



SUGGESTED LESSON PLANS FOR “LEGEND LAKE: A Talking Circle” A Guide for Teachers

Dear Teachers,

We would like to take this time to thank you for your interest in using our video **“LEGEND LAKE: A Talking Circle”**.

If you want to use the video in only one class session, please see the suggestions in this document **“For Teachers - Single Class Use”**.

If you want to use the video more extensively, please see the packet titled; **“For Teachers - Four Day Lesson Plan”** which uses an Inquiry Lesson Methodology, and is designed for use in 9th-12th grade social studies classes. For details about how the lesson is organized, please use **pages 1 - 10** as a guide for utilizing the other documents and for working your way through the suggested lesson plan. Of course you are free to teach the video using your own experience and preferences. Our lesson plan is just a suggestion.

We would appreciate knowing how you actually use the video and lesson plans. So, if you would please take the time to complete the evaluation Lesson Plan Evaluation and send it back to us, we would be grateful!

The two lesson plans work in conjunction with the video to shed light on the often complex relationships among federal, state, and tribal governments. They contribute to meeting existing State Standards in Social Studies and fulfill *part* of the commitment to Act 31, a law requiring that k -12 students in Wisconsin receive instruction in the history, culture and tribal sovereignty of the federally-recognized tribes in Wisconsin. Note that the Wisconsin Social Studies standards addressed in the documentary video are:

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

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

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

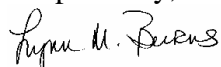
- B.12.3 Evaluate the stability and sustainability of ecosystems in response to changes in environmental conditions
- B.12.5 Analyze past and current trends in ecosystem degradation and species extinction
- B.12.8 Relate the impact of human activities in ecosystems to the natural process of change, citing examples of succession, evolution, and extinction

Also note that the use of the video also helps meet the requirements of **Act 31** of 1989:

“Beginning September 1, 1991, 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 this state at least twice in the elementary grades and at least once in the high school grades.”

If you should have any questions or comments, please contact us at (608) 767-3449 or by email at: jdstanfi@wisc.edu

Respectfully,



Lynn M. Burns, Administrative Director
TERRA INSTITUTE

**Suggestions for Teachers to use the video
“Legend Lake: A Talking Circle”
in a single class period**

The video is 34 minutes long.

Students can be asked before viewing the video and again after viewing to find in it examples of some of the following:

1. *Definition and resolution of a social issue: Indian/Non-Indian tensions over land ownership*

- Termination of Tribal Status
- Restoration of Tribal Status
- Trust status of Tribal land
- Sovereignty of nations
- Property taxes
- Grass roots organizations
- Threats to Legend Lake water quality, forest and land resources
- Obligations of signatories of Treaties
- Types of landholdings around Legend Lake
- Preservation of cemeteries
- Restrictive Covenant

2. *Respectful dialogue about a social issue*

- Communication (speaking and listening) about sensitive social issues like land tenure
- A Talking Circle
- Tolerance, respect for different perspectives on land issues
- How to present information in a balanced way

Students can also be asked to be attentive to:

1. *references in the video to the tribe as a government, e.g. “living under Menominee law,” tribal environmental services, tribal legislature;*

2. *differences of culture, class, non-Indian year-round residents of Legend Lake, non-Indian weekend-residents of Legend Lake; and*

3. *possible ways that Indian/Non-Indian tensions over land could be overcome.*



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Evaluation for Legend Lake: A Talking Circle

Teacher's Name: _____

Course: _____

Grade Level: _____

1. How many days of class did you spend on viewing and discussing the video "Legend Lake: A Talking Circle"? _____

2. Which materials did you use? (check all that apply)

Video

1 Day Lesson Plan

4 Day Lesson Plan

Video viewing guide

Timeline

Background essay

Vocabulary Sheet

Documents

Entry Ticket

Other? (Please list) _____

3. What aspects of the film did you/your students find most interesting?

4. What aspects of the film were difficult for your students to understand?

5. Which documents did your students find most interesting/useful?

6. Which documents did your students find least interesting/useful?

7. Did you use any of the suggested assessments? Which one(s)? How would you change the assessments to make them more meaningful for students?

8. What suggestions do you have for future versions of the lesson plan that you used?

Teachers: Please mail this completed form to

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or scan and email to: jdstanfi@wisc.edu