

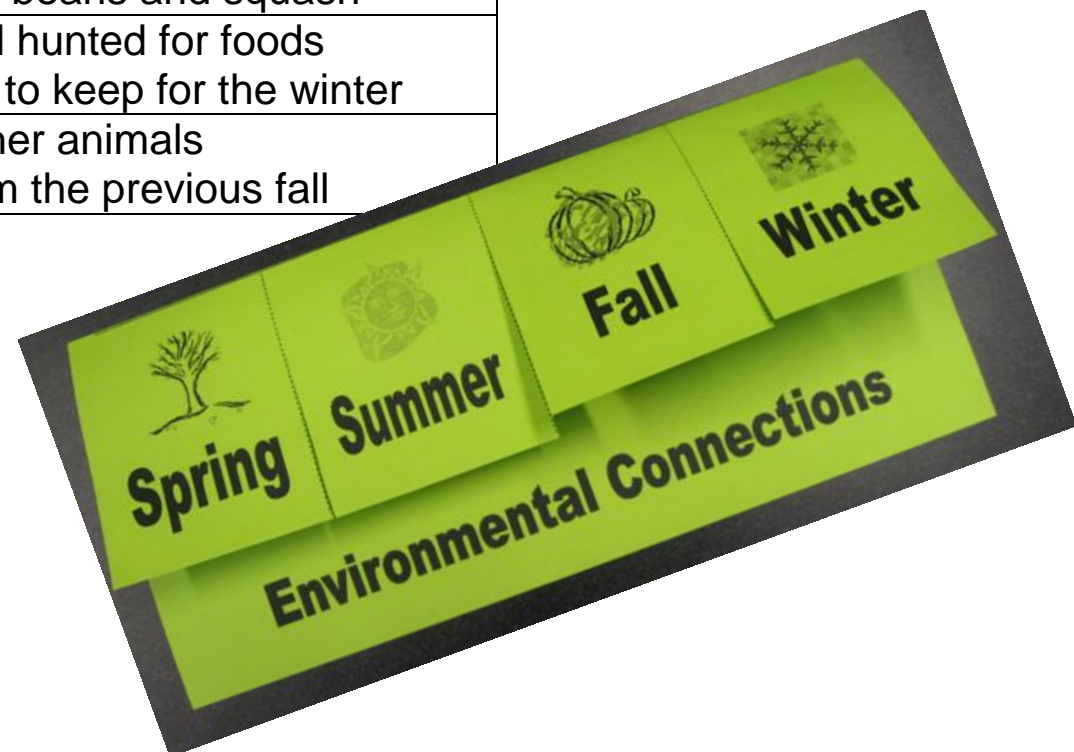
VS.2e American Indians Relating to their Environment to secure food

Directions:

- Copy the template below, front to back, onto 8 ½ x 11” white or colored paper so that the title “Environmental Connections” is at the top, upside down, and the 3 seasons are on the reverse side, at the bottom of the page.
- Students fold the four seasons over and crease, hotdog fold, but creasing off center, leaving a tab, so that the title “Environmental Connections” can be seen.
- Cut on the dotted lines between the four seasons, creating 4 tabs.
- Lift each tab and write how the food changed with the seasons underneath. Add drawings to show additional meanings.

Answer Key:

Season	Food
Spring	Hunted, fished, and picked berries
Summer	Grew crops like corn beans and squash
Fall	Harvested crops and hunted for foods Preserved the foods to keep for the winter
Winter	Hunted birds and other animals Ate stored foods from the previous fall



VGLA adaptation:

Provide students with the following statements.

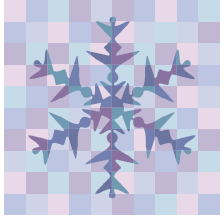
Students select the correct statements and write or glue them under the correct tab.

Note that there are extra statements that will not fit any of the tabs.

hunted birds	planted bananas	hunted for food	picked berries
picked citrus fruit like oranges and lemons	fished	hunted animals	bought food
lived on stored foods from the previous fall	hunted animals	harvested crops	grew crops like beans, corn, and squash
Preserved food to keep for the winter			

Environmental Connections

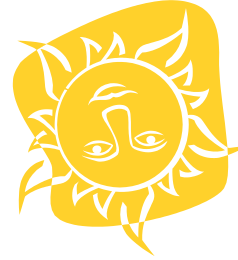
Winter



Fall



Summer



Spring



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