

Primary Unit Plan

Anishinabe Detectives or Scouts at Work:

Finding "The Food That Grows on Water"

Wild Rice – Manoomin



Anishinabe Scout, Ottawa

Indigenous Knowledge and Science
Anishinabe Detectives or Scouts at Work

Unit Plan: Primary

Additional materials include: Junior and Intermediate grade PowerPoint presentations, photographs of wild rice processing historic and modern, resource list, wild rice vocabulary in Anishinawbemowin and English, and a science curriculum integration plan for wild rice teachings for grades 1 to 8.

Anishinabe Detectives or Scouts at Work: Finding "The Food That Grows on Water": Wild Rice - Manoomin

Critical thinking questions:

- How can what we learn from Indigenous Peoples help us look after the earth and everything on it?
- How can we address environmental concerns, issues, and problems?
- What is the role of humans on the planet Earth?

Grouping: Gather students in a circle either of chairs or sitting on the floor or standing depending on their energy levels

Materials: Dress up materials for detective works: hats, magnifying glasses, etc. Other materials indicated per task.

Assessment Strategies: See end of unit for suggestions: Anecdotal Notes, Observation Checklist, Portfolios

Introduction:

The Anishinabe people believe that they were given instructions by the Creator to move across Turtle Island (North America and Central America) from where they lived on the east coast by the Atlantic Ocean to where they live now centred around the Great Lakes. The instructions were to go to the place where the food grows on water. The Anishinabe people did not know where they were to go but they followed the instructions. This was a mystery to be solved. We also need to solve this mystery to find out about the food that grows on water. We need to find clues or information to help us to solve the mystery.

Prompt: What is a mystery? What does the word mystery mean?

Possible Answers: It means something that is difficult or impossible to know or understand.

Prompt: How do we solve the mystery? How do find out about something we don't know?

Possible answers: We could become detectives. We could ask somebody questions who might know the answers. We could go exploring and look for answers. We could ask for more information. We look for clues. We track people who know. We could go to the library and find a book.

Prompt: We are going to become **detective scientists or scouts**.

Creative Activity: Imagine "the Food that Grows on Water".

Sketch, Draw, Paint and/or Write a story about what you imagine the food that grows on water might look like.

Materials: Crayons, pencils, paper , paint , paper, I pads, computers etc.

Detective/Scout Task 1 - Categorize the food we eat! How do we group or organize the food we eat?

Curriculum Expectations:

Science and Technology

Grade 1 Life Systems: Needs and Characteristic of Living Things

Overall Expectations:

1. assess the role of humans in maintaining a healthy environment;
2. investigate needs and characteristics of plants and animals, including humans;

Big Ideas:

Living things grow, take in food to create energy, make waste, and reproduce.
Plants and animals, including people, are living things.

Cross curricular connections: Health and Physical Education: Healthy Living Health Eating,

Grade 1: C1.1 Food for healthy bodies C2.1 Food groups, Canada's Food Guide [CT]

Grade 2: C2.1 Canada's Food Guide – healthy growth C2.2 Food choices (snacks, meals) [CT]

Grade 3: C1.1 Food origins, nutritional value, and environmental impact [CT] C3.1 Local and cultural foods, eating choices [CT]

Social Studies Grade 1: People and Environments: The Local Community

Objective: Students will categorize the foods they eat into groups using the headings in the Canada's Food Guide and record them in a chart or graphic organizer.

Resource: Eating Well with Canada's Food Guide

<https://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-first-nations-inuit-metis.html>

Prompt: We need to think about the food we eat before we head off in search of **the food that grows on water.**


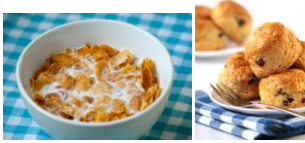


Prompt: What are some foods you/we eat? What did you have for breakfast? What did you have for snack? What did you have for lunch?

Task: Categorize foods as Whole group, small group or individual

Using words, pictures, food containers, plastic food replicas of food or real foods, ask students to identify foods they know and sort them into groups.

