

Ogichidaa Storytellers

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“ 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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Introduction

The successful reclamation and exercise of Ojibwe treaty rights in the late twentieth century is one of the defining moments in the history of the Anishinaabe (also referred to as Ojibwe or Chippewa) people in Wisconsin and central Great Lakes region. It was also a turning point in relations between the state of Wisconsin, Michigan, and Minnesota and the eleven federally recognized Ojibwe sovereign nations, which includes the following:

- [Bad River Band of Lake Superior Chippewa](#)
- [Lac Courte Oreilles Band of Lake Superior Chippewa](#)
- [Lac du Flambeau Band of Lake Superior Chippewa](#)
- [Red Cliff Band of Lake Superior Chippewa](#)
- [Sokaogon Chippewa Community \(Mole Lake Band of Lake Superior Chippewa\)](#)
- [St. Croix Chippewa Indians of Wisconsin](#)
- [Lac Vieux Desert Band of Lake Superior Chippewa](#)
- [Keweenaw Bay Indian Community](#)
- [Bay Mills Indian Community](#)
- [Fond du Lac Band of Lake Superior Chippewa](#)
- [Mille Lacs Band of Ojibwe](#)

Purpose

The purpose of these materials is to support the use of the Ogichidaa Storytellers Videos in grades 6–12 classrooms. Included are enduring understandings and essential questions to frame learning, extension activities to connect the past to the present and the future, a glossary of key vocabulary words, and lesson ideas for the six Ogichidaa Storytellers Videos.

Enduring Understanding

The United States (US) federal government is responsible for providing for the welfare and well-being of all Native people and nations and non-Native populations within its national boundaries, including territorial possessions. When a government fails to uphold these obligations and responsibilities, ramifications extend far beyond the moment and those immediately involved.



Essential Questions

- What obligations does a governing authority (ex: US federal government) have to adhere to its treaty agreements?
- How does intent play a role in the consequences of action or inaction?
- What circumstances can lead people to becoming dependent on another for their survival?
- How do ceremonies and memorials help communities maintain an active relationship with the past?
- What do the stories we keep and pass on tell us about our past, present, and future?
- What motivates individuals or groups to work for change in society?

Key Series Terms

Anishinaabe	how the Ojibwe refer to themselves or the original people
Cede or Ceded	to give up or yield, especially by treaty
Chippewa	mistranslation of Ojibwe by Europeans (Ojibwe=Ochippwe=Chippewa)
Cultural Revitalization	in this case, meaning to renew, relearn, and teach traditions, lifeways, foodways, language, religion, etc.
Federally Recognized	officially acknowledged by the US government as a sovereign nation; used to refer to eleven American Indian nations of Wisconsin that have an official government-to-government relationship with the United States
Indigenous	meaning the original inhabitants of the land or territory
Nation	a community of people with its own government, land, and territory
Ojibwe	interchangeable with Anishinaabe; “oji” meaning puckering as in leather on moccasins
Oral History	spoken word stories passed down from generation to generation
Reaffirmation	to affirm something again, especially to strengthen or confirm
Retain or Retained	to keep or maintain
Sovereignty	freedom from outside control; inherent right to rule
Special Relationship or Federal Trust Responsibility	referring to the treaties between American Indian nations and the federal government of the United States
Territory	a geographic area under the control of a government
Test Case	a legal action whose purpose is to set precedent
Treaty Rights	claims specifically referred to in legally binding documents between American Indian nations and the United States
Turning Point	a major change that affects all involved



Introduction

The 1960s and 1970s were a tumultuous time in the history of the United States. Compare the actions of the Ojibwe nations with other protests and social justice movements during this time. Consider the following for inclusion in your studies:

- The Fair Housing Movement in Milwaukee, Wisconsin
- The Civil Rights Movement (nationwide)
- The ERA movement (nationwide)
- The Countercultural Revolution (nationwide)
- The assassinations of President John Kennedy, Senator Robert Kennedy, Dr. Martin Luther King, and Malcolm X

