

WE ARE THE PEOPLE

of Lac du Flambeau



Teacher Notes	1
Vocabulary	3
I. Enduring Knowledge.....	4
II. Prior Knowledge.....	5
III. Teaching with Video	6
IV. Assessment	7

Teaching the Curriculum

The curriculum is set up to be used with the DVDs, and it contains suggestions on how to develop lesson plans to go with the DVDs. The other materials supplied are maps, pictures, tribal symbols, and contact information for the tribes. Each lesson plan has learning targets, questions on prior knowledge, an introduction to main ideas and vocabulary, viewing guides, historical information, a discussion on the current goals of tribes, and assessment suggestions.

The DVD ***Native American Tribes of Wisconsin*** summarizes the big ideas found in the individual DVDs for each tribe currently living in Wisconsin. DVDs about individual tribes can be used to enrich the curriculum; teachers can, for example, use techniques such as Jigsawing to help students share information presented on DVDs about the individual tribes.

As background, it is important that teachers:

- 1) Identify which Wisconsin American Indian tribes and bands are indigenous to Wisconsin and which migrated here after Europeans began colonizing eastern America. See the list below for details.
- 2) Understand that the words *Chippewa*, *Ojibwe*, *Ojibwa* and *Ojibway* are essentially interchangeable. *Chippewa* is used more commonly in the United States, and the others are used more commonly in Canada. The Wisconsin Department of Public Instruction American Indian Studies Program reports that most bands in Wisconsin use *Chippewa* in legal documents and *Ojibwe* in more common use. This curriculum will, as a rule, use *Ojibwe* with the understanding that alternative spellings occur and are acceptable.
- 3) Convey the difference between *Nations*, *Tribes*, *Bands* and *Clans*. A *nation* and a *tribe* are on the same level, but a *band* is a subgroup of a *nation* or a *tribe*, and a *clan* is comparable to a family name.
- 4) Note that the formal, federally recognized name of a tribe or band can differ from the preferred usage. For example: Oneida Tribe of Indians of Wisconsin is the federally recognized name of a Wisconsin American Indian tribe that prefers to be known as The Oneida Nation. Therefore, the following list includes the preferred-use names of the 11 Native American groups living in Wisconsin.

The Lake Superior Ojibwe tribe is represented in Wisconsin by six discrete bands:

St. Croix Chippewa Indians of Wisconsin

Lac Courte Oreilles Band of Lake Superior Ojibwe

Lac du Flambeau Band of Lake Superior Chippewa

Sokaogon Chippewa Band of Lake Superior Chippewa

Bad River Band of Lake Superior Chippewa

Red Cliff Band of Lake Superior Chippewa

The Ojibwe tribe first lived in the eastern areas of North America. In the 1600s, pressure from European settlers caused the Ojibwe people to begin a great migration westward to find new land. They were part of a confederacy called the Three Fires Confederacy, which was comprised of the Ojibwe tribe, the Potawatomi tribe, and the Ottawa tribe. The Ojibwe settled along the shores of Lake Superior, the Potawatomi along the western shore of Lake Michigan, and the Ottawa in what is now Michigan.

The Menominee Nation: For thousands of years, the Menominee tribe lived throughout the region that is now Wisconsin. Over time they were forced to cede more and more of their land until all that was left was the small reservation where they live today. In 1954, the tribe was “terminated,” which meant it was dissolved; the reservation then became a county. In 1973, the tribe was “restored” and today is well known for its successful and sustainable forestry practices.

The Ho-Chunk Nation: This tribe was formerly known as the Winnebago and was indigenous to parts of what is now Illinois, Iowa, South Dakota and Wisconsin. The tribe was not recognized by the government until 1963. The people were not given a reservation because the government had wanted them to move to Nebraska under the Indian Removal Act of 1830. In 1994 they changed their name to Ho-Chunk, which means “Big Voice,” because they had successfully retained their right to live as a tribe in Wisconsin.

