

# *“People of the Waters” Exhibit*

*Oshkosh Public Museum*

*Oshkosh, Wisconsin*

## **Middle School Curriculum**

*November, 2017*



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## **Lesson Plan for People of the Waters Exhibit: Journey through Time Interactive Glacial Map**

Lesson Name: **Google Earth and Glacial Features**

Grade: **Middle School**

Subject Area(s): **English Language Arts, Science, Social Studies**

Objectives: The purpose of this activity is to understand how glaciers cause land formations using the Interactive Glacial Map in the *People of the Waters* exhibition. Students will be able to explain land features found in Wisconsin and how they were caused by the Laurentide Ice Sheet.

Standards Addressed:

Science

Science Connections: A.8.5  
Science Inquiry: C.8.1, C.8.6  
Physical Science: D.8.5, D.8.6,  
Earth and Space Science: E.8.1, E.8.2, E.8.3, E.8.5

Social Studies

Geography: A.8.1, A.8.4, A.8.6

English Language Arts

Reading: ELA.R1, ELA.R10, ELA.R9  
Writing: ELA.W4, ELA.W6, ELA.W7, ELA.W8  
Science and Technical Subjects: SCI.ELA.R1, SCI.ELA.R9  
Social Studies: SS.ELA.W4

Materials:

- Computers Lab - all computers will need access to Google Earth and access to a search engine for additional research
- Projector connected to one computer, so students can follow teacher when using Google Earth for the first time
- Microsoft Office

**Activity:**

***Before Coming to the Museum:***

Glaciers are formed when snow falls year round, when top snow compresses to thin ice below, when snow compresses to ice under pressure, and gravity. It is a result of accumulated snow collecting faster than the snow is able to melt. As a glacier moves, it carves away land by erosion and also deposits and sculpts new landforms. In Wisconsin, glaciers have affected soil, waterways, and landforms.

Using Google Earth, look at the Great Lakes region of the United States and Canada. Discuss how glaciers created these large bodies of water, and zoom in for a closer look. Show students how to use Google Earth as a tool when researching geography.

***While at the Museum:***

Using the Interactive Glacial Map in the *People of the Waters* exhibition, watch how the Laurentide Ice Sheet effects Wisconsin. Note the cities and waterways and landforms created by the glacier. Discuss how the geography of Wisconsin has changed compared to what was seen from Google Earth.

***While in the Classroom:***

Look up the Wisconsin Ice Age Trail, and search for one Wisconsin glacial feature caused by the Laurentide Ice Sheet that still exists today. Using resources including but not limited to Google Earth and the Wisconsin Ice Age Trail, research that glacial feature. If possible, visit that site and take pictures. Write a report and create a presentation including images to present to the class.

The research paper and presentation should demonstrate glacial movement, how the Laurentide Ice Sheet caused the feature, how the feature has changed over time, where on the map of Wisconsin the feature is located, and how the Google Earth images is different than what was seen in the Interactive Glacial Map.

Extension Activity:

For English Language Learners, auditory, and visual learners, pictures can be included to the instructions, and the teacher or teacher's assistant can read the instructions to them. Also, students could be paired or put into groups to work on this together rather than independently.

When paired or grouped, additional expectations would be how they worked together (informally), and/or requiring each student speak about their work (formally).

Resources:

Into the Outdoors. (n.d.). Trailing Ice Age Mysteries. Retrieved from [http://intotheoutdoors.org/wp-content/uploads/2013/07/DiscussionGuide\\_Trailing-ice-Age-Mysteries.pdf](http://intotheoutdoors.org/wp-content/uploads/2013/07/DiscussionGuide_Trailing-ice-Age-Mysteries.pdf)

## **Lesson Plan for People of the Waters Exhibit: Journey through Time Timeline Case**

Lesson Name: **Living Timeline**

Grade: **Middle School**

Subject Area(s): **Social Studies, English Language Arts**

Objectives: During this exploration activity, students will learn and understand the patterns of living within each time/cultural period featured in the *People of the Waters* object timeline case.

Standards Addressed:

Social Studies

Geography: A.8.4, A.8.8

History: B.8.1, B.8.11, B.8.12

English Language Arts

Reading: ELA.R1, ELA.R7, ELA.R9,

Writing: ELA.W2, ELA.W3, ELA.W7, ELA.W9

Science and Technical Subjects: SCI.ELA.W9

Social Studies: SS.ELA.W2

Materials:

- Lined paper and pencils to record the information and/or their story

**Activity:**

1. Split the class into five groups and assign each group one of the time/cultural periods represented (Paleoindian, Archaic, Woodland, Oneota, Fur Trade).
2. Each group is tasked with creating a scene and/or a story that illustrates what life was like during the assigned period and present it to the class.
  - a. To get their creativity flowing, teachers can pose some questions like: What did people eat? How did they travel? What did they use to get what they need? What kinds of things did they make...why and how? What was nature like around them?). Students must use the exhibition elements such as the text, artifacts and kiosks as a resource to create this scene/story.
3. Using follow-up discussion, help students recognize that people adapted and changed throughout their time in Wisconsin.
4. Follow-up classroom activities could include:
  - a. Construction of an illustrated timeline for display as a visual reminder.
  - b. Construction of a poster/collage where students can identify and illustrate similar forms of life patterns that exist in their daily life.

## Lesson Plan for People of the Waters Exhibit: Early People Archaeology

Lesson Name: **Survival of the Past**

Grade: **Middle School**

Subject Area(s): **Social Studies, English Language Arts, Science**

Objectives: Students will be able to learn and understand the circumstances in which archaeological remains survive and how archaeologists use those remains to interpret the past. Students will theorize how the American Indians that lived in this region long ago by conducting an interpretation exercise using the Archaeology displays in the *People of the Waters* exhibition. Students will evaluate their classrooms and homes and theorize which items will and will not survive and how an archaeologist may interpret these items to understand their life.

