

WE ARE THE PEOPLE

of Lac du Flambeau



| | |
|---|---|
| Teacher Notes | 1 |
| Vocabulary | 4 |
| I. Enduring Knowledge..... | 6 |
| II. Learning Targets | 6 |
| III. Prior Knowledge..... | 7 |
| IV. Introduction to Main Ideas..... | 7 |
| V. Viewing Guide | 8 |
| VI. Discussion Points | 9 |
| VII. Evaluation And Extended Knowledge..... | 9 |

*Indicates Teacher Support Materials provided. / Vocabulary words are indicated in **bold print**.

Teaching the Curriculum

This information provides an overview of the general material found in The Native American Educational Series. The DVD *Native American Tribes of Wisconsin* summarizes the broad ideas found in the individual DVDs for each tribe currently living in Wisconsin. It is important for students to understand the idea of **indigenous** and Native people. Native Americans call themselves the Anishinaabe, which means the “original or first people,” because they were living here long before the Europeans came to America. All Native Americans are indigenous to the North American continent. Certain groups are indigenous to Wisconsin, meaning as a group they have lived here as long as humans have existed in this particular place. They came to be called “Indians” because the Europeans thought they had come to India.

Depending on the time available to teach Native American History as required by Wisconsin Statute, teachers could use the overview DVD *Native American Tribes of Wisconsin* and build on that using the Teacher Notes provided here. For a more thorough study and understanding, DVDs and curricula related to each of the individual tribes or bands are available and could be assigned to small groups for projects and class presentations. Teachers can use techniques such as Jigsawing to help students share information presented on the DVDs about the individual tribes. Teachers could also select one or two of the tribes or bands found in the area in which the school is located for more intensive study.

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.

Introduction to the Eleven Tribes

This material will assist the teacher in using the maps for students to locate the various reservations, as well as in identifying the tribes **indigenous** to Wisconsin in contrast to those who **migrated** here before the Europeans arrived in the Midwest. Students may also want to draw maps showing the migrations, or draw the Wisconsin maps from contrasting historical periods such as 1000 B.C., 1500, 1700, 1900, and so on.

The 11 Native American groups living in Wisconsin are:

The Lake Superior Ojibwe (also called Chippewa) **tribe** is represented in Wisconsin by six discrete **bands**, the members of which now live on separate reservations:

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 originally lived in the eastern areas of North America. In the 1600s they began a great **migration** westward to find new land because of the pressure from European settlers arriving on the East Coast. They were part of a **confederacy**, called the Three Fires Confederacy, made up of the Ojibwe, the Potawatomi, and the Ottawa. The Ojibwe settled along the shores of Lake Superior, the Potawatomi along the western shore of Lake Michigan, and the Ottawa settled in what is now Michigan. The first interaction with Europeans occurred in the 1630s, when French fur traders arrived.

The Menominee Nation:

The Menominee lived in all but a small northern strip of what is now called Wisconsin for thousands of years. Over time they were forced to cede more and more of their land until their land was reduced to the small reservation they now live on. At one time in their history they were “terminated” (1954), which meant the tribe was dissolved and the reservation became a county. In 1973 the tribe was “restored.” This tribe is very well known for its highly successful **sustainable** forestry.

The Ho-Chunk Nation:

This tribe is **indigenous** to parts of what is now Illinois, Iowa, South Dakota and Wisconsin. The tribe was not recognized by the government until 1963, and the people were not given a reservation because the government had wanted them to move to Nebraska under the Indian Removal Act (1830). In 1994 they changed their name to Ho-Chunk, which means “Big Voice,” partly because, by speaking out, they had

The Forest County Potawatomi:

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

The Oneida Nation:

This tribe is part of the Iroquois Confederacy and moved from New York in 1800. They were influenced to make this move by a missionary who tricked them into giving up their land and moving to an area of Wisconsin that was considered not 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 to Indiana. They were eventually invited by other tribes in Wisconsin to move here.

Vocabulary

This is a suggested list of terms that will be helpful for students to understand before they undertake their study of Native American Tribes of Wisconsin.

