

Lesson 3: Great Lakes American Indian History

Grades: 9-12

Subject: US History

Length: 10 to 14, 45-minute periods

Objectives:

- B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently.
- 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.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.
- B.12.12. Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

Materials:

- NA in the four lakes reading
- Historical Background reading
- Reading Comparison Chart
- Video Clip (24:01 - 34:03) (found at https://youtu.be/J3AsXz6S7_s)
- Contemporary Tribal Government reading
- American Indian Nation Project sheet
- American Indian Nation Project rubric
- Website Credibility checklist
- DOJ Memorandum (found at <https://www.justice.gov/archives/ag/attorney-general-june-1-1995-memorandum-indian-sovereignty>)

Procedure:

Opening

Say: After our opening discussion of treaties pertaining to American Indians we are going to look at some legislation and treaties of a more recent vintage. These are treaties that affect your lives as students in Wisconsin. They deal with issues of discrimination that many of you may not know exist.

We will also look at some basic history in order to improve our foundational knowledge. This lesson will culminate in a collaborative project designed to allow you to demonstrate your new knowledge and deliver it to your fellow classmates.

--Hand out "Native American in the Four Lakes Region handout--

--Hand out "Historical Background to the Study..."(pg. 3-4 DPI packet)--

--Show video clip of Ned Blackhawk (24:01 - 34:03)—

- (1) Read both handouts as a class and watch video clip
- (2) Have students fill out the graphic organizer (Reading Comparison Chart)
- (3) Have students get in small groups and check for understanding. They should come to a clear understanding of the main ideas of each artifact and have several supporting details on their charts

Development Say: The unique position that American Indian Nations hold is called “Semi-Sovereign”. This means that... To better understand this notion, we are going to take a look at a memorandum put out by (then) Attorney General Janet Reno called: Department Of Justice Policy On Indian Sovereignty And Government-To-Government Relations With Indian Tribes and an overview of tribal governments entitled: Contemporary Native American Tribal Governments.

-- <http://www.usdoj.gov/ag/readingroom/sovereignty.htm>--

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

Say: These two readings will provide good background and will allow us to get started on our culminating project.

Say: Now that we have some background information on the American Indians of Wisconsin we are going to take the unique opportunity to delve deeper into each Nation that calls Wisconsin home.

--Hand out American Indian Nation Project sheet--

--Hand out American Indian Nation Project Rubric—

(4) This project should take the students about a week and a half of class time plus time outside of class. It should be nearly all-inclusive, and preferably a personal choice project.

Closure

(5) The project presentations and included class discussion will serve as the *assessment for this lesson, and section of the unit.*

Native Americans in the Four Lakes region

The story of human occupation along the southern shores of Lake Mendota begins more than 12,000 years ago—to around the time the last glaciers retreated from this area. Early people migrated to this area, we assume, because of the advantages of living near lakes and waterways that provided easy transportation routes as well as bountiful hunting and fishing. Perhaps they were also attracted to the beauty of the landscape.

Our understanding of this long span of human history is still developing and challenged. Old theories are constantly being replaced by fresh ideas informed by new discoveries. What we thought we knew about the people who lived here and how they interacted with their environment will continue to evolve as we explore the evidence they left behind.

Many different cultural traditions are represented in the archaeological record of this area. By analyzing the artifacts that these early people left behind—for example, spearpoints, ceramics, and stone tools—we are able to piece together their story. We can begin to answer questions such as: How did they hunt? How did they store their food? And what might their spiritual practices have been?

Powerful symbols of living traditions

The University of Wisconsin-Madison is especially fortunate to have many sites right on campus where the archaeological record can still be explored and studied. You can find more distinct archaeological sites here than on any other university campus in the country—maybe even in the world! The entire campus landscape can serve as a classroom for learning about the peoples and creatures who have lived here in the past.



This assertion will come as a surprise to many people. We don't often pause to consider the possibility that all around us is evidence of past cultures. But if we know where to look and how to read the landscape, then perhaps we can begin to see some of the inscriptions left on the landscape by the past inhabitants of this place.

Have you ever passed by this goose mound, adjacent to the Lakeshore Path and just north of the Natatorium, and not even noticed it? (For this photograph the mound has been lightly outlined with temporary chalk to highlight its shape.)

Unfortunately, over the past 150 years, many archaeological sites on campus have been destroyed by agricultural practices and building construction. Our hope is that through education, outreach, and site identification we can preserve the remaining archaeological sites on campus.

And of course, the Native American experience in this area belongs not just to the ancient past. Indian peoples continued to inhabit the Madison area all through the period of European-American settlement. Today, Madison is home to many Native Americans of many tribal affiliations for whom the mounds and other archaeological features of the campus are powerful symbols of living traditions. These places continue to be sacred places that deserve to be accorded respect and reverence.