Headings: Vegetables and Fruits, Grains, Milk and alternatives, Meat and alternatives

Options: Post on a board, sort into quadrants in a circle on the floor, on a circular table in the middle of the group or on a picnic table outside or on a tarp/blanket placed on the grass.

Food Groups	
Vegetables and Fruits 	Grains 
Milk and alternatives 	Meat and alternatives 

Game: Nutrition Run

Cross curricular connections: Health and Physical Education Grade 1: Healthy Living: Active Living

Location: outdoors or in gym.

Preparation: Post 4 different colours one on each wall of the gym or one in each of the four directions on trees, rocks, markers or cones. Each colour represents a food **group**.

Background knowledge: Students must know colour for food group and how to categorize foods into correct food groups.

Rules:

- Select a leader. Select 4 students to act as judges, one at each food group.
- Players/students gather around the leader in the centre of the playing area.
- Leader/ Teacher yells out name of a food.
- Students /Players run to the colour/sign for the food group that food falls into. First person to the food group sign is the new leader.
- Safety: There is no pushing shoving or tripping allowed.
- Repeat.

Options: Build in token prizes for getting to food group first that can be exchanged for a gift or food rewards at end of game.

Mystery Inquiry Question: In what food group is the "food that grows on water"?

Detective/Scout Task 2 - Food Sources: Where do our foods come from?

Curriculum Expectations:

Science and Technology

Grade 1 Life Systems: Needs and Characteristic of Living Things

Overall Expectations:

1. assess the role of humans in maintaining a healthy environment;
2. investigate needs and characteristics of plants and animals, including humans;

Big Ideas:

- Living things grow, take in food to create energy, make waste, and reproduce.
- Plants and animals, including people, are living things.

Cross curricular connections:

Health and Physical Education Grade 1: Healthy Living Health Eating

Social Studies Grade 1: People and Environments: The Local Community

Objective: Students will identify if the foods they eat come from plants or animals.

Materials: real foods, boxed cereal, fruits and vegetables or pictures/ magazine advertisements/ or online photos of cereals to display with computer and smart board

Prompt: We are still being food detectives. We need to know where our food comes from or where it is found.

Inquiry Question: Where does our food come from?

Prompt: Thinking about your breakfast today, how many of you had cereal for breakfast? Hands up. Cereals are grains. Oats in granola are grains. Wheat in Shreddies or Shredded Wheat is a grain. Rice in Rice Krispies is a grain. Corn in Corn Flakes is from ground corn kernels or seed from the corn plant.

Clue: Detective Scientists: Grains and seeds come from plants.

Prompt: How many of you had milk or yogurt for breakfast?
Milk and yoghurt are dairy products.

Prompt: Where do we get milk and yoghurt dairy products from?

Possible Answers: from a store, before that from a dairy, Most milk (other than coconut, almond, rice and soya milk) comes from a cow or goat that is an animal. Breast milk comes woman, human, who are animals/mammals.

Prompt: Detectives scientists, so far we have detected cereals or grains are from plants and milk is from animals.

Prompt: What about fruits and vegetables? Do apples, raspberries or melons start as plants or animals? Do beans, squash or lettuce start as plants or animals?

Answer: plants

What about fish, goose, duck, deer, chicken, pork, ham, bacon, hamburger, and hot dogs? What food group are these foods in?

Answer: meat

Where do we get these meats from?

Possible answers: catch them, store, farm, M& Ms, butcher, farmer, hunting, fishing

Answer: fish from a fish, chicken from birds, pork ,ham and bacon from pigs, hamburger and roast beef from cattle

Clue: Detective scientists, so far we have detected cereals or grains are from plants and milk is from animals fish and meat are from animals.

Game: Plants or Animals - running response game

Cross curricular connections: Health and Physical Education Grade 1: Healthy Living: Active Living

Materials: two different colour sign/pictures - one for plants and one for animals

Preparation: Post the 2 signs on trees, posts or cones on opposite sides of a field or on opposite walls of the gym.

Rules:

Judge: Select a judge. Teacher should model this role as this can get complex and there should be discussion to sort this out as animals are ultimately reliant on plants to produce food. Judge's decision will rule.

