



Mississippi Valley Archaeology Center
1725 State Street
La Crosse, Wisconsin 54601
Phone: 608-785-6473
Web site: <http://mvac.uwlax.edu/>
Facebook: <https://www.facebook.com/UWLMVAC>



The following lessons were created by **Jamie Sadogierski**, a teacher participating in the National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

Any views, findings, conclusions or recommendations expressed in this publication do not necessarily represent those of the National Endowment for the Humanities.

Professional Resource List

(Note: List will be used to later to create a PowerPoint lesson on what groups of Native Americans lived in the Fox Valley Region of WI and how they used the natural resources available to them)

Grade Level: 11-12

Subject: Environmental Science (also incorporates Social Studies/History)

Objectives: After lesson, students will be able to:

- *Identify and differentiate Native Americans who lived in the Fox Valley Region of WI.
- *Describe the natural resources that were available to the Native Americans who lived in the Fox Valley Region of WI.
- *Explain how these Native Americans used the natural resources available to them.

Standards Addressed: (*From the Appleton Area School District Environmental Science Curriculum*)

- *Relates historical developments contributing to increased human environmental impacts.
- *Explains the relationship between cultural/society changes and human population growth.
- *Identifies factors influencing population size.
- *Analyzes factors controlling animal population growth and contrasts them with human patterns.
- *Analyzes environmental impacts of various human societies.
- *Investigates the importance of wildlife and strategies for managing sustainability.
- *Analyzes land management issues.

Duration: 1-2 days (lecture and class discussions)

Materials/Supplies:

1. To create PowerPoint, use resource list created to do research on topic. (*Ex: Need access to books, internet, etc.*)
2. To teach the lesson, will need the completed PowerPoint with information and visuals (photos, maps, and/or video clips).

Vocabulary: Ho-Chunk, Menominee, anthropology, archaeology, Paleo-Indian, Archaic Indian, Woodland Indian, culture

Background: This project allows me to research the background information to begin a lesson (lecture/discussion format) on Native Americans of the Fox Valley Region of WI where I currently teach. (*Thus, it is the background information.*) In the environmental science classroom, (before teaching this topic) my students would already have a background on the native habitats that existed in WI. They would also have knowledge of the value of the Fox River as a water resource throughout Wisconsin history.

Setting the Stage: Students will have read the article “The Pristine Myth: The Landscape of the Americas in 1492” by William M. Denevan individually. They will also have had an in-depth analysis and discussion of the article (small group and large group). **Note: Refer to NEH project #1.*

Procedure: This resource list will be used to research the topic and construct a PowerPoint to use in the environmental science classroom. The format for teaching the information will be both teacher led lecture as well as small and/or large group discussions.

Closure/Pulling the Information Together: The gathered information from the resource list will be used to create PowerPoint slides that will become the introduction to a larger unit on environmental history. The environmental history unit (as current) only included in-depth information on how natural resources were used since European contact to the present time period. The addition of the Native American information will enhance and further our understanding about resource use over time.

Evaluation:

*A formal assessment on information learned in this specific lesson will occur at the end of the larger unit on environmental history.

*Informal assessments will occur throughout.

Ex: 1. “Tickets Out” at the end of the period. (*See worksheet in attachments.*) For this lesson, the questions on the ticket may be:

- a. What is the most interesting thing you learned about the Ho-Chunk and Menominee tribes?
- b. Compare one way the Ho-Chunk and/or Menominee tribe(s) used the environment to live with how we live on the land today. Identify one difference.
- c. What questions do you still have on this topic?

Ex: 2. Informal assessments will also occur during class discussions.

Links/Extension: The gathered information from the resource list will be used to create PowerPoint slides that will become the introduction to a larger unit on environmental history. The environmental history unit (as current) only included in-depth information on how natural resources were used since European contact to the present time period. The addition of the Native American information will enhance and further understanding about resource use over time. The environmental history is taught in April and thus includes special events related to Earth Day. During the week that Earth Day is celebrated, I organize special guest speakers to come in each hour of each day for 3 days that week. All science students at my school are invited to join my environmental classes in a large group classroom (that fits 90 people). An extension of this specific lesson could include inviting a representative from a local Native nation to speak about their culture and/or inviting a representative from GLIFWC to talk about how they manage natural resources on tribal lands today.

This lesson can be linked to social studies/history curriculum as well. In consideration of this, they could be invited to join the guest speaker presentation idea mentioned in the previous paragraph.

References: The resource list itself is a compilation of references. (*See attachment.*)

Attachments:

1. Resource list. (*Note: PowerPoint to be created at later date after contact with local resources*)
2. Ticket Out (*as mentioned in evaluation section*).