- **Anishinaabe:** means “original or first people” in Native language.
- **Assimilation:** the process whereby the culture of one population is absorbed into that of another population.
- **Band:** the groups that comprise a tribe. E.g. St. Croix and Bad River are bands of the Ojibwa Tribe.
- **Clan:** similar to an extended family. Used to be known by a symbol (for example, the Turtle Clan) and now usually identified by family surname or family relationship.
- **Confederacy:** a league or compact for mutual support or common action, such as the Iroquois Confederacy and the Algonquin Confederacy. Historians believe this form of organization of independent tribes provided the framework for setting up the federal relationship between the state and federal governments in the United States.
- **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 or first people living in a particular place.
- **Migration:** in human terms, the movement from one place to another of large groups of people seeking to live permanently in the new place.
- **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.*)
- **Regalia:** decoration or insignia indicative of office or membership. Also, special dress, as in “dancing regalia,” not considered a costume.
- **Seventh Generation:** a way of thinking about an individual or group’s impact on the environment that says one should make sure that the environment is still healthy and in place seven generations into the future.
- **Sovereign nation:** an independent and autonomous state.
- **Sustainable:** a method of harvesting or using a resource so that the resource is not depleted or permanently damaged.
- **Treaty:** a legally binding agreement made by negotiation between two autonomous parties.
- **Tribe:** a social group comprising numerous bands, clans, and families. Sometimes referred to as a Nation.
- **Wigwam:** the traditional house of the indigenous people of Wisconsin. It is a dome-shaped house made of a wooden frame and covered with natural materials, such as bark and animal skins. Differs from the teepee (tipi) usually associated with the Plains American Indians.

Federal and State Actions Relevant to Native American Tribes/Bands in Wisconsin

- **1830s, 1840s, 1850s:** Major treaties, such as the Treaty of LaPointe, were signed with different groups ceding land.
- **1830-1854 (Indian Removal Act):** Act intended to move westward all American Indians living in the eastern part of the United States so that they would be away from the areas claimed by Europeans. Depending on the tribe and its location in the United States, these removals exacted a huge toll on the tribes. (See *Trail of Tears* for a national example or *Sandy Lake Tragedy* for an example in Wisconsin.)
- **1819 Civilization Act:** This act led to the creation of Indian Boarding Schools, intended to forcibly assimilate Native American children into dominant European culture. Children were taken from their families and forbidden to speak their languages, practice their religions, or retain their cultures. The legislation encouraged activities of “benevolent societies,” usually churches, to provide education for Native Americans. These groups were given annuities to gather the children, both voluntarily and forcibly. In 1924 the Bureau of Indian Affairs, under the jurisdiction of the War Department, was created to administer the annuities. The process of forced assimilation through boarding schools continued into the 20th century. In 1928 a research group commissioned by the Rockefeller Foundation (*The Meriam Report*) studied the conditions of life on the reservations, and ultimately led to the closing of the boarding schools.
- **1934 Indian Reorganization Act:** Created reservations.
- **1887, 1891, 1906 Dawes Act:** Sometimes referred to as the Allotment Act, these acts were attempts to convert reservations to private property by allotting each family a privately owned plot. Because these private properties were now subject to taxation, many native people could not stay on the land and were forced to sell, or were evicted for back taxes.
- **1954 Indian Termination Act:** Intended to dissolve reservations and force Native communities to live under the jurisdiction of the state governments, usually as counties.
- **1973 Restoration Act:** Restored reservation lands to federally recognized tribes and bands. Established local tribal governing bodies.
- **1975 Spear Fishing Agreement:** The courts ruled that the fishing, hunting, and gathering rights of the reservations that had been agreed to in the original treaties were legally binding.

Some good resources are found on the DPI website:

<http://www.dpi.wi.gov/amind/doc/instr-resources.doc>—a list of teaching resources

<http://www.dpi.wi.gov/amind/pdf/weblinks.pdf>—links to each of the tribes/bands

<http://www.dpi.wi.gov/amind/pdf/aipacket/pdf>—DPI teaching guide

<http://www.dpi.wi.gov/amind/aisb.b.html>—an extensive bibliography

See also: <http://www.Act31resources.com>

I. ENDURING KNOWLEDGE:

In order to live as fully educated citizens in an increasingly diverse, democratic nation, students will understand the historical development of the United States **beginning with the indigenous peoples and their stories**. This includes government actions that have both hurt and helped Native Americans. The students will also have a clear understanding of the contemporary lives of Native Americans in Wisconsin in order to overcome any persistent stereotyping.