Standards Addressed:

Social Studies

History: B.8.1, B.8.11, B.8.12

Behavioral Science: E.8.9

English Language Arts

Science and Technical Subjects: SCI.ELA.W1, SCI.ELA.W9

Social Studies: SS.ELA.W1, SS.ELA.W2

Science

Science Connections: A.8.1, A.8.3, A.8.4

Science Inquiry: C.8.1, C.8.3, C.8.4, C.8.6, C.8.9, C.8.10

Materials:

- Pencils/pens, lined paper to record findings during activities.
- Optional: the teacher may wish to place particular organic and inorganic objects around the classroom before the discussion begins.

**Activity: Either activity can be conducted first.**

1. Museum activity: Break the class into groups. Have each group take time to look at the Archaeology exhibits and materials on display in the *People of the Waters exhibition*. Each group must identify and interpret the remains by creating a story that theorizes how people lived long ago. Each group should present their findings to the class in order to see the similarities and differences in interpretation.
2. Classroom/home activity: Follow the modified AIA lesson provided.

What Will Survive?

Modified from the Archaeological Institute of America Education Department

Original Lesson Plan by Shelby Brown

Goals: How well archaeological remains survive is strongly affected by the materials they are made of and the environment in which they may lie for centuries before being discovered. Students will evaluate their classrooms and homes and decide which items may last hundreds of years into the future and which may be lost. This lesson teaches that there are always holes in the material record, and to fill them we make hypotheses about the past. Students consider the difference between observation and inference and the ways in which historians and archaeologists may be led astray in their interpretations.

Cultural/Historical Context: Organic remains are susceptible to decay and are affected by humidity and air. (This is the reason time capsules need to be airtight and dry.) Organic remains generally undergo significant decay within a fairly short time unless they are preserved in special conditions. At most sites, fragile artifacts and organic remains are lost to us forever. Inorganic remains survive better, although they too can rust, tarnish, or otherwise break down in unstable conditions. Sometimes it is amazing that

anything survives at all! Only if a site is covered over and sealed quickly, as Pompeii was by volcanic ash, may both organic and inorganic remains survive.

- Organic (once living) remains survive well only if protected (by hot/dry, airless, waterlogged, and very cold or frozen environments, or if sealed in volcanic ash). Organic remains turn to dirt easily. Examples of organic remains include human, animal, and plant remains and objects and features made of plants and animals (food, paper, wood, and leather).
- Inorganic (never living) remains survive well in relatively airless conditions, although they too can break down when exposed to the elements. Examples of inorganic remains include clay, stone, cement, plastic, glass, and metal.

Time needed: This mini-lesson can be used as an exercise in thinking about the kinds of evidence historians and archaeologists use to interpret the past. Excluding the time students may spend looking at material remains in their homes, the teacher's presentation and class discussion should take no more than about 45 minutes.

Required Materials, Tools, and Preparation: The teacher may wish to place particular organic and inorganic objects around the classroom before the discussion begins. Otherwise, no preparation is needed.

Classroom Process: The teacher presents and students discuss or review the properties of organic (living or once living) and inorganic (never living) remains:

- Organic remains include people, plants, animals, and anything made of plant or animal matter. These will tend to decay unless preserved in an airtight environment.
- Inorganic remains include stone, metal, clay cement, plastic, and glass. These were never living and will not rot or decay the way organic remains do. They survive especially well in an airtight environment.

The teacher should ask students to look around the classroom and list the things (and people) that are organic and those that are inorganic. What might survive in 1,000 years – without a volcanic eruption to cover the site – to say anything about us to the archaeologists of the future? A binder may have metal rings and a plastic body, but the paper and the writing on it will be long gone. Leather shoes will decay. Parts of synthetic shoes may survive, but not the laces. A lunch box may survive, but not the lunch – although a plastic container might preserve a dried residue of former food. A computer or a movie screen may survive, but will cease to work.

Given what will (perhaps) last and be lost in the classroom, what kinds of conclusions may future archaeologists draw about us? Where might they go completely off track? What would students like them to know about the class or the school? Will students' names survive into the future – especially if computer disks are not functioning? Does anyone have a metal bracelet inscribed with a name? Will brand names be misunderstood as people's names in the future?

Assessment:

- Make a list of the furniture and objects in a room at home. Carefully note whether each object is organic, inorganic, or has elements of both media.
- Assume 1,000 years have passed, and the room has not been specially preserved. List what will be left after all the organic materials decay.
- Summarize what you think an archaeologist in the future will be able to say about your room, your family, and you as an individual. Will your name survive? Will your taste in colors or music or books survive? Will the archaeologist know for certain what your gender or age is?
- After discussing the results in class, end with a discussion of what artifacts of theirs the students wish would survive to provide information for future archaeologists.

## Lesson Plan for People of the Waters Exhibit: Journey Through Time Longhouse

Lesson Name: **Dice Game**

Grade: **Middle School**

Subject Area(s): **Mathematics, Social Studies**

Objectives: Students will learn how American Indians spent their free time and socialized by playing the dice game. Students will use addition and fractions to play the game.

Standards Addressed:

Mathematics: Statistics and Probability: 6.SP

Social Studies: History: B.8.1

Materials:

- Dice (beans/corn kernels, paint)
- Cup or bowl
- Score Sheet
- Menomonee Bone Dice Video (*People of the Waters* kiosk/Woodland section/Bone Dice)

**Activity:**

1. American Indians, like the Menomonee, would have used a wide variety of materials to make the dice. Bone disks, plum stones, acorns, wood sticks, blocks, deer horn disks, and corn kernels. Pick a material, like beans or corn for your 8 dice. Paint each dice red on one side and white on the other.
2. Divided students into groups, with each group getting a bowl and 8 dice.
3. Have the students watch the short video about the Menomonee Bone Dice Game. Then explain how to play. A student shakes the dice in the bowl and flips it down on the table. The group counts the number of combinations and gives the person points based on the combination. Then the student passes it to the next person. The student who reaches a predetermined score wins. The higher the end score, the longer the game will last.
4. Have the students keep track of how many times a combination appeared, and then find which combination appeared most throughout the class. Have them calculate the probabilities of the different combinations and see if it correlates with their game play.

