

Lesson 2: Great Lakes American Indian Geography

Grades: 9-12

Subject: US History

Length: two to three, 45-minute periods

Objectives:

- A.8.2 Construct mental maps of selected locales, regions, states, and countries, and draw maps from memory, representing relative location, direction, size and shape.”
- 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.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies that influence the design of places such as an urban center, an industrial park, a public project, or a planned neighborhood.
- A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Materials:

- Movement Map
- Historical land map
- Current Nations in Wisconsin Map
- Web-Quest direction sheet
- [Janice Rice video clip](https://youtu.be/qEUaGARwc7g) (82:01 to 84:14) (found at: <https://youtu.be/qEUaGARwc7g>)
- Judge Case Study PDF
- Land treaty handout

Procedure:

Opening Say: Last night for homework you were asked to do a short writing assignment. Please take it out now and quickly review what you wrote.

--Split the class into small groups of 2 to 3 students--

Say: We are going to discuss what we wrote, first in small groups, and then as a class.

--Students use the following framing questions in their discussion--

1. Come up with a group definition of “world view”
2. Decide what is meant by “western values” and come up with a list of examples.
3. Using your prior knowledge decide how native American views might differ.
4. Come up with a list of questions that you feel need to be answered in order to help improve your understanding of Native American culture in our area.

Development Say: (1) In order to delve deeper into the culture and history of the peoples who have been living where we live for over 12,000 years it is a good idea to take a first-hand look at where exactly this all happened. Some of the most politically and economically influential Indian Nations in the country are right here in Wisconsin. We will now look at two examples of how the locations of Indian nations have changed over time.

--Show Movement animation (GIF file)--

--Show map of where Indian Nations were located 12,000 years ago--

--Hand out current map w/ 12 remaining nations--

Say: (2) Look at the two maps and the animation and jot down some comparisons that you see. Notice where the current tribes are and we will come back to them later in our lesson.

(3) One of the most interesting and unique features of our state is that many of the American Indian nations residing in Wisconsin are actually “semi-sovereign” nations. That means they can make their own laws as if they were their own country as long as they do not go against law of the federal government. We are going to be doing a web-quest activity to help us explore this unique feature and how it is present in our state.

--Hand out and explain web-quest directions--

--Have students do web-quest for homework--

(4) Go over homework at the beginning of the next class. Make sure all students have the correct nations labeled on their maps. Then focus their attention on the Madison area.

Say: (5) As we all know, Madison is our capital city. What are some of the important things that go on in this (and other) capital cities?

-students will come back with various political based answers

Say: As we have seen from our web-quest projects, Madison was also a center of politics and culture back when American Indian nations were our states main inhabitants. We are going to watch a short documentary clip and then have a guided discussion on this topic.

--Show Janice Rice clip (82:01 to 84:14)--

Take students through a guided discussion about why Madison and the surrounding areas were used as a hub for political, social, and everyday life activities for American Indians. Use the following probing questions:

1. What types of activities go on in Madison now that you think did back then?
2. What Geographic features are prominent in Madison that would make it a desirable place for American Indians to live?
3. Do you think American Indians had static or fluid boundaries?
4. How do you think the presence of waterways led to the formation of both American Indian and “western” settlements?

Closure

Say: We are now going to start transitioning from our study of American Indian geography and land to an overview of their history. Their history is full of tales of land being unfairly taken from them. We are going to start by working with a case study dealing with land treaties.

--Hand out Judge. PDF sheet--

- Students read through the case and decide which course of action they think is best.
- Group students based on their choices, and compile a list of their reasons for each category.

--Have students read: Land Treaty handout--



In 1491
~6 million
people
lived in
what is
now
USA &
Canada.



