Dear Educator:

The Wisconsin Historical Society, with assistance from the Department of Public Instruction's American Indian Studies Program, is pleased to present you with revised teaching materials for use with the 2nd edition of Patty Loew's seminal work, *Indian Nations of Wisconsin*. Designed for use in the secondary classroom, each chapter is presented through the lens of the *Understanding by Design* lesson plan framework. In addition, these lessons have been aligned with Wisconsin's Social Studies Standards (2018) and fit in well with the Common Core Reading Standards for Literacy in All Subjects.

With enduring understandings, essential questions, content questions, and suggested performance tasks, I hope you find these tools both informative and useful in your classroom.

Sincerely,

Kurt J. Griesemer
Manager of Education Initiatives
Wisconsin Historical Society

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1 Early History

Enduring Understanding

Tribal historians, academic historians, and archaeologists use evidence of the past, field research, oral histories and traditions, and scientific data to better understand early American Indian peoples and cultures.

Essential Questions

- How is oral history integral to the study of early Native cultures in what we know today as the state of Wisconsin?
- How do references to a "Great Flood" in oral histories serve to bind cultures to a time and place in Wisconsin's past?
- How do physical objects from the past enhance our understanding of early peoples and cultures?
- Why are effigy mounds considered a form of communication?

Content Questions

- How does oral history compare with the way families pass down stories or narratives?
- How did the emergence of complex agriculture change the American Indian way of life?
- How does the clan structure of the various tribes reinforce our understanding of early First Peoples' way of life?
- Why are the political and social organizations of early American Indian people and nations significant?

Educational Goal Assessment

The goal of this chapter is to show how tribal historians, academic historians, and archaeologists can use evidence of the past, field research, oral histories and traditions, and scientific data to come to a more complete understanding of early American Indian peoples and cultures.

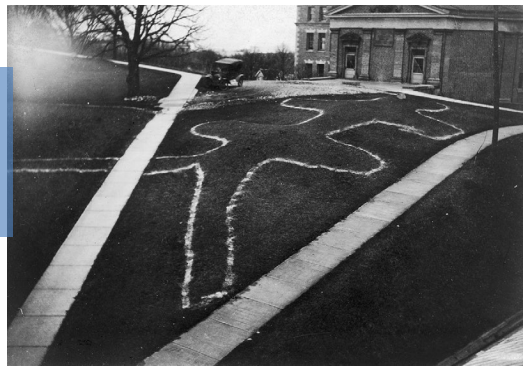
Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence from the book, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Create a K-W-L chart for yourself about your interest in studying American Indians. What do you know (K)? What do you want to know (W)? What did you learn (L)?

What questions come to mind when you look at an effigy mound?



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2 European Arrivals

Enduring Understanding

The arrival of European explorers, traders, and colonists in Wisconsin created significant turning points for American Indian peoples and nations. In addition to cultural exchanges of customs, religion, language, and intermarriage, European trade goods such as alcohol, cloth, firearms, and metal utensils fostered increased dependency on the fur trade as the Native people and nations depleted their lands of the very resources needed to survive.

Essential Questions

- What were the various reactions and interactions of American Indian people and nations of Wisconsin to the arrival of Europeans? How did this set the stage for future relations?
- What were the ramifications of increased dependency on European trade goods for Native American people and nations?
- How did interaction and assimilation of European values change the role of Native women in their societies, and how did that impact Native cultures?
- How was European treatment of the American Indian people and nations similar or dissimilar to other colonization efforts around the world?

Content Questions

- Compare and contrast the relationships Native people and nations had with the French, the British, and later on with the United States.
- "[Jean] Nicolet's 'thunder sticks' were, of course, firearms, and their introduction into Native culture would forever change the Native people and nations." Do you agree with this statement? Why or why not?
- What was the root cause of French resettlement policy, and why did the policy fail?
- What were the causes of Pontiac's Rebellion, and how did it change British behavior toward Native American people and nations?