National American Indian movements, social justice, protest, acts

- American Indian Movement (AIM) 1968
- Indian Civil Rights Act (ICRA) 1968
- Occupation of Alcatraz Island 1969
- Trail of Broken Treaties Caravan Arrives in Washington, D.C. 1972
- Occupy Wounded Knee 1973
- Indian Self-Determination and Education Assistance Act 1975
- The Longest Walk 1978
- Indian Religious Freedom Act 1978
- Indian Child Welfare Act 1978

Some questions to consider

- What groups of people were protesting or exercising their right to freedom of assembly? What guarantees these rights?
- What did these groups have in common? What differences can you find?
- What groups of people were targets of protests?
- What reactions did these groups receive from the public, news, etc?
- Why did the leaders of these groups become targets?
- What outcomes did the people participating in these movements want to achieve? What did they gain from their efforts? What did they lose in their struggles?

Choose a way to best represent your findings. Consider inviting a guest speaker on a topic that you find particularly interesting or would like to learn more about. **Reminder: the invited guest speaker should be supporting the instruction of what students have been learning and should not be replacing instruction of the teacher.*

Finally, modern social justice movements, No Back Forty Mine near the Menominee, the proposed Penoque Hill mines near Bad River, and the Enbridge Line 5 oil pipeline, are too recent to be considered history, but they are worth studying through a sociological lens.

- What thread connects current movements such as Standing Rock, Black Lives Matter, and #metoo?
- How are current movements extensions of past movements and how are they unique to their time and place?
- How has the advent of the internet and World Wide Web, social media communities such as reddit, Facebook, and Twitter, and video streaming services like YouTube affected the way people organize themselves and disseminate information?

AN OGICHIDAA STORYTELLERS
VIDEO SERIES

Crossing the Line: The Tribble Brothers

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Crossing the Line: The Tribble Brothers

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Video Summary

Crossing the Line: The Tribble Brothers summarizes the story of Fred and Mike Tribble from the Lac Courte Oreilles Band of Lake Superior Chippewa and the actions in March 1974 to reaffirm Ojibwe treaty rights as described by the treaties of 1837 and 1842. These rights to hunt, fish, and gather in the Ceded Territories in northern Wisconsin had been ignored by the local, county, and state governments for over a century.

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

- Articulate the *Enduring Understanding* with supporting evidence from the video.
- Identify moments in the video that serve as turning points 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 among federal, state, county, local, and tribal governments.

Video Content Questions

- Who benefits from the initial interpretation of the signed and agreed upon Ojibwe treaty rights? How do they benefit from these signed agreements?
- In your own words, describe whether you think the word “cede” is a positive or negative word in the context of treaty rights. Why?
- What is a “test case”? Why is it important to the story of the Tribble brothers and Ojibwe nations of Wisconsin?
- Why did Fred and Mike Tribble have to take their court case against the state of Wisconsin through the federal court system? What does it say about the way that the state of Wisconsin was attempting to regulate the treaty rights of the Ojibwe people and nations?

Suggested Activities

- Often people make a stand by getting arrested for something they believe in. African Americans were arrested for sitting in "whites only" areas in the 1950s and 1960s; young college students staged sit-ins to protest the Vietnam War in the 1960s and 1970s and were arrested for trespassing; Native Americans and other activists have recently been arrested for protesting a pipeline expansion across their lands in North and South Dakota. Debate the following question: When is it ethical to break the law for a supposed greater good? Use evidence from the video to support your decision.
- 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 *Crossing the Line: The Tribble Brothers*. 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

Every Step: A Healing Circle

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Every Step: A Healing Circle

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Video Summary

Every Step: A Healing Circle centers on the Healing Circle Run. In 1989, the Anishinaabe Solidarity Relay began as a response to the resounding racism and hatred directed towards Ojibwe people throughout the region at boat landings and other communal spaces. The animosity that spilled into communities, schools, and even churches created great hardship for Ojibwe communities and their harvesters.

Today, the Healing Circle Run continues to connect Ojibwe communities across Michigan, Minnesota, and Wisconsin. Through collective running, walking, and prayer, it provides healing and relief. The annual event also serves as a reminder to both participants and observers of the commitment, efforts, and resiliency of the tribal nations that have survived decades of trauma, violence, and abuse.

