

AN OGICHIDAA STORYTELLERS
VIDEO SERIES

Rise of the Walleye Warrior: Lac Courte Oreilles v Voigt Decision

EDUCATION MATERIALS



“ This is our way of life.
If we follow this path
we will be
strong again. ”

— *Lee Obizaan Staples,
St. Croix Ojibwe*



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Suggested Activities

- Early in the video, Tom Maulson says "That's why I put that asemaa (tobacco) in. To ask the water spirits to take care of these people here, you know, take that hate away from them." Describe, in your words, why you think he acted in this way towards the people who were fighting against Treaty Rights. Discuss with your classmates your thoughts and how this may have influenced the conflicts that arose between Tribal and non-Tribal people over Treaty Rights.
- Create an oral history by asking an elder relative or community member to talk about their life story. Brainstorm your own list of questions by carefully considering the person you are interviewing as well as the audience for your oral history project. Suggested questions can include:
 - How did where you grew up impact your childhood?
 - What favorite games or activities did you play growing up? How did you play them?
 - What do you most want people to know about your life?
 - Consider expanding your project by contextualizing your subject's life with national and international events.
 - What was happening in the world around your subject?
 - How did events beyond their control influence their lives?
- Work with your teacher to determine how your oral history project will be stored and distributed. Many institutions collect and preserve oral histories. Consider contacting your local historical society, the Wisconsin Historical Society, a local or tribal museum, local or tribal library, or tribal historic preservation office for recommendations.
- Put together an after-school event celebrating these oral histories. Work with your library media specialist, teacher, and other educators to create a special event night at your school dedicated to the history of your community.
- As a class, debate the following question: Should the rights of historically underrepresented and marginalized groups be protected in the United States and its territories? Why or why not? Defend your position with evidence from the video *Rise of the Walleye Warrior: Lac Courte Oreilles v Voigt Decision*. In your notebook, write down your answer to the question of why or why not. Cite your evidence from the video below your answer. As you watch other videos in the series, continue to cite evidence below. Consider drawing a horizontal line between video entries and titling each section in order to help track what piece of evidence came from which video.
- Compare and contrast the rights of the citizens of United States territories with citizens of the United States and dual-citizens of tribal nations. For example: American Samoa, Guam, Puerto Rico, the US Virgin Islands, the District of Columbia, the fifty states, the eleven federally recognized American Indian nations of Wisconsin, etc. Construct a Venn diagram to show your results.



AN OGICHIDAA STORYTELLERS
VIDEO SERIES

Wenji- Bimaadiziyaang: From Where We Get Life

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Wenji-Bimaadiziyaang: From Where We Get Life

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Video Summary

In the Treaty of 1837, Mille Lacs Band and other Ojibwe tribes ceded 13 million acres of land to the United States government. Following its rise to statehood, Minnesota officials soon enacted a policy to deny Ojibwe people their treaty-reserved rights to natural resources. Wenji-Bimaadiziyaang tells the story of the political and legal fight to reaffirm Ojibwe treaty rights in the Minnesota 1837 Territory after more than 150 years of persecution.

Students can show an understanding of the series Enduring Understanding through the following

- Articulate the *Enduring Understanding* with supporting evidence from the video.
- Identify the turning points in the video for the Ojibwe and the non-Native people of Wisconsin.
- Present (in any form) the conflict in reaffirming the rights of the Ojibwe to hunt, fish, and gather on Ceded Territory in northern Wisconsin as described in the video.
- Define and interpret the past, present, and future relationships between federal, state, county, local, and tribal governments.

Video Content Questions

- Why did the Mille Lacs Band of Ojibwe and other Ojibwe Tribes find it necessary to sue the state of Minnesota, and what was their argument?
- Why, in your own words, is it important for the treaty rights of the 1837 Treaty to be affirmed through the courts?
- Why was the outcome of the Supreme Court case, *Minnesota v. Mille Lacs Band of Chippewa Indians*, important for Ojibwe tribes as well as other tribes across the United States?
- What translation for 'natural resources' was given in testimony to the Supreme Court? Why is it important to think about how these terms were translated at the time of signing the Treaty?



Suggested Activities

- Discuss the meaning and significance of this quote from the video: "They said, well we only want it fair. And I used to tell them, I say, what you want is to decide what fair is."
- Create an oral history by asking an elder relative or community member to talk about their life story. Brainstorm your own list of questions by carefully considering the person you are interviewing as well as the audience for your oral history project. Suggested questions can include:
 - How did where grew up impact your childhood?
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 - What do you most want people to know about your life?
 - Consider expanding your project by contextualizing your subject's life with national and international events.
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- Work with your teacher to determine how your oral history project will be stored and distributed. Many institutions collect and preserve oral histories. Consider contacting your local historical society, the Wisconsin Historical Society, a local or tribal museum, local or tribal library, or tribal historic preservation office for recommendations.
- Put together an after-school event celebrating these oral histories. Work with your library media specialist, teacher, and other educators to create a special event night at your school dedicated to the history of your community.
- As a class, debate the following question: Should the rights of historically underrepresented and marginalized groups be protected in the United States and its territories? Why or why not? Defend your position with evidence from the video *Wenji-Bimaadiziyaang: From Where We Get Life*. In your notebook, write down your answer to the question of why or why not. Cite your evidence from the video below your answer. As you watch other videos in the series, continue to cite evidence below. Consider drawing a horizontal line between video entries and titling each section in order to help track what piece of evidence came from which video.
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AN OGICHIDAA STORYTELLERS
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Saving Buffalo Reef

