

**December 10, 2012**  
**Terra Institute**

**Building Bridges Program:  
A Progress Report**

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*Graphic from Red Thunderbird Agency*

## **1. Background**

In the decades following first contact between Native Americans and Europeans, conflicts arose over who would “own” the land of the New World. Many tribal nations were relocated to areas distant from their original lands to make room for the immigrants, while others were confined to a reservation on a small part of their traditional lands. Others were left with no lands of their own.

The US Federal Government has held land in trust for Native American Nations. These Nations have developed their capacities for holding, using and administering the land according to their principles and needs as sovereign Nations.

Today, tensions among Native American and Non-Native communities over land obviously differ in significant ways from the initial conflicts over land ownership and use. These contemporary tensions vary from place to place, but given the sensitivity of land ownership, all threaten to explode into violence and discrimination as has happened in Wisconsin from time to time in the past.

This Native/Non-Native tension over land ownership and use adds to the political and social divisions of our State which together threaten the social fabric which underpins our collective welfare.

How can we mend this tattered social fabric? Our focus is on education of the youth and community members of Indian and Non-Indian communities. We encourage people from Indian and Non-Indian communities to engage in respectful dialogue to deal effectively with local needs, while perhaps agreeing to disagree over some issues.

## **2. Phases of the Program**

### **Phase I: Developing the Model of Video for Respectful Dialogue (February through December, 2010)**

In 2010 Terra encountered a case of communities in conflict over land involving a Native American and a Non-Native American community around the shores of Legend Lake on the Menominee Tribal Reservation in northern Wisconsin. Menominee County, created in 1961, has nearly the same boundaries as the Menominee Tribal Reservation. About 4% of the Reservation/County land is privately owned, while 97% of Tribal land is held in trust for the Tribe by the US Federal Government. Lands “in trust” are exempt from County property taxes.

Private purchasers of land within the original Reservation are interested in land for recreational purposes and for private residences. They pay taxes to Menominee County. Many in the Menominee Nation want to extend Tribal sovereignty over land, water and forest resources which are privately owned but within the original boundaries of the Reservation land by acquiring private lands and then converting them to “trust” status. Such a conversion from private to trust ownership status removes the land from the County’s tax rolls and threatens to increase the tax obligations of the remaining mostly non-Menominee owners.

In June, 2009, fearing increased property taxes, private owners of lots on Legend Lake voted to prohibit sales to any entity which would or could remove the private lots from Menominee County tax rolls. Many Menominee Tribal members became annoyed by this vote.

For a complex set of reasons these contrasting expectations can inflame passions, leading to strained relations between these two communities. Yet for both communities to prosper, people from each have to get along with each other.

A “Talking Circle” is a Native American institution where people meet and discuss an issue, with no limits on expressing points of view, except for the requirement that each perspective deserves the full respect and attention of other participants.

In the spirit of a Talking Circle, Terra Institute and the Life Sciences Communication Department of the University of Wisconsin conducted filmed interviews of Non-Menominee and Menominee expressing their personal views of the Legend Lake history and present situation. These filmed interviews and interactions were edited into a 34 minute documentary video, “Legend Lake: A Talking Circle”. This video was written, directed and produced by Mark Anthony Rolo and filmed and edited by Bobby Breitenbach. Subsequently, a discussion guide and four day lesson plan plus a collection of historical documents were developed with assistance of the Wisconsin Humanities Council to help teachers at the high school and college

level present the ideas discussed in the video. See this web site for viewing the video and for downloading related information: [http://www.terrainstitute.org/legend\\_lake.html](http://www.terrainstitute.org/legend_lake.html)

The producer-writer-director of the video has this to say about the making of the Legend Lake video:

"The struggle over the Menominee tribal land and water serves as a great reminder and symbol of the ongoing, deeply-seeded struggle between Indians and whites. The nuances and layers of this truly great historical conflict clearly posed a huge challenge for us in wanting to tell this story about the Menominee and the mostly white owners of private lots on Legend Lake. The majority of Indian and non-Indian audiences know little about Indian history, Indian law and federal Indian policy. Our goal was to bring people on both sides of this struggle together to have a meaningful, respectful dialogue that might lead to some sphere of potential reconciliation. And in order to achieve this goal we knew we had to tell the story about the struggle from a human perspective. Talking heads, charts, graphs and numbers could never catch the real drama – never create strong, impacting resonance with viewers.

I believe we achieved in this film something that I have not seen in my years of covering Indian country as a print and broadcast journalist. To bring together community stakeholders on both sides of the racial and political border was in itself a success, in my view. But we did more than that. We were able, through human story and human emotion, to give a sense of "life" and importance to issues such as tribal termination, tribal restoration, county governance and individual rights and responsibilities regarding financial duty and stewardship of local natural resources.

"Legend Lake: A Talking Circle" can be a guiding light for other, diverse communities facing conflict-resolution issues concerning land. My hope is that this film will engage communities beyond the Menominee and Legend Lake property owners. The film has the potential to appeal to even the most fringe viewer, those not directly affected by land rights issues. And this could be an even greater success of the film – finding new and larger audiences that do in fact, matter when it comes to bridging divided communities through meaningful discourse." (Mark Anthony Rolo, 2011, "Producer Notes")

### **Phase II: Piloting the first Video/Curriculum packet (Legend Lake)—January 2011 thru December, 2011**

Once the 34 minute "Legend Lake: A Talking Circle" video and accompanying curriculum and original historical documents were completed, the team decided to try out using the packet in community meetings, including church councils in Keshena, faculty and students at the College of the Menominee Nation, students in Northland College, Black Earth (Dane County) Friends of the Library, Anthropology and Social Work classes at the University of Wisconsin-Madison.

