

# The First People-Secondary

This lesson meets **State Standards B.8.2** Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history and **B.8.11** Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

The First People were the very first to step foot onto North America by traveling across the Bering Strait land bridge. They eventually migrated down to Wisconsin and throughout all of North and South America forming our local tribes.

Included in this lesson is a power point presentation filled with exhibit pictures for The First People. The presentation is a great preview or post lesson activity for the exhibit. Along with the power point presentation is a list of vocabulary terms highlighted throughout the presentation. We also included expansion activities to go with the lesson.

## Vocabulary

Paleo Indians	Implements
Bering Strait	Speculators
Sustenance	Inhabitants
Semi-Nomadic	Acquired
Game	Minimal compensation
Hunter-gatherers	Reservations
Prolific	Raw materials
Primary Occupants	Reservation
Bartering	assimilate
Embraced	termination
Alliances	sovereignty
Dependent	
Transitioned	

## **Expansion Activity Suggestions**

1. Opinion Cards Activity
2. Using a map of Wisconsin, make a list of all the reservations in the state. Locate each reservation and tribe. Find the number of members from 1850 and compare the number to number of members today. It may take some research since many Wisconsin tribes were transplants from the eastern U.S.
3. Do a beading activity with the students after they have seen the extensive bead work pieces in the exhibit.
4. Play Native American games such as lacrosse.
5. Have students create their own currency just as the "Great Lakes Copper Culture." If you choose to grade the project a rubric is included. After the students have created their currency, have them barter for something to buy.
6. Use the vocabulary words to play memory, around the world, tic-tac-toe, or jeopardy.

# **Opinion Cards Activity**

The cards included can be used in various ways. Here are a few suggestions;

- Play scoot
- Have students fill in their answers and form a continuum in the classroom having students stand where their opinion falls. Have students share their opinions trying to sway students to their part of the continuum.
- Use the cards during the power point presentation for reflections.
- Use the cards as a jumping board into a writing activity.
- Use them as task cards.

# Opinion Cards

Why do you think some Native Americans still choose to live on the reservations today?

Do you think it was fair to move the Native Americans from their land to a reservation?

If Europeans had not focused their attention on Wisconsin, how would Native people's lives be different today?

Site evidence to support your opinion.

If Copper had not been prevalent, what do you think the Natives would have used for trade?

Remember it must be something native to Wisconsin.

## **Native American Beading Activity**

As you noticed in the exhibit, Native Americans put hours of time and care into their bead work. As students work on their bead activity they will begin to understand how much effort and time goes into even a small piece of beadwork.

Here are two websites including pictures and step by step directions for beading projects.

University of Minnesota Intersecting Ojibwe Art Curriculum

<http://intersectingart.umn.edu/?lesson/15>

Illinois State Museum Ojibwa Sewn Bead Designs

[http://www.museum.state.il.us/ismdepts/anthro/beads/sewn\\_beads\\_lesson.html](http://www.museum.state.il.us/ismdepts/anthro/beads/sewn_beads_lesson.html)

# **Native American Games**

Native Americans enjoyed games with their friends and family. Many of the games were meant to teach the younger members life skills, such as hunting or teamwork. Below is a list of games commonly played among the Wisconsin Tribes.

## **Lacrosse**

Lacrosse was played with two poles. At the end of each pole was a piece of net, shaped like a basket.

The object of the game was to toss a ball back and forth and catch it in the basket at the end of your pole.

Although you could not touch the ball with anything except your net, you could use your pole to hit another player. You could trip players.

Lacrosse was a rough game. It was a warrior's game. It was also a national game. Village played village.

## **Butterfly Hide and Seek**

Butterfly Hide and Seek was a quiet game. Children were taught never to hurt a butterfly. To the Ojibwa people, it was considered a gift of good luck if you stayed so quiet that a butterfly would trust you and land on you.

One child covered her eyes and sang a song. "Butterfly, butterfly, show me where to go." All the other children would quickly and quietly hide. The singer had to find them without saying another word. It was a game of skill. If you were observant, you could tell where people were hiding by the marks they left as they moved around.

## **Sep**

Sep was a silly game that everyone loved. It worked like this - someone would sing a song with very funny words. Without warning, the singer would suddenly stop singing and say, "Sep!" Everyone had to be very quiet until one of the adults picked up the song again. Any child who made a sound during Sep - the quiet period - was out of the game. There was a prize for the person who stayed in the game the longest. During the quiet times, the children would fall asleep. Then the parents and adults could talk. In the morning, the game was completed, and the prize awarded.

# **Marathon County Currency Project**

Copper was a natural material in this region and could be found throughout the state. The “Great Lakes Copper Culture” was known for their copper pieces throughout the Great Lakes Region. Pieces have even been traded as far away as Pennsylvania. Items *from* as far away as Pennsylvania have also been found in Wisconsin.

You have just arrived in Marathon County and no one uses paper money or coins, they barter goods or resources from the land. You need to pick something you would find in Marathon County that you could use to barter for other goods you and your family will need. Remember you want to use something native to the land and is plentiful enough you will be able to use it for years to come, but not so plentiful it will have a low value.

Your currency could be something you have to make, like the Copper Culture. They found raw copper and fashioned it into useful and beautiful objects. This type of currency will take longer to produce, but be worth more money per piece. It could also be something you trap or hunt and process into a raw material, such as the beaver fur the Native Americans sold to Europeans. This type of currency will be easier to produce, but be worth less money per piece.

## **First**

Choose a material commonly found in Marathon County for your currency.

## **Second**

Decide if you are going to barter with it in a raw state, such as furs or fashion it into something useful, such as jewelry or tools. Remember the more work you put into the finished currency, the more money it will be worth.

## **Third**

Write down your plan and draw a sketch of what your currency.

## **Fourth**

Create your currency. Make a sample and bring it in to show the class.

## **Marathon County Currency Project Grading Rubric**

	4	3	2	1
Written Plan	The plan was neatly written. Natural materials were chosen and it explained why the raw or finished state was used for the currency.	The plan was not neatly written but did use natural materials and explained why the raw or finished state was used for the currency	The plan was neatly written and used natural materials, but did not explain why the raw or finished state was used for the currency	The plan was not neatly written, but it did use natural materials and did not explain why the raw or finished state was used for the currency
Sketch	The sketch was neatly drawn and included many details of the currency	The sketch was not neatly drawn but did include many details of the currency	The plan was neatly drawn, but did not include many details of the currency	The plan was not neatly drawn and did not include details of the currency
Created Currency	The currency was well made using natural materials. The sample went beyond the original sketch details.	The currency was well made using natural materials and mostly matched the sketch details.	The currency was made using natural materials but did not match many of the sketch details.	The currency was made using natural materials but did not match the sketch.