

**Social Studies Content Themes for Middle/High School**  
**From**  
***“The Making of Milwaukee Curriculum”***

**Native Americans:**

**Teaching about Native Americans in Milwaukee**

The following activities are from “The Making of Milwaukee” on-line curriculum.

- **The Displacement of Natives (Class Discussion/Debate)**
- **Celebration of Wisconsin Native Tribes (Research and Create a Visual Presentation)**
- **Milwaukee History Quiz**

**THE DISPLACEMENT OF NATIVES**

1. Video Chapter 1, *Natives and Traders*, explains that many Native groups were persuaded to leave their lands by federal officials. Discuss the following questions with students as a group or have them formulate individual written responses:
  - Do you agree with the federal government’s actions to persuade Natives to leave their lands? Defend your position.
  - What should Natives have received in return for the land they relinquished?
  - How did Natives and settlers value land differently?
  - What reasons could you give to defend the actions of the federal government?
  - How did the federal government’s persuasive actions affect the traditions, cultures and lives of Wisconsin Native tribes?
  - What were the benefits and consequences of persuading Native groups from Wisconsin lands?
  - How could this situation have been handled differently by federal officials so that both settlers and Natives benefited from the rich lands of Wisconsin?
  - Do you think the Indian gaming casinos were adequate reparations for Natives’ land over 170 years ago? Defend your answer.
  - Were treaties very effective tools for resolving conflicts and reaching compromise? Explain.

Follow-up Learning Activity:

- Divide the class into two sections or smaller groups.
- Have one side support the Natives’ removal and the other criticize it.
- Allow students to debate the issues from their assigned point of view, providing examples to support their reasoning.

## CELEBRATION OF WISCONSIN NATIVE TRIBES

1. In this activity, students will create a presentation that describes various aspects of the Wisconsin Native groups that lived in Wisconsin and were eventually forced to leave their lands in the 1800s.
2. Students will be divided into groups of five. Each group of students will be responsible for planning a presentation about one of the following Native American tribes. (List may be adjusted to class size.)

*Note to Teachers: You might assign each group a Native group or develop a random selection process.*

- Mound Builders of eastern Wisconsin
- Menominee
- Ho-Chunk
- Winnebago
- Sauk
- Fox
- Ojibwe
- Odawa
- Huron
- Potawatomi

3. Have each group conduct research about their assigned Native groups. This can be done in the school or local libraries, computer labs or any combination of outside resources. The following content areas should be present in all presentations:
  - Background Information of Native group (history of the group)
  - Location of the group and influence of location on the group
  - Shelter, clothing and food within the tribe
  - Traditions and celebrations
  - Present status in the United States (Where are they now? How are they different/similar than their ancestors of the 1800s?)
4. Students may present their information of the Natives groups in the following ways:
  - a. **PowerPoint:** Students can create slides that display the required content. Groups may customize the presentation, include clipart and animation while displaying their research.
  - b. **Tri-board:** Groups can use a tri-board presentation board to display the required content. The board may include headings (background, location, etc), photographs, summaries and reports on the assigned tribe.
  - c. **Collage Poster:** Use photographs to showcase the content areas.

Images should reflect the lives of Natives. Each group member would be responsible for explaining the pictures relevant to their assigned content area.

- d. **Documentary:** Create a presentation in which students present their information through a series of scenes and skits. Students will narrate their developed scenes based on the research information they have collected. The use of props, clothing and “extras” can be encouraged.

*Please visit the “Image Library” of the “In the Classroom” section on The Making of Milwaukee Website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose “Lesson Activity Images” from the pull down menu for additional images that can be used with this lesson. Be sure to use the “search” tool to locate the photos entitled, “Potawatomi Portrait, Native American Shelters, Native American Rice Harvest Canoe”.*

## MILWAUKEE HISTORY QUIZ

Use the following quiz to test students’ general knowledge of Milwaukee, particularly in the 1800s:

1. Which university in Milwaukee was named after this first European to explore its region?
2. Which three settlements combined to create early Milwaukee?
3. Name the four famous brewers located in Milwaukee during the late 1800s.
4. What does the word *Milwaukee* mean?
5. In what year did Milwaukee officially become a city?
6. When was the *Sentinel* created in Milwaukee?
7. Which three rivers in Milwaukee meet near Lake Michigan?
8. In the 1820’s, settlers moved to southwest Wisconsin to mine for which natural resource?
9. The first railroad created in Wisconsin connected which two cities?
10. What Frenchman began trading with Natives in Wisconsin in 1666?