At the same time we contacted Social Studies teachers in selected schools in different parts of the State of Wisconsin (Shawano, Menominee Indian School District, Melrose-Mindoro, Wisconsin Dells, Black River Falls, and Barneveld school districts), and in university contexts (Dept of Anthropology UW-Madison), providing them with the video and curriculum materials. Most teachers who used the video said that they found the multiple perspectives on the Legend Lake situation to be useful in their courses. One school did not opt to use the video, since they felt that their existing curricula were adequate.

The team also tested using the video as an educational device at conferences of professional organizations such as the Wisconsin Council for the Social Studies (WCSS), the Wisconsin Indian Education Association (WIEA). Discussions were always lively and mostly positive about the information presented and the fairness of the presentations of different perspectives. Nonetheless, a few people thought the video was a bit boring, while others thought it to put a too rosy picture on a difficult situation.

### **Phase III: Encouraging Use of Legend Lake Materials in Educational Institutions (January thru September, 2012)**

With the support of the Indian Land Tenure Foundation (ILTF), during the spring of 2012 a Terra Institute team (Chevalier and Stanfield) visited with secondary school teachers and administrators in 33 school districts located in 18 Wisconsin Counties. The team also visited six post secondary institutions. In both contexts the intent was to acquaint teachers and administrators with the Legend Lake case materials, and how they could be used mostly in Social Studies courses. We also continued to present the video to professional conferences of educators.

From these conversations, we conclude that most teachers share the opinion that the Legend Lake video/curriculum packet usefully demonstrates how respectful dialogue can contribute to the resolution of difficult social issues. We use the history of Menominee/Non-Menominee land relations as a case for discussion. Respectful dialogue about a contemporary Indian/Non-Indian tension over land—the Legend Lake case--shows how such tensions can be managed to encourage cooperation concerning common interests in education, health, public safety, and environmental protection.

The underlying philosophy of the Legend Lake case is that the education of the youth about respectful dialogue on a difficult social issue helps establish a more favorable social context for resolving tensions, while in some situations people agree to disagree on some land related topics while working together on common problems.

### **3. Phase III Achievements through September 30, 2012:**

#### **3.1 Contacts with Educators**

We have tabulated information about most of the people with whom we have met personally in the Spring of 2012 in schools in 18 counties who have indicated interest in the Legend Lake video and study materials for social studies courses for the next school year, mostly at the high school level. We have also included in the list the people interviewed from universities and colleges in the counties visited as well as people from community organizations and the Cooperative Educational Services Agencies (CESA).

See Attachment B “**Summary of Visits to Educational Institutions in Spring 2012**” for a listing of people met and contacts made to date, after March 6, 2012.

It turned out that some schools that we visited, even in the target counties, did not have more than one or two Indian students and some had none. Other schools, particularly those on reservations had more than 80% of their students being Native American.

In this rapid visiting of schools, we gave teachers and administrators the "Legend Lake: A Talking Circle" video and study materials DVD set and the Indian Land Tenure Foundation's (ILTF) Land Curriculum DVD. We also provided schools with the Legend Lake Information Flyer (See Attachment A), which is a summary of the Legend Lake video/study materials packet and how it could be helpful to their Social Studies teachers and to their Native American coordinators, if they have one on staff. In exchange, they have committed to sending us feedback from teachers and students once these materials are used in classes, mostly next fall.

In general teachers and administrators like the basic messages of the Legend Lake video as relevant to several Social Studies standards, particularly helping students learn to understand and analyze contrasting perspectives on social issues, and they like its relevance to Act 31.

Most of the people contacted also showed interest in the ILTF Land Curriculum's extensive treatment of Indian land tenure themes, and the references provided. Many are interested in the ILTF offer of small grants to schools for helping teachers adapt Native American themes into their curricula.

### **3.2 Contacts with Community and Professional Organizations**

In addition to the appended list of educational institutions we have visited we met during the Spring of 2012 the following community and professional organizations:

- **Great Lakes Inter Tribal Council (GLITC)**

GLITC member Tribes include: Bad River Band of the Lake Superior Tribe of Chippewa Indians, Forest County Potawatomi Community, Ho-Chunk Nation, Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin, Lac du Flambeau Band of Lake Superior Chippewa Indians, Menominee Indian Tribe of Wisconsin, Oneida Tribe of Indian of Wisconsin, Red Cliff Band of Lake Superior Chippewa Indians, St. Croix Chippewa Indians of Wisconsin, Sokaogon Chippewa Community, Stockbridge-Munsee Community, (all located in Wisconsin), and Lac Vieux Desert Band of Lake Superior Chippewa Indians (in Watersmeet, Michigan).

Organizational goals and objectives are established by the unanimous approval of a Board of Directors, which is composed of the Tribal Chairperson or President (or his/her delegate) of each member tribe. Each board member speaks for the interests of his or her tribe. The member tribes of GLITC represent six Indian Nations on twelve reservations, a combined American Indian population of 41,326 (US Census 2000), and a land base of about 1,000,000 acres spanning 45 counties.

The President of the GLITC Board invited us to inform the Board at their May 10, 2012 meeting in Mole Lake about the Legend Lake video and study materials, and about Terra's and the ILTF

efforts to help educate young people and community members about Indian/Non-Indian contemporary tensions over land and the role of respectful dialogue in easing these tensions.

- **Wisconsin Indian Education Association (WIEA)**

WIEA was established in 1985 by a group of concerned Indian educators to carry on the efforts of the former GLITC's Education sub-committee.

We organized a session at the April 20, 2012 meeting of the WIEA at the Ho Chunk Convention Center in the Dells, which involved introducing and viewing the video, and a discussion of it. There were about 5 teachers present at the session.

The Chair of the Board of the WIEA invited us to the June 8, 2012 Board of WIEA meeting, in Lac du Flambeau to explore how we might cooperate on educational efforts of mutual interest.

