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In 1989, the Wisconsin State Legislature passed legislation requiring specific instruction in human relations and American Indian Studies. This was a result of a perilous time for Wisconsin Native Peoples, particularly the Ojibwe in northern Wisconsin, who had been the target of prejudiced, discriminatory, even violent behavior on the part of non-Indians who opposed their right (upheld in a series of judgments in US Courts in the 1980's) to hunt, fish and gather in the ceded territories (see Satz, Gulig and St. Germaine, pp. 107-109).

The 1989 legislation, commonly known as Act 31, mandates instruction in Wisconsin Native Nations' histories, cultures and tribal sovereignty at least three times in a public school child's K-12 experience. During the next decade, the National Council for the Social Studies developed curriculum standards supporting the use of multiple perspectives in the teaching of the disciplines within the social studies, declaring that the teaching and learning of them are most valuable when they are integrative, meaningful, challenging, values-based and active. In early 1997, Wisconsin Governor Tommy Thompson established the Governor's Council on Model Academic Standards, with the task of developing such standards for the state's educators on the fourth, eighth and twelfth grade levels.

Thus, the following social studies standards were developed and in place by August 1, 1998, after a nine-year history of growing awareness that most students graduating from Wisconsin high schools rarely had any working knowledge of the American Indian Nations in the state — their histories, cultures or status as sovereign nations-within-the-states. The standards address five different areas of the discipline called "Social Studies," and we include here a summary of those standards that pertain directly to studies of Native Nations in the fourth grade (see Leary, pp. 7-17).

It is our hope that Wisconsin teachers and librarians will see that this curriculum on the Mohicans fits nicely into the year-long curriculum in social studies used on the fourth grade level in their school, since the approach usually includes a study of the state's history, beginning with the histories and cultures of the Indigenous Peoples who lived there before the European invasion. **In the case of *THE MOHICANS, THEIR LIVES AND THEIR LANDS*, its successive parts will coincide with the on-going study of the state of Wisconsin to the present, provided that the year's work in the classroom begins with Part 1, which is meant to deal with considerations focused more on educational process than historical chronology.**

A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS

"Students in Wisconsin will learn about geography through the study of the relationships among people, places and environments" (Wisconsin's Model Academic Standards for Social Studies, p. 2; hereafter cited as WSSS).

A.4.4. Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of structures."

A.4.5. "Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world."

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A.4.7. "Identify connections between the local community and other places in Wisconsin, the United States, and the world."

B. HISTORY: TIME, CONTINUITY, AND CHANGE

"Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical relationships, and analyze issues that affect the present and the future" (WSSS, p. 4).

B.4.1. "Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs and charts."

B.4.3. "Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people, place them in time and context, and explain their relationship to important historical events."

B.4.7. "Identify and describe important events and famous people in Wisconsin and United States history."

B.4.8. "Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment."

B.4.9. "Describe examples of cooperation and interdependence among individuals, groups, and nations."

B.4.10. "Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin."

C. POLITICAL SCIENCE AND CITIZENSHIP

"Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance" (WSSS, p. 8).

C.4.1. "Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity."

C.4.6. "Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals."

D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

"Students in Wisconsin will learn about production, distribution, exchange and consumption so that they can make informed economic decisions" (WSSS, p. 10).

D.4.6. "Identify the economic roles of various institutions, including households, businesses, and government."

E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

"Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of interactions among individuals, groups, and institutions; the

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discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings" (WSSS, p. 12).

E.4.2. "Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development."

E.4.3. "Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living."

E.4.4. "Describe the ways in which ethnic cultures influence the daily lives of people."

E.4.6. "Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture."

E.4.7. "Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior."

E.4.8. "Describe and distinguish among the values and beliefs of different groups and institutions."

E.4.9. "Explain how people learn about others who are different from themselves."

E.4.11. "Give examples and explain how language, stories, folk tales, music, and artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures."

E.4.13. "Investigate and explain similarities and differences in ways that cultures meet human needs."

E.4.14. "Describe how differences in cultures may lead to understanding or misunderstanding among people."

E.4.15. "Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters."