The Forest County Potawatomi: This group migrated with the Ojibwe and Ottawa in the late 16th and early 17th centuries. The Forest County Potawatomi tribe was ultimately forced to buy land in Forest County.

The Oneida Nation: This tribe is part of the Iroquois Confederacy and moved from New York in 1800. Their leaders were coerced into making the move by a missionary, who tricked them into giving up their land and moving to an area of Wisconsin that was not considered useful to the Europeans for farming.

Stockbridge-Munsee Community: This tribe, also known as the Stockbridge-Munsee Community Band of Mohican Indians, moved to Wisconsin from New York. Their lives were affected by Europeans early in the history of the colonization of North America and they were moved first to Stockbridge, Massachusetts, and then they were moved to Indiana. They were eventually invited by other tribes in Wisconsin to move here.

Vocabulary:

A list of some key vocabulary words are suggested for a word bank. You may wish to add to these words as your unit progresses.

- **Anishinaabe:** Native word meaning “original or first man.”
- **Assimilation:** the process whereby the culture of one population is absorbed into that of another population.
- **Band:** one of the groups that comprise a tribe; the Bad River Band of Lake Superior Chippewa, for example.
- **Boundaries:** recognized lines that divide one area of land from another.
- **Clan:** similar to an extended family; historically known by a symbol, such as The Turtle Clan, and is now identified by family surname or family relationship.
- **Culture:** shared beliefs and values of a group; the beliefs, customs, practices and social behavior of a particular nation or people.
- **Eminent domain:** the right of the government to take private property for public use by virtue of the superior domination of the state over all lands within its jurisdiction.
- **Indigenous:** the original people; the first people to live in a particular place.
- **Migration:** a movement from one place to another; the process of moving from one region of country to another.
- **Odanah:** Ojibwe word for a *village*.
- **Private Property:** the idea that a person can legally own a particular, defined plot of land. (*American Indian culture did not include this concept; it was believed the land belonged to everyone and could not be owned, just as air that was breathed by all could not be owned by an individual. The European settlers’ claim of land ownership clashed with Native American beliefs about ownership.*)
- **Seventh Generation:** concerns the effect of individual or group actions on the environment; means that actions should be intended to keep the environment healthy for seven generations into the future.
- **Sovereign:** independent self-government; not ruled by any other state.
- **Sustainable:** a method of harvesting or using a resource so that the resource is not depleted or permanently damaged.
- **Treaty:** an agreement between states, such as a formal contract or agreement negotiated between countries, sovereign nations, or other political entities.
- **Tribe:** a society whose members have ancestry, customs, beliefs and leadership in common. Also called a *Nation*.

I. Enduring Knowledge:

In order to live as fully educated citizens in a democratic nation that is increasingly diverse, students will understand the history of the United States, beginning with the country's indigenous peoples and their stories, and including government actions that have hurt or helped Native Americans. Students will also learn about the lives of contemporary Native Americans in Wisconsin in order to overcome any persistent stereotyping.

Learning Targets:

- Students should be able to identify on a map of Wisconsin the names and locations of the Lac du Flambeau Band of Lake Superior Chippewa.
- Students should know that the Lac du Flambeau Band is a sovereign nation and has the self-government rights of a nation.
- Students should be aware of the lives of members of today's Lac du Flambeau Band and their goals for the future.

II. Prior Knowledge:

Discuss the Lac du Flambeau Band area in northern Wisconsin. Ask students if they have ever traveled to this area. What makes this area different from our own area? Are the towns farther apart, or are there more lakes or rivers? Are there any other differences compared to our area? (Students may come up with Native American names; note that many Wisconsin towns are named for Native American tribes, cultures, activities or descriptions.)

If students are from this area of Wisconsin you may want to discuss some personal interaction the students have had with the Lac du Flambeau Band. Explore their understanding of the Band's organization or its members' lives. Or make a list of questions the students have about the Lac du Flambeau Band.