- **Wisconsin Council for the Social Studies (WCSS)**

The Wisconsin Council for the Social Studies (WCSS) is a professional organization of social studies teachers in Wisconsin and is an affiliate of the National Council for Social Studies. Its goals are to improve social studies teaching, develop the professional interests of social studies instructors, and cooperate with other organizations working for a better social understanding in the state, nation, and world. WCSS provides professional development opportunities, publications, and service to Wisconsin teachers.

Terra Institute organized a session at the March 19, 2012 meeting of the WCSS, facilitated by Ada Deer, where we introduced, viewed and discussed the Legend Lake video. We also met with the WCSS leadership to discuss how to get more sessions into the WCSS Conference next year dealing with themes of Indian/Non-Indian land relations. If we can get proposals for such sessions from Social Studies teachers or other professionals, the WCSS President for next year has indicated interest in accommodating such proposals into the 2013 program.

- **Presentation to BIA "Partners in Action" Conference, June 26-28, 2012 in Mt. Pleasant, Michigan**

The presentation of the Legend Lake video and study materials at this conference was similar to those done for the Wisconsin Council for the Social Studies and the Wisconsin Indian Education Association.

At such events, including the BIA conference, following a brief introduction, we showed the entire video after handing out the information flyer about the video/study materials packet. We also provided each participant with a copy of the LL DVD packet, a copy of the ILTF's Land Curriculum, and a copy of the ILTF's American Indian Homelands DVD.

The discussions that followed the two sessions at the BIA conference dedicated to viewings of the video could be summarized as very positive.

One person from the Saganaw Chippewa Tribe said that our work was very innovative and much needed, with its emphasis on educating young people about different perspectives on an important social issue—Indian/Non-Indian tensions over land ownership and use.

Another participant from the Little Traverse Bay Band said that she thought the video and its uses in schools was “awesome”.

Another, an attorney working with the Stockbridge-Munsee tribe in a subsequent email said:

*Presently, it is no secret that the Tribe and the County and the Town of Red Springs are at odds on the issue of land to trust. I believe education and discussion is the key to changing the social environment from toxic to tolerant. I truly valued the segment on the common interests of both sides when considering the environment and services to children. These points have given me much to think in my work on fee to trust and the issues involved in this topic.*

A forester said in an email:

*I thought that you produced an excellent summary and told a nice story with lots of avenues for discussion and teaching.*

- **Many Ways of Peace**

The Peace Center is located in downtown Eagle River. We have tentative plans to schedule a showing and discussion of the Legend Lake video on or around July 14 Peace event organized by this group.

- **Churches in Menominee Reservation/County**

The Priest at St. Michaels organized a joint meeting of the St. Michael’s and St. Anthony’s church councils on May 15, 2012 at 7:00 p.m. There were 12 people attending a viewing and extensive discussion of the Legend Lake video. The main conclusion was that many Menominee and Non-Menominees know little about the history of Legend Lake; the video packet provides a good introduction. Also people do not know the facts about the levels and trends in property taxes on lake lots and the contributions of the Tribe to the budget of Menominee County.

### **3.3 Colleges and Universities**

While not directly influencing teacher and high school decision about adoption of the Legend Lake material next year, the colleges and universities in the regions visited offer important resources for improving the understanding of Indian/Non-Indian land relations. The following discussions were held with faculty at some post-secondary educational institutions (see Attachment B for contact information):

- **Class Presentation at Northland College**

We met with History Professor Chantal Norrgard’s class (6 students) on May 23<sup>rd</sup>, 2012 for over 2 hours to view and discuss the LL video.

- **Class Presentations at University of Wisconsin, Stevens Point**

On April 3 and 4 Arnold Chevalier met with Sociology classes (total of 32 students) at UW-Stevens Point at the invitation of Alton Smart to view and discuss the Legend Lake video and to discuss land issues facing tribes. Andy Gokee invited Arnold to meet with students involved with the Pow Wow of the week of April 3 and discuss the LL video.

- **Discussion with American Indian Studies faculty at University of Wisconsin at Eau Claire**

On the invitation of Debra Barker, we had a meeting with the AIS faculty and staff at UW-Eau Claire on March 28, 2012 with nine faculty members (Rick St. Germaine was not able to attend).

We discussed the structure and purpose of the Legend Lake video and study packet, leaving a DVD set with Ms. Barker for the AIS program. We mentioned the linkages with the ILTF, and left a couple of copies of the information flyer which contains the links to ILTF's web site and to the WIEA.

- **Discussion with faculty from the Educational Center for First Nations Studies faculty at University of Wisconsin at Green Bay.**

Prior to the initiation of the ILTF supported work, a meeting was organized by Dr. Lisa Poupart with her and three other FNS faculty to discuss the Legend Lake DVD. Dr. Poupart accepted the DVD for the FNS in-house library where it will be made available to teachers and students to develop lesson plans and do assignments. The faculty urged that we create a more complete video covering more of the Menominee land history, and add to the reference materials the more important interpretive books on the Menominee. With a more extensive coverage of the Menominee history, they felt that the video and classroom materials could meet standards of the University of Wisconsin System American Indian Studies Consortium (UWSAISC).

#### **4. Some Lessons Learned**

There are 426 Public School Districts<sup>1</sup> in the State of Wisconsin, usually comprising multiple schools (primary, middle, high), with the total number of students Pre-kindergarten through Grade 12 being approximately 88,000.

The intensive travel and meeting schedule of Terra's "Outreach Team", composed of Arnold Chevalier and David Stanfield, provided a unique and impressive opportunity to learn about how educational institutions and the people in them respond to new curriculum ideas, like those contained in the Legend Lake DVD set and the ILTF "Lessons of Our Land" curriculum DVD.

The emotional climate in most schools for teachers and administrators is especially stressed this year, with many school districts faced with large cuts to the State funding, resulting in larger

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<sup>1</sup> [http://sunshinereview.org/index.php/My\\_Government\\_Website:\\_Number\\_of\\_school\\_districts](http://sunshinereview.org/index.php/My_Government_Website:_Number_of_school_districts)



class sizes, the early retirement of many experienced teachers and heavy take home salary reductions for nearly all teachers who feel that they cannot retire.

