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Lesson Format—Elementary

1

Introduction
The Anishinabe People and Their Relationship to the Environment
Treaties and Treaty-Making
Federal-Indian Relations
Reservations, Not Removal
Denial of Anishinabe Culture
Reaffirmation of Treaty Rights
Chippewa Treaty Rights and Resource Management
Resources



Introduction

The elementary-level activities can be taught in grades four, five, or six and lay the basis for an understanding of Chippewa treaty rights that will continue and develop at the middle and high school levels. Probably the greatest challenge for elementary teachers is the simplification of complex ideas and materials. Because concepts and objectives in this guide are at their most basic on this level, teachers are encouraged to modify the amount of time given to each activity to fit the needs of their students. At the elementary level especially, the activities require more time and tailoring for young minds. Also, the treaties and many of the other fundamentals contain sophisticated, sometimes archaic language. Teachers cannot expect younger students to read and analyze entire documents, and must decide individually on the most relevant sections of the documents upon which they can realistically focus in the time they have to teach. Access to documents in their entirety is important so that, whatever the grade level, students can have complete information.

The first two activities stress the Anishinabe's (Chippewas') relationship to and reliance upon the natural environment. Their relationship to the environment reflected a subsistence lifestyle in which all members of the family, nuclear and extended, worked in various appropriate seasonal activities by which they supported themselves from year to year. This land-based work cycle is the foundation of the rights that the Chippewas retained in their treaties with the federal government.

The treaty relationship formed between the Chippewas and the United States federal government is the focus of the next two activities. A key concept included in these activities is the similarity between a formal contract and these treaties. Building on the concept of a contract, the students can then identify what the federal government and the Chippewa Indians believed took place in the negotiations.

Activity 5 concentrates on disparate views of the relationship between the federal government and the Indians. Using the treaty journal provided in the fundamentals to exemplify the differences in views of the Indians and the federal treaty commissioners, the students will identify how such differences in views led to an imbalance in power in the negotiations.

The purpose of establishing Chippewa reservations is the focus of Activity 6. Emphasis is also placed on the impact of reservations on the traditional lifestyle and seasonal cycle of the Chippewas. With their land base drastically reduced, and with strict regulations increasingly placed on activities such as hunting, fishing, and gathering, the traditional lifestyle of the Chippewas came under assault.

The boarding school experience covered in Activity 7 shows ways in which the Chippewas' culture, lifestyle, and traditional livelihood was denied to them for a long period of time, beginning in the late nineteenth century until recent times. Beyond the more tangible things the Indians temporarily lost, such as the food they gained through hunting and gathering, the activity emphasizes more intangible losses. This assault on Indian culture damaged the self-esteem and strong kinship bonds stressed in the Chippewas' family.

The student comes to an understanding of how the treaty rights recognized by the treaties of 1837 and 1842 were reaffirmed by the federal courts in the 1980s while



using Activity 8. The activity also emphasizes the importance of those reaffirmed treaty rights to contemporary subsistence activity of the Chippewa Indians.

The final activity closes the unit by stressing the ways in which the state, the six bands of Chippewa Indians in Wisconsin, and the Great Lakes Indian Fish and Wildlife Commission work to manage the natural resources in northern Wisconsin. Using recent statistical data on the resources affected by off-reservation treaty harvesting and non-Indian angling and hunting, this activity gives the students an understanding of how the resources in the state are protected and managed for the enjoyment of all state residents and visitors.



The Anishinabe People and Their Relationship to the Environment Part I

Necessary Background Information

- See "Foreword" and Chapter 1 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- be able to identify ways in which Anishinabe culture is based on land, water, and other natural resources.
- understand some important aspects of the subsistence nature of traditional Anishinabe culture.
- understand the Anishinabe family structure in the context of the seasonal work cycle.

Concepts

- Subsistence is a means of gaining the products needed to support life directly from the natural environment.
- The Anishinabe (Chippewa) people made their living from the land by harvesting a wide variety of plants and hunting or trapping various animals.
- All members in the traditional Anishinabe family played a role in hunting, fishing, and gathering and shared the products of their labor.
- The work cycle represents the various seasonal activities by which the Anishinabe people made their living from the land.
- The environment and specific geographical region help form Chippewa lifestyle and tradition.