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Saving Buffalo Reef

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Video Summary



Saving Buffalo Reef centers on the history of Buffalo Reef. Buffalo Reef is a natural cobble feature in Lake Superior, located just off the eastern edge of the Keweenaw Peninsula in the U.P. of Michigan. The reef has historically maintained invaluable spawning habitat for fish species such as lake trout and lake whitefish. These remarkable habitat features are threatened by the migrating stamp sands, produced by harmful mining activities beginning in the late 1800's.

The Treaty of 1842 or commonly known as the "Copper Treaty" ceded millions of acres of lands to the United States in exchange for rights to hunt, fish, and gather within the ceded territory. Buffalo Reef has always been considered as culturally significant harvesting grounds for local tribal communities. Today's challenge involving Tribal, State, Federal, and Academic partnerships combine efforts to mitigate damages and ultimately restore Buffalo Reef as the ecological resource that has sustained both tribal and non-tribal communities for generations.

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Video Content Questions

- What are 'stamp sands' and why and how were they created?
- How are the stamp sands affecting Buffalo Reef and the larger ecosystem within Lake Superior?
- Why is Buffalo Reef so important to the ecosystem of Lake Superior, and the Tribal communities that depend upon the lake?
- What is the original treaty between the Anishinaabeg and the Creator, and how does it relate to caring for the environment and our local ecosystems?



Suggested Activities

- Think about this quote from the video: "This is what it means to be human. You have to take care of the world you live in. You have a responsibility to do that." Discuss with your classmates why we have to take care of the world we live in. Is there a resource where you live that you depend on? What would happen if that resource went away? What is one way that we, as humans, can protect that resource?
- Create an oral history by asking an elder relative or community member to talk about their life story. Brainstorm your own list of questions by carefully considering the person you are interviewing as well as the audience for your oral history project. Suggested questions can include:
 - How did where you grew up impact your childhood?
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AN OGICHIDAA STORYTELLERS
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Standards Supplement

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Standards Supplement

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Introduction

Ogichidaa Storytellers videos and educational materials support a wide variety of English/Language Arts (E/LA) standards including Literacy in All Subjects. For a complete understanding of applying the standards to your instruction, please see the Department of Public Instruction's publication [Wisconsin Standards for English Language Arts](#).

Viewing the video series Ogichidaa Storytellers and completing the student exercises can help meet or exceed the following select social studies standards and learning priorities for grades 6-12 (m, h):

Inquiry

Standard SS.Inq1: Wisconsin students will construct questions that initiate an inquiry.

- Inq1.a: Develop questions based on a topic
- Inq1.b: Plan an inquiry

Standard SS.Inq2: Wisconsin students will gather and evaluate sources

- Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
- Inq2.b: Evaluate sources

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

- Inq3.a: Develop claims to answer an inquiry question
- Inq3.b: Cite evidence from multiple sources to support a claim
- Inq3.c: Elaborate how evidence supports a claim

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

- Inq4.a: Communicate conclusions
- Inq4.b: Critique conclusion

Standard SS.Inq5: Wisconsin students will be civically engaged

- Inq5.a: Civic engagement



Behavioral Sciences

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

- BH1.a: Individual cognition, perception, and behavior
- BH1.b: Personal identity and empathy

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

- BH2.a: Relationship of people and groups
- BH2.b: Cultural patterns

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

- BH3.a: Social interactions

Economics

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

- Econ1.a: Choices and decision making
- Econ1.b: Incentives

Standard SS.Econ2: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

- Econ2.a: Economic indicators

Standard SS.Econ3: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Econ3.a: Economic systems and allocation of resources
- Econ3.b: Institutions
- Econ3.c: Role of government
- Econ3.d: Impact of movement

Geography

Standard SS.Geog1: Wisconsin students will analyze human movement and population patterns.

- Geog1.a: Population and space
- Geog1.b: Reasons people move
- Geog1.c: Impact of movement



History

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

- Hist1.a: Cause
- Hist1.b: Effect

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

- Hist2.a: Patterns stay the same over a period of time
- Hist2.b: Patterns change over a period of time
- Hist2.c: Contextualization

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.

- Hist3.a: Connections
- Hist3.b: Perspective
- Hist3.c: Current implications

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology)

- Hist4.a: Historical context
- Hist4.b: Point of view (POV)

Political Science

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- (h) PS1.a: Values and principles of American constitutional democracy
- (m) PS1.b: Origins and foundation of the government of the United States

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

- PS2.a: Civil rights and civil liberties
- PS2.b: Fundamentals of citizenship
- PS2.c: Asserting and reaffirming of human rights

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

- (h) PS3.a: Power in government
- (m) PS3.b: Public policy

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

- (h) PS3.a: Argumentation
- (m) PS3.b: Compromise, diplomacy, and consensus building

All standards referenced from [Wisconsin Standards for Social Studies 2018](#).





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