An additional complication is that teachers no longer have the option of being represented by teachers unions and governed by contracts between the unions and local school boards. As a response, “manuals” have been hastily drawn up so that teachers and administrators and boards know what the rules are, at least to some extent.

From these visits and conversations, important lessons were learned.

#### **4.1 Meeting Wisconsin Model Academic Standards**

The Legend Lake video can be used to explore themes relevant to Wisconsin’s existing academic standards in Social Studies and Environmental Education.

- **Social Studies**

Social studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

The Legend Lake video and study materials offer teachers a real case study from Wisconsin of how people can make informed and reasoned decisions about the resolution of a social tension through respectful dialogue about the history and implications of that tension from different perspectives. Moreover, the study materials provide original historical documents for student analysis rather than just relying on interpretations of that history.

These features of the Legend Lake packet help Social Studies teachers present evidence that in their courses they are trying to meet at least some of the existing Wisconsin Academic Standards in the Social Sciences:

#### **Geography**

- *A.12.12* Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world
- *A.12.13* Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

#### **History**

- *B.12.2* Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- *B.12.6* Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

- *B.12.12* Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

### **Political Science**

- *C.12.8* Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
- *C.12.9* Identify and evaluate the means through which advocates influence public policy
- *C.12.10* Identify ways people may participate effectively in community affairs and the political process
- *C.12.16* Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

### **Behavioral Science**

- *E.12.8* Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- *E.12.11* Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

### **Act 31.**

In a more specific sense, schools that use the Legend Lake materials show that they are at least partially in compliance with Act 31, particularly s.121.02(1)(L)4 Wis. Stats. K-12 Social Studies Instruction:

“Each school board shall: Beginning September 1, 1999, as part of the social studies curriculum, include instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in the state at least twice in the elementary grades and at least once in the high school grades.”

While the Legend Lake materials are more oriented to the High School age level, the ILTF K-12 curriculum materials provide teachers with Indian oriented curriculum ideas for all grade levels.

The ILTF’s 78 minute documentary “American Indian Homelands: Matters of truth, honor and dignity-immemorial” is an excellent reference, which belongs in all school libraries.

- **Environmental Education**

The foundation of environmental education is a basic understanding of the processes of the interacting systems that comprise the environment. Therefore, it is essential that students have knowledge of the earth as a dynamic, physical, and living system that has been affected over time by various human societies.

Environmental Education Standards which are touched on in the Legend Lake video include:

B.12.3 Evaluate the stability and sustainability of ecosystems in response to changes in environmental conditions

B.12.5 Analyze past and current trends in ecosystem degradation and species extinction

B.12.8 Relate the impact of human activities in ecosystems to the natural process of change, citing examples of succession, evolution, and extinction

#### **4.2 Method: Popping In**

In the context of extreme pressures on often disheartened teachers and administrators, getting their attention for changing their courses contents is difficult. We tried emailing the information flyer, but practically no one had read the emails when we arrived at their schools a day or two later. We tried calling, but teachers are usually in class. We tried making presentations at professional association meetings (WCSS and WIEA), but few people attended the sessions.

So, as a creative alternative, we decided to just “pop in”. This proved to be a successful method, which in about 85% of the schools visited eventually got us at least one interview with a teacher and/administrator. For about 15% of the schools visited we had to rely on a receptionist or secretary to pass on to the appropriate person the DVDs and information flyer.

In nearly all schools visited, we got big smiles and friendly greetings, despite all the pressures bearing down on teachers and school administrators.

#### **4.3 CESAs**

Despite our three month effort to “pop in”, we only managed to visit schools in 18 counties, and then were often limited to meeting with the District Administrator, Superintendent or the Curriculum Department Head. Our future challenge is how to reach all the Social Studies teachers in all school districts of the State.

In this regard, the CESA 11 Director suggested that we develop relationships with the twelve CESAs’ and their school district network, and provide them with a one

day structured Professional Development module built around the Legend Lake video. The training module would help teachers show that they are trying to meet the existing Social Studies Standards as well as the requirements of Act 31. Such a proposal could appeal to teachers wanting to use one of their in-service days.

The option of using ITV for providing such training in schools is also attractive.

In either case, we would have experienced Social Studies teachers and Act 31 specialists to prepare and offer the training.

The CESA 12 Director suggested that we discuss this idea with the CESA Statewide office and with the Department of Public Instruction in Madison.

#### **4.4 Tribes**

Pertaining to the implementation of Act 31, we noticed that some of the public schools have integrated Indian themes in various courses throughout the school year. Others have limited such material to around Thanksgiving. Most schools lie somewhere between these two poles.

The Superintendent or Administrators of school districts with significant integration of materials are typically energetic and have outgoing personalities, but more fundamental seems to be the active involvement of Tribal leadership in helping to improve the school's curriculum. In successful cases, the Tribal Chair typically invites teachers, students and administrators to meet with tribal elders to discuss tribal histories and cultures. The Superintendent consults with the Tribe about how to improve relations between Indian and non-Indian students and adults. A telling feature of such Superintendents has been their expressed intention of consulting with the Tribe about the incorporation of the Legend Lake materials into the school's curriculum!!

Basically, it would seem to be useful for implementing Act 31 at least for Tribes to be energetic in helping schools better educate students of all ethnic, class and racial roots.

#### **4.5 Librarians**

A key resource for teachers in all schools is the Library-Media Center, known by a number of names in schools. The people who work in the Library or LMC know the teachers and what curriculum materials might appeal to them. In most cases these "librarians" are organized into regional networks (such as the Cooley Area Library Media Specialists—CALMS) and state wide professional associations, such as the Wisconsin Educational Media Technology Association.

We have begun to explore these networks for spreading the word about the Legend Lake DVDs and the ILTF land curriculum as well as the ILTF's "American Indian Homelands" DVD.