Fundamentals

- 1, Pretest on Chippewa Reserved Treaty Rights
- 2, Seasonal Activities of the Anishinabe People
- 3, Traditional Family and Clan Structure of the Anishinabe
- Cards representing seasonal activities appearing on model chart in Fundamental 2 and family activities from Fundamental 3 (teacher generated)
- Student journal

Procedures

- Administer the pretest in Fundamental 1. The questions in this test will be addressed in the following nine lessons.
- Ask the students to identify how Wisconsin's changing seasons might affect people's subsistence activity. The example of farming might stimulate the students' thinking as far as different seasonal activities are concerned. In what season do people plant and harvest? When do people fish and hunt? Did the Anishinabe do two or more activities at the same time?



- Provide cards describing different seasonal subsistence activities in which the Anishinabe were involved: hunting, trapping, fishing, ricing, and sugaring.
- Provide another set that describes who did which activity.
- Ask the students to place the activities represented by the activity cards, both seasonal and family, in the appropriate place on the blank seasonal chart in Fundamental 2B.
- Using the seasonal activities chart have the students explain how the Anishinabe culture and lifestyle relates to the land on which they live.
- Either as a class, or in small groups, have students create a “day in the life” description for Anishinabe people their own age. This can be a chart, graph, montage, or whatever form seems most appropriate. **Note:** Make sure students realize that the concept of time for the Anishinabe was naturally constructed and did not rely on clocks or calendars.
- Complete this and each subsequent lesson in this unit by having the students answer each lesson’s concluding questions in a journal.
- Journal questions:
 - How is your life affected by the changing seasons?
 - How was the traditional Anishinabe lifestyle affected by the changing seasons?
 - What are some differences between your lifestyle and the Anishinabe lifestyle?
 - What are some differences between your family’s division of work and the Anishinabe?
 - What are some similarities between your family’s division of work and the Anishinabe?
 - How is your lifestyle similar to the Anishinabe lifestyle?
 - How would your life be different if you were more closely involved in the same activities and experiences as the Anishinabe?

Note: As the class completes this part of a two-part activity, it is important to remind the students that while some Anishinabe continue to follow these traditional activities noted in the seasonal activities chart, others follow patterns identical to those of non-Indians. There is more emphasis on this aspect in the next activity. Even though some Chippewas do not follow traditional ways, they still may honor and respect the traditional cycle and lifestyle followed by other members of their tribe or band.

The Anishinabe People and Their Relationship to the Environment Part II

Necessary Background Information

- See "Foreword" and Chapter 1 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- understand the importance of seasonal activities to the culture and lifestyle of the Anishinabe people and within the context of the Anishinabe family.
- be able to identify some of the various subsistence activities on which the Anishinabe rely and the seasons in which they occur.
- gain an appreciation for the traditional subsistence activities of the Anishinabe people.

Concepts

See Activity 1.

Fundamentals

- 2, Seasonal Activities of the Anishinabe People
- 3, Traditional Family and Clan Structure of the Anishinabe
- 5, A-F, Pictures and Drawings Regarding Chippewa Culture
- Student journal

Procedures

- Review with the students the importance of the various seasonal activities described in Activity 1. Have the students explain why certain activities must take place during certain seasons. Refer them to the model chart, the chart which they completed, and the "day in the life" creation.
- Ask the students to look at the model chart and identify those activities that most likely evolved *after* contact with European settlers and then U.S. citizens moving west.
- Review with the students how the changing seasons affect their own lives.
- Show the students the pictures and drawings depicting the traditional Chippewa culture found in Fundamental 5, A-F.
- Ask the students to identify in each picture and drawing what is taking place, when or where the activity is taking place, and who is involved.

Note: The caption at the bottom of each picture or drawing describes the activity, season, and people involved.

Fundamental 5A shows hunting in winter on snowshoes. Chippewas frequently hunted small game, deer, and other big game on snowshoes in the winter.



Fundamental 5B shows Chippewas gathering wild rice in the fall. Canoes were used to enter the rice beds and the wild rice stalks were gently bent over the canoe and struck with sticks to shake the loose, ripe rice into the canoe.

Fundamental 5C shows the process of making maple sap into sugar in the early spring. Men cut wood and gathered the sap while women and children tended the fires which were used to boil the raw sap into syrup and then into maple sugar. Maple sugar was an important staple in the Chippewas' diet.

Fundamentals 5D and 5E show the process of building a birch-bark canoe. The outer bark of a birch tree is stripped and then the bark is laced with spruce roots over the shaped frame as shown in Fundamental 5E.

Fundamental 5F shows a woman preparing splints in the basket-making process. Baskets were crucial in many of the subsistence activities such as ricing, sugaring, and fishing.

- Ask the students to explain how the changing seasons affect the work cycle of the Anishinabe people.

