

UWGB CCIHS
First Nations History
2018-2019 – Mr. Ryan

Description of Course: This 11th/12th grade social studies course is designed to provide an understanding of the historical, cultural, political, and economic impact of Indian Nations on the state of Wisconsin and the entire United States. This course will not only explore First Nations history, but will extensively discuss contemporary issues connected to American Indian Nations throughout our state and around the country. The state of Wisconsin mandated in 1990 that all public schools in the state of Wisconsin study Wisconsin tribal nation history, treaty rights, and tribal sovereignty issues at the high school level. This course will go far exceed the requirement outlined by this state law. We will explore events and their effects from both the native and non-native points of view. All students enrolled in this course will have the opportunity to receive three college credits through the University of Wisconsin-Green Bay. Students wishing to take this course for college credit will need to register the first week of September and enroll by the second week of the October. The cost of taking the class for 3 college credits is \$300. Additionally, all students Prescott students enrolled in this course will have an opportunity to travel to the Lac Du Flambeau Indian Reservation from September 27th through September 30th and learn firsthand from experts about Ojibwe culture, history, and politics.

Students will be required to:

- A. Access information on the Internet throughout the semester.
- B. Bring notebook and writing utensil to class every day.
- C. Answer critical thinking questions through take home essay assignments.
- D. Complete examinations after each unit. This includes a cumulative midterm and a cumulative final exam.
- E. Complete a group project during the first quarter.
- F. Complete a research project second quarter about a contemporary topic/person/issue connected to First Nations issues.
- G. Complete all assigned readings.
- H. Participate in bi-weekly google classroom discussions

Course expectations

- A. Complete all assigned readings. Primary and secondary articles will be distributed to all students in class or students will be expected to read articles identified on the class blog.
- B. Participate in class discussions. Classroom participation when exploring and discussing issues is expected of all students. Not only will this enhance your grade but it will increase your understanding of the material. Participation points will be tabulated at mid quarter and at the end of each quarter.
- C. Students must complete a group project first quarter and an individual project second quarter.
- D. Students must prepare appropriately for scheduled discussions, readings, quizzes, and examinations.

- E. Students will be expected to analyze primary and secondary sources related to First Nations issues and topics.
- F. Students must contribute to bi-weekly discussion forums on the class blog site. If students do not have access to the Internet or cannot access the blog, they may email their comments to Mr. Ryan or Prescott High School.

Selected Texts

-Loew, Patty. "Indian Nations of Wisconsin: Histories of Endurance and Renewal." 2014. (selected excerpts)

Other Readings

-Bresette, Walt and Rick Whaley. "Walleye Warriors: The Chippewa Treaty Rights Story. 1994

-Nabakov, Peter. "Native Testimony". Revised edition 2002.

-Benai, Eddie Benton. "The Mishomis Book." 1988

-Great Lakes Indian Fish and Wildlife Commission. "Chippewa Treaty Rights: 2018" and other works.

-Contemporary Articles found on line connected to First Nations People. These selected articles will serve as the basis for the forum discussions.

Class Internet Sites

National Congress of American Indians. <http://www.ncai.org/>

Indian Country Today. <http://www.indiancountrynews.com/>

Indian Mascot and Logo Taskforce. <http://www.indianmascots.com/>

The Ways. <http://theways.org/>

Indian Internet News. <http://www.indianz.com/>

Indian Country Wisconsin. <https://www.mpm.edu/wirp/>

Great Lakes Indian Fish and Wildlife Commission. <http://www.glifwc.org/>

American Indian Movement. <http://www.aimovement.org/>

Midwest Treaty Network. <http://treaty.indigenoussnative.org/content.html>

National Coalition Against Racism in Sports. <http://www.aimovement.org/ncrsm/>

Native Times. <http://www.nativetimes.com/>

Native Web. <http://www.nativeweb.org/>

Why Act 31. <http://www.education.wisc.edu/soe/about/resource-service-units/student-diversity-programs/american-indian-curriculum-services/why-act31>

Act 31 DPI Resources. <http://dpi.wi.gov/amind/resources>

Grading and Evaluation

Grades will be determined as per school policy.

First Semester Project

Students be required to give an in class presentation about a topic connected to a Wisconsin Tribal Nation. These presentations will begin during the month of October. Although presented as a group, the students will be evaluated individually. This project is worth 150 points. Groups will be given a list of topic suggestions but are encouraged to come up with their own subject/topic.

Basic Presentation Requirements

- A. Minimum of 20 minutes
- B. Bibliography of works cited with a minimum of 7 sources.
- C. It is an equally shared presentation.
- D. Four student generated visuals
- E. Presentation should be split into historical and contemporary information.