Introduction to Main Ideas, Vocabulary, and Role-Playing Assessment:

Depending on the background information of the students, teachers may need to discuss what defines a nation and explain that nations of Native Americans live in Wisconsin. Teachers may need to present the organization of the Native American community, tribes, bands, and clans. Include the Learning Targets listed previously. It will be necessary to locate the Lac du Flambeau Band water areas and forests on a map. Vocabulary for this particular band should be in place from vocabulary list supplied.

There is so much important information in these sections that it may be worthwhile to have a class assessment after each section. Many classrooms have the technology to place pictures from the video, or from a picture supplied in this packet, on a screen or Promethean board. Classroom discussions and role playing are good ways to assess.

Role Play: A student steps in front of a picture and pretends he or she is one of the people in the picture. The class then asks questions of the student. At first students may ask basic questions, but if teachers allow for more time a great discussion can be developed.

Map:

Have students locate the Lac du Flambeau reservation, in northern Wisconsin, on a Wisconsin map.

III. Teaching with Video:

This video presents a Band of Ojibwe Native Americans who live in northern Wisconsin and are called the Lac du Flambeau Band of Lake Superior Chippewa. The Band migrated to its present-day location more than 250 years ago. As students look at this group of Native Americans' lives they will discover many important facts about these people. They will also learn about plans of the Band for future generations of Lac du Flambeau Band children.

The teacher should have students look for the following key points to create class discussion. (A graphic organizer is attached to help with taking notes.)

History:

- More than 250 years ago, the Lac du Flambeau people migrated to an area just south of Lake Superior in what is now the state of Wisconsin.
- The treaty of 1854 created the Lac du Flambeau reservation.
- The name of the Lac du Flambeau Band came from the early French settlers who saw Native Americans fishing at night by using torches attached to their canoes for light. Thus, Lac du Flambeau means Lake of Torches – a place where members of the Lac du Flambeau Band speared fish by torchlight.

Treaties and Boarding Schools:

- The Ojibwe Nation's resources, including those of the Lac du Flambeau Band, were destroyed, compromised or taken away by treaties the Nation made with the U.S. government.
- Boarding schools were places where Native American children were sent in order to remove them from the American Indian language, change their belief system, and destroy the Native American culture. The children at these boarding schools were severely punished as they were forced into European American ways. It was at the boarding schools that Native American beliefs and language were almost lost.

IV. Assessment:

Teachers may use vocabulary and classroom discussions to assess students' understanding of the material. Teachers may also assess in the following ways:

- Using students' work on the graphic organizer.
- Conducting discussions using the graphic organizer.
- Having students write a personal narrative explaining their growth as learners after viewing the video. Some possible questions to be asked include:
 - 1) What have you learned about the Band that has given you a better understanding of past and current lives of the Lac du Flambeau people?
 - 2) What did you learn about how natural resources can help renew our world?
 - 3) After viewing the boarding school portion of the video, what are your feelings about this time in our country's history? How will the knowledge of this past behavior help change respect for members of the Lac du Flambeau band today?
 - 4) How will learning what the people of the Lac du Flambeau Band feel about their future help you examine your own feelings for your future?
 - 5) What do you understand about the powwow and what else would you like to know?

The Native American Educational Series is a high-quality education resource designed to increase awareness and understanding of the cultural heritage, customs, and future of the Native American tribes of Wisconsin. This valuable collection of video programs, complete with curricula designed by expert education consultants, highlights American Indian heritage and history, interprets tribal traditions and customs, and examines the future of America's indigenous people through their respect for land and nature.

The Native American Education Series is produced through a unique partnership of the U.S. Bureau of Indian Affairs, the Great Lakes Intertribal Council, Discover Mediaworks, Native American Tourism of Wisconsin, the Wisconsin Education Association Council, Wisconsin Counties Association, and participating tribal governments.