Educational Goal Assessment

The goal of this chapter is to show how the arrival of Europeans and their participation in the fur trade created a time of significant change for the American Indian people and nations of Wisconsin. Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Prepare a "Before" and "After" chart about contact between the American Indian people and nations and the various European nations. Cite evidence using selections from the text.

What European imports had the biggest impact on American Indians? Religion? Weapons? Household goods? Diseases? Political structures? Societal values? Why?

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3 The Menominee

WISCONSIN HISTORICAL SOCIETY

Enduring Understanding

The struggle to preserve their values, identity, resources, and land shaped the Menominee Nation as it resisted termination and assimilation by various European nations and the United States (US) government.

Essential Questions

- How are the identity and traditions of the Menominee rooted to the land and natural resources?
- How do cultural and language differences lead to treaty misunderstandings both with other American Indian nations and with the US government?
- Why did the US government pursue aggressive policies of assimilation with the Native people and nations of Wisconsin?
- What are the lasting effects of termination policy for the Menominee people and nation?

Content Questions

Statement: "In fact the loss of traditional lands, food sources and water resources was usually fatal, particularly to communities already weakened by disease. Additionally, Indigenous Australian groups had a deep spiritual and cultural connection to the land, so that in being forced to move away from traditional areas, cultural and spiritual practices necessary to the cohesion and well-being of the group could not be maintained."[1]

- What similarities, if any, to US colonization do you see in this description?
- Discuss the supposed benefits of termination policy and contrast those with the negative effects.
- How is sustainable forestry an outgrowth of traditional Menominee values and customs?
- Explain how traditional Menominee values such as "traditional ecological knowledge" are being applied to modern-day issues or concerns.

Educational Goal Assessment

The goal of this chapter is to show how the Menominee Nation used its cultural, religious, and traditional beliefs to withstand assimilation, reorganization, and termination to create a thriving community and industry in Wisconsin.

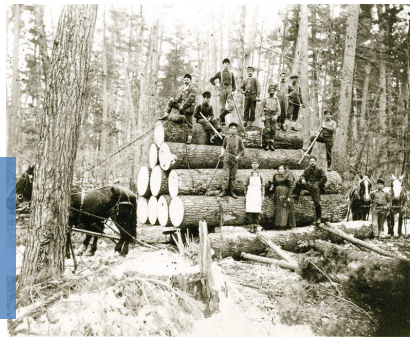
Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Write a formal letter or short essay from the point of view of the Menominee, white settlers, or the US government agents charged with treaty-making, describing your take on the events in this chapter.

What lasting impact has sustainable forestry had on the Menominee Nation and the world?



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4 The Ho-Chunk

WISCONSIN HISTORICAL SOCIETY

Enduring Understanding

Despite the near total loss of their ancestral homelands, the Ho-Chunk Nation succeeded in maintaining their culture, traditions, and language while rebuilding their land base and establishing a thriving business community.

Essential Questions

- What lessons can be drawn by comparing the removal history of the Ho-Chunk with the non-removal of the Menominee?
- How were Indian boarding schools such as the one in Tomah emblematic of US policy toward Native American people?
- How is the loss of their ancestral homeland reflected in the difficulties faced by the Ho-Chunk today?
- How is the history of the Ho-Chunk part of a widespread pan-Indian experience?

Content Questions

- How does Ho-Chunk history compare with other Wisconsin American Indian nations?
- What was "Indian removal" policy and why was it instituted?
- How did Indian boarding schools play a part in assimilation of the Native American people and nations?
- How have the Ho-Chunk provided services to their people across all their land holdings in Wisconsin and outside the state, such as Chicago?

Educational Goal Assessment

The goal of this chapter is to show how the Ho-Chunk people maintained their cultural identity despite losing nearly all of their ancestral homelands.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Develop a rational argument against the "Indian removal" policy, citing examples from the chapter. Present your argument as a speech, editorial, or persuasive essay.

What words come to mind when you think of Indian boarding schools? Were the gains made in learning English and Western culture worth the loss of Native culture and liberty?

