

## Lesson 1: Introduction to Indigenous Populations of the Great Lakes Region and Overview of Federal Indian Policy

**Grade:** 9-12

**Subject:** US History

**Time:** two or three 45-minute periods

### Objectives:

- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people, place them in time and context, and explain their relationship to important historical events.
- 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.
- C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position.

### Materials:

- Definition/map sheet (provided)
- Historical Background to the Study of Wisconsin Indian History, Culture, and Tribal Sovereignty, pages 3-4 (provided)
- [Patty Loew video clip](https://youtu.be/6Jy2piFwhLo) (found at: <https://youtu.be/6Jy2piFwhLo>)
- Lesson 1 writing prompt (provided)
- 2000 Census Map (provided)

### Procedure:

*Opening*      Ask: “Where do your ancestors come from?”

Say: “Lets count how many generations we can go back before we find ourselves somewhere else.”

--Students will come back with a relatively small number--

Say: American Indians have been living on this continent for over 400 generations and counting! We are going to be exploring the history and transforming processes of American Indians from around our area.

First it’s important to define some key terms that we will use throughout this unit. It is important to remember that these terms will be found through out our use of discussion, video, and other forms of media.

*Development*

1. Hand out definition/map sheet
2. Mini lecture to fill in blanks
3. Hand out reading: *Historical Background to the Study of Wisconsin Indian History, Culture, and Tribal Sovereignty* and accompanying guiding questions

4. Discuss/answer questions about the reading
5. Show 1<sup>st</sup> video clip “Patty Loew” – Concepts to think about while watching:
  - How do the defined terms come into play?
  - What do you think “sustainable development” means?
  - How might cultures adapt themselves to the landscape?
6. Discuss answers to above questions with students

### Closure

1. Handout writing assignment and read quote aloud.

“Over 300 million people on earth today can be said to be truly “indigenous” -- living on lands which they have inhabited since time immemorial. In every instance, indigenous communities are legally circumscribed by one or more nation-states, within territorial boundaries drawn by government geography. *These 300 million constitute an increasingly self-aware force for global rethinking of the nature of power. Their challenge is increasingly overt and serious to the world's political structure.*”
2. Have students construct a 1 page response on the prompt:

In your own worlds define the term “world view”. Then answer: How do you think traditional “western views” such as capitalism, individualism, and democracy might differ from Native American views?

Name \_\_\_\_\_

Class \_\_\_\_\_

### Great Lakes American Indian Terms Sheet

1. **Sovereignty:**
  
2. **Effigy:**
  
3. **Self Determination:**
  
4. **Indian Removal Act:**
  
5. **Domestic Dependent Status:**
  
6. **Assimilation:**
  
7. **Tribe:**
  
8. **Clan:**
  
9. **Sustainable Development:**
  
10. **Name the 12 current Indian nations in Wisconsin:**
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.
  - 9.
  - 10.
  - 11.
  - 12.

## **Historical Background to the Study of Wisconsin Indian History, Culture, and Tribal Sovereignty**

Treaty rights first came to the forefront in the popular media in Wisconsin 1976 when a court case led to a series of appeals and decisions which ultimately resulted in a 1983 ruling from the U.S. Federal Court. This ruling, popularly known as the Voigt Decision, affirmed the Lake Superior Band of Chippewas' reserved right to hunt, fish, and gather within the territory ceded under the treaties of 1837 and 1842. The confusion and animosity that resulted from a fundamental misunderstanding of treaty rights and tribal sovereignty ultimately led to statutory requirements for instruction in the history, culture, and tribal sovereignty of the 11 federally-recognized tribes and bands in the state.

In 1983, the Lac Courte Oreilles Band of Ojibwe established the Ad Hoc Commission on Racism to study the strained relationship between the Indian and non-Indian communities that resulted from the court's affirmation of Chippewa treaty rights. The commission held a series of hearings to gather testimony from the community.

