

Middle School Lesson Plan

Lesson Title: Introduction to Tribal Sovereignty and Sustainability in Wisconsin

Grade / Subject: Middle School/ US History

Length: 50 minutes

Objectives:

- Define sovereignty and sustainability and how this relates to Native Americans in Wisconsin
- Understand concept of storytelling and oral traditions in Native American culture
- Name and locate the eleven federally recognized tribes in Wisconsin.
- Understand differences and individuality between Wisconsin tribes.

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

Materials:

- Video Clip from the Ways: <http://theways.org/story/manoomin>
 - Knowledge Check and Answer Key PDF
 - Map Questions and Answer Key PDF
 - Cultural Atlas PDF*
 - Wall Map PDF*
 - Two-three laptops / computers
 - Useful links:
 1. The Ways <http://theways.org>
 2. Bad River Capstone Map Website <http://bryomapsite.com/>
 3. Act 31 Resources: <http://dpi.wi.gov/amind/resources>
- *PDFs found under 'Maps' 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:

Knowledge Check Activity

- Say: This lesson is designed to provide you with a greater understanding of Wisconsin Federally Recognized Native American tribes. Now I am going 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.
 - Go over each answer afterwards, have students answer and give them hints in the right direction.
 - 5 minutes for quiz, 5 minutes for answers.

Oral Traditions:

- Say: Now I am going to show you a video clip of an Native Americans harvesting wild rice. Pay attention to the importance of tradition in the video.
 - <http://theways.org/story/manoomin>
 - 5 minutes
- Say: Native Americans value stories in their cultures. They remember the past, but also look to future generations. This is called Oral Traditions, meaning spoken traditions.
- Ask: How much do you [students] know about your past? Do you know the names, occupation, or number of siblings of your great grandparents? Do you know when your family came to the Americas? Why they came?
- Say: Many of us do not know very much about our ancestors, especially beyond our grandparents. Native Americans often, but not always, know much more about their past and how this shapes them. Stories connect us to places and make us who we are today.
- Ask: How does upkeeping traditions relate to the ideas of sustainability and stewardship? HINT: maintaining what we have, so that the future generations can continue traditions like ricing.
 - 5 minutes

Activity

- Using Cultural Atlas, share two locations and their stories with the students. Here are some good options:
 - Madeline Island
 - Copper Falls
 - Potato Falls
 - Lake Superior
- Say: We all have places like these that are important to us and we couldn't imagine living without. Give an example of place in Wisconsin that is special to you. Share a story about it.
 - 5 minutes

Activity: Places of the heart.

- Hand out blank notebook paper or have students get out their own. Ask students to pick two locations in Wisconsin that are special to them and then write their own three to five sentences stories /memories about these places. Have each student individually share one location and why they chose it.
- Say: These places are important to us, and we would do whatever we can to protect them. Native Americans in Wisconsin feel the same way. Passing on stories to others helps us remember why these places are important.
 - 10 minutes

Sustainability and Stewardship

- Ask: Definition of sustainability again.
- Say: Relate this definition to the students own personal stories. Why is it important to think about the past, future, and the places we love?
 - How do stories help us with sustainability?
 - Lake Superior significance
 - Watershed Values
- Say: For the Bad River Ojibwe and many Native Americans, sustainability is a lifestyle. They look seven generations to the future when making decisions and determining how their actions will impact seven generations ahead. Not only do they remember the past and traditions, but they also make sure that these traditions can be continued at least seven generations into the future.
 - 5 minutes

Activity:

- Break students up into groups of two to four. Create “stations” at tables for students to explore the online map, wall map PDFs, and Cultural Atlas PDFs. Have students answer Map Question worksheet provided. Once in groups, students should move around the room freely to look at resources and answer the questions.
- Tell students to pay close attention to tribal locations fill in the blanks because there will be an activity on this next.
 - 15 minutes looking for questions, 5 minutes going over answers.

Closing Activity (if time allows)

- Name locations of eleven tribes again
 - Put two blank maps on the front board of room, put students names in a hat, two students are called to go up front at random. the teacher randomly names a tribe. Students compete to put his/her finger on the correct location of that tribe. Depending on class setting, candy can be awarded.
 - 10-15 minutes (depending on number of students in the class)