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5 The Ojibwe

WISCONSIN HISTORICAL SOCIETY

Enduring Understanding

The people of the Ojibwe nations (this includes the following bands or nations: Bad River; Lac Courte Oreilles; Lac du Flambeau; Red Cliff; Mole Lake (Sokaogon), and St. Croix) maintained their distinct cultural identities despite the impact of deceptive treaty practices and assimilation policies pursued by the US government.

Essential Questions

- What generalizations can be drawn about European contact with American Indians, and how does the Ojibwe experience reflect and differ from those generalizations?
- Was "Indian removal" policy the inevitable resolution to what the US government referred to as the "Indian problem"?
- How did US policy toward Native nations change over the years?
- How did treaty language and its interpretation reflect the cultural values of the Ojibwe?

Content Questions

- What differences in tribal history can you note among the six Ojibwe bands or nations?
- Describe how the French, British, and US governments treated the Ojibwe nations.
- How else could US leaders and officials have dealt with American Indian people and nations rather than through removal and assimilation policies?
- Was reorganization an effective redress of wrongs done during the allotment and termination periods? Why or why not?

Educational Goal Assessment

The goal of this chapter is to illustrate the experiences of the Ojibwe people as control passed from the French to the British and ultimately to the US government.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Pick a board game to play. Role-play a scenario where only one side understands the rules of the game and what is needed to win. Create a brief presentation on how this is representative of treaty negotiations.

How would you interpret this picture of two Ojibwe men shaking hands? What does it represent? Why was it taken?

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6 The Potawatomi

Enduring Understanding

Though historically connected to the Ojibwe and Ottawa nations (together the three are known as "Three Fires") the people of the Potawatomi nation forged their own identity, carrying forward their traditional role as "Keepers of the Fire."

Essential Questions

- How did European nations exploit the "intense intertribal warfare" being waged by various American Indian people and nations, including the Potawatomi?
- How did the fur trade system at first work to the advantage of the Potawatomi and other tribal nations, and what about it was systemically destructive to their way of life?
- What circumstances surrounding the Potawatomi and other Native nations in the early nineteenth century created a void easily filled by powerful religious leaders?
- What essential aspects of traditional Potawatomi culture are reflected in their ongoing self-sufficiency, stewardship of the environment, and caring for their non-tribal neighbors?

Content Questions

- How did the French, British, and US governments treat the Potawatomi?
- Analyze the decision to keep Potawatomi lands in trust through the allotment period and evaluate why this left the Potowatomi in a better position to move forward after Indian Reorganization Act of 1934.
- Describe how the War of 1812 was a turning point for the Potawatomi, British, and United States.
- Juxtapose the present-day success of the Potawatomi with their past and draw conclusions based on evidence on the current status of the nation.

Educational Goal Assessment

The goal of this chapter is to show how Potawatomi resilience and accommodation sustained the nation from its time as landless to the thriving people of today.

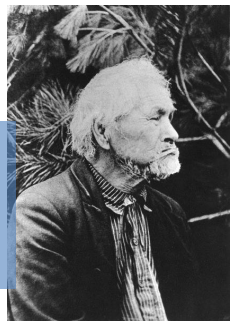
Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Create a set of interview questions for a Potawatomi elder regarding culture, languages, and customs. What would you want to know? What defines a culture?

Look at the images to the right. Which of these men was a chief of the Potawatomi? Both! How do stereotypes play into our perceptions of people's status?



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7 The Oneida

WISCONSIN HISTORICAL SOCIETY

Enduring Understanding

Once considered landless refugees on the territories of Menominee and Ho-Chunk, the Oneida Nation has become a thriving, vibrant community forging its own path among the other American Indian nations of Wisconsin.

Essential Questions

- How has Christianity played an integral role in the development of Oneida culture?
- How do local, county, state, tribal, and federal governments share rights and responsibilities?
- Were the actions of Eleazar Williams good or bad for the Oneida or a mix of both? Why?
- How are the disparate geographical locations of the Oneida bands in Wisconsin and New York both a strength and a weakness for the nation?

Content Questions

- Discuss the validity of this statement using evidence from the text to support your argument: "The Five Nations were skilled in the art of economic diplomacy."
- Describe how the American Revolution was a turning point for the Six Nations Confederacy.
- How did the Haudenosaunee's ability to manipulate the French and British to their advantage speak to the benefits of active involvement in diplomacy compared to passive involvement?
- What does Oneida membership in the Five Nations Confederacy tell you about their political experiences and systems?

Educational Goal Assessment

The goal of this chapter is to show how the Oneida Indians became an integral part of the cultural landscape of Indian nations in Wisconsin.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Using evidence from the book, write an essay from the point of view of either the Menominee or the Oneida regarding the Treaty of 1821 land redistribution.

How have the Oneida taken charge of their heritage? What role does education play in maintaining culture and identity?

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8 Stockbridge-Munsee (Mohican)

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Enduring Understanding

Pushed from their homelands in the east, the people of the Stockbridge-Munsee (Mohican) nation maintained their identity in the face of warfare, disease, and federal policies aimed at assimilation and cultural extinction.

Essential Questions

- How was the Mohican experience with European nations and the fur trade different from the experiences of other American Indian nations? What was similar?
- What common themes can you find regarding federal Indian policy up through 1934, regardless of the American Indian nation?
- How might the assimilation of certain aspects of European cultures account for the current economic and social success the nation is experiencing?

Content Questions

- Compare and contrast Dutch interactions with the Mohicans to other Native nations they encountered.
- What were the good and bad effects of Indian boarding schools on Mohican children?
- Imagine that you are in charge of finding room for both European settlers and the Mohicans in Wisconsin. Is it possible to create a solution that allows both sides the right to live where and how they want to?
- What difficulties did the Stockbridge-Munsee face in coming to Wisconsin?

Educational Goal Assessment

The goal of this chapter is to tell the history of the Mohican people and of the bonding together of the Stockbridge-Munsee community. Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Create a symbol that reflects your own ancestors' journey, just as the *Many Trails* image symbolizes the Mohicans'.

Like many American Indians, the Stockbridge-Munsee people have a long and proud tradition of serving in the US military. Why might some people find their dedication and service to the United States ironic?

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9 The Brothertown

Enduring Understanding

Forced to relinquish their identity as people in order to become citizens of the United States, the Brothertown Indian Nation reaffirmed their tribal identity while continuing to make the case for restoration of their sovereign rights.

Essential Questions

- How are the issues of sovereignty and self-determination related?
- Did the Brothertown decision of 1839 reflect Seventh Generation thinking on the part of the nation? Why or why not?
- How is the relationship between the Oneida and the Brothertown nations representative of intertribal relations in general?
- How is the process for present-day federal or state recognition similar to treaty negotiations of the past?

Content Questions

- Compare and contrast the Brothertown nation's choice to become US citizens with the Menominee termination period.
- What distinguishes the Brothertown historically from other American Indian nations of Wisconsin? Why have these differences been significant in determining their federal status?
- Imagine your reaction if someone in power forced you to relinquish your culture, identity, or heritage. What does it mean to lose something so essential to who you are?
- What are the strongest reasons for restoring federal recognition of tribal sovereignty to the Brothertown?

Educational Goal Assessment

The goal of this chapter is to describe the struggles of the Brothertown Indian Nation, from its beginnings as an amalgam of various eastern tribal nations united by Christianity to its striving for federal recognition of its sovereignty.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Using evidence presented in the text, write a persuasive essay for or against restoring the sovereign rights of the Brothertown Indian Nation.

Although terminated as an Indian nation in 1839, the Brothertown have maintained a continuous presence in Wisconsin through activities such as an annual homecoming. How could this photo from 1917 help their efforts to reclaim their sovereignty?

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10 Urban Indians

WISCONSIN HISTORICAL SOCIETY

Enduring Understanding

Migrating and relocating from Indian reservations or tribal lands in search of better economic opportunities, urban American Indians maintain strong connections to their culture through educational, religious, and social service networks focused on sustaining a strong pan-Indian community.

