Social Studies Curriculum:


This calendar is produced annually to educate the public about the Anishinabe people and culture. Each month is in the Ojibwe language, along with historical dates and life teachings about honoring things around us such as women, life itself, and human beings. There are many important lessons within this calendar along with many photographs of important people and events that both deserve remembrance and respect.


This gender equity curriculum’s objective is to arm today’s students with the skills and knowledge to challenge the old ways of thinking that has limited expectations for boys and girls. This curriculum is divided into two parts; one is devoted to classroom activities that create an awareness of or directly teach basic principles of gender equity, and two contains teaching lessons with applied gender equity in mind-mostly with Native American focus.

This book takes a look at what it was like to live in 1880-1920s. It provides information on families and children, clothing, food, schools, hobbies, and technology. This book is designed to explore the way of life of both the Ojibwe people and the immigrants coming into the country. There are many primary documents which aid in learning about Duluth and the surrounding areas, such as maps, signature rosters, photographs, report cards, blueprints, and direct quotes. In every section there is help for the reader to examine and think about the sources. This book could be read as a bedtime story or used in a classroom.


This book focuses on modern issues surrounding Native American communities. There are five lesson plans, each containing readings and activities. The main issues addressed within this book are tribal sovereignty, treaty rights, Indian mascots, American Indian religious freedom, and American Indian history. Historical documents and photographs, along with vocabulary and definitions supplement each lesson.


This book features more than 50 hands-on activities, games and crafts that explore the diversity of Native American cultures and teach children about the people, experiences and events that have shaped Native American history.


This book includes the history and information about Ojibwe dance. The first part includes the traditional period, the contact period, the reservation period, and the contemporary period. The second part explores the land of the Ojibwe. Parts three to eight discuss dancers, dances, outfits, the drum, and storytelling. The last part of the book contains brief lesson plans and activities for grades K-12 using the information given in the historical section.


This book offers insight into the sacred medicines and plants traditionally used by the Ojibwe people. This book provides brief history explaining the Ojibwe people
and the major habitat changes which occurred over time. The book is divided into
habitat regions, including all plants within those regions, to make it easier for the
reader to locate plants. There are definitions for those who know little about plant
life, as well as medical definitions for those who need to know what exactly they
are treating. The book also provides Ojibwe words for each plant alongside the
English information, an index for all plants including scientific names, regions in
which they are located, page numbers and a separate index for Ojibwe plant
names.

WI: Great Lakes Indian Fish & Wildlife Commission.

This guide contains the pertinent treaties, discusses the nature of treaty rights,
provides historical background on treaty rights, and details tribal resource
management and Great Lakes Indian Fish & Wildlife Commission (GLIFWC)
activities. The booklet was first produced to provide a resource for young readers
in grades 4-8 in hopes to introduce them to Ojibwe history and culture as well as
the modern day exercise of treaty rights and tribal resource management. It also
provides activities and Ojibwe stories and teachings.

Commission.

This guide contains the pertinent treaties, discusses the nature and historical
background nature of treaty rights, in the ceded territories of the 1836, 1837,
1842, and 1854 treaties. It also discusses the topics of anti-Indian movements, counterpoints to racism, and popular misconceptions on treaties.


This booklet provides details on Great Lakes Indian Fish & Wildlife Commission activities and harvest totals for all major off-reservation tribal, hunting, fishing, and gathering seasons. It provides information for students and teachers regarding the treaty rights of American Indians in this region.


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This unit consists of introductory beading activities for early elementary students. The majority of the activities utilize beads the teacher/student can make themselves utilizing materials such as macaroni, straw, clay, and paper. There is also a section on loom work. The next activity section is on “weegwahs” or birch bark. It starts out with a story about the birch tree and the many uses of it. There
are eight art activities using birch bark or construction paper and other materials such as porcupine quills, leather, and yarn.


This teaching manual tells the story of the seven fires and the seven prophecies of the Anishinaabe people. There are 26 activities in paragraph form that can go along with the seven fires story or can stand alone. The activities range from discussing how our actions reflect our words and values to discussing inspirational people in our lives. There is also an appendix of charts, pictures, and questions that go along with the activities.