## **5. Next Steps**

The experiences to date suggest some follow up activities for which we will seek funding and professional time:

### **5.1 Follow up with Teachers and Librarians**

With the site visits (pop-ins) completed, the summer months should lead into the stage of contacting those people interviewed to encourage incorporation of the Legend Lake and ILTF curriculum ideas into courses.

### **5.2 Supplementary Materials**

The Legend Lake packet opens the door for exploring the "Talking Circle" methodology in greater depth and for introducing additional ideas about Native American histories and cultures.

We should consider preparing supplementary awareness raising materials such as ITV offerings in cooperation with the ECB and others;

We could also explore the possibility of producing visual aids for teachers to use in their classrooms and halls;

Finally, it may be worthwhile to think about developing interactive games for lower level students based on the Legend Lake case to help reach those students.

### **5.3 Professional Development for Teachers**

A two day Professional Development experience would be useful to help teachers use the "Legend Lake: A Talking Circle" in their Social Studies and Environmental Education courses (See Appendix A for relevance to existing Academic Standards). Teachers and administrators would be invited to participate in a workshop with the following modules:

- (1) Explore and critique the Talking Circle methodology as a teaching tool;
- (2) View and critique the Legend Lake: A Talking Circle video and background introduction;
- (3) Review and critique the chronology leading up to the Restrictive Covenant, and set of reference documents assembled;
- (4) Review and critique the one-day and four-day lesson plans for using the video in class;
- (5) Prepare discussion guides and questions for teaching the important points presented in the Legend Lake video.

Three subject matter specialists will support the workshop:

- (1) experienced Social Studies teacher committed to teaching “respectful dialogue” on social issues;
- (2) specialist in Indian/Non-Indian tensions over land ownership and use, and
- (3) specialist in the Talking Circle peacemaking model.

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Facilities for such training efforts are available around the State, at the UW campuses, private universities, technical colleges and Tribal colleges. We have provided the Legend Lake case materials to faculty in these post-secondary institutions. Public School District facilities also of possible use, as demonstrated by the Shawano School District Superintendent’s provision of room and administrative support for a teacher workshop to develop a discussion guide for the Legend Lake video.

The Cooperative Educational Services Agency (CESA) network also offers excellent facilities for professional development of teachers.

#### **5.4 More Modules on Indian/Non-Indian Land Tension**

We should use the experience gained with the Legend Lake work to mobilize people and resources to produce educational video/study materials modules on other Indian/Non-Indian Land Tension situations around the State, beginning, perhaps, with the Oneida-Hobart disputes. Such modules would expand the opportunities for a single theme with a variety of expressions being incorporated into Social Studies courses, by touching on a variety of land issues. We intend to produce videos of 10-15 minutes on specific land tenure issues, plus discussion guides and reference packets of original historical documents relevant to the evolution of each land tenure issue.

#### **5.5 Assessment**

In cooperation with teachers and students, we should develop methods for assessing the impacts of curriculum offerings like those of the Legend Lake packet. Such assessments can contribute to producing more useful and effective lesson plans and supplementary video and written materials.

## Attachment A: Information Flyer Given to Teachers, Administrators, etc



A 34 minute video film Legend Lake: A Talking Circle and accompanying study materials are available for use in the classroom or for community meetings. The film recounts the saga of Legend Lake, a beautiful 5,160 acre lake development, formed by joining nine smaller lakes in the Menominee Indian Reservation in Northern Wisconsin. Shore-land was subdivided and sold mostly to non-Menominee people. Legend Lake represents another chapter in the long and frequently contentious relationship between Native Americans and non-Native Americans in Wisconsin.

Why and how the lake came into being, what land issues have arisen and what might be done to manage them is the subject of this film and related reference packet. This learning packet offers no solutions to conflicting perspectives. It does not take sides. But it does suggest courses of action by demonstrating that people with different life histories are willing to respect and learn from each other. For more information visit: [http://www.terraininstitute.org/legend\\_lake.html](http://www.terraininstitute.org/legend_lake.html)

An information source to complement the Legend Lake packet is the curriculum developed by the Indian Land Tenure Foundation, at the web site: <http://www.iltf.org/resources/land-tenure-curriculum>. The Indian Land Tenure Foundation provides free Indian land tenure curriculum for all educational levels. The Foundation also has [grants available](#) for curriculum adaptation and implementation.

For exchanging ideas for better educating Indian and non-Indian students about social issues, contact the Wisconsin Indian Education Assn., <http://www.wiea.org/> and the Wisconsin Council on the Social Studies, at: <http://www.wcss-wi.org/>.

### AVAILABLE NOW!

Online Viewing of the documentary video: *"Legend Lake: A Talking Circle"*  
Free Download Available - Study Guide Materials including: Legend Lake Lesson Plan, Study Questions, and Chronology with Reference Documents

Please visit Terra Institute's website at:  
[http://www.terraininstitute.org/legend\\_lake.html](http://www.terraininstitute.org/legend_lake.html)

For more information or to purchase the 2 DVD set including Video and Study Guide Materials by mail order, please contact:  
Lynn Burns (608) 437-8716  
[lburns@terraininstitute.org](mailto:lburns@terraininstitute.org)

\$10.00 includes shipping and handling  
*Cash, checks and money orders accepted*