Second Semester Project

Students will select a contemporary American Indian leader, issue, or event and complete a project/paper/film/presentation/book review and show how the topic is connected First Nations civil rights or social justice. A suggested book list will be provided for those who choose to write a book review. This project is also worth 150 points. It will be due on before students leave for the winter break in December.

First Nations History Units

Unit 1: The Constitution to Jacksonian America (11 Days)

- ❖ Pre-test
- ❖ Wisconsin Indian Nations
- ❖ American Indians and the Constitution
- ❖ The Early Republic and Foreign Policy
- ❖ Impact of Lewis and Clark
- ❖ The War of 1812
- ❖ Assimilation and Acculturation
- ❖ Terms: Henry Knox, treaty, Indian Commerce Clause, “Indians not taxed”, national supremacy, Tecumseh, the Prophet, William Henry Harrison

Video Excerpts: 500 Nations, The Corps of Discovery, We Shall Remain

Assignments: Blog Forum Question, Lewis and Clark Essay, Readings Quiz, Readings from *Native Testimony*, Unit Examination, Contemporary Issue Article Discussion.

Indian Nations 12-43

Unit 2: Jacksonian America to 1860 (11 days)

- ❖ Andrew Jackson and Indian Removal
- ❖ The Blackhawk War
- ❖ The Marshall Trilogy
- ❖ The Wisconsin Death March – Sandy Lake Tragedy
- ❖ The Trail of Tears
- ❖ Chief Buffalo – the journey to Washington

- ❖ Terms: Sequoyah, William Wirt, Samuel Worcester, John Marshall, Worcester vs. Georgia, Cherokee Nation vs. Georgia, Tsali, Millard Fillmore, Elizur Butler , “domestic dependent nations”, Chief Buffalo

Video Excerpts: 500 Nations, We Shall Remain

Assignments: Blog Forum Question, Andrew Jackson Essay, Presentation Projects, Readings from *Native Testimony*, Unit Examination, Indian Text Assignment:

Unit 3: The Civil War to Wounded Knee (9 days)

- ❖ The Dakota Conflict (Minnesota) and Abraham Lincoln
- ❖ The “Indian Wars” of the West
- ❖ Philander Prescott and Dakota
- ❖ The Ghost Dance
- ❖ The Treaty of Fort Laramie
- ❖ “Extermination”
- ❖ Terms: Wovoka, George Custer, Chief Joseph, Crazy Horse, Sitting Bull, Bigfoot, Shakoopa, Wasbasha, Little Crow, Mankato

Video Excerpts: The West, The Dakota Conflict, Custer’s Last Stand, 500 Nations

Assignments: Blog Forum Question, Document Analysis Exercise, Minnesota History Center Visit, Presentations, Contemporary Issues Article Discussion, Unit Examination Text Assignment: Indian Nations 44-58

Unit 4: The Struggle for Citizenship (15 days)

- ❖ Reduction of the tribal estate
- ❖ The Dawes Act/General Allotment Act
- ❖ The Indian Boarding School System
- ❖ Criminal Jurisdiction on Indian land
- ❖ Major Crimes Act of 1885 and Criminal Jurisdiction
- ❖ Supreme Court Decisions
- ❖ Pan-Indianism and Tribalism
- ❖ Indian Citizenship Act of 1924
- ❖ American Indians and World War 1
- ❖ Religious Freedom – The Native American Church
- ❖ Terms: William Henry Pratt, United States vs. Kagama, The Burke Act, Crow Dog vs. Spotted Tail, Lone Wolf vs. Hitchcock, Elk vs. Wilkins, plenary power, “protectorate relationship”, The Act of 1871, “Kill the Indian Save the Man”, Jim Thorpe, Gertrude Bonin, The Society of American Indians, “The Red Progressives”, Quannah Parker

Video Excerpts: 500 Nations, We Shall Remain, Our Spirits Don’t Speak English, The Canary Effect

Assignments: Blog Forum Question, Pratt Essay, Pan Indian Leaders Assignment, Mid Term Examination

Text Assignment: Indian Nations 72-98

End of 1st Quarter

Unit 5: John Collier and World War II (12 days)

- ❖ The End of Allotment
- ❖ Indian Reorganization Act
- ❖ The Meriam Report and the Great Depression
- ❖ Wisconsin Reservation Conditions – Wisconsin Historical Society Documents
- ❖ The Indian New Deal
- ❖ American Indians and World War II
- ❖ The Code Talkers
- ❖ The Great IRA Debate

Video Excerpts: We Shall Remain

Assignments: Blog Forum Question, Meriam Report Essay, Readings from “Boarding School Blues”, Readings Quiz, Contemporary Issues Article Discussion , Unit Examination

Text Assignment: Indian Nations 99-118

Unit 6: Termination and Relocation (13 days)