- Journal questions:

- What similarities exist between your own changing seasonal activities and those of the Anishinabe?
- Which seasonal activities seem most important to your lifestyle?
- Which seasonal activities do you think seem the most important to Anishinabe lifestyle?
- As you identified in the seasonal activities chart, the Anishinabe relied on many different resources for the survival. How would your life be different in each of the four seasons if grocery stores and modern furnaces were not available?



Treaties and Treaty Making

Part I

Necessary Background Information

- See Chapters 1 and 2 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- understand that treaties are contracts between nations.
- understand some of the difficulties inherent in treaty making.
- be able to identify the importance of mutual understanding in treaty making.

Concepts

- A contract is a formal and binding agreement between two parties.
- A treaty is a formal and binding agreement between two nations and, according to the Constitution of the United States, treaties entered into by the United States are part of "the supreme Law of the Land."
- For negotiations to take place fairly, both parties must give their consent to the agreement at hand and should fully understand all aspects of the agreement.
- In the Northwest Ordinance, the United States pledged to act in "good faith"—that is, honestly and fairly—toward the Indians who inhabited what was to become United States territory.
- Land ownership can be recognized through a formal title or a deed to the land or property or, as in the case of Wisconsin's Chippewas, can be recognized in a treaty with the federal government.
- Property rights are the usual rights that go with owning and occupying property and allow the holders to do as they please with or on their property, provided this does not harm or interfere with the rights of others. Property rights can extend beyond actual ownership if they are retained at the time of sale.
- When the Chippewas ceded land to the United States, they chose to retain certain rights to that land, or property; those reserved rights included hunting, fishing, and gathering.

Fundamentals

- 14, Blank Treaty
- 16, Treaty with the Chippewa, 1837
- Student journal

Procedures

- Divide the class into two groups of very *unequal* size.
- Explain to the larger group that it must negotiate purchase of the entire playground and that the smaller group is recognized as the current owner of the playground.

- Explain to the smaller group that it is unwilling to sell the entire playground, but will allow the larger group to use the playground equipment.
- Select a negotiator and a note-taker from each side and, using copies of the blank treaty in Fundamental 14, ask students to draw up an agreement by which the above provisions are met. Make sure the students include a physical description of the land (playground) in question, as well as the specific provisions regarding the use of the equipment, payments, and other terms of the “sale.” Show the students the 1837 Treaty with the Chippewa found in Fundamental 16. Have the students make their document resemble the historical treaty.
- Upon completion of the negotiations, ask all students on both sides to sign the agreement. Also have students act as witnesses and sign the agreement.
- Have the students read and compare their treaty to the treaty with the Chippewa.
- Journal questions:
 - What difficulties did you encounter in making your contract?
 - How is your contract similar to an actual treaty?
 - Was the bargaining situation you experienced fair? Why or why not?

Optional Procedures

Stress that in actual treaty negotiations between the United States and the Chippewas in the 1800s the treaty commissioners could not speak the Ojibwa language, and the Indian negotiators could not speak the English language. The negotiation took place through interpreters.

Ask one group to negotiate without speaking. The use of sign language will help illustrate the communication problems that existed during treaty negotiations.



Treaties and Treaty Making Part II

Necessary Background Information

- See Chapters 1-2 and Appendixes 1-2 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- understand historical implications of treaty-making on the culture and lifestyle of the Anishinabe people.
- be able to identify the different concepts of land ownership held by the Anishinabe and the U.S. government.

Concepts

See Activity 3.

Fundamentals

- Completed treaty document from Activity 3
- 16, Treaty with the Chippewa, July 29, 1837
- Student journal

Procedures

- Ask the students to define the terms “contract” and “good faith.”
- Distribute copies or make an overhead of the students’ playground agreement and ask them to explain which parts of the agreement relate to property rights, land ownership, consent, and “good faith” between the two parties regarding the use of playground equipment.
- Discuss any difficulties the students encountered in negotiating the agreement.
- Make and display to the students an overhead of the Treaty with the Chippewa found in Fundamental 16.
- Ask the students to identify the ways in which their agreement or “contract” is similar to the 1837 treaty. How is their contract or “treaty” different than the 1837 treaty?
- Stress to the students that the age of a contract does not necessarily undermine its validity. Cite the U.S. Constitution and the Bill of Rights as examples of contracts without expiration dates or conditions of time. Ask them if they can think of other examples.
- Journal questions:
 - Which of the difficulties you experienced in your treaty-making experience would have been made worse if each negotiating side spoke a different language?
 - Which negotiating side had an advantage? Why?
 - Could the negotiations have been made more fair?
 - What are the long-term effects of the negotiations, that is, what effect would it have on next year’s students if the negotiations were binding on them?
 - How would you feel if the other side broke the promises described in the contract?