The commission's final report, issued in 1984, advocated partnerships with other organizations to address issues of anti-Indian discrimination. One such partnership involved the American Indian Language and Culture Education Board (AILCEB), an organization whose members were nominated by the tribes and appointed by the governor to advise a number of state agencies involved in Indian education. The commission recommended that AILCEB urge all Wisconsin schools to develop and implement courses dealing with American Indian history and culture, including treaty rights and tribal sovereignty. They advised that the Department of Public Instruction use its influence to encourage all districts in the state to begin to develop these courses. The Ad Hoc Commission also requested that the University of Wisconsin System campuses and private institutions critically examine their teacher training programs to determine how they could best prepare prospective teachers to address these issues. Additionally, the members of the commission advocated education for the public on American Indian history and culture.

In 1987, the American Indian Language and Culture Education Board issued a statement recognizing that "rampant racism due to American Indian treaty stipulations has become a critical educational issue" and that "much of the racism can be directly attributed to misinformation and lack of information on the treaty rights issues." The board unanimously passed a resolution calling upon the Department of Public Instruction and the Wisconsin State Legislature to work with tribes to develop and implement curriculum units which accurately describe the history of the tribes of Wisconsin and the government to government relationship to the federal and state governments. The board urged that this curriculum be taught in every school district in the state.

As tensions escalated over the Chippewa treaty rights issue, AILCEB members worked with several state legislators to develop an initiative requiring the study of Wisconsin Indian history, culture, and tribal sovereignty in public school classrooms. Their efforts led to statutes requiring instruction in Wisconsin Indian history, culture, and tribal sovereignty and to an appropriation in the biennial budget to establish an American Indian Studies Program at the Department of Public Instruction. The American Indian Studies Program was created to support school districts'

efforts to provide the required instruction by locating and developing curriculum materials, providing training for classroom teachers, and conducting conferences and workshops. Local school districts were required to address these requirements in their curriculum by September 1, 1991.

The legislation specifically required the State Superintendent to work with the American Indian Language and Culture Education Board to develop instructional materials for grades four through twelve on Chippewa treaty rights. In 1991, the Department of Public Instruction addressed this requirement by publishing *Classroom Activities on Chippewa Treaty Rights* (Bulletin #2150).

This initiative also included several other requirements that affect local school districts. The first requires local school boards to provide instructional programs that “give pupils an understanding of human relations, particularly with regard to Black Americans, American Indians, and Hispanics.” (Wisconsin’s large Asian population, particularly Hmong, was not mentioned in the legislative requirement for this group. It is hoped that this group will be added in the future.) To ensure that schools provide this instruction in an appropriate manner, the legislature also required school districts to provide instructional materials which “reflect the cultural diversity and pluralistic nature of American society.”

Because knowledgeable teachers are essential to instruction, the legislation required post-secondary teacher training institutions to include the study of Wisconsin Indian history, culture, and tribal sovereignty as part of the human relations code requirement for teacher licensure. As of July 1, 1992, no one may receive a Wisconsin teaching license unless they have received this instruction.

The need for greater understanding of American Indian people, their history, culture, and unique relationship with the state and federal governments, is reflected most acutely in the problems of the past decade. The last ten years illustrate the importance of developing an inclusive curriculum that reflects and respects the diversity of the people of the world. The study of American Indian history, culture, and tribal sovereignty can be an important component of such a curriculum. It holds as legitimate a place in Wisconsin classrooms as does the history, culture, and political status of any other group and can serve as a basis for comparison and contrast with those of other peoples. The Model Academic Standards offer a wide variety of opportunities to address these topics. See “Integrating Wisconsin American Indian History, Culture, and Tribal Sovereignty Into the Curriculum” and “American Indian Studies, Standards, and Curriculum” in this packet for more information.

Name \_\_\_\_\_

Class \_\_\_\_\_

### Writing Prompt

**Directions:** Read the following writing prompt and quote. Craft a one page response, and be prepared to have a small and large group discussion on the topic

#### Quote

*Over 300 million people on earth today can be said to be truly "indigenous" -- living on lands which they have inhabited since time immemorial. In every instance, indigenous communities are legally circumscribed by one or more nation-states, within territorial boundaries drawn by government geography. These 300 million constitute an increasingly self-aware force for global rethinking of the nature of power. Their challenge is increasingly overt and serious to the world's political structure."*

**Prompt:** In your own words define the term "world view". Then answer: How do you think traditional "western views" such as capitalism, individualism, and democracy might differ from Native American views?