1. Everyone gathers in the centre of the field or gym and waits.
2. The first leader- teacher or student - calls out a simple food name. (nothing complex like pizza, cookie to start)
3. Students must run to the side of the field or gym where the sign is for the category that describes whether that food is originally plant or an animal. Students run to the sign that identifies the food source - plant or animal. e.g. Leader calls apple. Apple is a plant part. Run to plant. Call chicken. Run to animal.
4. First person to get to the side with the correct sign is the next leader
5. Safety: There is no pushing shoving or tripping allowed.

Detective/Scout Task 3 - Animal Food Sources: What do animals eat?

Cross curricular connections:

Health and Physical Education Grade 1: Healthy Living Health Eating, Social

Studies Grade 1: People and Environments: The Local Community

Activity: Field trip to a farm. Interview a farmer. Watch a video of farmers feeding animals on a farm.

Video Resources with Inquiry Questions:

How do Cows eat? <https://www.youtube.com/watch?v=QreilGm89Qc>

Answer: grains which are plants

What do pigs eat? <https://www.youtube.com/watch?v=p9CbGEo7TdA>

Answer: corn, soybean meal, water, vitamin and minerals - plants

What do chickens eat?

English, Ashley. **Feeding Time - What and when to feed your chickens.**

<https://www.youtube.com/watch?v=AGTh-WUWwak>

Answer: scratch- corn , grit- ground up oyster shells, vegetables, also bugs, worms, grass

Prompt: **What does your dog, cat, or pet eat?**

Materials: Dog or cat food containers to read the label for ingredients looking for plants to highlight.

Examples of pet food Ingredients

Purina Beneful Prepared Meals Contents;

chicken broth, chicken, wheat gluten, white rice, liver, **green beans**, meat by-products, **corn** starch modified, **carrots**, **wild rice**, **soy** flour

Nestle Purina Dry Dog Food contents:

Chicken, poultry by-product meal (source of glucosamine), brewers **rice**, **whole grain corn**, **whole grain wheat**, **corn** gluten meal, **corn germ** meal, medium-chain triglyceride vegetable oil, **barley**, fish meal (source of glucosamine), dried egg product, fish oil, natural flavor, potassium chloride, mono and dicalcium phosphate, L-Arginine, salt, Vitamin E supplement, choline chloride, zinc sulfate, L-ascorbyl-2-polyphosphate (source of Vitamin C), ferrous sulfate, manganese sulfate, niacin, Vitamin A supplement, thiamine mononitrate, calcium pantothenate, copper sulfate, Vitamin B-12 supplement, riboflavin supplement, pyridoxine hydrochloride, garlic oil, folic acid, menadione sodium bisulfite complex (source of Vitamin K activity), calcium iodate, Vitamin D-3 supplement, biotin, and sodium selenite

Summary: Dogs and cats are our pets. They eat meat and vegetables. They are omnivores. They eat animals and plants.

Clue Summary: The farm animals that we eat, eat plants. They eat grains - hay, oats, soybeans - and vegetables such as corn, all of which are plants. Our pets eat plants and animals. They are the important food source for animals. They are the beginning of the food chain. Plants are producers.

Detective/Scout Task 4: Plant Detectives - "The Food That Grows on Water"

Curriculum Expectations:

Science and Technology

Grade 2 Earth and Space Systems: Air and Water in the Environment

Overall Expectations:

1. assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things;
3. demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.

Big Ideas

- Air and water are a major part of the environment.
- Living things need air and water to survive.
- Changes to air and water affect living things and the environment
- Our actions affect the quality of air and water, and its ability to sustain life.

Cross curricular connections: Social Studies Grade 1: People and Environments: The Local Community

Introduction: Back to the Anishinabe and their mission to find "the food that grows on water."

Materials: photos of plants and animals that are associated with both fresh and salt water.

Reference: https://en.wikipedia.org/wiki/Aquatic_plant

Activity: Observe plants and animals at a wetland in your local environment.

Field trip to a wetland or nearby water body, pond or landscaping centre that sells aquatic or pond plants.