Federal-Indian Relations

Necessary Background Information

- See p. 14 in Great Lakes Indian Fish and Wildlife Commission (GLIFWC).
- See Chapters 1-2 and Appendixes 1-2 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- be able to identify the federal government's view of the 1837 treaty. (Fundamental 16)
- be able to identify the Indians' view of the 1837 treaty.
- understand the imbalance of power in the 1837 U.S.-Chippewa treaty negotiations.

Concepts

- According to the Northwest Ordinance, the United States hoped to promote "peace and friendship" with the Indians.
- The "good faith" of which the Northwest Ordinance spoke concerning Indians implied the purchase of Indian lands through treaties.
- The consent of the Indians in negotiating treaties was sometimes coerced through the presence of the United States military at the treaty proceedings.

Fundamentals

- Completed treaty document from Activity 3
- 5, G-K, Pictures and Drawings Regarding Chippewa Culture
- 15, Journal of the Proceedings of . . . 1837
- Student journal

Procedures

- Remind the students of the contract or treaty that they negotiated in Activity 3.
- Ask the students to identify ways in which any troubles they experienced could have been eliminated. Ask them to identify ways that facilitated the negotiations.
- Ask them if they could trust the other side in the negotiation process. Why or why not?
- Define the word "consent" for the students and ask them to identify the parts of their contract that are based on consent.
- Did their contract promote "peace and friendship" between the two parties? Why or why not?
- Read aloud the dialogue between Governor Henry Dodge and Chippewa Chief Flat Mouth regarding the terms of the 1837 land cession found in Fundamental 15.
- Ask the students to identify what Governor Henry Dodge is seeking to obtain from the Indians for the U.S. government.
- Ask the students to identify the Chippewas' desires as expressed by Chief Flat Mouth.



- The presence of U.S. soldiers at treaty negotiations was common. Using Fundamental 5G as an example of the presence of the military, ask the students if they believe the presence of the military at the Chippewa treaty negotiations in 1837 might have influenced the Chippewas' decision to sign the treaty.

- Journal questions:

- Write in your own words

- the desires of the federal government as expressed by Governor Henry Dodge.

- the desires of the Chippewas as expressed by Chief Flat Mouth.

- Did the treaty you negotiated over the playground promote “peace and friendship” between the two parties?

- Was “good faith” part of the treaty negotiations between Governor Dodge and Chief Flat Mouth? If so, how? If not, how not?

- Was “good faith” part of your negotiations? If so, how? If not, why not?



Reservations, Not Removal

Necessary Background Information

- See pp. 15-18 in Great Lakes Indian Fish and Wildlife Commission (GLIFWC). *Chippewa Treaty Rights*. Odanah, WI: GLIFWC, 1991.
- See Chapters 3-5 and Appendixes 5-6 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- be able to locate the Chippewa land cessions of 1837 and 1842 on a map of modern day Wisconsin.
- be able to locate the Chippewa reservations on a map.
- be able to identify some of the reasons Chippewas living in Wisconsin wanted permanent reservations in the state.
- understand some of the effects of the reservations on the Chippewa lifestyle.

Concepts

- The land comprising what is now approximately the northern third of Wisconsin was sold to the federal government by the Chippewa Indians through treaties in 1837 and 1842 and is now commonly called the ceded territory.
- Wisconsin's Chippewa Indians were able to avoid removal, that is, forced relocation by the U.S. government, to land west of the Mississippi River because they had reserved the right to hunt, fish, and gather on their ceded lands.
- An Indian reservation, such as Lac du Flambeau, has carefully surveyed boundaries and is a relatively small piece of land compared to the land on which the Indians hunted, fished, and gathered prior to their treaties with the federal government.
- The traditional seasonal cycle by which Wisconsin's Chippewa Indians supported themselves and structured their family life became increasingly difficult due to their limited land base after the establishment of reservations.