Dice Game Score Sheet

<b>Dice Combinations</b>	<b>Points</b>	<b>Probability</b>
All red sides up	20	1/256
Seven red and one white	10	8/256
Six red and two white	4	28/256
Five red and three white	1	56/256
All other combinations have zero point value		

Rauff, James V. "Native American Dice Games and Discrete Probability." *The Journal of Mathematics and Culture* 4, no. 1 (October 2009).

## **Lesson Plan for People of the Waters Exhibit: Early People Natural Resources**

Lesson Name: **Beaver Bother**

Grade: **Middle School**

Subject Area(s): **Social Studies, Science**

Objectives: Students will learn about the effects of the fur trade on Wisconsin's environment, animals, and people. Students will play the Trap and Trade game, research the Fur Trade's impact on the beaver population and complete a cause and effect worksheet.

Standards Addressed:

Social Studies: Geography: A.8.4

Science: Life and Environmental science: B.8.10, B.8.15, B.8.17

Materials:

- Handout and worksheet
- Trap and Trade game ([oshkoshmuseum.org](http://oshkoshmuseum.org) or download from iTunes store)

**Activity:**

1. Have the students play the Trap and Trade game, either in the *People of the Waters* gallery or online. Have them focus on the number and kinds of animals they were trapping and how their choices affect their trapper.
2. In class, have the students read the handout, then fill out the cause and effect worksheet. Discuss with the students their answers. Guiding questions include: How did the fur trade effect the beaver population? How did it change the lives of American Indians? What is our responsibility to maintain animal populations?



## **Beaver Bother Handout**

### **Demand for Beaver**

The beaver's fur was considered to be more valuable than that of other animals due mainly to its two layers. The beaver's fur consists of a coarse outer layer as well as a smooth, short inner layer. The short silky hairs were the perfect texture for making fur coats and fur-napped hats, which were the prominent fashions in Europe at the time. Hats that combined beaver pelts with those of rabbits, muskrat or otter were considered to be of a lesser quality than those made entirely of beaver.

### **American Indians**

Prior to the start of the fur trade American Indians had already been hunting beavers and small fur-bearing mammals. However, they did so quite rarely and the numbers of beavers residing in the region were high. Due to the elusive and aquatic dwelling nature of beavers Europeans found them difficult to trap, particularly in large quantities. In order to fill this need contracts with American Indian tribes were established. The American Indian tribes were highly skilled in trapping methods. Often, trappers would break dams thus lowering the water level in a beaver habitat and making them easier to see. American Indians took up fur trapping in greater numbers, often abandoning other pursuits to obtain more goods. In exchange for these European goods the American Indians produced the pelts of many animals including deer, moose, bear, otter, muskrat, mink, fox and raccoon.

### **Presence and populations**

It's estimated the beaver population in the Great Lakes drainage area at 2 million ca. 1600. Beavers were widely distributed throughout Wisconsin during the period of European settlement (1600–1850). The history of beaver populations in Wisconsin followed a pattern common to many states of the Great Lakes region. European demand for beaver fur led to the exploration and early settlement of the Great Lakes region, and by the late 1800s the intense fur trapping pressure, coupled with extensive logging followed by widespread slash fires, led to low beaver populations. Beaver populations likely reached their lowest level around 1900. At the turn of the century beavers could be found only in far northwestern Wisconsin. It's estimated that fewer than 500 beavers remained in Wisconsin.

### **Environmental Impacts**

The most commonly known influence that beavers have on the environment is in the building of dams. Dams help to raise the water level in ponds and rivers which encourages plant growth and creates a lush ecological environment. The still ponds allow for sediments to sink, creating a more purified pool of water. These ponds also attract small species such as mayflies that serve as food for fish, amphibians, reptiles and birds. These small animals then serve as food sources for larger mammals, proving that the beaver is essential in the formation of diverse, flourishing ecosystems. " When the fur trade removed beavers it disrupted entire ecosystems.

### **Cultural Impacts**

The beaver is tightly woven into the culture, spirituality, governance, and survival of tribes currently in the Great Lakes region. The beaver is a respected clan animal in several tribes in the region and present in their creation stories. The beaver is a clan animal, teacher, spiritual guide, and a source of food and clothing for tribal peoples, both historically and today.

Figler, Gina. 2009. Environmental impacts of the Hudson Valley fur trade in regard to beavers, Hudson River Valley Institute, Interim Report, Fall 2009.

Wisconsin Department of Natural Resources. Wisconsin Beaver Management Plan 2015-2025.

<http://dnr.wi.gov/files/PDF/pubs/wm/WM0610.pdf>.

## Beaver Bother Worksheet

### CAUSE

The short silky hairs of the beaver were desirable for European style hats.

Europeans found Beavers difficult to trap.

Beavers build dams along rivers and streams.

### EFFECT

American Indians took up fur trapping in greater numbers.

The beaver population reached its lowest around 1900.

The beaver is woven tightly into the culture of American Indians in the Great Lakes.

## Lesson Plan for People of the Waters Exhibit: Travel and Trade Discussion Questions

Lesson Name: **The Value of Trade**

Adapted from the Glenbow Museum Teacher Resource for "Fur Trade: Shaping an Identity"

Grade: **Elementary, Middle, and/or High School**

The exhibits in the Travel and Trade section (including the object timeline section "Fur Trade") explore the time in history before, during, and after the Fur Trade through the examination of artifacts. Students will utilize interactive elements in the exhibition *People of the Waters* to explore trade activities. One interactive display entitled "Native Trade Routes" allows students to see how and where materials traveled to/from Wisconsin. The second interactive display is a trade game entitled "Let's Make a Trade!" that allows students to participate in a digital game of how American Indians and Europeans traded goods and the value placed on those goods.

These Pre-visit and Post-visit activities will reinforce the ideas presented in the exhibition and link classroom learning to the Museum experience. Most activities require few materials and can be adjusted to meet the age and needs of your students.

