

Beyond



Enduring Understanding

Though significantly stronger economically and culturally, the Indian nations of Wisconsin face significant challenges as they strive to maintain their identity and stewardship of the land.

Essential Questions

- How are Indian nations tied to the stereotypes of the past?
- How has gaming created both opportunities and challenges?
- How can issues with placing land in trust be resolved?
- How does Seventh Generation thinking infuse all of Indian culture, from stewardship to spirituality and beyond?

Content Questions

- Describe the economic and social issues faced by Indian nations.
- How has the return of urban Indians to the reservation both benefitted and challenged their communities?
- What stereotypes has the success of gaming created, and how are these stereotypes harmful to Native Americans?
- Why is stewardship of the land such an integral part of all Indian nations?

Educational Goal Assessment

The goal of this chapter is to describe the current issues being faced by the Indian nations of Wisconsin as they continue to assert their rights as sovereign nations.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Take a position (in writing) for or against a Seventh Generation amendment to the Constitution. Be sure to cite sources supporting your opinion.



For a complete list of Reading Standards for Literacy in All Subjects, please see pages 123-126 of the [Common Core State Standards for Literacy in All Subjects](#).

Geography Performance Standards - Grade 8

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities

A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals

A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

Geography Performance Standards - Grade 12

A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world

A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them

A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development

A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

History Performance Standards - Grade 8

- B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used
- B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history
- B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians
- B.8.7 Identify significant events and people in the major eras of United States and world history
- B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations
- B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

History Performance Standards - Grade 12

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events
- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

Political Science and Citizenship Performance Standards - Grade 8

C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights

C.8.8 Identify ways in which advocates participate in public policy debates

Political Science and Citizenship Performance Standards - Grade 12

C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

Economics Performance Standards - Grade 8

D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services

D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets

D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income

Economics Performance Standards - Grade 12

D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time

Behavioral Science Performance Standards - Grade 8

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development

E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding

E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved

E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed

Behavioral Science Performance Standards - Grade 12

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos

E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world - See more at:

E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors

E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures