

MILWAUKEE'S CULTURAL CONNECT: URBAN INDIANS

Teacher Guide

This program includes (1) your input (which can be modified any way you wish), (2) a video (divided into three parts) that describes the Milwaukee Urban Indian experience presented by an American Indian anthropologist, (3) talking points with images you can print out from this site, (4) a game of jeopardy to help students retain information, and (5) a pre-/post-test survey to evaluate the program.

Small prizes may be offered. Or you might print out the cultural FACEBALL CARDS on this site as prizes.

PART ONE: INTRODUCTION

1. Explain that students will be learning about the practices and history of Urban Indians
2. Show students the migration pattern of American Indians from Asia on a worldwide map
3. Explain the concept of “culture” to the students

Culture

Cultural traits are any kinds of behaviors or ideas or beliefs that are SHARED by a group—meaning that a high percentage of the people practice these behaviors or beliefs. The cultural traits develop because people are adapting or adjusting to something in their environment. For example, if the group lives in an area where people are at war all the time, they might become more of a warrior society themselves to protect their group, and they might then believe that the finest people are those who are good fighters. If a group is discriminated against, they might learn that their only way to survive is to really stick together as a group, as they can't rely on help from the outside.

4. Pass out North American timeline (if desired)
5. Conduct the pre-test survey (if desired)
6. Have students count off to divide into four groups (numbered one, two, three, four) and pick group leaders, for later discussions and game

PART TWO: EXPLAIN HOW THE VIDEO WILL WORK

1. Tell students that the cultural anthropologist is a Milwaukee urban Indian (Ojibwe)
2. Explain that there will be a video that describes the Milwaukee Urban Indian experience, introduced by a Milwaukee urban Indian anthropologist, and includes excerpts from a documentary (in three parts).
3. Tell them that parts of the video will be covered later in discussions and a game of Jeopardy—hence they might want to take notes
4. The video will be paused at times so students can take part in discussions
5. Explain that you will write questions on the board for discussion later when the video is paused

PART THREE: VIDEO (FIRST SECTION)

While the video is on, write these questions (and any others you deem important) on the board:

1. Given what you are learning about North American Indian history, what behaviors and attitudes do you think they adopted to help them keep their culture?

2. What experiences does this cultural group have in common with other cultural groups you have learned about?

The video narrator will tell you to pause the video after the introduction and before the beginning of the documentary excerpts. The excerpts are divided into two parts. After part two the instructor can pause the video.

PART FOUR: STUDENTS TABULATE CULTURAL TRAITS, COMMONALITIES

1. In their groups, students should tabulate lists of attitudes and behaviors the urban Indians would develop to help them survive and/or do well
2. In their groups, students should tabulate lists of experiences North American Indians have in common with other cultural groups
3. Group leaders should report out, then hand in the lists with their group numbers on sheets of paper

PART FIVE: VIDEO (SECOND SECTION)

While this section is aired, you can tabulate the best responses on the lists, for later prizes, if applicable.

PART SIX: TALKING POINTS

Here you might give out Faceball Cards (or some other prizes) to the students and may select some topic in the previous section of the video to discuss. Some might be the following:

1. Do you remember how people in the video talked about sweat lodges?

You might first ask what the students already know about this.

Sweat Lodge (images can be accessed on this site)

The sweat lodge is a hut that is usually dome shaped and made with natural materials. American Indians use this for prayer and ritual purification.

Sweat lodges vary across different Indian nations. Most include a domed or oblong hut made of earth and wood, or even a simple hole dug into the ground and covered with planks or tree trunks. Usually, stones are heated and water is poured over the hot stones to create steam. Traditional prayers and songs then follow.

2. Do you remember the reference to the Iroquois Great Law of Peace mentioned in the video?

You might first ask what the students already know about this.

Iroquois Great Law of Peace (images can be accessed on this site)

The Great Law of Peace is the Constitution of the Iroquois Confederacy that influenced the founding fathers of America. It was developed over 500 years ago on Turtle Island, which was land shared by what is now known as the United States and Canada. The Great Law was a system of governmental

laws that included internal checks and balances, a separation of the judicial and the legislative functions, and elected representatives from subgroups.

PART SEVEN: VIDEO (LAST SECTION)

PART EIGHT: GAME/EVALUATION

1. Engage the four groups in the game of Jeopardy, which can be accessed on this site (prizes or Facebook cards may be handed out, if desired).
2. Conduct the post-test survey (if desired), which can be accessed on this site.