Attachment 1:

List of 25 useful resources to help answer the following research questions:

What Native Americans lived in the Fox Valley Region of WI?

What natural resources were available to them?

How did they use those resources?

| Print Sources | How could use this resource and/or why a good source to answer question(s) above... |
|---|--|
| Birmingham, Robert A., and Leslie E. Eisenberg. Indian Mounds of Wisconsin. Madison, WI: U of Wisconsin, 2000. Print. | <ul style="list-style-type: none"> *Page 4 identifies that there were conical mounds along the Fox River but many of them have been destroyed due to farming practices. *Page 96 explains the mounds are from the Middle Woodland period where people were hunters, gatherers, fishers, and gardeners. *Page 96 also discusses their shelters. |
| Hawke, Sharryl, and James E. Davis. Seeds of Change: The Story of Cultural Exchange after 1492. Menlo Park, CA: Addison-Wesley Pub., 1992. Print. | <ul style="list-style-type: none"> *Introduces Columbus and his journey to North America. *Information in book is not specific to WI (Native Americans) but rather North America. An interesting book to use for where crops/plants came from, were first grown in North America, and how farming first started. |
| Holliday, Diane Young. Mountain Wolf Woman: A Ho-Chunk Girlhood. Madison: Wisconsin Historical Society, 2007. Print. | <ul style="list-style-type: none"> *Book follows the life of a Native American of the Ho-Chunk Nation. Great resource to answer questions above! (Note: Buy book for classroom.) |
| Loew, Patty. Native People of Wisconsin. Madison, WI: Wisconsin Historical Society, 2003. Print. | <ul style="list-style-type: none"> *Chapter 1 is about Wisconsin's first people/early history. *Chapter 2 is about movement of people after Europeans came to WI. This is of importance to note because it discusses in this section that more people and more fighting resulted in resources becoming exhausted. *Chapter 3 is on the Menominee people *Chapter 4 is on the Ho-Chunk people (Note: Good book to purchase.) |

| Print Sources Continued... | How could use this resource and/or why a good source to answer question(s) above... |
|---|---|
| Malone, Bobbie, and Jefferson J. Gray. Working with Water: Wisconsin Waterways. Madison, WI: Wisconsin Historical Society, 2001. Print. | *Section on Great Lakes early people (page 12) (Note: Buy this book...would be useful for other curriculum topics as well!) |
| Malone, Bobbie. Digging and Discovery: Wisconsin Archaeology. Madison, WI: State Historical Society of Wisconsin, 2006. Print. | *Explains how Native Americans adapted to Europeans. Specifically on page 73 talks about importance of the Fox River in the fur trade. *Shares what tribes were here, who moved, and who stayed. *Describes findings of mammoths in WI. *Discusses first people in WI originated 11-12,000 years ago. *Discusses how environment was different for Paleo vs. Archaic Indians. |
| Malone, Bobbie, Kori Oberle, and Patty Loew. Native People of Wisconsin: Teacher's Guide and Student Materials. Madison, WI: Wisconsin Historical Society, 2003. Print. | *This book accompanies Patty Loew's book: <u>Native People of Wisconsin</u> . Lesson plan book. |
| Malone, Bobbie. Learning from the Land: Wisconsin Land Use. Madison, WI: State Historical Society of Wisconsin, 1998. Print. | *Chapter 2 is on the "First Land Shapers" in Wisconsin. Includes info on what Native Americans hunted, the environment, strategies they used for survival. *Page 18 references the Ho-Chunk. (Note: Buy this book...would be useful for other curriculum topics as well!) |
| Murphey, Edith Van Allen. Indian Uses of Native Plants. Glenwood, IL: Meyer, 1990. Print. | *Would be useful to look up the plants that were in the Fox Valley region in the past and/or present to see how Native Americans used them. *Could also use to look up plants in my school's prairie and wetland areas and see how Native Americans would have used them. |
| Pferdehirt, Julia. They Came to Wisconsin. Madison: Wisconsin Historical Society, 2003. Print. | *Page 78 has a good visual on what tribes lived where in WI before the Europeans arrived in WI. *Page 80 references Kaukauna. *Page 81 references Lake Winnebago. |
| Willging, Robert C. <i>On the Hunt: The History of Deer Hunting in Wisconsin</i> . Madison, WI: Wisconsin Historical Society, 2008. Print. | *Chapters 2-4 would be useful. (Information begins with hunting mastodons-Paleo-Indians, to using atlatls for deer and the arrival of Europeans.) |