## Attachment B: Summary of Visits to Educational Institutions in Spring 2012

	County	CESA District	School/College/District	Regional agency (e.g. CESA)	Persons contacted	Position of person	email contact	telephone contact
#1	Shawano	CESA 8	Shawano High School		Bob Smitts	SS Teacher	<a href="mailto:smitsr@ssd.k12.wi.us">smitsr@ssd.k12.wi.us</a>	(715) 526-2175 x1114
	Shawano	CESA 8	Shawano High School		Ryan Francour	SS Teacher	<a href="mailto:francourr@ssd.k12.wi.us">francourr@ssd.k12.wi.us</a>	(715) 526-2175
	Shawano	CESA 8	Shawano High School		Jody Pigeon	SS Teacher	<a href="mailto:pigeonj@ssd.k12.wi.us">pigeonj@ssd.k12.wi.us</a>	(715) 526-2175
	Shawano	CESA 8	Shawano High School		Mitt Gramms	SS Teacher	<a href="mailto:gramsm@ssd.k12.wi.us">gramsm@ssd.k12.wi.us</a>	(715) 526-2175
	Shawano	CESA 8	Bowler School District		Harold Katchenago	Indian Advisor	<a href="mailto:haroldkatchenago@bowler.k12.wi.us">haroldkatchenago@bowler.k12.wi.us</a>	
	Shawano	CESA 8	Wittenberg-Birnamwood High School		Jill Sharp	Principal	<a href="mailto:jsharp@wittbirn.k12.wi.us">jsharp@wittbirn.k12.wi.us</a>	(715) 253-2211 x 1187
	Shawano	CESA 8	Bonduel School District		Dr. Peter Behnke	District Administrator	<a href="mailto:behnket@bonduel.k12.wi.us">behnket@bonduel.k12.wi.us</a>	(715) 758-4860
	Shawano	CESA 8	Gresham School		Keary Mattson	Principal	<a href="mailto:mattsonk@gresham.k12.wi.us">mattsonk@gresham.k12.wi.us</a>	
	Shawano/Outagamie	CESA 7	Seymour Community School District		Luanne M. Soliwada	Assistant Administrator	-	(920) 833-2118
	Shawano/Outagamie	CESA 7	Seymour Community School District		Peter Ross	Superintendent	<a href="mailto:pross@seymour.k12.wi.us">pross@seymour.k12.wi.us</a>	920-833-2304
#2	Menominee		College of the Menominee Nation		Chad Waukechon	Vice president	<a href="mailto:cwaukechon@menominee.edu">cwaukechon@menominee.edu</a>	(920) 965-0070 x 3096
	Menominee		College of the Menominee Nation		Dr. Diana Morris	Chief Academic Officer	<a href="mailto:dmorris@menominee.edu">dmorris@menominee.edu</a>	(715) 799-6226 x 3019
	Menominee		College of the Menominee Nation		John Teller	Vice Dean of Community Outreach	<a href="mailto:jteller@menominee.edu">jteller@menominee.edu</a>	(715) 799-6226 x 3115



	Menominee	CESA 8	Menominee Indian School District		Wendell Waukau	Superintendent		<a href="tel:715-799-3824">715-799-3824</a> , <a href="tel:715-799-3824">x6010</a>
#3	Brown	CESA 7	Ashwaubenon School District		Kelley Hirsch	Native American Liaison	<a href="mailto:khirsch@ashwaubenon.k12.wi.us">khirsch@ashwaubenon.k12.wi.us</a>	920.492.2930, -2930, cell: 920-819-3919
	Brown	CESA 7	Ashwaubenon School District		Brian Haines	Superintendent	<a href="mailto:bhanes@ashwaubenon.k12.wi.us">bhanes@ashwaubenon.k12.wi.us</a>	920.492.2900
	Brown	CESA 7	Unified School District of De Pere		Dr. Benjamin Villarruel	Superintendent	<a href="mailto:villarruel@depere.k12.wi.us">villarruel@depere.k12.wi.us</a>	(920) 337-1032
	Brown	CESA 7	Unified School District of De Pere		Shelly Thomas	Director of Curriculum	<a href="mailto:sthomas@depere.k12.wi.us">sthomas@depere.k12.wi.us</a>	(920) 337-1032
	Brown		St. Norbert College		Cheryl Carpenter	Asst. Prof Sociology/Sr. Advisor to the President for Diversity and Inclusion	<a href="mailto:cheryl.carpenter@snc.edu">cheryl.carpenter@snc.edu</a>	(920) 403-3170
	Brown	CESA 7	Wrightstown Community School District		Carla Buboltz,	Administrator	<a href="mailto:buboltz@wrightstown.k12.wi.us">buboltz@wrightstown.k12.wi.us</a>	
	Brown	CESA 7	Howard-Suamico School District		Brian Stevens	Native American Coordinator	<a href="mailto:briastev@hssd.k12.wi.us">briastev@hssd.k12.wi.us</a>	
	Brown	CESA 7	Howard-Suamico School District		Damian Lacroix	Administrator	<a href="mailto:damilacr@hssd.k12.wi.us">damilacr@hssd.k12.wi.us</a>	920-662-7878
	Brown	CESA 7	Bay Port High School		Richard Schadewald	SS Teacher	<a href="mailto:richscha@hssd.k12.wi.us">richscha@hssd.k12.wi.us</a>	(920) 662-7147
	Brown/Oconto/Shawano	CESA 7	Pulaski School District		Darlene Godfrey	Director of Learning Services	<a href="mailto:dgodfrey@pulaskischools.org">dgodfrey@pulaskischools.org</a>	(920) 822-6018
	Brown		UW-Green Bay		Lisa Poupart	Director of First Nations Studies	<a href="mailto:poupartl@uwgb.edu">poupartl@uwgb.edu</a>	(920) 465-2185
	Brown		UW-Green Bay		Napos	Menominee elder		
	Brown		UW-Green Bay		Selma Buckwheat	Lac Courte Oreilles elder		
	Brown		UW-Green Bay		Shirley Barber	Oneida elder		