This unit guides teachers and students to speak out by studying some of the great speakers in Anishinaabe history and their biographies. It includes speeches from leaders such as “Hole-in-the-day,” “Buffalo,” “Flat Mouth,” “Stands Forever,” “Sharpened Stone,” and many more. Its objectives include building skills in
public speaking, listening, and remembering. This unit includes 18 brief activities to help meet these objectives including: mini-conversations, magazine cut-outs, skits, memory games, role-playing visuals, and so on.


This curriculum was developed to support American Indian high school students during their transition from high school to postsecondary life. It provides a structured process and culturally relevant activities that can be led by teachers, tribal elders, community members, or paraprofessionals. The curriculum is based on principles such as a belief in the resilience of American Indian youth and their communities and the awareness of sensitive topic areas. The curriculum seems to focus on the individual and individual growth but provides many areas of team building and family discussions. It is organized into four themes and within each theme into topical units and lesson plans (30-60 minutes). The four themes are Discovery, Framework, Choice, and Reflection. Within each, units which address the following topics include: The First Day, Social Supports, My Family, My Community, About Me, Responding to Change, Goal-setting, Self-advocacy, Problem-solving, Organizational skills, Communication skills, Diversity Awareness, Vision, Postsecondary Education, Career Development, Military
Training, and Bringing It All Together. Each lesson plan includes the activity name, possible student outcomes, portfolio placement, time frame, group size, preparation, directions, discussion, closure, additional suggestions, and resources. This curriculum does include worksheets and handouts, but does not include any tests or study guides. Additional information includes a brief history of American Indian education and a chart showing Minnesota graduation standards.


This curriculum set includes the basic harvesting processes used by the Ojibwe people along with biographical lessons on the famous Native American people of our past and present. Vocabulary definitions aid in the learning process. The information on maple sap and wild rice harvesting includes summaries and lessons, discussion sheets, recipes, and art project directions. Biographical lessons about famous Native American men include: Charles Albert Bender (baseball player), Patrick Des Jarlait (artist), Charles Alexander Eastman (physician/author), and Carl Gawboy (painter). Important historical events such as the Wounded Knee Massacre, the Sioux Uprising, and the boarding school era are also addressed in these lessons.

This booklet is divided into two sections, the first is about the history of institutionalized education for natives and how it relates to the issue of language, and the second is about the movement towards healing. This booklet provides a history of boarding schools, how the church and state education started, a review of boarding schools, the occurrence and ubiquity of un-wellness, the Meriam Report, the Native American Languages Act, the Administration for Native Americans, health and human services, third wave speakers, and much more.


This is a curriculum utilizing basic Ojibwe language and culture for grades K-6. It provides 9 week lesson plans for each of those grade levels. The concepts utilized within this curriculum include animals, household items, colors, family members, and wild rice and maple sugar gathering. It provides descriptive daily lessons with teaching guides, worksheets, tests and keys, and coloring worksheets all appropriate for grades K-6. This guide provides a foundation for teaching younger students about Ojibwe Language and Culture.

This curriculum framework provides extensive information on American Indian History, Culture and Language for primary, intermediate, middle school and senior high school students. It is divided into 17 different topics including: stereotypes, oral tradition, treaties, reservation and communities, language, music and dance, art, and contemporary issues. Each section contains lesson plan models for the four levels and provides the teacher with comprehensive graduation goals, graduation standards, learning profile requirements, learner outcomes, attributes, rationale, cultural content, and teacher background information. The lessons provide the teacher with developmental checkpoints, outcome indicators, curriculum integration, lesson outcomes, instructional strategies, vocabulary, and lists of materials, resources, assessment tasks, and activity ideas.


This curriculum is arranged into week by week schedules in complete lesson plan format and set up by the following topics: The Drum, The Canoe, and Hunting and Gathering. Worksheets and activity sheets accompany each topic. Important discussion questions center around origin and history, role within the Northwest tribes, importance/significance, relationships with other items and values, and how each has changed over the years. Most are introduced with creation stories.
and teachings and interspersed with stories and children’s books to aid each lesson.


This is the corresponding set of study guides and quizzes that go along with the television series “Ojibwe Waasa Inaabidaa: We Look in all Directions” or the book by Thomas Peacock and Marlene Wisuri also titled “Ojibwe Waasa Inaabidaa: We Look in all Directions.” Page numbers on each worksheet guide the teacher and student to the referenced information. The study guides consist of questions that require the student to: fill in the blank, write a short answer, list the answers found, and define vocabulary words. Quiz formats include: multiple choice, completion, matching, short answers, and short essays.