### **Pre-Visit Activity:**

What is trade?

1. Begin a discussion by asking the students to think about something they need and share a few answers. Continue by asking them to think of something they want and share again.
2. Discuss with them the difference between needs and wants. A need is something that is necessary for survival, such as food and shelter, whereas a want is simply something that a person would like to have.
3. People have to make choices about what things they need and what they want. Why? (People's first concern is survival. Money is often a deciding factor as well.)
4. Have them think back in time when the American Indians came in contact with European people.
  - a. Did they use money then? (No, they traded)
  - b. What is trade? (Trade is the exchange of goods.)
  - c. Why do people trade? (To acquire things they do not have or can't get except through trade.)
5. Ask the students if they think the American Indians people needed to trade? Why or why not? Why did they trade? Have a discussion about the American Indians' use of what was available to them to meet their basic needs. They did some trading with other American Indians groups before the Europeans, what did they trade with them and why? (Were the things they traded wants and/or needs?)
6. Ask the students if they do any trading? What items are traded? Do we still trade today?
7. Have students brainstorm and make a list of objects they might like to trade (5 -10 items). Ask them to decide how they are going put a value on items (not money but some other measure such as 1 baseball card = 2 Pokemon cards or 1 Barbie = 3 outfits of clothes for a Barbie.) Note: This will be challenging and is included to help student begin to consider how complicated the trading process was especially when trading is between different cultures.
8. Finally, ask students whether they like the concept of trading or do they prefer using money. Why or Why not?

9. After returning from your visit to the Museum, talk about what students learned about trading that will add to their ideas from the pre-visit discussion.

**Post-Visit Discussion and Activities:**

1. After returning from your visit to the Museum talk about what students learned about trading that will add to their ideas from the pre-visit discussion and activities. The following activity can follow this discussion or be done at another time.
2. Trade still holds an important political role in modern times as nations often use trade to solidify old relationships or to create new ones. Yet, how easy is it to trade when you cannot understand one another's language or cultural differences?
3. The purpose of this activity is to discover the intricacies of trade by experimenting with different languages in a mock trade. Through this activity students will have a better understanding of how frustrating trade could be for the parties involved especially if you cannot understand one another.

**Activity:**

1. Split your class into 2 groups representing the Europeans and the American Indians.
2. Send one group into the hallway (or somewhere that they cannot overhear the other group).
3. Have the Europeans decide what they are going to charge, in beaver pelts, for the following items:
  - a. A Hudson Bay blanket
  - b. A pound of glass beads
  - c. A hatchet head
4. Have the American Indians group come up with hand signals to represent the following:
  - a. "Can we trade?"
  - b. "How much does it cost?"
  - c. "I accept that price."
  - d. "I will not pay that much."
  - e. "Can we negotiate a different price?"
5. If the groups feel it is necessary, they may want to write down the prices and hand signals so as not to forget during the trade.
6. If possible, have the American Indians rearrange the furniture or "landscape" within the classroom and have them decide with the teacher where the trading post will be within the room.
7. Each group must also pick two representatives for their group that will do the trading. These representatives must be brave, good listeners, generous and people that you are comfortable and confident will represent your group in the best possible way.
8. Let the Europeans back in the room and tell them where the trading post is in the room and let them navigate to that spot.
9. To begin the trade, have the Europeans start with the American Indians; remember, they say no words, but use only hand signals, and ultimately cannot understand the words being said to them.
10. Discuss with the groups what happened in the trade and the difficulties in communicating with each other.

### **Travel and Trade Guiding Questions:**

The following guiding questions for the *People of the Waters* exhibition area "Travel and Trade" will assist in stimulating class discussion about the exhibit. The guiding questions are appropriate for grades: Elementary, Middle, and/or High School.

#### Trade Map

1. Which object traveled the furthest? How many times might it have been traded before reaching its final destination?
2. Trade routes were well established before European arrival. What kinds of objects were American Indians trading?
3. How did American Indians transport their trade goods?
4. What were the major trade routes in the U.S.?

#### Trap and Trade game

1. Why was it increasingly difficult to catch furs in the later generations?
2. What kinds of trade goods did Europeans bring over to trade?
3. Who were the three nations that traded with American Indians?
4. How did the fur trade goods impact American Indian life?

## **Lesson Plan for People of the Waters Exhibit: Living Cultures**

### **Discussion Questions**

Lesson Name: **Living Cultures**

Grade: **Elementary, Middle, and/or High School**

These discussion questions and accompanying activities are directed to meet the Wisconsin Education Act 31 statute. The activities recommended are from resources available through WisconsinAct31.org and their partners. Wisconsin Education Act 31 refers to the statutory requirement that all school districts provide instruction in the history, culture, and tribal sovereignty of the twelve American Indian nations and tribes in the state. WisconsinAct31.org is meant to support educators and librarians in identifying and collecting instructional materials to support Act 31.

The exhibits in the Living Cultures section of the *People of the Waters* exhibition explore the persistence of the American Indian people and their culture by observing and understanding what the people and culture are like today. Students will learn about Chief Oshkosh and his heroic efforts for his people, participate in the interactive exhibit called "What's in a Name," and see the contemporary faces and lands of the tribes as they exist today.

These questions and activities will reinforce the ideas presented in the exhibition and link classroom learning to the Museum experience. Most questions and activities require few materials and can be adjusted to meet the age and needs of your students.

- Chief Oshkosh "Leader in Troubled Times" by Wisconsin Media Lab: Wisconsin Biographies
  - <http://wimedialab.org/biographies/oshkosh.html>
    - Video (online)
    - "Create an Idea Map" Activity (online)
    - "Design a Trading Card" Activity (online)
    - Story Summaries and Guiding Questions (included for discussion)
- Tribal Nations in Wisconsin Presentation  
~adapted from WisconsinAct31.org lesson plans by Josh Jackson
- WisconsinAct31.org lesson plans for 11 different American Indian nations in Wisconsin by Josh Jackson
  - Menominee Nation
    - -Lessons: 11, 12
  - Ho-Chunk Nation
    - -Lessons: 19, 21

## WISCONSIN BIOGRAPHIES

### *Chief Oshkosh – Leader in Troubled Times*

#### **Summary**

During a time when the United States government was pushing many American Indian nations off their lands, Chief Oshkosh worked to negotiate treaties that would allow the Menominee to stay in their homeland. He also promoted his people's traditional forest management practices, known today as sustainable forestry.