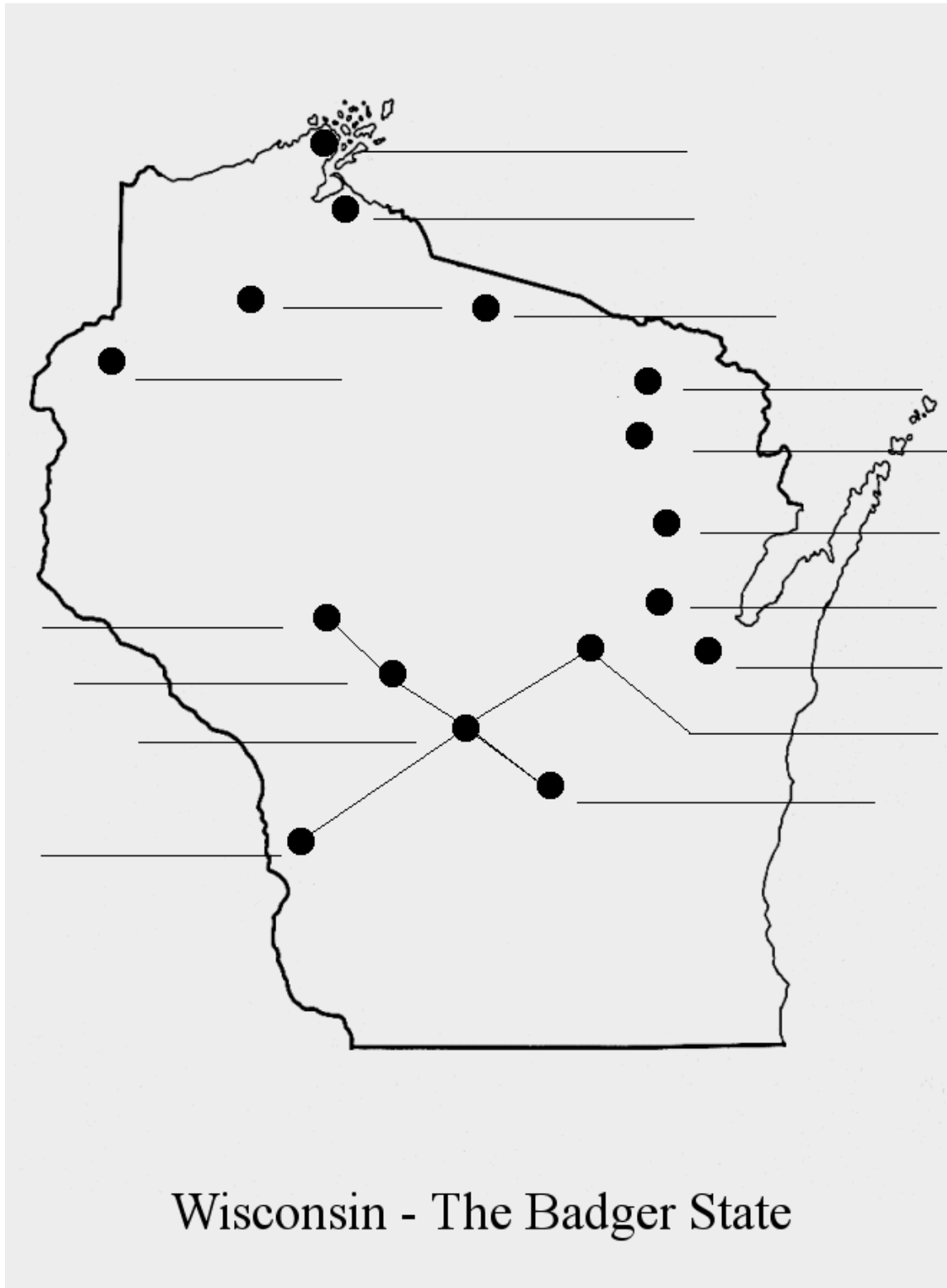
Historical Lands Map



Name _____

Class _____

Current American Indian Tribes in Wisconsin



Name _____

Class _____

American Indians in Wisconsin Web-Quest

Directions: Take the following 12 American Indian Nations and use the internet to find where they are currently located on the blank map of Wisconsin. Use any source you would like (especially ones that aren't listed). Make sure you check the reliability of your information, and list any sites you used on the bottom of this page.