Fundamentals

- 2, Seasonal Activities of the Anishinabe People
- 3, Traditional Family and Clan Structure of the Anishinabe
- 20, Treaty with the Chippewa, September 30, 1854
- 21, Land Cessions
- 22, Chief Buffalo's Memorial to President Millard Fillmore
- 24, Reservations in Wisconsin
- 27, Commissioner of Indian Affairs Report for 1891
- Blank map of Wisconsin (teacher generated)
- Student journal

Procedures

- Distribute to students or produce an overhead of the maps including land cessions in Wisconsin and the current Chippewa reservations. (Fundamentals 21 and 24)

- Remind students of the work cycle described in Activity 2.
- Ask the students to answer the following questions:
 - What effect would establishing limited reservations have on the annual work cycle of the Chippewas if their land base was reduced from the area defined by the land cession lines to that defined by the reservation boundaries? Remind the students that the treaties reserved for the Indians the rights to hunt, fish, and gather in the ceded territory.
 - What other ways could the Chippewas make a living with their land reduced so drastically?

Note: The traditional subsistence lifestyle of the Chippewas required a large geographic base and it was not nearly as area-intensive as modern agriculture.

- Read Chief Buffalo's statement (Fundamental 22) to the students and ask them to speculate on why this prominent Chippewa chief wanted reservations in Wisconsin.
- Read excerpts from the Commissioner of Indian Affairs' report from Fundamental 27 and ask the students to identify the ways in which reservations changed the traditional work cycle and family roles of the Chippewas.
- Distribute blank maps of Wisconsin.
- While displaying the maps found in Fundamentals 21 (land cessions) and 24 (reservations) on an overhead projector, have the students draw in and label the following on their blank map of Wisconsin:
 - the land cession lines of the 1837 and 1842 treaties
 - the six Chippewa reservations
 - their own hometown or area
- Journal questions:
 - Why did the Chippewas want to remain in Wisconsin?
 - What were the reduced areas of land on which the Chippewas lived called?
 - In what ways did reservations affect the work cycle described in Activity 2?

Denial of Anishinabe Culture

Necessary Background Information

- See Chapters 5 and 6 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- be able to identify ways in which the boarding schools affected the Chippewas' traditional culture.
- gain an appreciation for how the boarding school experience affected an individual's self esteem.
- understand the impact of federal efforts to acculturate the Chippewas.
- understand the connection between these federal efforts and the state of Wisconsin's regulation of Chippewa hunting, fishing, and gathering.

Concepts

- All Indians were granted United States citizenship as a result of federal legislation in 1924 with the provision that this legislation did not interfere with their tribal status or treaty rights.
- Indian children greatly disliked the boarding schools to which they were sent to learn the English language and American culture because they were removed from their families and homes for long periods of time.
- The property rights retained by the Chippewas in the treaties of 1837 and 1842 were not affected by the Citizenship Act of 1924.

Fundamentals

- 5, A-K, Pictures and Drawings Regarding Chippewa Culture
- 25, Boarding School Experience
- 26, The English Language in Indian Schools
- Student journal

Procedures

- Explain to the students that since the late 1800s state conservation laws infringed upon the Chippewas' reserved rights recognized in the treaties of 1837 and 1842.
- Explain to the students that in addition to violation of their reserved rights, the Chippewas were pressured to give up much of their traditional culture and lifestyle and adopt non-Indian customs. Much of forced acculturation was accomplished through the use of boarding schools.
- Read to the students the comments regarding the use of language in boarding schools found in Fundamental 26.
- Show the students the boarding school schedule found in Fundamental 25.
- Have students compare the boarding school schedule with their earlier "day in the life" creation from Activity 1.

- Have the students compare the pictures from Fundamental 5A-F and the “day in the life” with Fundamental 5G-K and the boarding school experience.
- Focus on the different ways the Chippewa families worked and played. **Note:** Make a point of reminding the students that the Chippewa concept of time is geared more to individual needs of hunger, sleep, etc., than to structured or measured time. Many of the Chippewa who were taken to boarding schools had never seen a clock and were unaccustomed to strict schedules.

The following excerpt is illustrative of the Indian reaction to boarding schools.

“ . . . [I]n the traditional families . . . the child is never left alone. It is always surrounded by relatives, carried around, enveloped in warmth. It is treated with the respect due any human being, even a small one. It is seldom screamed at, and never beaten. That much, at least, is left of the old family group among full-bloods. And then suddenly a bus or car arrives, full of strangers, usually white strangers, who yank the child out of the arms of those who love it, taking it kicking and screaming to the boarding school. The only word I can think of for what is done to these children is kidnapping.