#### **Guiding Questions**

1. What historic events did Chief Oshkosh take part in during his life?
2. How did Oshkosh become chief of the Menominee?
3. Describe the Menominee's and the United States government's relationship.
4. What societal pressures on the Menominee existed at the time of the treaty signings?
5. What is Chief Oshkosh's legacy?

#### **Tribal Nations in Wisconsin Presentation**

Adapted from WisconsinAct31.org lesson plans by Josh Jackson

Depending on the size of the class, break the class up into groups (4-5 is recommended), each group is required to research one of the 11 American Indian Nations in Wisconsin. The groups will have the next 3 weeks to gather information about your Nation and then one week to create your presentation.

- Things that must be included in the presentation:
  - Nation
  - Language
  - Population
  - Status
  - Information on one of the following themes:
    - Land and land usage, Resources, Religion
  - History of the Nation
  - Look at the Nation today
  - Synthesis, analysis and connection to what you already know.

The presentation can be done in whatever way that you as a group decide on. You can create a PowerPoint with the information and present that; you can create a poster, a video, anything that you want to do as a group. When you have decided on what you want to create, check in with the teacher to make sure this is something that can be done in the time frame.

## **Introduction to Lesson Plans by Josh Jackson**

Thinking back on my own educational path in school, the one thing that seems the most pervasive now is the traditional view of American Indians that I received growing up. I had exceptional teachers but there was something that was always missing when it came to learning about American Indians. Even as a college student, it was not until I began working on this unit that I realized how little I knew. This unit, therefore, was a journey for me to grow but also to create something that represents the larger scope of issues around how to teach about American Indians.

This unit would not have been possible without the help and time of Ryan Comfort from the University of Wisconsin-Madison. As a non-American Indian, I had these preconceived ideas and notions that had to be broken down prior to even making any progress on this unit. There were multiple occasions that I would leave a discussion with Ryan and not know what to say or how to process what had happened to my schema. After years of inaccurate schema reinforcement, I had to break down my thinking for any progress to be made.

The unit that follows is the journey for me. I had to think about American Indians in a way that I had never thought or be taught. When I began this unit, it was completely from the framework of American Indians as a culture and people of the past. I could not get past the way in which I had learned about American Indians and I had no idea how to begin to think about American Indians in a contemporary fashion. As time progressed and work continued, I was able to begin to see how important it is to present the American Indians in a contemporary light.

The following unit is a combination of Language Arts, Social Studies, and Science. It is designed to be an inquiry-based unit around deconstructing the prejudices that are prevalent about American Indians, and also, to create a sense of appreciation for all the different cultures and people in Wisconsin. The history of Wisconsin is not a single strand of history but rather a shared history among all the people and events. Ignoring American Indian's place in this shared history does all of us a disservice.

This unit hopes to highlight our shared history and show that American Indians are still a part of that fabric. By using storytelling as a mode of communication in Language Arts or by looking at the recent history of the Ojibwe and spear fishing rights, the place of the American Indians is today, not yesterday.

Hopefully, this unit is seen as a starting point for teaching about Wisconsin American Indians in the classroom. This is not a catchall for how to teach American Indians in the 4<sup>th</sup> grade. It was created based on a hypothetical classroom and was an exercise in curricular planning but the rationale was to show that it is possible. As I began to work on this unit, I realized that I had taken on an exercise that was beyond the scope of a single person. The hardest thing to get past was asking for help and getting started. It is easy to plan a unit on a topic that a person is familiar with, but with limited familiarity the process becomes more difficult. It takes diligence and the willingness to step outside of one's comfort zone to create growth both for educator and student.



## **Standards for Lesson**

### **Wisconsin Model Academic Standards**

#### **Geography**

A.4.4 "Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters."

A.4.5 "Use of atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world."

A.4.7 "Identify connections between the local community and other places in Wisconsin, the United States, and the world."

#### **History**

B.4.7 "Identify and describe important events and famous people in Wisconsin and United States history."

B.4.8 "Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment."

B.4.9 "Describe examples of cooperation and interdependence among individuals, groups, and nations."

B.4.10 "Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin."

#### **Political Science**

C.4.1 "Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity."

C.4.4 "Explain the basic purpose of government in American society, recognizing the three levels of government."

C.4.6 "Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals."

#### **Economics**

D.4.6 "Identify the economic roles of various institutions, including households, businesses, and government."

#### **Behavioral Science**

E.4.11 "Give examples and explain how language, stories, folk tales, music, and artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures."

E.4.13 "Investigate and explain similarities and differences in ways that cultures meet human needs."

E.4.14 "Describe how differences in cultures may lead to understanding or misunderstanding among people."

E.4.15 "Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters."

#### **MMSD**

##### **Geography**

#3 "Explain how physical environment affects the way people live."

#5 "Describe the importance of the movement of people, ideas, and goods, to, from and within Wisconsin."

## **History**

#1 "Examine primary and secondary sources of Wisconsin's history."

#2 "Construct and interpret a timeline of significant people (groups and individuals) and events in Wisconsin's history."

#4 "Describe and explain the history, culture, and contributions of the American Indian tribes and bands in Wisconsin."

## **Political Science**

#1 "Identify the major Wisconsin and U.S. treaties and how they affected Wisconsin tribes."

## **Economics**

#4 "List Wisconsin's natural, human, and economic resources."

## **Behavioral Science**

#1 "Compare and contrast individual perspectives and differences"

#2 "Define culture."

#3 "Explain how personal opinions and choices are shaped by one's family and community."