Contact the local conservation authority, environmental organizations, First Nation, Métis or Inuit community, Ministry of Natural Resources for assistance

Inquiry Question: Do you think the food that grows on water is a plant or an animal?

Prompt: Do we/ you know of any **animals that grow on water?**

Possible Answers: Beaver, otter, muskrat, seals, polar bears, ducks, geese, insects - water striders, frogs, toads, fish, herons, red-winged blackbirds, swans, fish

Prompt: What do animals do around, near or in the water?

Possible answers: They drink it. They swim in it. They bathe in it. They wash their food in it. They pee in it. They poop in it. They lay eggs in it. They spawn in it. They eat things in it. They build homes in it. They build dams in it.

Clue: Animals may live in, around or near water and do many things involving water but they do not "grow on water". Some birds and animals eat plants that are in the water. The "food that grows on water" is not an animal.

Creative activity: Depict Animals and Water, Nibi (Anishinabe), Nipiy (Cree)

Cross curricular connections: The Arts - Visual Art

Draw, paint cut and paste, stamp or stick animals on a background of water .

Materials: pictures, stamps, pencils, crayons, markers, paint, scissors, animals cut out, animal shapes, animal stickers

Prompt: Do we/you know of any **plants that grow on water**?

Possible answers: water lilies (perennial), reeds (perennial), cattails (perennial), phragmites (perennial grass), purple loosestrife (perennial), duckweed (perennial), water milfoil (perennial), bulrush (perennial), wild rice (annual aquatic grass)

Prompt: What do plants do in water?

Possible answers: nothing, live, grow, reproduce, die, make it mucky

Detective Clue : The food that grows on water is not an animal. Plants grow in water. The "food that grows in water must be a plant.

Creative activity: Depict Plants and Water, Nibi (Anishinabe), Nipiy (Cree)

Cross curricular connections: The Arts - Visual Art

Draw, paint cut and paste, stamp or stick plants on a background of water .

Materials: pictures, stamps, pencils, crayons, markers, paint, scissors, plant cut outs, plant shapes, plant stickers

Detective/Scout Task 5: Water - Nibi. Nipiy: What kind of water does "the food that grows on water " grow in?

Cross curricular connections:

Health and Physical Education Grade 1: Healthy Living Health Eating

**Social Studies: Grade 3: People and Environments: Living and Working in Ontario –
B3 Understanding Context: Regions and Land Use in Ontario**

Objective: Students to compare fresh and salt water.

Prompt: There are two main types of water on Mother Earth. Do you know what they are?

Possible Answers: salt , fresh , drinking water, boiled water, bottled water, toilet water, polluted water, waste water, gray water, well water, pumped water

Answer: Fresh Water and Salt Water

Prompt: Do we or can we drink fresh water or salt water?

Experiment: Water: Taste Test

Hypothesis: Humans can drink salt and fresh water.

Materials:

- cups of glasses of small quantities of fresh and salt water for students to try and to indicate their preference.
- Spit bucket or sink in case students want to spit out the water they try.
- Salt water should be at a very strong concentration to force the choice to a fresh water preference.

Label the fresh water - Fresh Water from Great lakes and rivers. Label the salt water - Ocean or sea water Hudson Bay/James Bay water Procedure: Each student is to **try a sip** of each type of water and say what they like best.

Observations: They should record their observations in a tally chart with a check for like to drink it and X for don't like to drink it.

Sample/ Observation	I like to drink it.	I don't like to drink it.
Fresh Water - lakes		
Salt Water		
Total number		

Count the checks and Xs at the end and record the total for each observation.

Conclusion:

Prompt: Which water do you like better?

Answer: Fresh Water

Safety: Encourage students not to drink water unless they know where it came from and that it is safe to drink. Students should just sip the water.

Clue: Humans prefer to drink fresh water. We get our fresh water from lakes, rivers and ground water.

Detective/Scout Task 6: Plants and Water: Fresh or Salt Water? and Migration of the Anishinabe

Cross Curricular Connections: Grade 2 Social Studies: People and Environments: Global Communities

Grade 3: People and Environments: Living and Working in Ontario –

B3 Understanding Context: Regions and Land Use in Ontario

Objective: To compare plants that grow in salt water and fresh water.

