

# Learning Activity Template

Title: Fond du Lac Ojibwe: Past to Present Webquest

Curriculum: Social Studies

Grade-Level Span: 4<sup>th</sup> grade: this could be adapted for grades 3-12

## PURPOSE:

The students will know and understand the Ojibwe culture from past to present.

## DESCRIPTION:

The students will conduct inquiry with a webquest designed to explore the Fond du Lac Ojibwe culture, past to present, with the students role-playing each clan and exploring the essential questions inherent in the role of that clan: Crane: leadership, Loon: government, Bear: medicine, Marten: survival, Fish: learning; and Deer: gentle people. The quest will be started in the real world with the students accepting their role and inquiry questions from elders representing each of the 6 clans of the Fond du Lac Tribe. The students will do their webquest, write their research, design their symbol, choose their creative response, and prepare their ceremonial presentation to be shared with the elders at the end of the project.

| ACTIVITIES  | CURRICULUM STANDARDS               | NETS PERFORMANCE INDICATORS |
|---|------------------------------------|-----------------------------|
| 1. The students will interact with the webquest answering their essential questions of their clan inquiry focus.  | MN History Strand 2 B,C,D,E, and G | 5                           |
| 2. The students will word process an inquiry research paper answering the questions in their clan inquiry.  | MN History Strand 2 B,C,D,E, and G | 3                           |
| 3. The students will orally present their findings in a culminating activity with the elders that presented them with their quest initially.  | MN History Strand 2 B,C,D,E, and G |                             |
| 4. The students will use a draw program to create a symbol for their findings in their clan group which will be part of the elder presentation.   | MN History Strand 2 B,C,D,E, and G | 3                           |
| 5. The students will choose from a multi-genre creative response menu to represent their learning for their clan group: this could include Hyper-Studio, Power-point, I-movie, role-play, song, dance, poetry, etc. | MN History Strand 2 B,C,D,E, and G | 4                           |
| 6. The students will assist in creating an I-movie of their culminating ceremonial activity with the elders.  | MN History Strand 2 B,C,D,E, and G | 4                           |
|   |                                    |                             |

## Teacher Unit Plans for Ceremonial Quest with Elder Activity and Webquest Design

### Standards:

#### MN History

**Strand 2A.** The student will demonstrate knowledge of Minnesota's indigenous peoples.

**Strand 2B.** The student will demonstrate knowledge of early explorers and fur traders in MN and the impact of the fur trade on both European and Native societies.

**Strand 2C.** The student will know and understand the factors that led to rapid settlement of MN in the 19<sup>th</sup> century and the changes the new Minnesotans brought with them.

**Strand 2D.** The student will know and understand Minnesota's role in the Civil War and the impact of the Dakota War of 1862.

**Strand 2E.** The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.

**Strand 2G.** The student will know and understand Minnesota's role in the major social, economic and political changes, both national and international, in the last half of the 20<sup>th</sup> century through the present, and analyze the impact of those changes.

**Project:** Six expert clan groups will investigate for their elder clan leader the history of their clan and the role and responsibility of that clan to the tribe. Elders from Fond du Lac representing each clan will present the task to their clan group of students in a special presentation. The students will conduct this inquiry through the webquest and all other resources available through the Blandin and Cross River grant: videos, CDs, books, etc. Final ceremonial presentation will be presenting of their findings on scrolls to the elders in a talking feather circle. Each clan will design something to return to the elder that represents their learning.

#### Webquest Inquiry Clan Groups:

The Clans are listed below and essential questions that the inquiry groups need to find answers to through the webquest resources and print and CD resources available in the district. The emphasis is on the traditional role and how that has changed from past to present.

**1. Crane/leadership:** What is a chief? What is their job? How are they selected? Male or female? How long do they serve? First chiefs? How have jobs changed over time? What is the role of the casinos in tribal economics and jobs? What is the Migration story?

**2. Loon/government:** What is a tribal council? Who makes up the council? How long do they serve? Are they male or female? How has the tribal council changed to today's government? What is sovereign nation status? What are Treaties? What are reservations?