| Websites | How could use this resource and/or why a good source to answer question(s) above... |
|--|---|
| <p>http://www.uwlax.edu/mvac/PreEuropeanPeople/EarlyCultures/index.html (As provided by NEH/MVAC)</p> | <ul style="list-style-type: none"> *Mississippi Valley Archaeology Center's website. *Site describes Pre-European People of Wisconsin. Oneota tradition shows how Native Americans were the first farmers in the state! *Introduces the idea of what ancient prairies were like. |
| <p>http://www.mpm.edu/wirp/ICW-22.html (As provided by NEH/MVAC)</p> | <ul style="list-style-type: none"> *Milwaukee Public Museum website. *Briefly discusses the background of different Native peoples who lived in WI over time. |
| <p>http://www.foxriverwatch.com/history_fox_river_green_bay_1.html</p> | <ul style="list-style-type: none"> *Fox River Watch website. *Very briefly introduces that evidence suggests people were using the east shore of Green Bay as early as 7000 BC. |
| <p>http://www.ho-chunknation.com/about.aspx (As provided by NEH/MVAC)</p> | <ul style="list-style-type: none"> *Ho-Chunk Nation website. *Discusses history of Ho-Chunk, their way of life, and that they lived along Fox River. |
| <p>http://www.glifwc.org/</p> | <ul style="list-style-type: none"> *The Great Lakes Indian Fish & Wildlife Commission website. *Good source to learn about current treaty rights of Native Americans- more specific to Ojibwe tribes/northern WI. *Could use to help compare resource use past vs. present. *May also be useful to use to contact a guest speaker. |
| <p>http://www.nature-watch.com/index.php (As provided by NEH/MVAC)</p> | <ul style="list-style-type: none"> *Website for purchasing copies of mammoth and mastodon teeth. They also sell real mammoth hair samples. Additionally, they sell replicas of arrowheads. *Would be cool to show students! |
| <p>http://mvac.uwlax.edu/wp-content/uploads/2014/04/EdNewsletter-February2001.pdf (As provided by NEH/MVAC)</p> | <ul style="list-style-type: none"> *Online archive of MVAC's Education Newsletter, Theme: Plant and Animal Usage, Feb. 2001. This issue of the newsletter would be useful because it talks about deer, mammals, birds, domestication. It also talks about what parts of a deer Native people used and how they used those parts. This would be of particular interest to my students as many hunt or know people who hunt so they could make a connection. |

| Primary Contacts | How could use this resource and/or why a good source to answer question(s) above... |
|---|---|
| Wisconsin Historical Society 816 State Street Madison, WI 53704 Phone: (608) 264-6496 | John H. Broihahn WI State Archaeologist |
| The Great Lakes Indian Fish & Wildlife Commission | The Great Lakes Indian Fish & Wildlife Commission website http://www.glifwc.org/ . May be useful to use to contact a guest speaker. |
| The Native American Multicultural Specialist in my school district | She would be able to connect me with local resources in the community and/or help coordinate a guest speaker. |
| Mississippi Valley Archaeology Center 1725 State Street La Crosse, Wisconsin 54601 Phone: 608-785-6473 | Bonnie L. Jancik E-Mail: bjancik@uwlax.edu MVAC Director of Public Outreach |
| Mississippi Valley Archaeology Center 1725 State Street La Crosse, Wisconsin 54601 Phone: 608-785-8451 | Katherine P. Stevenson E-Mail: kstevenson@uwlax.edu MVAC Operations Manager |
| Mississippi Valley Archaeology Center 1725 State Street La Crosse, Wisconsin 54601 Phone: 608-785-8463 | James L. Theler E-Mail: theler.jame@uwlax.edu MVAC Senior Research Associate; Professor Emeritus, Dept. of Sociology/Archaeology |

| Other Sources of Information | How could use this resource and/or why a good source to answer question(s) above... |
|--|---|
| Personal notes, personal photos, handouts provided, and other materials as provided from NEH Summer Institute 2014 | (Relates to topic) |

Attachment 2:

Name _____ Hour _____

Ticket Out of Room 2334

Directions: This ticket stub will demonstrate your understanding of today's topic. You should use only your brain to complete this topic.

| | |
|--|--|
| <p>What is the most interesting thing <u>you</u> learned about the Ho-Chunk and/or Menominee tribes of WI? Explain. (2 points)</p> | |
| <p>Compare one way the Ho-Chunk and/or Menominee tribe(s) used the environment to live with how we presently live on the land. What is one difference? (2 points)</p> | |
| <p>What questions do you still have on this topic that you didn't get a chance to ask? (1 point)</p> | |