carries essential nutrients
- mostly protected from damage by insects, wind, or animals, since it's located in the very center of the tree

The Three Sisters

The first man and woman created by the Great Spirit were happy with their lives on the newly formed Earth, however, they discovered that they were hungry and could not find anything to eat. The woman cried out to the Great Spirit, "Oh Great Spirit! We are hungry and cannot find any food. Please help us!"

The man noticed the mound of soil that they were standing near. Three women rose out of the soil as if they grew there. The man and woman watched and listened to the mysterious women.

The tallest and oldest woman had silk strings for hair, the beads of her dress were golden yellow, and she wrapped herself in a green, leafy coat. She said to them, "Greetings! I am Sister Corn. Eat what I grow for you and you will stand strong."

The second woman was much smaller and thinner. With her beaded jewelry dangling, she held on to Sister Corn's waist in order to stand up. "I am Sister Bean, Sister Corn helps me stand up to see the sun. My feet will keep the soil healthy. Eat what I grow for you and you won't be hungry."

The third woman lay on the ground. She was rounder than the other two women and she had on an orange dress. Her big leafy hair covered the ground around Sister Corn and Sister Bean's feet. "I am Sister Squash. My leafy hair protects my sisters' feet from weeds and animals. Eat what I grow for you and share us with your children."

The man and woman were delighted for the help the Great Spirit had sent them. The man asked, "What are we to do when your fruits have all been picked?" Sister Corn replied, "Give thanks to us when you pick our fruits. Give thanks to us when you plant our seeds in the soil mound again. Take care of us as we return to you again."

The three sisters, Corn, Bean, and Squash, changed from their human forms into healthy green plants. Sister Corn's stalk was tall and strong. Sister Bean's vines wrapped around that stalk. Sister Squash's big leaves covered the ground.

The man and woman did what the sisters told them to do. At every planting and every harvest, the man, woman, and their children gave thanks to the three sisters and the Great Spirit. They celebrated the first signs of plants growing. They took joy in caring for the plants. And they celebrated the harvesting of their fruits for ages to come.