“Even now, in a good school, there is impersonality insisted of close human contact; a sterile, cold atmosphere, an unfamiliar routine, language problems, and above all . . . [that] clock—white man’s time as opposed to Indian time, which is natural time. Like eating when you are hungry and sleeping when you are tired, not when that . . . clock says you must.” (Crow Dog, 1990)

- Show the students the pictures in Fundamentals 5G-K and ask them to identify whether or not the picture represents traditional Chippewa culture.
- Remind students that agriculture was a part of traditional Chippewa culture. Ask students *how* changes in agriculture changed the Chippewa family life. For example, in traditional Chippewa culture, women and girls were responsible for agriculture, food preparation and storage, and many of the different harvests. Non-Indian cultures often give men these responsibilities.
- Fundamental 5, H-K illustrates some of the changes to Chippewa life. Distribute or present to students for discussion.

Fundamental 5H represents a wooden frame house built on a Chippewa reservation.

Fundamental 5I represents typical activities in a boarding school in which Indian girls were taught to sew even though sewing machines were rarely found on the reservations.

Fundamental 5J represents Indian farmers in the depression era. This picture quite possibly depicts a farmer working a piece of allotted land.

Fundamental 5K represents Indians working in cranberry bogs as a form of wage-work after the establishment of reservations.

- Journal question:
- Describe how you would feel if you were taken from your family and placed in a boarding school.

References

Crow Dog, Mary. *Lakota Woman*. New York: Harper Perennial, 1990, p. 29.



Reaffirmation of Treaty Rights

Necessary Background Information

- See pp. 15-18 in Great Lakes Indian Fish and Wildlife Commission (GLIFWC). *Chippewa Treaty Rights*. Odanah, WI: GLIFWC, 1991.
- See Chapters 7-8 and Appendixes 7-9 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- understand how the reserved rights were denied to the Chippewas then reaffirmed by the U.S. federal courts.
- gain an appreciation for the importance of treaty rights to the Chippewas' subsistence and cultural survival.

Concepts

- The reserved rights recognized by the treaties of 1837 and 1842 became the focus of court decisions in the 1970s and 1980s as the Chippewas sought to reaffirm their right to hunt, fish, and gather in the ceded territory.
- In the 1983 Voigt Decision, federal judges reaffirmed the rights of Wisconsin's Chippewa Indians to hunt, fish, and gather in the ceded territory.

Fundamentals

- Completed treaty document from Activity 3
- 15, Journal of the Proceedings of . . . 1837
- 16, Treaty with the Chippewa, July 29, 1837
- 30, Summary Voigt Case Decisions, 1983-1991
- Student journal

Procedures

- Explain to the students that in 1983 U.S. federal courts ruled that the reserved rights recognized in the 1837, 1842, and 1854 treaties (rights that were denied to the Chippewas by the state of Wisconsin for most of the twentieth century) did, in fact, still exist and that the Chippewas may exercise those rights.
- Develop a brief role-playing exercise in which the students read parts of the journal of the proceedings for the 1837 treaty (Fundamental 15). Focus on the dialogue between Treaty Commissioner Henry Dodge and Chippewa Chief Flat Mouth as to the use of the land.
- Ask the students to identify the different views of the land evident in the dialogue.
- Read Article Five of the 1837 Treaty with the Chippewas to the students. Ask them to write in their own words the meaning of the article.
- Read to the students the following excerpt from President George Bush's inaugural address. Ask the students to write in their own words what President Bush means in this statement.

Excerpt from President George Bush's Inaugural Address, January 20, 1989.
"Great nations like great men must keep their word. When America says something, America means it, whether a treaty or an agreement or a vow made on marble steps."
(USGPO, 1989 p. 349)

- Journal questions:

- How would you feel if the rights described in your playground treaty were violated by the other party?
- What could the smaller party do if their rights were violated?

References

Inaugural Addresses of the Presidents of the United States from George Washington 1789 to George Bush 1989. Washington: U.S. Government Printing Office (USGPO), 1989. p. 349.



Chippewa Treaty Rights and Resource Management

Necessary Background Information

- See pp. 1-9 in Great Lakes Indian Fish and Wildlife Commission (GLIFWC). *Chippewa Treaty Rights*. Odanah, WI: GLIFWC, 1991.
- See Chapters 8-9 and Appendixes 7-9 in Satz, Ronald N. *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*. Madison: Wisconsin Academy of Science, Arts and Letters, 1991.

Objectives

By the end of this lesson the student will

- be able to identify how the exercise of Chippewa treaty rights affects various resources in Wisconsin.
- be able to identify the various managers of resources affected by the exercise of Chippewa treaty rights.
- be able to identify how the six Chippewa bands and the state of Wisconsin manage Wisconsin resources.