The 12 Nations:

- | | |
|---|-----------------------|
| 1. Ojibwe/Chippewa- Red Cliff | 7. Potawatomi |
| 2. Ojibwe/Chippewa- Bad River | 8. Stockbridge-Munsee |
| 3. Ojibwe/Chippewa- Lac De Flambeau | 9. Menominee |
| 4. Ojibwe/Chippewa- Lac Courte Oreilles | 10. Oneida |
| 5. Ojibwe/Chippewa- Mole Lake | 11. Ho-Chunk |
| 6. Ojibwe/Chippewa- St. Croix | 12. Ho-Chunk |

Website Suggestions:

- <http://www.kstrom.net/isk/maps/wi/wisconsin.html>
- http://en.wikipedia.org/wiki/Native_americans_in_the_united_states

Use one of the following sources to check the reliability of your website:

Illinois State University Library -
<http://www.mlb.ilstu.edu/ressubj/subject/intrnt/evaluate.htm>

Purdue Writing Center -
http://owl.english.purdue.edu/handouts/print/research/PDFs/r_evalsource4.pdf

The Park School (Baltimore, MD) -
<http://academics.parkschool.net/research/credcheck.pdf>

Sites Used:



You Be the Judge

Your family has owned a small piece of property on a lake for forty years. Your father purchased the property from a real estate developer who had bought it from a farmer. Your family has paid property taxes on the land since you bought it and have made many improvements to the land, including building a summer cabin.

Recently, a local Indian tribe hired an attorney to analyze the provisions of an 1868 treaty. The language of the treaty specifically states that the lake and all the property around it extending one mile from the shore line belong to the tribe forever. This guarantee was in return for a lot of other land the tribe gave up. The treaty is still in effect. The tribe has announced that they intend to bring a law suit against the state and the federal government to reclaim their rights to the lake and land around it.

Now a group of lake property owners plans to bring an action to clear up the issue of the land title. The property owners claim that the land is legally theirs since they paid for it and all the taxes on it . (Note: legally, according to the treaty, the land always belonged to the tribe. However, the tribal ownership was not enforced by the U.S. government many years ago when non-Indian settlers first began to inhabit the area. So the land has been passed down in non-Indian ownership since that time.)

You are the judge who is deciding this case. You must make a decision about the law suits. Below are some options; pick one and defend your choice. You may also come up with your own solution.

- a. Uphold the treaty provision. Move all current landowners off the lake at their own expense.
- b. Uphold the treaty provision. Allow current landowners to remain but require the government pay damages to the tribe. Allow the tribe to charge a special tax on all lake property and uses.
- c. Allow current landowners to stay. Award no damages to either party. Encourage Congress to formally abrogate the treaty.
- d. Allow current landowners to stay. Tribe must pay damages to property owners. Encourage Congress to formally abrogate treaty.
- e. Come up with another solution.

Land Treaty Resource

Land into Trust Documents - Tribal Lands

Why is land so important to Indian tribes? Land is of great spiritual and cultural significance to Indian tribes, and many Indian communities are still reliant upon the land for subsistence through hunting, fishing, gathering or agriculture. Moreover, Indian lands are critical for the exercise of tribal self-governance and self-determination.

How much land do the tribes hold? Indian tribes hold over 50 million acres of land, approximately 2% of the United States. Most of these lands are in very arid and remote regions. The largest reservation is the Navajo Nation, which is as large as West Virginia. Some reservations are as small as a few acres, and some tribes hold no land at all.

What are tribal trust lands? The title to tribal lands is held by the federal government in a trust status for the benefit of current and future generations of tribal members. Most often this land is within the boundaries of a reservation. Trust status means that the land falls under tribal government authority and is generally not subject to state laws. Trust status also creates limitations on the use of the land and requires federal approval for most actions.

Can the tribes acquire more land in trust? The federal government and the tribes have the ability to acquire additional land in trust. Most often this land is purchased by the tribe or acquired from federal surplus lands. Trust status can be conferred only by the Secretary of Interior or the U.S. Congress by statute. The ability of the Department of Interior to take land into trust was created in the 1934 Indian Reorganization Act to begin to compensate for unjust takings of tribal lands.

Why should tribes be allowed to acquire more land? Between the years of 1887 and 1934, the U.S. Government took over 90 million acres, nearly 2/3 of reservation lands, from the tribes without compensation and gave it to settlers

Information from: <http://www.cradleboard.org/curriculum/index2.html>