- ❖ Truman and Eisenhower
- ❖ Public Law 280 and Wisconsin First Nations
- ❖ Termination – Why the Menomonee?
- ❖ House Concurrent Resolution 103
- ❖ Indian Claims Commission – “Cleaning the Slate”
- ❖ Relocation – Creating the Urban Ghetto
- ❖ The Menomonee of Wisconsin (DRUMS) and Ada Deer
- ❖ The Impacts of Termination
- ❖ Arthur Watkins

Video Excerpts: We Shall Remain, The Menomonee, The Story of Legend Lake

Assignments: Blog Forum Question, Readings Quiz, Jurisdictional exercise, Research Paper/Book Review, Unit Examination

Text Assignment: Indian Nations 119-135

Unit 7: Indian Activism and Political Resurgence (20 days)

- ❖ The Red Power Movement
- ❖ The Emergence of the American Indian Movement
- ❖ Occupation of Alcatraz Island
- ❖ The Menomonee Regain Federal Recognition
- ❖ The Trail of Broken Treaties
- ❖ Wounded Knee (1973)
- ❖ Reservation Violence – Wounded Knee 1975
- ❖ Activism in Wisconsin – The Winter Dam, Sacred Heart Church
- ❖ Terms: Russell Means, Vernon Bellecourt, Clyde Bellecourt, Dennis Banks, Vine Deloria Jr., Leonard Peltier, American Indian Religious Freedom Act, American Indian Civil Rights Act, Indian Child Welfare Act

Video Excerpts: We Shall Remain, Wounded Knee, Russell Means Speech, In The Spirit of Crazy Horse. A Good Day to Die

Assignments: Blog Forum Question, Second Quarter Projects, Readings from *Native Testimony*, Readings Quiz, Contemporary Issues Article Discussion, Unit Examination
Text Assignment: Indian Nations 136-158

Unit 8: Contemporary American Indian Issues in Wisconsin (14 days)

- ❖ Indian Gaming Regulatory Act (1988)
- ❖ Native American Graves and Repatriation Act (1990)
- ❖ Great Lakes Indian Fish and Wildlife Commission
- ❖ The Boldt Decision and the Gurnoe Decision
- ❖ The Voight Decision
- ❖ The struggle for Ojibwa Treaty Rights
- ❖ Indian Logos/Mascots/Nicknames
- ❖ Tribal Resource Management – Water Quality and Invasive Species Control
- ❖ Land shortage on the reservation - Reclamation
- ❖ Contemporary First Nations Leaders
- ❖ Mining and Penokee Hills, Wisconsin Wolf Hunt
- ❖ Culture Revitalization
- ❖ Terms: reserved rights, Fred and Mike Tribble, Nick Hockings, Barb Munson, Charlene Tetter, Stephanie Fryberg, Tom Maulson, Act 250, Act 31, Act 297, Barbara Crabb, Larry Peterson, Dean Christ, Stop Treaty Abuse, PARR, ceded territory, Richie Plass

Video Excerpts: We Look in All Directions, Lighting the 7th Fire, Engage: Taking a Stand, After the Storm

Assignments: Blog Forum Question, Unit Examination, Readings from *Native Testimony*, Final Examination, Second Quarter Projects Due
Text Assignment: Indian Nations 159-172

Final Cumulative Examination – January 2019

Student Learning Outcomes:

1. In the process of fulfilling assignments in the course, students will demonstrate an understanding of the major conflict between indigenous worldview Euro-American worldview. The student will be able to differentiate between these two philosophies and trace how they have affected First Nations people.
2. In the process of fulfilling assignments in the course, students will have opportunity to demonstrate and improve the quality of their critical thinking, reading, and writing abilities.
3. In the process of fulfilling assignments in the course, the student will be able to identify important individuals and events that have contributed to the history of First Nations people and of the United States.

4. In the process of fulfilling assignments in the course, students will learn to critically read historical works and primary sources.
5. In the process of fulfilling assignments in the course, students will be able to identify the 11 Wisconsin Indian Nations.
6. In the process of fulfilling assignments in the course, students will have the opportunity to demonstrate an ability to use instructional technology through utilization of Internet research, discussion boards, and blog forums.
7. In the process of fulfilling assignments in the course, students will begin to understand the influence of First Nations people on the State of Wisconsin and the United States.
8. In the process of fulfilling assignments in the course, students will be research, analyze, and evaluate the impact of contemporary issues on both native and non-native people. Topics that will be discussed include treaty rights, mining issues, sports team logos and mascots, gaming, etc.
9. In the process of fulfilling assignments in the course, students will be able to identify contemporary First Nations leaders and explain their impacts on both native and non-native people.