II. LEARNING TARGETS:

- Students should know where the Lac du Flambeau reservation is located, how it came to be in that particular location, and the general history of this Band.
- Students should know the particular historical challenges the Lac du Flambeau Band faced over time as the Europeans moved into Wisconsin, including the purchase of prime land originally in the reservation during a time when the Band was disorganized.
- Students should know what the Lac du Flambeau Band is currently doing to develop its reservation and also to preserve its heritage.
- Students should have an appreciation for the injustices endured by the Lac du Flambeau Band, and should recognize the ongoing stereotypes and prejudices faced by contemporary American Indians.
- Students should understand the importance of language to the transmission of culture, and how the Indian Boarding Schools' attempts to force **assimilation** on the Lac du Flambeau Band nearly destroyed its culture. They should also understand what the Band is doing to retain its culture, while simultaneously living and thriving in the 21st century.
- Students should understand what the term **sovereign nation** means and how it applies to Wisconsin Native American reservations today.

III. PRIOR KNOWLEDGE:

Establish what students know about Native American tribes of Wisconsin. Can they name them? Where the reservations are located? What do they know about the history of the tribes in Wisconsin? What are the current issues facing Native tribes in Wisconsin? What questions do they have about the tribes in Wisconsin? If this curriculum is being taught near the Lac du Flambeau reservation, have the students discuss or write about events or ideas they have related to the Lac du Flambeau Band in particular.

IV. INTRODUCTION TO MAIN IDEAS:

Teacher Materials (*attached*) provide an overview of all of the tribes and bands in Wisconsin. The teacher could select the degree of historical detail to teach in introducing this DVD. However, decisions should be based in alignment with the suggested teaching targets found above. A historical overview of the tribe is included, both in terms of when they settled in their current location (1600s) and the various challenges they faced through cession of land and treaties. This DVD also has many examples of contemporary Native Americans speaking their Ojibwe language. Students should pay attention not only to the sounds of the language, but also the statements that are made about the importance of the language to the people of this Band.

Vocabulary: see Teacher Notes

Setting up Video: Explain to the students that this is one of the six different bands of the Ojibwe Tribe, and that there are several other Bands currently living in Wisconsin whose history and traditions vary from the Lac du Flambeau Band.

V. VIEWING GUIDE:

“We are the People of Lac du Flambeau”

1. Where did the Ojibwe (Chippewa) Tribe live originally? How did they come to live in Wisconsin? What is a confederacy?

The Ojibwe originally lived in the eastern part of the United States. In the 1600s they started migrating toward the Great Lakes, guided by the idea of finding “food that grows on water” . . . wild rice. They worked in cooperation with two other tribes, the Potawatomi and the Ottawa, with whom they migrated west. The collaboration between the three tribes was known as the Three Fires Confederacy. (See *teacher notes for more detail and definitions.*)

2. What are some of the key historical events that have affected the Lac du Flambeau Band?

Land cession. This Band lived on the south shore of Lake Superior for more than 250 years. As Europeans settled in the Midwest, the Band ceded most of its land in northern Wisconsin through treaties. Logging companies and others were able to exploit the reservation, taking valuable natural resources, disrupting wild rice beds, and building lake homes and resorts on the prime lake locations.

Indian Boarding Schools. The American Indians were considered by Europeans to be uncivilized. So in the early 20th century, children from the ages of 5 to 18 were taken from their families and forced to live in boarding schools, which did not allow them to speak their Native languages or practice their religion or cultural ways. This is called forced assimilation. Also, in contemporary times, American Indians have experienced discrimination in education, jobs and opportunities. They are also often stereotyped, as others fail to recognize that modern Native Americans have developed socially, economically and educationally, just as the rest of the United States has done.

3. What are some of the key steps the Band is currently taking to develop economically?

The Band has built schools and a community college on the reservation. They have opened a casino, conference center, campgrounds, and other tourism attractions. They have many businesses, both in terms of retail sales and in development, as well as incubator centers for entrepreneurship on the reservation. They are restoring an authentic Ojibwe village on the reservation. They have a strong fisheries management program.