	Brown		UW-Green Bay		Ann Gretz	Student Assistant		
#4	Outagamie	CESA 6	Appleton School District		Ben Vogel	Assistant Superintendent School/Student Services	<a href="mailto:vogelben@asd.k12.wi.us">vogelben@asd.k12.wi.us</a>	(920) 832-6301
	Outagamie	CESA 6	Appleton School District		Lew Alinger	Superintendent	<a href="mailto:allingerlee@asd.k12.wi.us">allingerlee@asd.k12.wi.us</a>	(920) 832-6126
	Outagamie	CESA 6	Appleton Educational Foundation		Julie Krause	Exec. Director	<a href="mailto:jkrause@offoxvalley.org">jkrause@offoxvalley.org</a>	920-832-1517
	Brown/Outagamie	(BIE)	Oneida Nation School System		Bob Genka	Principal	-	(920) 869-1676
	Brown/Outagamie	(BIE)	Oneida Nation School System		Laura Studee	Social Studies Teacher	<a href="mailto:lstudee@oneidanation.org">lstudee@oneidanation.org</a>	
#5	Eau Claire		UW Eau Claire		James Oberly	History Prof	<a href="mailto:joberly@uwec.edu">joberly@uwec.edu</a>	(715) 836-4599
	Eau Claire		UW Eau Claire		Larry Martin	Retired Dir. Of AIS	<a href="mailto:martint@uwec.edu">martint@uwec.edu</a>	
	Eau Claire		UW Eau Claire		John Mann	History Prof	<a href="mailto:mannjw@uwec.edu">mannjw@uwec.edu</a>	
	Eau Claire		UW Eau Claire		Jill Smith	Geography Prof	<a href="mailto:smithbj@uwec.edu">smithbj@uwec.edu</a>	
	Eau Claire		UW Eau Claire		Debra Barker	English Prof and Dir. Of AIS	<a href="mailto:Barkerdk@uwec.edu">Barkerdk@uwec.edu</a>	(715) 836-2028
	Eau Claire		UW Eau Claire		Jacqueline Wilson	Music Prof	<a href="mailto:wilsonjm@uwec.edu">wilsonjm@uwec.edu</a>	
	Eau Claire		UW Eau Claire		Heather Ann Moody	Education Studies Prof/AIS	<a href="mailto:moodyha@uwec.edu">moodyha@uwec.edu</a>	
	Eau Claire		UW Eau Claire		Robin Miller	Librarian	<a href="mailto:millerob@uwec.edu">millerob@uwec.edu</a>	
	Eau Claire		UW Eau Claire		Ezra Zeitler	Geography Prof	<a href="mailto:zeitleej@uwec.edu">zeitleej@uwec.edu</a>	(715) 836-5186
#6	Ashland	CESA 12	Mellen		Heidi	Receptionist		
	Ashland	CESA 12	Butternut Schools		David Podmolik	Superintendent & Principal	<a href="mailto:dpodmilik@butternut.k12.wi.us">dpodmilik@butternut.k12.wi.us</a>	
	Ashland	CESA 12	Butternut Schools		Matt Roeder	SS Teacher	<a href="mailto:mroeder@butternut.k12.wi.us">mroeder@butternut.k12.wi.us</a>	
	Ashland	CESA 12	Ashland High School		Dave Aslyn	Principal	<a href="mailto:daslyn@ashland.k12.wi.us">daslyn@ashland.k12.wi.us</a>	(715) 682-7089