#5 "Describe the arts and literature, traditions, customs, and celebrations of the diverse cultural groups in Wisconsin including Wisconsin Native Americans."

## **NCSS**

- **Culture and Cultural Diversity**

- This is one of the guiding standards in terms of the way the unit was designed. As largely social studies based unit, the concept of cultural diversity is seen from the beginning by trying to decompose the prejudices and extract the differences that are there. these differences are not frowned upon, but rather looked at critically and appreciated.

- **Time, Continuity, and Change**

- For this unit, this manifests itself in the form of looking at the changes that American Indians have made based on multiple facets but also, through the lens of a shared history. As time continues, so does the history and legacy of American Indians in Wisconsin and their ever-changing ways.

- **People, Places, and Environments**

- This can be seen through the looking at the importance that nature plays into the lives of American Indians. Whether it is the Menominee and their sustained-yield forestry or the Ojibwe and their rice, the relationships between the environments and the people are analyzed.

- **Individual Development and Identity**

- This is the standard that frames the unit based on the ideas of having the students look at different cultures and histories and begin to appreciate and look at the impact that has been made on these cultures. By breaking down stereotypes, looking at the influence of mainstream culture on American Indians, the interactions of European Americans and American Indians, the students are gaining appreciation for the differences in people.

- **Individuals, Groups, and Institutions**

- Through the use of simulations in this unit, the unit offers the students the means to study the interactions of American Indians with European Americans. By having them act out the interactions, they can begin to internalize the feelings and then report out these feelings. The historical look also offers the ability for students to look at the changes that have occurred, for better or worse, between the two parties.

- **Power, Authority, and Governance**
  - By looking at the clan structure of the different Nations and the sovereignty of American Indian reservations, the students are gaining experience working with different forms of governance that is not consistent with mainstream governance. The experience with this alternative form of governance offers the students a case study to compare the governance form they are most familiar with.
- **Production, Distribution, and Consumption**
  - This standard is met through the activity and lesson around the Menominee and sustained-yield forestry based on the principle of production and use of the resources present. By using a simulation, the lesson takes on a real-world experience and gives them the agency to think about how the Menominee manage their forest.
- **Science, Technology, and Society**
  - By infusing science and language arts, the interaction between society and science is being seen through the lens of telling stories. These stories rely on the students recreating the information that they have learned in the lesson and then adapt the stories to fit what they have seen in the natural world.
- **Global Connections**
  - By looking at something local and breaking down the barriers that exist, the students will now be equipped with the means to make connections to the world based on the lessons within this unit.
- **Civic Ideals and Practices**
  - This unit is built on the foundation of civic discussion and creating culture and routine in the classroom, especially around self-governance as a class. The students are allowed to identify their own rules and laws and then analyze the ways in which American Indians use similar or different government and the meaning of that.

Lesson #: **11**

Grade: **4<sup>th</sup>**

Subject Area: **Social Studies**

Topic: **Who are the Menominee?**

### Essential Questions

- Who are American Indians Today?
- What is prejudice and how does it affect the way that you look at American Indians?
- How can an understanding of American Indians today help us understand our shared history?

### Context

This is the first lesson of the section of the unit around the Menominee Nation of Wisconsin. This lesson is meant to begin to talk about the Menominee: who they are, where they originated, and other important factors. The following lessons will discuss the aspects that you will want the students to represent in their presentations and research.

	Procedures/Activities	Materials
Introduction/Investment	<p>On the board represent the following information:</p> <ul style="list-style-type: none"><li>• Tribe: Menominee</li><li>• Geography: Shores of Green Bay and the Menominee River, moved inland by American policies to their current location along the Wolf River</li><li>• Language Family: Algonquian</li><li>• Pop: 7,000</li><li>• Status: Federally Recognized with a reservation. (Taken from The Menominee by Ourada)</li></ul> <p>**By doing this, we are beginning to model what type of information we are looking for from the students in regards to their presentations.**</p> <p>This part will also be important to the introduction of the project the students will be doing and also the way in which they are expected to take notes.</p> <p>See the "Guided Note Sheet" on pg. ____ of this. This will be the manner of taking notes and also what information they will collect on all the presentations as well.</p> <p>For introducing the presentation, use the "Presentation Requirements and Rubric" on pg. ____ of this. This outlines the expectations and also the specific areas that the students need to concentrate on.</p>	<p>*Guided Notes sheet</p> <p>*Presentation Requirements and Rubric</p> <p>*Whiteboard, chalkboard, etc.</p>

Content	<p>The major content that is necessary can be found in Ourada's book but the content most important to this lesson is:</p> <ul style="list-style-type: none"> <li>• The Menominee were hunter-gatherers that did farming of wild rice</li> <li>• Known for their tree management</li> <li>• Prior to being placed on their current reservation, the leaders, such as Chief Oshkosh were able to persuade the US and Wisconsin to not send them away.</li> <li>• One of two American Indian nations in Wisconsin to have their own community college.</li> <li>• The Menominee were terminated in 1959 no longer allowing them to have the reservation but were reinstated in 1969.</li> <li>• Very complex tribe structure <ul style="list-style-type: none"> <li>○ Different clans represented different areas of expertise and duties</li> </ul> </li> </ul> <p>Took the path of non-assimilation and many of the children were forcibly 'assimilated' due to the private schools.</p> <ul style="list-style-type: none"> <li>• This would be a great point to talk about the concept of assimilation</li> <li>• To model this, tell one student that they must act like a chicken or receive more homework. <ul style="list-style-type: none"> <li>○ At some point, the student will find that this is very hard. Ask that student why it was hard to do at some point.</li> </ul> </li> <li>• You would hope to have the students realize that assimilation does not work because American Indians are not Europeans.</li> </ul> <p>The purpose of the content is to make sure that the students have a general idea of who the Menominee were and think about who they are today.</p> <p>Make sure to highlight how much the Menominee had to fight to keep their land and not be forced to give up a major part of their identity.</p>	
Whole-Class Activity	<p>As you are giving the students the information in one of the few times of lecturing, play "lecture bingo" Pick out some of the key ideas from the information that you will discuss with the class such as Menominee, Oshkosh, trees, reservation and allowing the students to place the words wherever they want. The object is to give them an active means of listening.</p> <p>As for an activity, there won't be one as a large group but rather the activity will be done during the practice time.</p>	*Lecture Bingo sheets