This mini-unit is the second part of the unit titled “An Overview unit of the History and Background of the Wisconsin Ojibway Indian Tribe.” This part of the unit is mainly focused on the Red Cliff reservation. All the lessons in this book are brief but include a review worksheet to go along with each one. There are 5 lessons total and the topics include moving to and from Madeline Island, treaties, changes over time and the reservation today. There are also pretests and tests included, along with enrichment activities, extensions, pictures of historical figures and places, and detailed maps.

The goal of this curriculum is to provide students with an understanding of the importance of the gift of maple sugar from the Woodland Indians to other cultures and to gain an appreciation for the resourcefulness of the Woodland Indians in the processing of maple sugar. This guide provides history, teaching procedures, recipes, tests with answer keys, and coloring pages for students.


Like the word “beda,” this booklet describes the special relationship between mother and child. Interviews with elders of the Swinomish Indian Tribal Community tell about their traditions and stories including, the hammock, feeding time, carrying an infant, learning language by hearing it, involving babies in family activities, and disciplining children.


Kids of all cultures journey through time with the Ojibwe people as their guide to the Good Path and its nine universal lessons of courage, cooperation and honor. This book includes many activities for kids.

This book traces the history of the Chippewa Flowage region in northwest Wisconsin. From early Ojibwe Indian life to the rise of the resort industry, Rasmussen vividly describes the human and environmental impact of the Chippewa Flowage. This is the true tale of how an Ojibwe village, Pahquahwong, was flooded to create a recreation area. The Chippewa Flowage, now one of the largest lakes in Wisconsin, provides some of the best fishing in the nation, but came at a high price for the citizens of this little Native American community. This book includes rare black and white photographs along with detailed maps.


This curriculum was created for secondary students but can easily be adapted to middle school or college levels. The unit was designed to give students a basic knowledge of oral and written history of the Ojibwe people in Minnesota. It includes an understanding of the Minnesota Chippewa Tribal Government and legislation of the U. S. Government that affected the Tribe. The following topics are contained in this curriculum: Prehistory & Traditional Life, Oral History & Migration, Early History & Fur Trade, U.S. and Chippewa Treaty Period, U.S. Government-Indian Legislation and Policies 1890-1930, Indian Education, and Tribal Government and Policies.

This curriculum was created for secondary students but can easily be adapted to middle school or college levels. The unit was designed to give students a basic knowledge of the history of American Indian people in the United States with an emphasis on Anishinaabe people in Minnesota. It utilizes the book, *Indians in American History* by Frederick E. Hoxie as a basic text along with supplemental materials. This guide provides activities, tests and answer keys, and suggestions for further reading.


This mini-unit is the second part of the unit titled “An Overview unit of the History and Background of the Wisconsin Ojibway Indian Tribe.” This part of the unit is mainly focused on the Lac du Flambeau reservation. All the lessons in this book are brief but include a review worksheet to go along with each one.
Included also are: pretests and tests, enrichment activities, extensions, pictures of historical figures and places, and detailed maps.


These activities are set up in lesson plan format, divided into elementary, middle and high school level and concentrate on the history of treaty rights and the way they are viewed today. There is also a section called fundamentals which go along with each of the three levels and include pretests, worksheets, tests, readings, and so on. Within this section are historical overviews of main photographs of historical events such as canoe making, harvesting, gathering and hunting.

Wisconsin Department of Public Instruction. (1996). *Classroom Activities on Wisconsin Treaties and Tribal Sovereignty*. Madison, WI: Wisconsin Department of Public Instruction.

These activities are set up in lesson plan format, divided into elementary, middle and high school levels, and concentrate on the history of treaty rights and the way they are viewed today. There is a section called Fundamentals which goes along
with each of the three levels and includes pretests, worksheets, tests, readings, historical and up-to-date maps and so on. A section titled Treaties presents each of the 29 treaties concerning or negotiated in Wisconsin between Indian tribes and the U.S. government. Each treaty is introduced by summarizing the main points such as history and background, negotiation, and impact on the tribes involved.