Inquiry Question: Is "the food that grows on water" growing on salt water (sea water) or fresh water (drinkable water)?

Prompt: Question: What plants grow on salt water? What plants grow on fresh water?

Answer: Most plants find salt water poisonous or toxic, except for phytoplankton, kelp forests, rock weed, sea grasses and mangrove trees.

Reference for teacher: Marine or salt water plants. <https://sciencing.com/type-plants-grow-salt-water-5527311.html>

Clue: Most plants need fresh water. Plants that grow or live on water are called aquatic plants. Aqua means water. There are a few plants from the sea or salt water such as some kelp and seaweeds that humans harvest and eat.

Cross Curricular Connections:

Social Studies: Grade 3: People and Environments: Living and Working in Ontario

B3 Understanding Context: Regions and Land Use in Ontario

Objective: To compare the amount of fresh water and salt water on Earth.

Material: Globe or Map of the Earth and p. 99 of the Mishomis Book which has the map showing the Migration of the Anishinabe

Resource: **Water: Salty or Fresh**

<http://www.cwec.ca/content/documents/Teachers/Salty%20or%20Fresh.pdf>

Demonstration: Show the oceans and seas and bays around the Earth and Canada that are full of salt water. Include Hudson Bay, James Bay, and the Arctic, Pacific and Atlantic Oceans. Show the areas of Turtle Island, North America that are fresh water. Discuss the size of the fresh and salt water bodies.

Prompt: The Anishinabe left the coast of the Atlantic Ocean to travel inland. Are the Great Lakes and the waters near them full of fresh water or salt water?

Answer: The Great Lakes are full of fresh water

Clue: The Anishinabe left the areas by the Atlantic Ocean which is salt water so the food that grows on water is not growing on salt water. We drink fresh water by preference and the Great Lakes are full of Fresh Water and most of the Anishinabe people are found around the Great Lakes. We are looking for a fresh water aquatic plant found around the Great Lakes.

Detective/Scout Task 7: How did the Anishinabe figure out which of the plants that grows in fresh water was the food that grows on water?

Cross Curricular Connections: Social Studies Grade 3: Heritage and Identities: Communities in Canada

Objective: To learn about the history of settlement around the Great Lakes.

Inquiry Discussion Questions: Were you the first people in Canada or Turtle Island? Who was here before you? How do we find out? If you meet new people in the land you migrate to, can you learn from them?

Answer: When settlers came to Turtle Island from other places around the world, there were people already here. They are the Indigenous Peoples of Canada - The First Nations, the Inuit and the Métis. The Indigenous Peoples have been here for thousands of years and they left evidence of being here. The people who have migrated around Turtle Island have found this evidence and Indigenous Peoples have found one another.

Prompt: How did the Anishinabe learn about the food that grows on water?

Cross Curricular Literacy Activity:

Cross Curricular Connections:

Language :

Grade 1 Oral Communication - Listening to Understand, Speaking to Communicate

Grade 2 Reading: Analyzing text from diverse cultures

Social Studies Grade 3: Heritage and Identities: Communities in Canada

Nanaboozhoo and Waynaboozhoo Stories

Read aloud 2 of the following Traditional Stories - Appended

- 1) Cultural Importance of Wild Rice or
- 2) Wild Rice Moon by Winona LaDuke; and
- 3) Wild Rice, retold by Heather Cardinal and Becky Maki

Questions: In story 1 or 2, how did Nanaboozhoo find wild rice?

Answer:

He observed a duck. The duck left wild rice in his kettle of boiling water. He followed the duck's direction. He found a lake where all the ducks, geese, waterhens and other water birds were eating the grain. The grain was Manoomin or wild rice. Nanaboozhoo found the seeds of the plant that the birds were eating was good for humans to eat as well.

Question: In story 3, how did Waynaboozhoo find wild rice?