Practice	<p>For this lesson, I really want the students to create maps and see the huge swatches of land that the Menominee lost as a part of the treaties and cessation of land.</p> <p>To give all students access, have a map with the lines already created showing the different areas but it would be up to the students to write what it meant.</p>	<p>*Map of Wisconsin</p> <p>*Projector to show the different periods of land allotment.</p>
Assessment	<p>For the students, have an exit slip and have them write down what they learned today in class. Easy and simple way to see if the topics need to be touched on again.</p> <p>Add exit slips to KWL chart</p>	Exit slips

Lesson #: **12**

Grade: **4<sup>th</sup>**

Subject Area: **Social Studies**

Topic: **The Creation of the Menominee and the Clan system**

### Essential Questions

- Who are American Indians Today?
- What is prejudice and how does it affect the way that you look at American Indians?
- How can an understanding of American Indians today help us understand our shared history?

### Context

	Procedures/Activities	Materials
Introduction/Investment	<p>Start the class with telling the students to close their eyes and listen to the story. This will be very similar to the activities that are done in the Language Arts portion of the unit.</p> <p><a href="http://www.uwsp.edu/museum/menomineeclans/origintext.shtm">http://www.uwsp.edu/museum/menomineeclans/origintext.shtm</a></p> <p>Play this audiotape that describes and have the students listen to the story. Ask them what it makes them feel. Make sure to emphasize the different animals that the speaker talks about because that will be important.</p>	
Content	<p>For the important content, see the "whole group Activity" because the content being taught is contained in that part of the lesson.</p> <p>Some additional things that should be mentioned:</p> <ul style="list-style-type: none"> <li>• Menominee did not have one sole leader <ul style="list-style-type: none"> <li>○ Clans and clan leaders were part of a committee that ran the nation and made decisions</li> </ul> </li> <li>• Each of the clans was responsible for one area but the decisions were made a group and even within the clans, decisions were not delegated to one person</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Huge emphasis on the community running the clan and there was a shared responsibility for anything and everything.</li> </ul>	
Whole-Class Activity	<p>Break up the class into five different groups. The five groups are:</p> <ul style="list-style-type: none"> <li>● Bear – The speakers of the Tribe <ul style="list-style-type: none"> <li>○ The leaders of the tribe but only because of a mutual respect</li> </ul> </li> <li>● Eagle – The Warriors of the Tribe <ul style="list-style-type: none"> <li>○ Fought the battles but also served as major opponents to war</li> </ul> </li> <li>● Wolf – The Harvesters of the Tribe <ul style="list-style-type: none"> <li>○ Hunters and gatherers of the tribe responsible for food other than rice</li> </ul> </li> <li>● Crane – The Builders of the Tribe <ul style="list-style-type: none"> <li>○ Responsible for buildings and necessary objects like baskets, canoes, bags, etc.</li> </ul> </li> <li>● Moose – The Rice-Gathers of the Tribe <ul style="list-style-type: none"> <li>○ In charge of harvesting, distributing and protection of rice. Very important to the Menominee.</li> </ul> </li> </ul> <p>Each of these tribes had one thing that they were the experts of. During this time, let the teams know that they are going to be the experts and that they must cooperate in order to survive.</p> <p>Ask the students what it's like to not be an expert in everything. Talk about the dependence on each of the groups.</p>	
Practice	<p>For this part of the lesson, have the students write in their journals what it felt like to have that dependence on the other parts of the tribe.</p> <p>What can you relate these clan structures to in your lives right now?</p>	
Assessment	<p>The students' assessment will be a homework assignment. Have the students discuss what they feel when they think of the following things in the context of being part of a clan structure.</p> <ul style="list-style-type: none"> <li>● Police, firefighter, Doctor and teacher</li> </ul>	

Lesson #: **19**

Grade: **4<sup>th</sup>**

Subject Area: **Social Studies**

Topic: **Who are the Ho-Chunk?**

### Essential Questions

- Who are American Indians Today?
- What is prejudice and how does it affect the way that you look at American Indians?
- How can an understanding of American Indians today help us understand our shared history?

### Context

	Procedures/Activities	Materials
Introduction/Investment	<p>On the board, represent the following information:</p> <ul style="list-style-type: none"><li>• Tribe/Nation: Ho-Chunk</li><li>• Geography: Headquarters are in Black River Falls. Many areas around the state with small parcels of land. 6 tribal casinos</li><li>• Language: Siouan</li><li>• Population: 6,000+</li><li>• Status: Federally recognized without a reservation</li></ul> <p>Have the students look at this and begin to compare it to the two other Nations that have been looked at in the class.</p>	
Content	<p>The major content to know about the Ho-Chunk:</p> <ul style="list-style-type: none"><li>• Known as the Winnebago (People of the stinking water) But in the Algonquian language, this is not considered an insult</li><li>• Ho-Chunk means "People of the big voice" or "People of the sacred language."<ul style="list-style-type: none"><li>○ Only tribe that speaks a non-Algonquian language -&gt; speak Siouan Language</li></ul></li><li>• Broken up into 12 different clans<ul style="list-style-type: none"><li>○ Earth clans such as the Bear Clan<ul style="list-style-type: none"><li>▪ War-time Chiefs</li></ul></li><li>○ Sky clans such as the Thunderbird Clan<ul style="list-style-type: none"><li>▪ Peace-time Chiefs</li></ul></li></ul></li><li>• Only American Indian Nation without a formal reservation<ul style="list-style-type: none"><li>○ Lands owned by the Ho-Chunk that they bought and as the tribe buys more and more land.</li><li>○ 2,000+ acres in Wisconsin</li><li>○ Their lands in 1825 consisted of most of SW Wisconsin, including Madison</li></ul></li><li>• Black Hawks War had a large impact on the land<ul style="list-style-type: none"><li>○ Due to some Ho-Chunk supporting Black Hawk, US government used this to take away their land</li></ul></li><li>• Ho-Chunk lands were rich in the Galena, which is a lead ore.<ul style="list-style-type: none"><li>○ Very important to the reasons for Ho-Chunk losing</li></ul></li></ul>	



