

Undergraduate Lesson Plan

Lesson Title: Introduction to Tribal Sovereignty and Sustainability in Wisconsin

Grade / Subject: Undergraduate/ US History, Ethnic Studies, Education

Length: 50 minutes

Objectives:

- Understand the importance of Act 31. Both understanding its purpose and applying it to other situations.
- Define sustainability and sovereignty
- Know names and locations of eleven federally recognized tribes in Wisconsin

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:

- Pre-Class Readings:
 - a. The Walleye War by Larry Nesper
 - b. <http://www.mpm.edu/wirp/icw-110.html>
 - c. <http://www.mpm.edu/wirp/icw-23.html>.
- Video clips: <http://theways.org/story/manoomin> , www.WisconsinAct31.org , AND <https://www.youtube.com/watch?v=9hGAISQHu4w>
- Slideshow from:
<http://archive.marshfieldnewsherald.com/article/20110522/WOF16/105220716/Column-Photographer-recalls-drama-lakes>
- 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:
 - a. The Ways: <http://theways.org/#home>

*PDFs found under 'Maps' tab at <http://badrivermaps.nelson.wisc.edu/>

Assignment:

The class before, assign readings to students.

Suggested readings: The Walleye War by Larry Nespar (Chapter 5 for brief information), <http://www.mpm.edu/wirp/icw-1110.html>, <http://www.mpm.edu/wirp/icw-23.html>.

Procedure

Opening:

- Say: This lesson is designed to give you 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.

Activity: “Knowledge Check” worksheet

- Worksheet asks students to define key terms and answer questions about Wisconsin Native Americans.
 - 5 minutes for quiz, 5 minutes for answers
- Say: Now that you have some ideas of these terms, I am 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>
 - Say: What terms did you hear? Sovereignty, stewardship, sustainability.
 - 6 minutes

Part I: 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.
- Students break up into groups of four. At 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 ~15 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.
 - 20 minutes total
- Case study: Mining and the Bad River Ojibwe.
 - Say: The Bad River Ojibwe remember traditions and stories and use these today in their everyday lives and decision making process. Whenever members consider the seven generations after them they are showing attributes of environmental stewardship.
 - Ask: why are the Bad River Ojibwe impacted the most by mining?
 - Say: They are located in a watershed that receives water, sediments, and pollutants from all across Wisconsin. This then enters into Lake Superior. The state is connected, and there are wide impacts from the actions of everyone.
 - 5 minutes

Part II: Sovereignty

- Restate the definition of sovereignty again.
- Say: Native Americans have lived in Wisconsin since before colonization.
- Give out PDF wall maps of Wisconsin to students so that they can follow along and see locations and sizes of tribes and reservations in relation to the state of Wisconsin.
- Case study: Look to the North at the Ojibwe tribe on the maps at hand. Two treaties with the federal government in 1800s dramatically shrank the Ojibwe lands. However, these treaties left Native Americans with certain rights.
- Ask: Does anyone know what some current rights are for Native Americans in Wisconsin? What does it mean if rights are “inherent”?
- Say: Inherent rights are natural rights, that means that they cannot be taken away or changed by any US government or laws. The US government acknowledged in the treaties that the right to hunt, fish, and gather has always belonged to the Ojibwe prior to colonization, and it cannot be taken away by any laws.
- Ask: does anyone know what happened during the Walleye Wars?
- Say: the Walleye wars occurred because the federal government *reaffirmed* those inherent rights that Wisconsin Native Americans already had to hunt, fish, and gather within their ceded territory.

- Ask: Why did I say they reaffirmed the rights, rather than that they granted the rights? Answer: The rights were inherent, they were already there, and the government does not have the power to grant what was already there.
- Say: During the Walleye Wars, non-native community members in northern Wisconsin protested Ojibwe rights to spear-fish in ceded lands. The community members used violence racism in their actions towards Native Americans.
 - 10-15 minutes

Closing

- Show video from www.WisconsinAct31.org to explain why Act 31 is taught.
- Show photos from:
<http://archive.marshfieldnews herald.com/article/20110522/WOF16/105220716/Column-Photographer-recalls-drama-lakes>
 - Use to comprehend the amount of violence and prejudice rooted in the walleye war.
- Ask: How can we make sure events like the Walleye Wars do not happen again?
Hints: Education, acceptance, and understanding.
 - 5 minutes