Waswagoning Student Selection Process

Students who would like to travel to the Lac Du Flambeau Indian Reservation this September must submit an essay on why they would like to travel to Waswagoning. These essays will be read by a group of 11 people who will select the eight “winning” essays. The essays will be judged anonymously—meaning the evaluators will not know who authored the essay. The authors of these essays will travel to Waswagoning October 5th-8th. . Those selected to travel to Waswagoning on the Lac Du Flambeau Indian Reservation must attend a mandatory student/parent meeting on Sunday, September 17th at 7:00 pm in room 115. Any student enrolled in *Advanced Placement United States History* or *First Nations History* is eligible for this trip. **Essays must be submitted to Mr. Ryan by 3:30 pm Monday, September 17th.**

Question: Why I should be chosen to travel to Waswagoning?

Essay Rules

1. Essay must be typed
2. Maximum of one page – Double Spaced
3. *Do not use your name in the essay or provide clues to who authored the essay. They are evaluated anonymously.*
4. **Due Date: Monday, September 17th at 3:30 PM.**
5. Winners will be posted on Mr. Ryan's door by 3:30 pm Wednesday, September 19th.

**Sunday, September 17th - Mandatory
Participant/Parent Meeting at 7:00 pm in Room
115.**

I have received a copy of the First Nations History Course Syllabus for the 2018-2019 school year and understand all of the expectations and requirements associated with this course.

Student Name _____

Student Signature _____

Parent/Guardian Signature _____

First Nations – Mr. Ryan
Unit 1 Directives/I Can Statements

By the end of this unit Students Can

1. Identify and explain how “Indians” are discussed and defined in the Constitution.
2. I can define the term assimilation, its justification, and its effectiveness during the first two decades of the United States history.
3. I can analyze, evaluate, and interpret primary and secondary documents related to First Nations people.
4. I can identify and explain the impact of the federal judiciary on the relationship between the United States, the individual states, and tribal nations.
5. I can identify and explain the reasons for Indian Removal Policy and analyze the historical and contemporary impact of that policy on tribal nations.
6. I can identify and locate the 11 tribal nations in the state of Wisconsin.
7. I can identify and evaluate different viewpoints of the same historical event

Unit Plan – 11 Days
Week One

Day 1

- A. Course Expectation and Requirements. College Credit Explanation
- B. Pre Course Assessment
- C. Video Clip – Seinfeld

Day 2

- A. Distribute Blank Map of Indian Nations in Wisconsin.
 1. Label and discuss as a class.
 2. Similarities and Differences among the Tribal Nations of Wisconsin

Day 3

- A. The Constitution and American Indians
 1. Document Analysis Activity – Historical and Contemporary legal interpretations of “Indians” and “Indian Nations”
- B. Compare and Contrast – European vs. Tribal Perspectives on Land Ownership.

Day 4

- A. Henry Knox and Assimilation Policy
- B. State and Tribal Conflicts
- C. Resolving Conflict – Treaties

Week 2

Day 5

- A. The Lewis and Clark Expedition
 1. Video Excerpt: “The Journey of the Corps of Discovery”
 2. Activity – “Playing Telephone.”

3. Lewis and Clark “Through Indian Eyes”
4. Assign Indian Nations readings 12-43 for Thursday.

Day 6

- A. Expansion, Harrison and Tecumseh
 1. Video Excerpt from “We Shall Remain”
- B. The War of 1812
 1. Cultural and Physical Survival – The Ohio River Valley
 2. The Indian Confederacy

Day 7

- A. The War of 1812 – Removing the Indian Threat
 1. Harrison – Bribery, treachery, and brutality
 2. Excerpt from “We Shall Remain”

Day 8

- A. Text - Indian Nations Discussion – Pages 12-43
- B. Contemporary Article Discussion – The State of the Tribes

Day 9

- A. Indian Nations Reading Assessment.
- B. Discussion of Assessment options for exam on Tuesday.
- C. Retake policy.

Week 3

Day 10

- A. Review Concepts and I Can Statements.

Day 11

- A. Proctor Assessment

People/Terms to help us: Henry Knox, John Marshall, Andrew Jackson, Lewis and Clark, Tecumseh, The Prophet, Sequoyah, Samuel Worcester, Elizur Butler, Arthur St. Claire, Little Turtle, Sacajawea, Watkuweis, William Henry Harrison, William Wirt, Sandy Lake, assimilation, Indian Commerce Clause, “treaty clause” of the Constitution, “protectorate relationship”, Pan Indian Movement, tribalism

Priority Social Studies Standards

D.2.His.1.9-12

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12

Analyze change and continuity in historical eras.

D2.His.3.9-12

Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.4.9-12

Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12

Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.6.9-12

Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.14.9-12

Analyze multiple and complex causes and effects of events in the past.

D2.His.7.9-12

Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.9.9-12

Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.16.9-12

Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.