	<p>their lands</p> <ul style="list-style-type: none"> <li>○ Tie this back to the simulation around why the Americans decided to take this land from the Ho-Chunk</li> </ul>	
Whole-Class Activity	<p>For this lesson, lecture bingo would be a great way to involve all the students and also engage them into the information that they will be learning. In reality, this lesson, like the two other “starting” lessons are very important to the students getting a sense of the history of the Ho-Chunk Nation.</p> <p>As a major aspect of the lecture bingo, make sure that the students stop and talk about the things that they have. When the first student gets bingo, have them stop and explain two of the three terms that they got. This way, each student is accountable for knowing the information.</p>	
Practice	<p>First, read the quote, “Do you want our country? Yours is much larger than ours. Do you want our wigwams? You live in palaces. My father, what can be your motive?” (Quote from Speaker Little Elk, 1829)</p> <p>For the practice of this lesson, have the think-pair-share in small groups about the quote and what it means.</p> <p>With the talks that have already been done around loss of lands, try to push the students understanding about why someone would take the lands from the Ho-Chunk.</p>	
Assessment	<p>The assessment will be based on the conversations as a group and in the pairs. As for the formal assessment aspect, offer the students the chance to take what they learned and apply it to other tribes.</p> <p><b>What are common themes you have noticed?</b> This would be a good question to ask to have the students apply their understanding.</p>	

Lesson #: **21**

Grade: **4<sup>th</sup>**

Subject Area: **Social Studies**

Topic: **Ho-Chunk Lands Today?**

**Essential Questions**

- Who are American Indians Today?
- What is prejudice and how does it affect the way that you look at American Indians?
- How can an understanding of American Indians today help us understand our shared history?

## Context

	Procedures/Activities	Materials
Introduction/ Investment	<p>Show a map of the Ho-Chunk lands. Ask the students what they notice when compared to the lands of the Menominee and Ojibwe.</p> <p>Based on their responses, push the students to predict why the Ho-Chunk may have had less land than the other Nations.</p>	
Content	<p>The important information for the map is:</p> <ul style="list-style-type: none"> <li>• 1832- Black Hawk War which pitted the US government against any Nation that had any relations with the Sauk <ul style="list-style-type: none"> <li>○ Gave the US the ability to push the Ho-Chunk out and take their lead-rich land</li> <li>○ Pushed the Ho-Chunk to lands in Iowa</li> <li>○ Only a few people signed the treaty but were not from the Bear Clan... VERY IMPORTANT</li> </ul> </li> <li>• 1847 – Cede the land in Iowa for land in the northern parts of Minnesota <ul style="list-style-type: none"> <li>○ Used as a buffer between the Sioux and Chippewa who were enemies</li> </ul> </li> <li>• 1855 – Again forced to cede their land in Northern Minnesota but receive better land for planting <ul style="list-style-type: none"> <li>○ Less land but better land.</li> </ul> </li> <li>• 1863 – Cede land in southern Minnesota for land in South Dakota. <ul style="list-style-type: none"> <li>○ Chief Baptiste described as “bad country for Indians.”</li> <li>○ Not very suitable for the Ho-Chunk with few trees and cold weather</li> </ul> </li> <li>• 1865 – Ho-Chunk moved from South Dakota to lands in Eastern Nebraska <ul style="list-style-type: none"> <li>○ This is the land that the Winnebago of Nebraska still live on.</li> <li>○ The Ho-Chunk in Wisconsin are ancestors of those that never left Wisconsin or those that returned from the land cessions that they made 30+ years.</li> </ul> </li> <li>• It wasn't until 181 when the US Senate passed a special bill allowing the Ho-Chunk to buy 40-acre homesteads. <ul style="list-style-type: none"> <li>○ The federal government would not grant the Ho-Chunk reservation status.</li> </ul> </li> </ul>	

Whole-Class Activity	<p>To put the Ho-Chunk in a contemporary framework, begin with the Badger Army Ammunition Factory in Sauk City.</p> <ul style="list-style-type: none"> <li>• Most contaminated of all ammunition sites in Wisconsin</li> <li>• Costs of \$250 million for cleanup</li> <li>• Land it being sold to the Ho-Chunk...</li> </ul> <p>After you have talked about this, ask the children what they think. Is this good or bad? Why?</p> <p>After discussing this idea of the land, ask them to think about whose land this actually is? Why are the Ho-Chunk 'buying' the land back from Wisconsin?</p>	
Practice	<p>Have the students write a letter stating their opinion on the issue of buying the land back and what it means to the Ho-Chunk and the personal feelings of the students.</p> <p>This is to tie the social action aspect into the lesson because this offers the students a first-hand experience doing something that has some meaning behind it.</p>	
Assessment	<p>For the assessment, have each student fill out an exit slip of what they know and add it to the list of things that they have learned in the unit so far about American Indians. This way you can see what they students are grasping and also, if there are things that need to be talked about again.</p>	

### Living Cultures Guiding Questions:

The following guiding questions for the *People of the Waters* exhibition area "Living Cultures" will assist in stimulating class discussion about the exhibit. The guiding questions are appropriate for grades: Elementary, Middle, and/or High School.

#### Mural

- How many tribes currently live in Wisconsin?
- Where are their reservations located?
- What does "Sovereignty" mean?
- Native life is not so different from ours. What kinds of activities do you see American Indians doing?

#### Map

- Who was Chief Oshkosh and why was he important?
- Why is it important to understand where place names come from?
- Imagine only a few people knew English. What would you do to raise awareness of that language?
- What is languages importance to culture?