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 is leadership important to both individuals and communities?
- Why was it important to reflect positivity during those was first runs and how did it impact both the runners and the communities they visited?
- What is historic trauma and how is it addressed in this video?
- Explain the ties between the mundane (running) and the spiritual (healing) as evidenced in this video.



Suggested Activities

- Discuss the significance of this quote from the video: “We do not plan to be a radical group that will incite further hate and violence. We will be a group of athletes that have no boundaries, political ties, or motives other than unity, peace, and healing.”
- 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?
 - 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?
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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 *Every Step: A Healing Circle*. 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

Gathering the Pieces: The Jondreau Decision

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Gathering the Pieces: The Jondreau Decision

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Video Summary

Gathering the Pieces: The Jondreau Decision summarizes the story of Keweenaw Bay Indian Community (KBIC) tribal member William “Boyzie” Jondreau. In this story, William’s struggle to help reaffirm the Ojibwe (or Anishinaabe) treaty-reserved harvesting rights in the waters of Lake Superior is explored by William’s grandson, Jerry Jondreau.

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

- What was the *People of Michigan v. Jondreau* ruling in April 1971, and how was it a turning point in the history of the Ojibwe nations in Michigan and the United States, and also the individuals involved in the court case?
- How did traditional values of sharing land and water influence the decision of the Ojibwe people to take the state of Michigan to court?
- Why are the treaty rights, as they were written, important to the Ojibwe people?
- What is the significance of reaffirming Ojibwe treaty rights in regard to Lake Superior versus inland waters?



Suggested Activities

- In your own words, describe what Jerry Jondreau meant by the following: “Our culture is integrated into the land.” How did he apply this to the lives of his family, community, and nation? What does he feel is his responsibility? How could this impact your life today and in the future?
- 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 *Gathering the Pieces: The Jondreau 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