**3. Bear/medicine:** Who took care of the healing for the people? Male or female? Where did they get their medicine? What type of medicines were there? Are those medicines still used today? What services do people receive from today's doctors, the clinic? What is Minoayawin Clinic? What medicinal contributions are used today?

**4. Marten/survival:** How did people survive in the past: food shelter clothing? What did each season require from the people in the past? How are the traditions continued today: powwows, ricing, hunting, maple sugaring? How is respect for the land shown? What is the Seventh Generation?

**5. Fish/learning:** What are the contributions of the Indian that people use today? Who were the teachers traditionally? What was the role of story-telling? How did children learn how to survive? What are values? How is respect for the earth demonstrated? What are boarding schools? How has education changed today?

6. **Deer/gentle people:** What are the roles of the people: grandmas, grandpas, moms, dads, uncles, children, the extended family, past to present. What did the children do for fun...games, family celebrations: powwows? What are clans? What are vision quests?

### **TOOLS AND RESOURCES:**

The webquest will be designed over the next 6 weeks and posted on Atlas site.

We will be using the EDSITEment site: <http://edsitement.neh.gov/> to guide much of the webquest with a focus on the reviewed resource Native Web: <http://www.nativeweb.org/>.

Our Indian Education department will work with the classroom teacher to bring in elders from the Fond du Lac community to give the quest and receive the findings from the students.

The research will be guided for on line resources through the webquest. The students will also have print materials on the Fond du Lac Ojibwe shared through materials gathered from Cloquet School District 94 Indian Ed program, Blandin Grant between Cloquet and Fond du Lac: "Nahgachiwanong" and Cross River History Grant.

Student text is "The Good Path" by Thomas Peacock and Marlene Wisuri

Technology needs will include software for iMovie, PowerPoint, Word, HyperStudio, digital video camera and digital camera.

### **WEBQUEST SITES TO BE USED IN WEBQUEST:**

Birchbark

<http://www.nativetech.org/plants/index.php>

Plants harvested for Medicines

<http://www.nativetech.org/plantgath/gathwalk.htm>

Cattails

<http://www.nativetech.org/cattail/index.html>

Sweetgrass

<http://www.nativetech.org/basketry/sweetindex.html>

Housing – Wigwams

<http://www.nativetech.org/wigwam/index.html>

Toys and Games

<http://www.nativetech.org/willow/wiltoy.htm>

<http://www.nativetech.org/cornhusk/corndoll.html>

<http://www.nativetech.org/games/ring&pin.html>

<http://www.nativetech.org/games/bundle&pin.html>

<http://www.nativetech.org/games/littlepine.html>

<http://www.nativetech.org/games/othergames.html>

Online Ojibwe Games to play

<http://nativetech.nativeweb.org/games/index.php>

Clothing

<http://www.nativetech.org/clothing/regions/region7.html>

<http://www.nativetech.org/clothing/moccasin/moctx.html>

<http://www.nativetech.org/metal/tinkle/tinkle.html>

Tools

<http://www.nativetech.org/stone/stonetypes/index.html>

<http://www.nativetech.org/stone/flake.html>

**ASSESSMENT:**

A rubric will be designed for each requirement of this project: we will create our own rubrics using the templates on Rubistar: <http://rubistar.4teachers.org/index.php>

Inquiry

Oral Presentation

Technology Presentation

Creative Response

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**COMMENTS:**

This project has been three years in the creation. Our team has been involved in two history grants that have helped us come to this webquest as a tool to be used by our students. The background information is provided through “The Good Path” by Tom Peacock, and videos gathered from the Blandin/Cloquet grant on Nahgachiwanong CD project. The Cross River Grant <http://www.uwlax.edu/teachhistory/Grant2/grant2.htm> has given us incredible resources for knowledge and teaching resources. Our vision is that the webquest brings elders from the Fond du Lac community to our public school and bridges our cultures by bringing our two communities together in this inquiry project. The webquest will be a resource for the clan inquiry project and also a resource for students as they pursue their own individual inquiry project as a follow-up.

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