Concepts

- The Wisconsin Department of Natural Resources (DNR) actively maintains and protects the valuable natural resources for all state residents and visitors to enjoy and use.
- The Great Lakes Indian Fish and Wildlife Commission acts to protect and preserve the natural resources in the ceded territory in much the same way as the DNR but takes direction from the six bands of Chippewa Indians in the state.
- Effective resource management ensures that the natural resources of the state are protected and preserved for the use and enjoyment of all who appreciate their value.
- Tribal game wardens enforce the many rules and regulations that apply to the Chippewa Indians on-reservation and off-reservation treaty harvest of many natural resources.
- Each of the six bands of Chippewa Indians in the state of Wisconsin has a tribal natural resource program by which they manage the natural resources from which they support much of their lifestyle and culture.

Fundamentals

- 1, Pretest on Chippewa Reserved Treaty Rights
- 31, Tribal and Sport Resource Harvest Graphs
- 32, Tribal Harvest License and Wisconsin Angling License
- 33, Joint Fishery Assessment, 1991
- 34, Resource Management Decision Makers, 1991
- Student journal
- *Lake Superior Indian Fisheries/Videotape*. For order information, see the Great Lakes Indian Fish and Wildlife Commission in Appendix B, selected Bibliography. (optional)
- *News From Indian Country*. For information on ordering this inexpensive newspaper, consult Appendix B, Selected Bibliography. (optional)



- *Masinaigan*. For information on ordering complimentary copies of this GLIFWC newspaper, consult Appendix B, Selected Bibliography. (optional)
- *Voigt Treaty Rights/Videotape*. For order information, see the Great Lakes Indian Fish and Wildlife Commission in Appendix B, Selected Bibliography. (optional)

Procedures

- Make copies or produce an overhead of the Treaty Rights Harvest Graphs in Fundamental 31.
 - Have the students compare the natural resource harvest of Indians and non-Indians.
 - Ask the students to recall the reason for the Chippewas' harvest of these resources, making sure the students include tradition and subsistence.
 - Display the tribal and non-Indian fishing licenses on an overhead projector.
 - Ask the students to identify how these licenses are similar and ways in which they are different. **Note:** List as differences the term for which the license is issued, the restrictions listed on the license, and the way in which the fish may be taken. List as a similarity that both licenses are intended to manage and protect the resource.
 - Review the seasonal activities chart and list the renewable and nonrenewable resources contained in it. **Note:** All the resources are renewable.
 - Have the students identify possible ways in which renewable resources can be managed. **Note:** They include fish stocking, fish population surveys, limited seasons, and tree planting.
 - Explain to the students that in addition to the Wisconsin Department of Natural Resources (DNR), the six Chippewa bands in Wisconsin and the Great Lakes Indian Fish and Wildlife Commission (GLIFWC) also act to regulate, protect, and preserve these valuable and renewable resources so that there will be enough for Indians and non-Indians as well.
 - Review and discuss with the students the resource management issues raised in the two videotapes produced by the Great Lakes Indian Fish and Wildlife Commission: *Lake Superior Indian Fisheries* and *Voigt Treaty Rights*. See Appendix B. (optional)
Note: Be sure to identify the ways in which the individual Chippewa bands assist in managing Wisconsin's natural resources.
 - Have the students write a letter to GLIFWC and the DNR asking for recent statistics regarding the management of Wisconsin's natural resources. If your school is located near a tribal fish hatchery, arrange a field trip. (optional)
 - Journal questions:
- Write the addresses of GLIFWC and the Wisconsin DNR in your journal.

Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Odanah, Wisconsin 54861

Wisconsin Department of Natural Resources
Box 7921
Madison, Wisconsin 53707

- What are the responsibilities of the six Chippewa bands, the Great Lakes Indian Fish and Wildlife Commission, and the Wisconsin Department of Natural Resources to the natural resources in Wisconsin?
- How do the number of fish and deer taken by Indians compare to those taken by non-Indians?
- Using *Masinaigan* and *News from Indian Country* have the students locate and summarize articles relating to issues of resource management. (optional)



Resources Elementary School

Activity 1

- Danziger, Edmund. *The Chippewas of Lake Superior*. Norman, OK: University of Oklahoma Press, 1979, ch. 2.
- Great Lakes Indian Fish and Wildlife Commission (GLIFWC). *Manomin, Lake Superior Gourmet Wild Rice*. Brochure. Odanah, WI: GLIFWC.
- GLIFWC, *Wild Rice*. Poster. Odanah, WI: GLIFWC.
- Horsman, Reginald. "United States Indian Policies, 1776-1815." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 29-39.
- Mason, Carol I. *Introduction to Wisconsin Indians*. Salem, WI: Sheffield Publishing Co., 1988, chs. 4, 6.
- Ritzenthaler, Robert E. "Southwestern Chippewa." In *Northeast*. Ed. Bruce G. Trigger. Washington, DC: Smithsonian Institution, 1988, pp. 743-759.