4. What does the name Lac du Flambeau mean? How did this Band come to have this name? What is the significance to modern Lac du Flambeau people of their spearing tradition?

Lac du Flambeau means “Lake of the Torches,” and the Band was given this name by the French fur traders. The tradition of using torches attached to canoes to spear fish at night—the light reflects the eyes of the walleye—was the basis of the name. The Ojibwe were given rights to hunt and spear fish off the reservation in the treaties they signed with the U. S. government. They retain those rights to this day.

VI. DISCUSSION POINTS:

Start with ideas or questions from Prior Knowledge discussion, identifying those points that are unanswered at the end of viewing the DVD. Do the students have misconceptions about Native Americans? Help them to identify them and to develop these and other questions into further study to deepen understanding.

Reader/Viewer Response:

Use journal entries to:

Explain three things you found most interesting in this video.

Write at least five questions you have about this Band.

- What is the history of this Band in Wisconsin? Where is their reservation located? What challenges have faced this Band? How were they resolved?
- What effects, both short term and long term, did the Indian Boarding Schools have on the people in this Band?
- What is the current status of the Band? What economic and political structures are in place on the reservation?
- Discuss the Native American principle of Seventh Generation. How do the people of the Lac du Flambeau Band act on this idea?

VII. EVALUATION AND EXTENDED KNOWLEDGE:

Projects, research ideas

Extending knowledge:

- Research the history of the spear fishing controversy of the 1970s in Wisconsin. Describe the court rulings, the ensuing harassment of the fishermen, the resolution of the agreement, and the effects on the fishing stock in Wisconsin lakes from spear fishing and also from game fishing by non-American Indians. Research efforts by the tribes and bands, and also by the Wisconsin Department of Natural Resources, to manage Wisconsin fisheries.
- Find stories about the Indian Boarding Schools and their effect on tribes in general and individuals in particular. Find a story told by a person who lived in the boarding schools.
- What are the challenges facing this Band today? Research statistics on quality-of-life measures for members of the Band, such as life expectancy, infant mortality, educational levels, addiction levels and suicide rates.

- Research famous living Native Americans from Wisconsin.
- What U.S. laws affect American Indian tribal sovereignty? What if there is a conflict between the two laws of each sovereign nation? Do Indians pay taxes to the state and federal government?
- What are the rules and regulations regarding casinos and other gambling establishments in Wisconsin (gaming laws)? Do individuals in the Band benefit from the gambling establishments? Are there social costs associated with gambling?
- Research some schools and universities in Wisconsin that have had American Indian mascots for their sports teams. What are the arguments on both sides of the controversy? Which is most convincing?
- Compare and contrast the tribes of Wisconsin in terms of history, statistical population and reservation sizes, current challenges and development status. Use charts, maps and graphs for your presentation.
- Research how wild rice is grown, harvested and processed. Why would the product play such a key role in the history and current lives of the people of the Lac du Flambeau Band?
- How were the fishing and gathering treaties abrogated and then subsequently reinstated? What has been the impact of spearing rights on fish stocks in Wisconsin?
- Research the tribal constitution and government organization. Make a flow chart to show the relationships of the various components of the tribal government to one another.

Additional projects for alternative learning styles:

- Find examples of Native American music, both traditional and contemporary, and discuss how the structure and sounds compare to traditional European music. Investigate the important role of the drum in Native American music. See if you can find examples for your classmates to listen to.
- Draw the symbol for the Band. What does it represent?
- Write and act out a play based on the history of this Band, the story of a tribal member in today's world, or one of the seminal events in modern Lac du Flambeau Band history. Research the traditional creation story of the Ojibwe Tribe and write a play about that.
- Write a poem or story inspired by reverence for nature and the importance of thinking about the Seventh Generation idea.
- Create a traditional feast based on Native American foods in Wisconsin. Serve it to the class, explaining the significance of each item. Invite elders to join the feast.

Essay test:

- To what extent has the Lac du Flambeau Band adapted its way of life to participate fully in the modern way of life? Give examples of modern economic, social and educational development.
- Why is it important for people to retain some of their original language and culture?
- How is the tribal government organized? What power does the tribal government have?

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.