	Ashland	CESA 12	Ashland High School		Joe Corbine, Jr.	Home School Coordinator		
	Ashland		Northland College		Chantal Norrgard	NA Studies Prof/Historian	<a href="mailto:cnorrgard@northland.edu">cnorrgard@northland.edu</a>	(715) 682-1354
	Ashland		Northland College		Jim Pete	Director of NA and IC Center	<a href="mailto:jpete@northland.edu">jpete@northland.edu</a>	
	Ashland		Northland College		John Wilmer	Director of Upward Bound	<a href="mailto:jwilmer@northland.edu">jwilmer@northland.edu</a>	(715) 682-1596
	Ashland		Northland College		Katrina Werchouski	Coord. Of Multicultural Programs	<a href="mailto:kwerchouski@northland.edu">kwerchouski@northland.edu</a>	(715) 682-1344
	Ashland		Northland College		Elizabeth Madsen-Genzler	Asst. Librarian	<a href="mailto:emadsen-genzler@northland.edu">emadsen-genzler@northland.edu</a>	(715) 682-1297
	Ashland	CESA 12	Our Lady of the Lake School		Sara	Receptionist		
	Ashland		Bad River Tribe		Dana Jackson	Education Dept	<a href="mailto:djacksonbred@yahoo.com">djacksonbred@yahoo.com</a>	715-682-7111
					Barbara Smart	Exec. Secretary	<a href="mailto:brtsecretary@badriver-nsn.gov">brtsecretary@badriver-nsn.gov</a>	715-682-7111
	Ashland			CESA 12	Ken Kasinski	Administrator	<a href="mailto:kenk@cesa12.k12.wi.us">kenk@cesa12.k12.wi.us</a>	(715) 682-2363
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#7	Bayfield	CESA 12	Bayfield School		Scott Stralka	6-12 Principal	<a href="mailto:sstralka@bayfield.k12.wi.us">sstralka@bayfield.k12.wi.us</a>	715-779-3201
							-	
#8	Price	CESA 12	Chequamegon High School		Tim Kief	Administrator of Curriculum	<a href="mailto:tkief@cskd12.net">tkief@cskd12.net</a>	(715) 762-2474 x 2353
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#9	Lincoln	CESA 9		CESA 9-Tomahawk	Karen Wendor-Heltd	Agency Administrator	<a href="mailto:kheltd@cesa9k12.2i.us">kheltd@cesa9k12.2i.us</a>	(715) 453-2141 x 257
	Lincoln	CESA 9		CESA 9-Tomahawk	Jayne Werner	Director of Instructional Services and Professional Development	<a href="mailto:jwerner@cesa9.k12.wi.us">jwerner@cesa9.k12.wi.us</a>	(715) 453-2141 x 222
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#10	Oneida	CESA 9	Lakeland Union High School		Todd Kleinhans	District Administrator	<a href="mailto:kleinhans@luhs.k12.wi.us">kleinhans@luhs.k12.wi.us</a>	(715) 356-5252 x 3566
	Oneida	CESA 9	Lakeland Union High School		Dr. Fay DeMarte	Director of Curriculum and Instruction (6-12)	<a href="mailto:demarte@luhs.k12.wi.us">demarte@luhs.k12.wi.us</a>	(715) 356-5252
#11	Vilas	CESA 9	Lac du Flambeau #1		Larry Oimette	Superintendent/Principal	<a href="mailto:louimette@ldf.k12.wi.us">louimette@ldf.k12.wi.us</a>	(717) 588-3838 x 393
	Vilas	CESA 9	Lac du Flambeau #1		Kari Torkelson	Asst. to the Superintendent	<a href="mailto:ltorkelson@ldf.k12.wi.edu">ltorkelson@ldf.k12.wi.edu</a>	(715) 588-3838 x 300
	Vilas/Oneida	CESA 9	Northland Pines School District		Maggie Peterson, PhD	Director of Pupil Services/Instruction	<a href="mailto:mpeterson@npsd.k12.wi.us">mpeterson@npsd.k12.wi.us</a>	(715) 479-8989
#12	Iron	CESA 12	Mercer School District		Erik Torkelson	District Administrator	<a href="mailto:etorkelson@merc.k12.wi.us">etorkelson@merc.k12.wi.us</a>	(715) 476-2154 x 221
	Iron	CESA 12	Hurley School District		Chris Patriitto	District Administrator	<a href="mailto:patriitto@hurley.k12.wi.us">patriitto@hurley.k12.wi.us</a>	(715) 561-4900 x 202
	Iron	CESA 12	Hurley School District		Jeffery Gulan	Principal	<a href="mailto:jgulan@hurley.k12.wi.us">jgulan@hurley.k12.wi.us</a>	
	Iron	CESA 12	Hurley School District		Kevin Genisot	Asst. Principal		
#13	Sawyer	BIE	Lac Courte Oreilles Ojibwe School		Dennis White	Administrator	<a href="mailto:dennis.white@bie.edu">dennis.white@bie.edu</a>	(715) 634-8924,x224
	Sawyer	CESA 12	LCO Community College		Raymond Burns	Acting Admin.	<a href="mailto:rburns@lco.edu">rburns@lco.edu</a>	715-634-4790, x107
	Sawyer	CESA 12	Hayward Community School		Craig Olson	Administrator	<a href="mailto:colson@hayward.k12.wi.us">colson@hayward.k12.wi.us</a>	715-634-2619
	Sawyer	CESA 12	Winter School		Dr. Penny Boileau	Administrator	<a href="mailto:pboileau@winter.k12.wi.us">pboileau@winter.k12.wi.us</a>	715-266-3301
#14	Forest	CESA 8	Crandon School		James Asher	District Administrator	<a href="mailto:asherjam@crandon.k12.wi.us">asherjam@crandon.k12.wi.us</a>	(715) 478-3339
#15	Monroe	CESA 4	Tomah School		Barb Sparish	Curriculum	<a href="mailto:barbsparish@tomah.k12.wi.us">barbsparish@tomah.k12.wi.us</a>	608-374-

								7022
	Monroe	CESA 4	Tomah School		Vicky Horman	Librarian	<a href="mailto:vickiehorman@tomah.k12.wi.us">vickiehorman@tomah.k12.wi.us</a>	608-374-7351
	Monroe	CESA 4	Sparta School		Tom Steward	Curriculum	<a href="mailto:tsteward@spartan.org">tsteward@spartan.org</a>	(608) 269-2718
	Monroe	CESA 4	Sparta School		Cherie Zahasky	Librarian	<a href="mailto:czahasky@spartan.org">czahasky@spartan.org</a>	(608) 269-2718
#16	Polk	CESA 11	Turtle Lake Schools		Cheryl Baker	Administrator	<a href="mailto:cbaker@turetlelake.k12.wi.us">cbaker@turetlelake.k12.wi.us</a>	715-986-4470
	Polk, Burnett			CESA 11	Jerry Walters	Administrator	<a href="mailto:jerry.walters@cesa11.k12.wi.us">jerry.walters@cesa11.k12.wi.us</a>	715-986-2020, cell: 715-641-1530
	Polk	CESA 11	Unity School District		Brandon Robinson	Administrator	<a href="mailto:brobinson@unity.k12.wi.us">brobinson@unity.k12.wi.us</a>	715-825-3515
	Polk	CESA 11	Unity School District		Samantha Rivers	Native American Coordinator	<a href="mailto:srivers@unity.k12.wi.us">srivers@unity.k12.wi.us</a>	715-825-3515
#17	Burnett	CESA 11	Siren		Scott Johnson	Administrator	<a href="mailto:sjohnson@siren.k12.wi.us">sjohnson@siren.k12.wi.us</a>	tel 715-349-7332, cell: 715-566-0722
	Burnett	CESA 11	Webster		Tim Widiker	Principal, HS	<a href="mailto:twidiker@webster.k12.wi.us">twidiker@webster.k12.wi.us</a>	715-866-4281
	Burnett		St. Croix Tribe		Karen Washington	Education Officer	<a href="mailto:karenw@stcroixtribalcenter.com">karenw@stcroixtribalcenter.com</a>	715-3492191, x5303
#18	Portage	CESA 5	Stevens Point Schools		Mary Jo Lechner	Dir. Curriculum	<a href="mailto:mlechner@wisp.k12.wi.us">mlechner@wisp.k12.wi.us</a>	715-345-5444
					J. Vollend		<a href="mailto:jvollend@wisp.k12.wi.us">jvollend@wisp.k12.wi.us</a>	
	Portage	CESA 5	UW-Stevens Point		Alton Smart	Sociologist	<a href="mailto:ssmart@uwsp.edu">ssmart@uwsp.edu</a>	715-573-7960, 446-3014

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