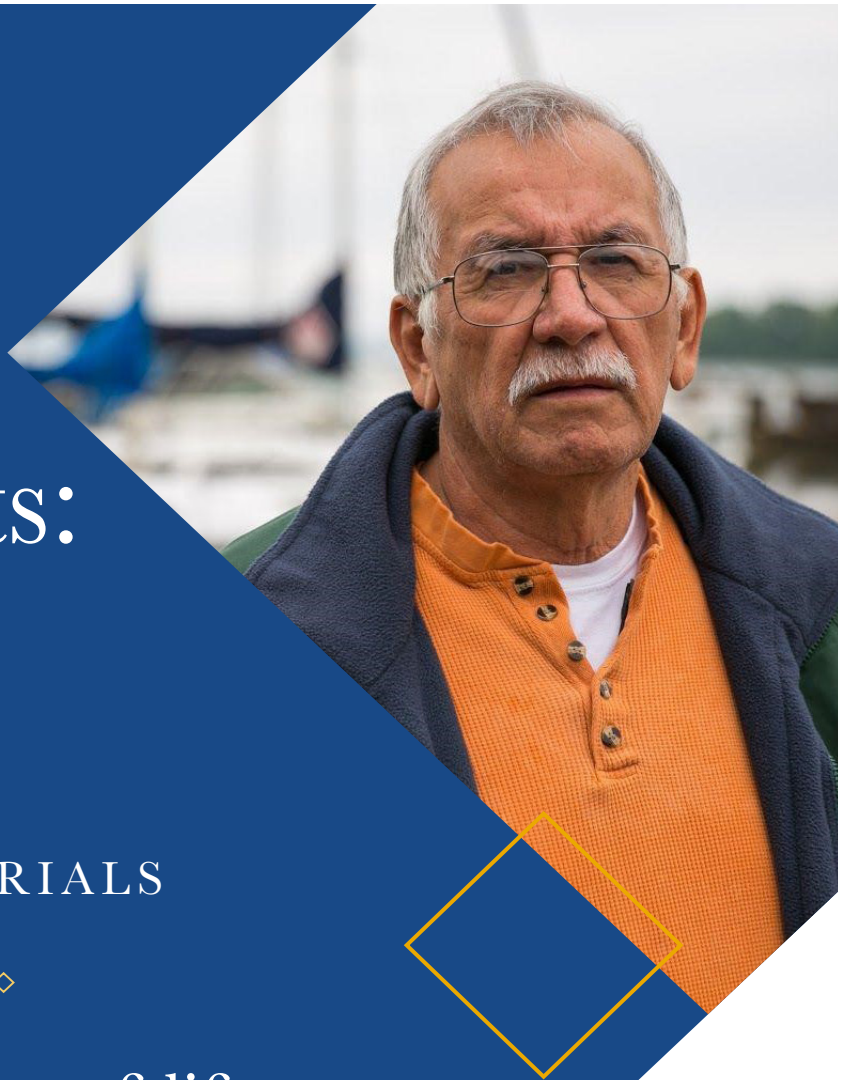
Lifting Nets: Gurnoe Decision

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Lifting Nets: Gurnoe Decision

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Video Summary

Narrated by Red Cliff tribal members Ron DePerry and Rose Gurnoe-Soulier, *Lifting Nets: Gurnoe Decision* summarizes the story of both the Red Cliff Band of Lake Superior Chippewa and Bad River Band of Lake Superior Chippewa in their struggle to retain hunting, fishing, and gathering treaty rights beyond their reservation borders and communities.

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

- Articulate the *Enduring Understanding* with supporting evidence from the video.
- Identify 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

- What was the *State of Wisconsin v. Gurnoe* ruling in March 1972, and how was it a turning point in the history of the Ojibwe nations of Wisconsin, Minnesota, and Michigan, the United States, and the individuals involved in the court case?
- Why did the states (Wisconsin, Minnesota, and Michigan) reinterpret the treaties of the Ojibwe, and how did this affect the nation-to-nation or government-to-government relationship between the Ojibwe (or Anishinaabe) and the United States?
- Why does “original intent” matter to the modern interpretation of the signed and agreed upon Indian treaties?
- How is a “test case” like the one depicted here different from random criminal acts, and why is that distinction important?



Suggested Activities

- Treaty rights of Native Nations are often subject to reinterpretation by state, local, county, and federal government, even as recently as 2019. Why do you think this is? Support your argument with evidence from the video series and the article below.
(www.psmag.com/social-justice/the-supreme-court-upheld-treaty-rights-for-the-crow-nation)
- 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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- 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 *Lifting Nets: Gurnoe 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.
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AN OGICHIDAA STORYTELLERS
VIDEO SERIES

Place of the Pike (Ginoozhekaaning)

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Ginoozhekaaning (Place of the Pike)

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Video Summary

Ginoozhekaaning (Place of the Pike) features the Bay Mills Chippewa Indian Community, located in present day northern Michigan. In 1971, A.B. LeBlanc set a gill net in Pendills Bay on Lake Superior. The Michigan Department of Natural Resources (DNR) arrested LeBlanc, and he was later convicted of fishing commercially without a license and for fishing with an illegal device. This story highlights the struggle for Ojibwe people, communities, and nations to maintain their identity through treaty reserved rights asserted in the signing of the 1836 treaty with the United States.

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

- What is Treaty Recognition Week, and why is it important?
- How does treaty law (and its constitutionally protected supremacy) impact the relationship between local, county, state, and tribal governments?
- Why is it important to recognize that treaties are not just official or legally binding documents between nations but also a sacred pledge of trust?
- How is the test case of Albert “Big Abe/A.B” LeBlanc similar to that of Fred and *Mike Tribble* in *Crossing the Lines*?
- How is the oil pipeline under the bay a threat to the treaty rights of the Ojibwe?



Suggested Activities

- Consider this description of seventh-generation thinking from author Patty Loew: “It’s a concept that means, in practice, that when you sit down to make a decision, you think about how that decision is going to affect seven generations into the future,” she said. “So, you’re thinking 240 years ahead, and it really makes a difference.” How are treaties evidence of seventh generation thinking? Use evidence from *Ginoozhekaaning (Place of the Pike)* to support your answer.
- 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?
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- 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 *Ginoozhekaaning (Place of the Pike)*. 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.

Interview with Patty Loew. Wisconsin Public Radio. Accessed May 31, 2019.