Answer:

When his people were hungry, he went on a Vision Quest, and didn't eat for 4 days. He walked by a river at moonlight and saw what looked like Ojibway/Anishinabe men in feather headdresses dancing in the water. He returned to that place in the morning and saw a plant with tassels and seeds hanging over the water. He walked into the water and gathered the seeds. Later, he had a vision while dreaming that he had found wild rice and he should eat it. He tried it, liked it and went back to share the information with his people. They harvested wild rice to have food to eat through the winter.

Basically, he found the grain and tried it.

Question: How else might the Anishinabe have found out about wild rice?

Answer: They may have traded with other Indigenous Peoples for it. They may have observed what foods were eaten by other Indigenous Peoples who were in the area before them. They may have observed what the other animals were eating and tried their food.

Clue: The Anishinabe used detective skills - experimenting, and observing birds and plants. They tasted the plants that they found (by trial and error) and they observed what other animals were eating to see what plants were edible. Mystery solved.

Creative Activity: Depict finding "The Food that Floats on Water"

Cross curricular connections: The Arts - Visual Art

Have students depict Nanaboozhoo solving the mystery and Waynaboozhoo discovering wild rice. Draw, paint, sculpt, write a story, create a play, dance or song in celebration.

Culminating Event: Manoomin: Wild Rice Feast

Cross curricular connections:

Language : Grade 1 Oral Communication - Listening to Understand, Speaking to Communicate,

Health and Physical Education: Healthy Living Health Eating,

Grade 1: C1.1 Food for healthy bodies C2.1 Food groups, Canada's Food Guide [CT]

Grade 2: C2.1 Canada's Food Guide – healthy growth C2.2 Food choices (snacks, meals) [CT]

Grade 3: C1.1 Food origins, nutritional value, and environmental impact [CT] C3.1 Local and cultural foods, eating choices [CT]

Social Studies Grade 1: People and Environments: The Local Community

The Arts - Visual Art, Dance, Music, Drama

**Incorporating traditional foods, story, dance, song and drama.
Invite elders and knowledge keepers to share in planning the event.**

Assessment Strategies: Formative and Summative

1. Anecdotal Notes

1. Keep a binder with dividers and blank pages for each student. Record observations using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following note taking, place individual sticky notes on the page reserved for that student in the binder. The pages may be divided into three columns: Date, Observation and Action Plan where sticky notes or jot notes can be added.
2. Keep a class list in the front of the binder to check off each student's name as anecdotal notes are added to their section of the binder. It is a quick reference of the students you have observed and how frequently you have observed them.
3. Note the context and comments/questions for follow-up.
4. Make objective comments. Be specific about student strengths, note patterns after several observations. Record as observations are being made, or as soon after as possible for accuracy.
5. Comment regularly, if possible.
6. Observe at different times and during different activities to develop a profile of student learning.
7. Review records to ensure notes are being made on each student regularly and to summarize trends in students' learning.
8. Share anecdotal notes with students and parents at conferences.

2. Observation Checklists

1. Determine specific outcomes to observe and assess using the Ontario Ministry of Education Rubric e.g. see pages 13 to 18 and page 26-27 in **The Ontario Curriculum Grades 1-8: Science and Technology, 2007**
2. Ensure students know and understand what the criteria are.
3. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
4. Use the achievement charts as a checklist or rubric and develop a data gathering system, such as a clipboard for anecdotal notes, cell phone, or IPAD for photos or video or audio recorder.
5. Collect and date observations over the unit and look for patterns of performance.

6. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. Use the information gathered from observation to enhance or modify future instruction.

3. Portfolios

1. Collect student work samples, self-assessments of work samples, and goal statements for improvement.
2. Include the assessment criteria against which the student work was evaluated
3. Document learning in a variety of ways—process, product, growth and achievement
4. Include a variety of work samples —audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

Appendix: Traditional Stories

Traditional Stories About Wild Rice or Manoomin

Source: Wild Rice Coalition <http://www.nativewildricecoalition.com/cultural-importance.html>