Essential Questions

- In what ways do urban American Indians reflect a growing pan-Indian experience?
- How have cultural identity and religion remained cornerstones of Native American communities over time?
- What environmental or historical factors play a role in health today of American Indian people?
- How does the migration or relocation of Native Americans to urban centers compare to other historic immigration patterns?

Content Questions

- Describe the support networks available to urban American Indian people and communities.
- Compare and contrast the lives of urban American Indians with those who stay on the Indian reservations or tribal lands.
- What are some of the difficulties faced by the Native nations of Wisconsin in providing services to their members who live in urban communities?
- How do festivals help Native people in urban communities maintain identity and visibility? How do these festivals help overcome social barriers, and what roles do they play in these communities?

Educational Goal Assessment

The goal of this chapter is to illuminate both the lives of the tribal members or descendants who have migrated or relocated to urban centers as well as the support networks that have grown around them.

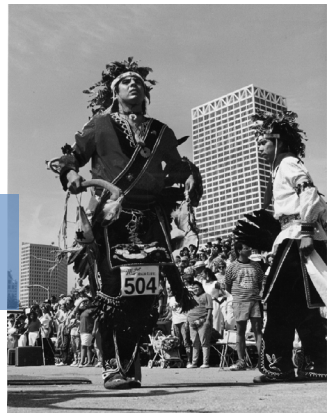
Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Make a chart, diagram, or graphic organizer of your personal support networks. Put yourself in the center of the paper and draw connections to all the people and institutions that are part of you and your family's lives.

How do urban Indians maintain their strong bonds with cultural traditions of the past?



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Beyond

Enduring Understanding

Though significantly stronger economically and culturally than in the past, the American Indian nations of Wisconsin face many challenges as they strive to maintain their identity and stewardship of the land.

Essential Questions

- How are American Indian nations tied to the stereotypes, myths, or biases from the past?
- How has Indian gaming created both opportunities and challenges for those Native nations of Wisconsin that have these enterprises?
- What are some issues with placing land in trust? How could they be resolved?
- How does Seventh Generation thinking infuse all of American Indian culture from stewardship to spirituality and beyond?

Content Questions

- Describe the economic and social issues faced by Native nations.
- How has the return of urban Native members to reservations or tribal lands been both beneficial and challenging?
- What stereotypes have developed from the success of tribal gaming, and how are these harmful to Native Americans?
- Why is stewardship of the land such an integral part of American Indian culture?

Educational Goal Assessment

The goal of this chapter is to describe the current issues being faced by the American Indian nations of Wisconsin as they continue to assert their rights as sovereign "domestic dependent" nations. Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Take a position (in writing) for or against a Seventh Generation amendment to the US Constitution. Be sure to cite sources supporting your opinion.

American Indian Nations of Wisconsin

BAD RIVER BAND OF LAKE SUPERIOR CHIPPEWA

BROTHERTOWN NATION* (not federally/state recognized)

FOREST COUNTY POTAWATOMI

HO-CHUNK NATION

LAC COURTE OREILLES BAND OF LAKE SUPERIOR CHIPPEWA

LAC DU FLAMBEAU BAND OF LAKE SUPERIOR CHIPPEWA

MENOMINEE INDIAN TRIBE OF WISCONSIN

ONEIDA NATION

RED CLIFF BAND OF LAKE SUPERIOR CHIPPEWA

SOKAOGON CHIPPEWA COMMUNITY

ST. CROIX CHIPPEWA INDIANS OF WISCONSIN

STOCKBRIDGE-MUNSEE COMMUNITY BAND OF MOHICAN INDIANS

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Suggested Social Studies Standards (6-8; 9-12) for use with *Indian Nations of Wisconsin* by Patty Loew

WISCONSIN HISTORICAL SOCIETY

For a complete list of Reading Standards for Literacy in All Subjects, please see pages 123–126 of the *Common Core State Standards for Literacy in All Subjects*.

Inquiry
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

Behavioral Sciences
Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

Economics
Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

Geography
Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

History
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

Political Science
Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

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