









Choose a way to best represent your findings. Consider inviting a guest speaker on a topic that you find particularly interesting or would like to learn more about. *\*Reminder: the invited guest speaker should be supporting the instruction of what students have been learning and should not be replacing instruction of the teacher.*

Finally, modern social justice movements, No Back Forty Mine near the Menominee, the proposed Penokee Hill mines near Bad River, and the Enbridge Line 5 oil pipeline, are too recent to be considered history, but they are worth studying through a sociological lens.

- What thread connects current movements such as Standing Rock, Black Lives Matter, and #metoo?
- How are current movements extensions of past movements and how are they unique to their time and place?
- How has the advent of the internet and World Wide Web, social media communities such as reddit, Facebook, and Twitter, and video streaming services like YouTube affected the way people organize themselves and disseminate information?



# Crossing the Line: The Tribble Brothers

## EDUCATION MATERIALS



### Video Summary

*Crossing the Line: The Tribble Brothers* summarizes the story of Fred and Mike Tribble from the Lac Courte Oreilles Band of Lake Superior Chippewa and the actions in March 1974 to reaffirm Ojibwe treaty rights as described by the treaties of 1837 and 1842. These rights to hunt, fish, and gather in the Ceded Territories in northern Wisconsin had been ignored by the local, county, and state governments for over a century.

### Students can show an understanding of the series Enduring Understanding through the following

- Articulate the *Enduring Understanding* with supporting evidence from the video.
- Identify moments in the video that serve as turning points for the Ojibwe and the non-Native people of Wisconsin.
- Present (in any form) the conflict in reaffirming the rights of the Ojibwe to hunt, fish, and gather on ceded territory in northern Wisconsin as described in the video.
- Define and interpret the past, present, and future relationships among federal, state, county, local, and tribal governments.

### Video Content Questions

- Who benefits from the initial interpretation of the signed and agreed upon Ojibwe treaty rights? How do they benefit from these signed agreements?
- In your own words, describe whether you think the word “cede” is a positive or negative word in the context of treaty rights. Why?
- What is a “test case”? Why is it important to the story of the Tribble brothers and Ojibwe nations of Wisconsin?
- Why did Fred and Mike Tribble have to take their court case against the state of Wisconsin through the federal court system? What does it say about the way that the state of Wisconsin was attempting to regulate the treaty rights of the Ojibwe people and nations?

## Suggested Activities

- Often people make a stand by getting arrested for something they believe in. African Americans were arrested for sitting in "whites only" areas in the 1950s and 1960s; young college students staged sit-ins to protest the Vietnam War in the 1960s and 1970s and were arrested for trespassing; Native Americans and other activists have recently been arrested for protesting a pipeline expansion across their lands in North and South Dakota. Debate the following question: When is it ethical to break the law for a supposed greater good? Use evidence from the video to support your decision.
- Create an oral history by asking an elder relative or community member to talk about their life story. Brainstorm your own list of questions by carefully considering the person you are interviewing as well as the audience for your oral history project. Suggested questions can include:
  - How did where you grew up impact your childhood?
  - What favorite games or activities did you play growing up? How did you play them?
  - What do you most want people to know about your life?
  - Consider expanding your project by contextualizing your subject's life with national and international events.
    - What was happening in the world around your subject?
    - How did events beyond their control influence their lives?
- Work with your teacher to determine how your oral history project will be stored and distributed. Many institutions collect and preserve oral histories. Consider contacting your local historical society, the Wisconsin Historical Society, a local or tribal museum, local or tribal library, or tribal historic preservation office for recommendations.
- Put together an after-school event celebrating these oral histories. Work with your library media specialist, teacher, and other educators to create a special event night at your school dedicated to the history of your community.
- As a class, debate the following question: Should the rights of historically underrepresented and marginalized groups be protected in the United States and its territories? Why or why not? Defend your position with evidence from the video *Crossing the Line: The Tribble Brothers*. In your notebook, write down your answer to the question of why or why not. Cite your evidence from the video below your answer. As you watch other videos in the series, continue to cite evidence below. Consider drawing a horizontal line between video entries and titling each section in order to help track what piece of evidence came from which video.
- Compare and contrast the rights of the citizens of United States territories with citizens of the United States and dual-citizens of tribal nations. For example: American Samoa, Guam, Puerto Rico, the US Virgin Islands, the District of Columbia, the fifty states, the eleven federally recognized American Indian nations of Wisconsin, etc. Construct a Venn diagram to show your results.

# Oral History Question Worksheet



## Pre-Interview

Oral histories are a primary source historians use to gain personal stories of events from the past. These histories are a recollection of people, experiences, emotions, and thoughts from a specific time or event in history. Use the following guide below to help shape your interview questions.

## Video Content Questions

- Choose a theme as a class.
- What historical information are you looking for?
- What type of person do you want to interview?

## Suggested Activities

- Research the culture of the person you will be interviewing.
  - Respect for traditions around sharing of information.
  - Specific greetings and salutations.
  - Expectations of privacy.
- Transcript review may be necessary before publication to the following:
  - Ensure that traditional knowledge is treated appropriately or removed at the request of your subject.
  - Anticipate any potential conflicts regarding privacy.



## Designing and Conducting the Interview

- Introduction: Create a script that you will start the recorded interview with. You need to introduce yourself, the narrator, the date, the place the interview is taking place, the purpose of the interview, and an explanation of the project.
- Example: This is [first, last name]. Today's date is [month, day, year]. I am at [location, city, state, at the house of \_\_\_\_]. I am interviewing [first, last name] about [theme/topic] for [class or project name]. Also with us is [first, last name] who is [job they are doing to aid in the preservation of interview].
- Gather biographical background of your narrator: full name, birth date, birthplace, and occupations. Write three warm-up questions to ask based on this biographical information to uncover more information.
- Write four open-ended questions that provoke stories and narratives to assist in gathering information or details about the event, time period, or experience you are researching.
- Write potential follow-up questions to clarify or expand on information from your narrator.
- Make an appointment and be on time.
- Consider bringing a culturally appropriate gift.
- Explain to your narrator what the project is about and why you are interested in learning more on the topic.
- Let your subject know how their information will be used and disseminated.
- Make sure your narrator agrees to be recorded and signs the release.
- Bring your notes and other information along to guide the interview. When the narrator strays away from your theme or questions, use your notes to return to the subject.
- If unclear about a response, repeat what you understood them to say to verify it is correct.
- Make sure you thank your narrator for their time and how appreciative you are of what they shared with you.
- Iterate a timeline detailing steps to publication, including time necessary for transcript review or privacy concerns.
- Send a thank you letter upon your return home.

Adapted from: Holt, Rinehart and Winston. Park City Museum. Engaging Students with Primary Sources. Retrieved from:

File:///C:/Users/JH3/Documents/Wisconsin%20Historical%20Museum/Object%20Lesson%20Plans/Oral-History-Lesson-Handouts.pdf