Cultural Importance of Wild Rice



Over one thousand years ago, the Anishinaabe people lived along the Atlantic coastline of Turtle Island (North America). They were visited by eight Prophets and given seven Prophecies to follow, the third of which directed them to travel westward until they found the place where “food grows on water”. When they arrived in the Great Lakes region they discovered vast beds of wild rice, or Manoomin (pronounced Ma-nō-min). As the story is told, Nanaboozhoo, the cultural hero of the Anishinaabek was introduced to rice by fortune, and by a duck. One evening Nanaboozhoo returned from hunting, but he had no game. As he came towards his fire, there was a duck sitting on the edge of his kettle of boiling water. After the duck flew away, Nanaboozhoo, looked into the kettle and found wild rice floating upon the water, but he did not know what it was. He ate his supper from the kettle, and it was the best soup he had ever tasted. Later, he followed in the direction that the duck had taken, and came to a lake full of Manoomin. He saw all kinds of duck and geese and mudhens, and all the other water birds eating the grain. After that, when Nanaboozhoo did not kill a deer, he knew where to find food to eat.

“Manoomin, or wild rice is a gift given to the Anishinaabek from the Creator, and is a centerpiece of the nutrition and sustenance for our community. In the earliest of teachings of Anishinaabeg history, there is a reference to wild rice, known as the food which grows upon the water, the food, the ancestors were told to find, then we would know when to end our migration to the west. It is this profound and historic relationship which is remembered in the wild rice harvest on the White Earth and other reservations—a food which is uniquely ours, and a food, which is used in our daily lives, our ceremonies, and our thanksgiving feasts.” From www.saveourwildrice.com.

For a detailed account of the role of Manoomin in Anishinaabek culture and stories of Nanaboozhoo please refer to “Wild Rice and the Ojibwe People” by Tomas Vennum, Jr., Minnesota Historical Press, 1988.

Traditional Stories About Wild Rice or Manoomin

Source: LaDuke Winona. **Wild Rice Moon**. Yes! magazine. June 30, 2000.

<http://www.yesmagazine.org/issues/food-for-life/wild-rice-moon>

One evening Nanaboozhoo returned from hunting, but he had no game. ... As he came towards his fire, there was a duck sitting on the edge of his kettle of boiling water. After the duck flew away, Nanaboozhoo looked into the kettle and found wild rice floating upon the water, but he did not know what it was. He ate his supper from the kettle, and it was the best soup he had ever tasted. Later, he followed in the direction the duck had taken and came to a lake full of manoomin. He saw all kinds of duck and geese and mudhens, and all the other water birds eating the grain. After that, when Nanaboozhoo did not kill a deer, he knew where to find food to eat.

Traditional Stories About Wild Rice or Manoomin

Source: Native American Wild Rice Mythology

<http://www.native-languages.org/wild-rice.htm>

<http://www.uwosh.edu/coehs/cmagproject/ethnomath/legend/legend6.htm>

Wild Rice an Ojibwe legend retold by Heather Cardinal and Becky Maki

Waynaboozhoo was worried about what his people would eat during the long winter months. For several winters there had been very little food and the people had suffered. Waynaboozhoo wanted to put a stop to the suffering, so he went into the woods and fasted for four days in a wigwam. On the fourth day he started on a long walk, and as he walked, he thought about how to keep his people from starving. He continued walking until he came to the edge of a river. By that time, he was very tired, so he lay down to rest and fell asleep. Waynaboozhoo awoke late in the night when the moon was high in the sky. He walked along the edge of the river and saw what looked like dancers in the water. Waynaboozhoo thought he saw the feathers of the headdresses worn by Ojibwa men. He walked a little closer and asked if he could dance along. He danced and danced until he grew tired. He lay down and fell asleep again. The next morning when he awoke everything was calm. Waynaboozhoo remembered the dancers but thought it all had been a dream. Then he looked out at the tassels waving above the water. He waded out and found long seeds that hung from these tassels. He gathered some of these seeds in the palm of his hand and carried them with him back to his wigwam. There he continued fasting. Once again he grew tired and fell asleep, and as he slept, he had a vision. In the vision he learned that he had gathered wild rice and that it was to be eaten. He tasted the rice and found that it was good. Waynaboozhoo returned to the village and told his people about the rice. Together, they harvested enough to provide food for the long winter.

