

## High School Lesson Plan

Lesson Title: Introduction to Tribal Sovereignty and Sustainability in Wisconsin

Grade/Subject: High School / US History

Length: 50 minutes

Objectives:

- Define and understand the importance of sustainability and sovereignty
- Gain a better understanding of Native Americans of Wisconsin: the tribal locations, and the differences among tribes.
- Current events: Understand issues surrounding mining, particularly health events on the Bad River Ojibwe

Teacher Resources Prior to Lesson:

- Maps and Lesson Plan PDFs: <http://badrivermaps.nelson.wisc.edu/>
- Paul Rykken's four minute summary of his approach to integrating American Indian Studies into his teaching:  
<https://www.youtube.com/watch?v=h8GDv1DyCGA&feature=youtu.be>
- DPI teaching standards: [http://standards.dpi.wi.gov/stn\\_ssintro#content](http://standards.dpi.wi.gov/stn_ssintro#content)

Materials:

- Video clips: <http://theways.org/story/manoomin> AND <https://www.youtube.com/watch?v=9hGAISQHu4w>
  - Cultural Atlas PDF\*
  - Wall Map PDF\*
  - Online interactive map: <http://bryomapsite.com/>
  - Knowledge Check Worksheet and Answer Key PDF
  - Map Questions Worksheet and Answer Key PDF
  - Useful links:
    - The Ways: <http://theways.org/#home>
- \*PDFs found under 'Maps' and tab at <http://badrivermaps.nelson.wisc.edu/>

Setup:

- Handouts / stations
- Map Site <http://bryomapsite.com/>
- Video 1: <https://www.youtube.com/watch?v=9hGAISQHu4w>
- Video 2: <http://theways.org/story/manoomin>

## Procedure:

### Opening:

- Say: This lesson is designed to provide you with a greater understanding of Wisconsin Federally Recognized Native American tribes. First we would like to hand out a worksheet designed to test the knowledge you currently have of Wisconsin federally recognized tribes. This is not graded, no one will see it except for you, it is designed to get you thinking. Try to really think about these though because we will be using them throughout the lesson.
- “Knowledge Check” worksheet asking students to define key terms like sovereignty and sustainability. Also asks students to name as many Wisconsin tribes as they can.
  - Not graded
  - Use to understand progress of students after lecture
  - 5 minutes for quiz, 5 minutes for answers
- Say: Now that we have some ideas of these terms, we are going to show you a clip of a current concern of the Bad River Ojibwe regarding mining. Try and see how many of these terms we just talked about are used in the clip.
- Show video clip : <https://www.youtube.com/watch?v=9hGAISQHu4w>
  - 6 minutes
- Say: What terms did you hear? Sovereignty, stewardship, sustainability.

## Map Activity: Sustainability and Sovereignty

- Say: Now we will be doing an activity to further explore these terms by using maps. We will be dividing you into groups, you will have four sources to look at and four questions plus a fill in the blank map to answer as a group. You will only have about 15 minutes to answer the questions, so try to stay on task.
- Students break up into groups of four. At separate tables, we place the following (one or two per table): One computer with map page open. One wall map. One pamphlet map. One mining pamphlet.
  - Group size depends on technology available
  - Online Map: <http://bryomapsite.com/>
  - Hand out map question sheet and Wisconsin Map fill in the blank sheet. Give students 20 minutes to answer questions. Go over questions very thoroughly, have students try to answer first, but include more expansive explanations. Provided on Map Answer Key
    - 5-10 minutes to go over answers

## Sustainability and environmental stewardship continued:

- Think back to that video clip we showed you. Does anyone remember how many generations the Bad River Ojibwe ‘look to the future’?
  - How does this relate to mining? Sustainability? Stewardship?
  - Hint: we are stewards. Looking ahead seven generations and trying to protect environmental resources to leave a beautiful earth.
  - Native Americans both remember the past, maintain traditions, and look to see how their actions will impact the future.
  - 5 - 10 minutes
- Say: to Finish up, we are going to show you a video clip of ricing. Rice is called “manoomin”. This shows the importance of tradition to Native Americans. This clip is an example of upkeeping traditions now and seven generations into the future:  
<http://theways.org/story/manoomin>
  - 5 minutes