The study of the ancient past in this area is a complex topic. We encourage you to review the archaeological reports listed at the conclusion of this article for a more thorough treatment of Native American archaeology in the Four Lakes Region. In particular, the 2004 report prepared by the staff of the Great Lakes Archaeological Center offers an excellent overview of the many different traditions that once flourished in this region.



Archaeologists excavate a square one-meter test unit during the 2004 survey at Willow Creek Woods. (Source: D. Einstein, 2004)



A projectile point discovered during the 2004 survey at Willow Creek Woods. (Source: D. Einstein, 2004)

Name _____

Class _____

Reading Comparison Sheet

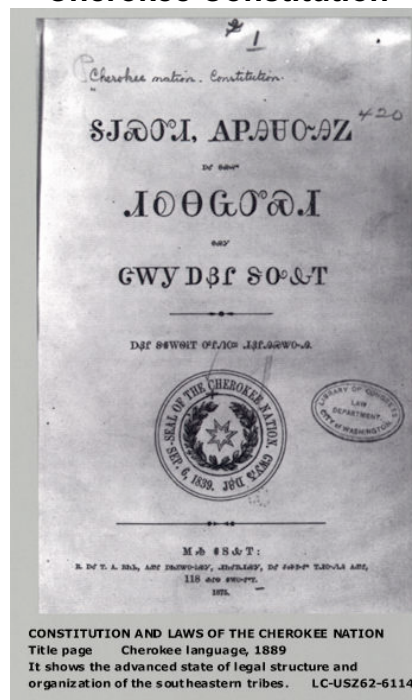
Reading	Main Idea	Supporting Details	Supporting Details	Supporting Details
Native Americans in the Four Lakes Region				
Historical Background to the Study of Wisconsin Indian History, Culture, and Tribal Sovereignty				
Documentary clip featuring: Ned Blackhawk				

CONTEMPORARY NATIVE AMERICAN TRIBAL GOVERNMENTS

In Government or Civics class, students are usually taught that there are three types of government in the United States: federal, state and local. That's what they're told and that's what they learn about. Oddly enough, they are not taught about the earliest form of government on this continent: tribal governments. Tribal governments were not only the first governments in North America, but since many continue to operate today, they're also North America's oldest type of governmental system. That's not to say that today tribal governments operate in exactly the same way they did 300 or even 100 years ago. Like the U.S. government, tribal governments have evolved over time and have incorporated changes associated with their changing cultures. Tribal governments continue today to operate on behalf of their communities. Their authority to do so is confirmed by United States law and has been repeatedly upheld by the U.S. Supreme Court.

Traditionally, there were many different kinds of tribal governments. In 1934 Congress passed the Indian Reorganization Act (IRA). This law recognized Indian sovereignty, but also encouraged tribes to adopt a non-traditional system of government. In particular, the law pressed tribes to adopt constitutions and forms of government that were modeled after the system used in the United States. Tribes were given two years to accept or reject the IRA. Not all tribes accepted. Some chose to continue operating under their traditional forms of government which are guided by traditional tribal custom, values and principles. Other tribes decided to operate under the provisions of the IRA. These tribes then adopted tribal constitutions, which laid out a whole new type of governing structure and operation.

Cherokee Constitution



Today, all tribes have government systems which feature some kind of checks and balances so that all the power does not lie with one individual. Those tribes which adopted constitutions modeled after the United States Constitution have a three part system comprised on executive, legislative and judicial branches.

Today there are over 540 recognized tribal governments in the U.S. Some are large; others are small. Some operate under long standing traditional systems; others operate much like the federal and state systems. Some are made up of elected officials; others are made up of leaders chosen by a clan group or other traditional group of people in the community.

Tribal governments are true governing bodies. They serve their communities just like other governments. They have much of the same authority over Indian people as other governments have over their citizens. Like state governments, tribal governments have some restrictions. For example, they can't form armies. They can't print their own money. In general, they have typical governmental authority like making laws, taxing, determining who is a member of their tribe, holding elections, setting up police forces and establishing tribal court systems. In other words, tribal governments can both control and help their citizens. Some tribal governments also have the authority to control what non-Indians do while on reservation or tribal lands. Unlike state governments, they also have a responsibility to preserve tribal cultural integrity, including the preservation of Native languages and religion, and ensuring the sanctity of ancestral remains and sacred sites.

Native American leaders continue to protect their tribes' status as sovereign nations. This includes monitoring the actions of the Congress, the Supreme Court and the President on an ongoing basis regarding efforts to take away treaty rights and reduce the authority of Indian tribal governments. Native American leaders have also established several national organizations to help ensure that Indian rights are protected. For example, the National Congress of American Indians (NCAI) is comprised of tribal representatives from throughout the United States, and focuses on monitoring Congressional and executive branch actions which will have impacts on Indian tribes. The American Indian Rights Fund (NARF), is another national Indian organization. It is an organization focused specifically on legal issues and providing legal assistance to tribes.

Tribal governments were - and continue today - to be part of America's heritage. They exist, they thrive and they are as vibrant a part of the American system as the other three governmental systems that are covered in the typical school Civics class. The omission of tribal governments from Civics study deprives students of the opportunity to explore American governmental concepts on a truly national level.

