First Nations History
2014-2015 Semester 1 – Mr. Ryan

Description of Course: This 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 enroll by the end of the third week of the semester with payment due during the month of October (see handout). Additionally, all students enrolled in this course will have an opportunity to travel to the Lac Du Flambeau Indian Reservation from October 2nd-5th and learn firsthand from experts about Ojibwa 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 Weekly Book/Article Discussion Talks.

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. The address for the blog is www.nativeamericasince1790.blogspot.com
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, and examinations.
E. Students will be expected to analyze primary and secondary sources related to American Indian issues.

F. Students must contribute to weekly discussion forums on the class blog site. If students do not have access to the Internet or cannot access the blog, they may e-mail their comments to Mr. Ryan or Prescott High School.

G. Students will participate and lead bi-weekly contemporary First Nations issue articles in class discussions.

Selected Texts

Other Readings
- “Chippewa Treaty Rights.” Wisconsin Department of Public Instruction. 1992

Grading and Evaluation
Grades will be based on performance on assessments (75%) and daily work (25%). Letter grades will be based on standard grading percentages as per high school policy. Grade intangibles include behavior, preparedness, and participation

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 10 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, Text Reading: 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

**Video Excerpts:** 500 Nation, We Shall Remain

**Assignments:** Blog Forum Question, Andrew Jackson Essay, Presentation Projects, Readings from *Native Testimony*, Unit Examination, Indian Text Assignment: Indian Nations 44-71.

**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, Shakopee, 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 I
- Religious Freedom – The Native American Church

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
Unit 6: Termination and Relocation (13 days)
- Truman and Eisenhower
- Public Law 280 and Wisconsin First Nations
- Termination – Why the Menomonie?
- 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

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

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 Petersen, 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 2015

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 from October 2-5. Those selected to travel to Waswagoning on the Lac Du Flambeau Indian Reservation must attend a mandatory student/parent meeting on Sunday, September at 7:00 pm in room G5. 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 22nd.**

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 22nd at 3:30 PM.
5. Winners will be posted on Mr. Ryan’s door at the end of school day on Thursday, September 25th.

**Sunday, September 25th - Mandatory Participant/Parent Meeting at 7:00 pm in Room G5.**
I have received a copy of the First Nations History Course Syllabus for the 2014-2015 school year and understand all of the expectations and requirements associated with this course.

Student Name _____________________________________________

Student Signature _____________________________________________

Parent/Guardian Signature _______________________________________