(www.wpr.org/ojibwe-author-explores-seventh-generation-thinking-new-book)



AN OGICHIDAA STORYTELLERS
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They are remembered (*Mikwendaagoziwag*)

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Mikwendaagoziwag (They are remembered)

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Video Summary

Mikwendaagoziwag (They Are Remembered) focuses on the 1850 Sandy Lake tragedy and the struggle for Ojibwe (or Anishinaabe) to survive amidst forced assimilation. Today, many people, communities, and nations from across the central Great Lakes region, United States, and Canada come together to celebrate this chapter of survival at the annual Mikwendaagoziwag ceremony held at the Sandy Lake memorial in northern Minnesota.

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

- How is what happened at Sandy Lake in 1850 a direct result of United States federal government action or inaction?
- Why doesn't the word "tragedy" properly describe what happened at Sandy Lake?
- "Sometimes a story doesn't quite make its way out there. It doesn't make it to American history." What reasons could there be for historic events being unreported or unremembered?
- Explain the significance of the following statement: "We've been here for centuries, and we're not going anywhere. This is our home."



Suggested Activities

- Debate the question: Are contemporary peoples and agencies responsible for past actions and behaviors? Why or why not? For example, in South Africa the ending of apartheid led to government-run Truth and Reconciliation Commissions, an attempt at healing past wrongs done to the black majority by the white minority rulers. Reparations are often debated for African Americans in the United States as a token of repayment for decades of slavery. In your opinion, is such a thing necessary to help heal the wounds of Sandy Lake? If not, what could be an alternative and why?
- 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.
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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 *Mikwendaagoziwag (They Are Remembered)*. 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.

Oral History Question Worksheet



Pre-Interview

Oral histories are a primary source historians use to gain personal stories of events from the past. These histories are a recollection of people, experiences, emotions, and thoughts from a specific time or event in history. Use the following guide below to help shape your interview questions.

Video Content Questions

- Choose a theme as a class.
- What historical information are you looking for?
- What type of person do you want to interview?

Suggested Activities

- Research the culture of the person you will be interviewing.
 - Respect for traditions around sharing of information.
 - Specific greetings and salutations.
 - Expectations of privacy.
- Transcript review may be necessary before publication to the following:
 - Ensure that traditional knowledge is treated appropriately or removed at the request of your subject.
 - Anticipate any potential conflicts regarding privacy.

Designing and Conducting the Interview

- Introduction: Create a script that you will start the recorded interview with. You need to introduce yourself, the narrator, the date, the place the interview is taking place, the purpose of the interview, and an explanation of the project.
- Example: This is [first, last name]. Today's date is [month, day, year]. I am at [location, city, state, at the house of ____]. I am interviewing [first, last name] about [theme/topic] for [class or project name]. Also with us is [first, last name] who is [job they are doing to aid in the preservation of interview].
- Gather biographical background of your narrator: full name, birth date, birthplace, and occupations. Write three warm-up questions to ask based on this biographical information to uncover more information.
- Write four open-ended questions that provoke stories and narratives to assist in gathering information or details about the event, time period, or experience you are researching.
- Write potential follow-up questions to clarify or expand on information from your narrator.
- Make an appointment and be on time.
- Consider bringing a culturally appropriate gift.
- Explain to your narrator what the project is about and why you are interested in learning more on the topic.
- Let your subject know how their information will be used and disseminated.
- Make sure your narrator agrees to be recorded and signs the release.
- Bring your notes and other information along to guide the interview. When the narrator strays away from your theme or questions, use your notes to return to the subject.
- If unclear about a response, repeat what you understood them to say to verify it is correct.
- Make sure you thank your narrator for their time and how appreciative you are of what they shared with you.
- Iterate a timeline detailing steps to publication, including time necessary for transcript review or privacy concerns.
- Send a thank you letter upon your return home.

Adapted from: Holt, Rinehart and Winston. Park City Museum. Engaging Students with Primary Sources. Retrieved from:

File:///C:/Users/JH3/Documents/Wisconsin%20Historical%20Museum/Object%20Lesson%20Plans/Oral-History-Lesson-Handouts.pdf



Standards Supplement

EDUCATION MATERIALS



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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