Go to the [NCAI website \(National Congress of American Indians\)](http://www.ncai.org/) to learn more about Native American governments today

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

Name _____

Class _____

American Indian Nation Project Information Sheet

Introduction: You will be designing and completing a project that will assess the material we have learned in the unit thus far. The possibilities are limitless and you are only limited by your creativity! You may choose to portray the information in any medium (extra credit will be given for creativity and going above and beyond). As the teacher, my job is to guide you along your journey and lend advice when it is needed. The aim is for you to take ownership of your work and be proud of it!

Directions:

- Create a project designed to teach your classmates some more information about one of the Wisconsin Native American Nations.
- Your project can be done individually or in a small (2-4 person) group. More will be expected of a group project.
- The type of project and the subject matter is totally up to you, though it must be first approved by the teacher. We will meet to discuss this at the beginning.
 - o You must focus on one of the American Indian Nations found in Wisconsin
 - o You must also focus on over-arching themes such as sovereignty
 - o You should have one Nation and at least one major theme that you focus on
- You will be given ample class time to research and work on your project but it will require work outside of class. Your final product (and presentation) should be representative of the proper amount of work.
- You may use any sources that you deem relevant. However, you must have at least three (3), and you must site all sources you use.
- You must fill out an entry on the "website Credibility Checklist" for a minimum of three internet sources that you find.
- You must present your information to your classmates. If your choice of project lends itself to this (i.e. a video, skit, or poster) this will come naturally.

Websites that may help you:

A Line in the Sand - <http://hanksville.org/sand/>

Cradleboard - <http://www.cradleboard.org/curriculum/index2.html>

Wikipedia - http://en.wikipedia.org/wiki/Native_american_in_the_united_states

Native Languages - <http://www.native-languages.org/>

Native American Tourism of Wisconsin - <http://www.natow.org/>

Wisconsin Historical Society - <http://www.wisconsinhistory.org/>

Project Checklist

Name(s)

AI Nation _____ Theme _____

American Indian Nation and major theme approved

Type of project chosen and approved

Correct number of sources used

Sources checked for credibility

All materials are on topic and ready to be presented

All materials are neatly, and carefully constructed

Presentation is rehearsed and planned

All aspects of the project rubric have been completed

Multimedia Project : American Indian Nations Project Rubric

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format, and are reliable	Source information collected for all graphics, facts and quotes. Most documented in desired format, and are reliable	Source information collected for graphics, facts and quotes, but not documented in desired format, and are mostly reliable.	Very little or no source information was collected, and sources were not reliable.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.

Date Created: **Nov 29, 2008 06:00 pm (CST)**

Name: _____
 Date: _____
 Section/Main: _____

Web Page Credibility Checklist

Use this checklist as a guideline to help you decide whether an online source is reliable.

7 or more points: This is probably a reliable source; consider using it.

4-6 points: This might be a good source; try to find out more about it before using it.

3 or less: This is probably not worth including in your sources.

URL: http://		
Circle the number in the column that is the best answer	Yes	No/Not Sure
POSITIVES		
I can identify a group or individual responsible for the content on this site.	1	0
This site is maintained by a person or organization that I know is credible outside of the Internet	1	0
This site has been updated in the past 3 to 6 months	1	0
This site has external links to other credible websites	1	0
I know of other credible websites that link to this website	1	0
This site has a .gov or .edu suffix	1	0
This site provides a phone number or mailing address that I could use for contacting the person or organization for more information	1	0
I have verified the information on this site using reliable offline resources	1	0
The main purpose of this site is to provide facts (not opinions)	1	0
subtotal:		
NEGATIVES		
This site is clearly biased toward a specific opinion or point of view	-1	0
This site contains many misspellings and/or broken links	-1	0
The main purpose of this site is to sell a product or service	-1	0
This site has no external links	-1	0
final total:		
Would you use this as a credible source? Why or why not?		

URL: http://		
Circle the number in the column that is the best answer	Yes	No/Not Sure
POSITIVES		
I can identify a group or individual responsible for the content on this site.	1	0
This site is maintained by a person or organization that I know is credible outside of the Internet	1	0
This site has been updated in the past 3 to 6 months	1	0
This site has external links to other credible websites	1	0
I know of other credible websites that link to this website	1	0
This site has a .gov or .edu suffix	1	0
This site provides a phone number or mailing address that I could use for contacting the person or organization for more information	1	0
I have verified the information on this site using reliable offline resources	1	0
The main purpose of this site is to provide facts (not opinions)	1	0
subtotal:		
NEGATIVES		
This site is clearly biased toward a specific opinion or point of view	-1	0
This site contains many misspellings and/or broken links	-1	0
The main purpose of this site is to sell a product or service	-1	0
This site has no external links	-1	0
final total:		
Would you use this as a credible source? Why or why not?		

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