Activity 2

- Danziger, Edmund. *The Chippewas of Lake Superior*. Norman, OK: University of Oklahoma Press, 1979, ch. 2.
- GLIFWC, *Manomin, Lake Superior Gourmet Wild Rice*. Brochure. Odanah, WI: GLIFWC.
- GLIFWC, *Wild Rice*. Poster. Odanah, WI: GLIFWC.
- Horsman, Reginald. "United States Indian Policies, 1776-1815." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 29-39.
- Mason, Carol I. *Introduction to Wisconsin Indians*. Salem, WI: Sheffield Publishing Co., 1988, ch. 4.
- Ritzenthaler, Robert E. "Southwestern Chippewa." In *Northeast*. Ed. Bruce G. Trigger. Washington DC: Smithsonian Institution, 1988, pp. 743-759.
- White, Richard and William Cronon. "Ecological Change and Indian-White Relations." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington DC: Smithsonian Institution, 1988, pp. 714-729.

Activity 3

- Horsman, Reginald. "United States Indian Policies, 1776-1815." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 29-39.
- Kvasnicka, Robert. "United States Indian Treaties and Agreements." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 195-201.
- Prucha, Francis Paul. "United States Indian Policies, 1815-1860." In *History of Indian White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 40-50.

Activity 4

- Horsman, Reginald. "United States Indian Policies, 1776-1815." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington DC: Smithsonian Institution, 1988, pp. 29-39.
- Kvasnicka, Robert. "United States Indian Treaties and Agreements." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 195-201.
- Prucha, Francis Paul. "United States Indian Policies, 1815-1860." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 40-50.

Activity 5

- Danziger, Edmund. *The Chippewas of Lake Superior*. Norman, OK: University of Oklahoma Press, 1979, ch. 5.
- Hagan, William T. "United States Indian Policies, 1860-1900." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 51-65.
- Kelly, Lawrence C. "United States Indian Policies, 1900-1980." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 66-80.
- Lohse, E. S. "Trade Goods." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 396-403.
- Prucha, Francis Paul. "United States Indian Policies, 1815-1860." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 40-50.

Activity 6

- Baca, Lawrence. "The Legal Status of American Indians." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 230-237.
- Danziger, Edmund. *The Chippewas of Lake Superior*. Norman, OK: University of Oklahoma press, 1979, ch. 6.
- Gibson, Arrell M. "Indian Land Transfers." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 211-229.

Activity 7

- Baca, Lawrence. "The Legal Status of American Indians." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 230-237.
- Gibson, Arrell M. "Indian Land Transfers." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 211-229.
- Hagan, William T. "United States Indian Policies, 1860-1900." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, pp. 51-65.

- Kelly, Lawrence C. "United States Indian Policies, 1900-1980." In *History of Indian-White Relations*, Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 66-80.
- Szasz, Margaret Connell and Carmelita Ryan. "American Indian Education." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 284-300.

Activity 8

- Danziger, Edmund. *The Chippewas of Lake Superior*. Norman, OK: University of Oklahoma Press, 1979, chs. 7-10.
- Kelly, Lawrence C. "United States Indian Policies, 1900-1980." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 66-80.
- United States Department of the Interior. *Casting Light Upon the Waters: A Joint Fishery Assessment of the Wisconsin Ceded Territory*. Minneapolis, MN: Bureau of Indian Affairs, 1991.
- White, Richard and William Cronon. "Ecological Change and Indian-White Relations." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 714-729.

Activity 9

- GLIFWC. *Chippewa Treaty Harvest of Natural Resources: Wisconsin, 1983-1990*. Odanah, WI: GLIFWC, 1990.
- GLIFWC. *Lake Superior Indian Fisheries*. Videotape. Odanah, WI: GLIFWC.
- GLIFWC. *Stop the Invaders of the Great Lakes*. Poster. Odanah, WI: GLIFWC.
- GLIFWC. *Minneapolis Area Tribal Fish Hatcheries*. Chart. Odanah, WI: GLIFWC.
- GLIFWC. *Voigt Treaty Rights*. Videotape. Odanah, WI: GLIFWC.
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- White, Richard and William Cronon. "Ecological Change and Indian-White Relations." In *History of Indian-White Relations*. Ed. Wilcomb E. Washburn. Washington, DC: Smithsonian Institution, 1988, pp. 714-729.