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STANDARD 1. HISTORY OF THE UNITED STATES AND NEW YORK

KEY IDEA 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

PERFORMANCE INDICATORS: Students will

- know the roots of American culture, its development from many different traditions, and the ways many people from a wide variety of groups and backgrounds played a role in creating it
- explain those values, practices, and traditions that unite all Americans

KEY IDEA 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

PERFORMANCE INDICATORS: Students will

- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- recognize how traditions and practices were passed from one generation to the next
- distinguish between near and distant past and interpret simple timelines

KEY IDEA 3: Study about the major social, political, economic, cultural, and religious developments in New York and United States history involves learning about the important roles and contributions of individuals and groups.

PERFORMANCE INDICATORS: Students will

- gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
- classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
- identify individuals who have helped to strengthen democracy in the United States and throughout the world

KEY IDEA 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

PERFORMANCE INDICATORS: Students will

- consider different interpretations of key events and/or issues in history and understand the differences in these accounts
- explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State
- view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

STANDARD 2. WORLD HISTORY

KEY IDEA 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

PERFORMANCE INDICATORS: Students will

- read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses
- explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop
- study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

KEY IDEA 2: Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

PERFORMANCE INDICATORS: Students will

- distinguish between past, present, and future time periods
- develop timelines that display important events and eras from world history
- measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points
- compare important events and accomplishments from different time periods in world history

KEY IDEA 3: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

PERFORMANCE INDICATORS: Students will

- understand the roles and contributions of individuals and groups, to social, political, economic, cultural, scientific, technological, and religious practices and activities
- gather and present information about important developments from world history
- understand how the terms social, political, economic, and cultural can be used to describe human activities or practices

KEY IDEA 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

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PERFORMANCE INDICATORS: Students will

- consider different interpretations of key events and developments in world history and understand the differences in these accounts
- explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world
- view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

STANDARD 3. GEOGRAPHY

KEY IDEA 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in special terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

PERFORMANCE INDICATORS: Students will

- study about how people live, work, and utilize natural resources
- draw maps and diagrams that serve as representations of places, physical features, and objects
- locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians (Adapted from National Geography Standards, 1994)
- identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994)
- investigate how people depend on and modify the physical environment

KEY IDEA 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information (Adapted from The National Geography Standards, 1994: Geography for Life)

PERFORMANCE INDICATORS: Students will

- ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994)
- gather and organize geographic information from a variety of sources and display in a number of ways
- analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data (Adapted from National Geography Standards, 1994)

STANDARD 4. ECONOMICS

KEY IDEA 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

PERFORMANCE INDICATORS: Students will

- know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
- explain how people's wants exceed their limited resources and that this condition defines scarcity
- know that scarcity requires individuals to make choices and that these choices involve costs
- study about how the availability and distribution of resources is important to a nation's economic growth
- understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal

KEY IDEA 2: The study of economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

PERFORMANCE INDICATORS: Students will

- collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT

KEY IDEA 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (Adapted from The National Standards for Civics and Government, 1994)

PERFORMANCE INDICATORS: Students will

- know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice
- explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens
- analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases

KEY IDEA 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civil values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government (Adapted from the National Standards for Civics and Government, 1994)

PERFORMANCE INDICATORS: Students will

- explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States
- understand the basic civil values that are the foundation of American constitutional democracy
- know what the United States Constitution is and why it is important (Adapted from The National Standards for Civics and Government, 1994)
- understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government
- understand the structure of New York State and local governments including executive, legislative, and judicial branches
- identify their legislative and executive representatives at the local, state, and national governments (Adapted from The National Standards for Civics and Government, 1994)

KEY IDEA 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

PERFORMANCE INDICATORS: Students will

- examine what it means to be a good citizen in the classroom, school, home, and community
- identify and describe the rules and responsibilities students have at home, in the classroom, and at school
- examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
- identify basic rights that students have and those that they will acquire as they age

KEY IDEA 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

PERFORMANCE INDICATORS: Students will

- show a willingness to consider other points of view before drawing conclusions or making judgments
- participate in activities that focus on a classroom, school, or community issue or problem
- suggest alternative solutions or courses of action to hypothetical or historic problems

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- evaluate the consequences for each alternative solution or course of action
- prioritize the solutions based on established criteria
- propose an action plan to address the issue or how to solve the problem

About the Authors

Dorothy W. Davids, a Mohican Elder, has spent most of her life working in the field of education. She was born and lived on the Reservation of the Stockbridge-Munsee Band of the Mohican Nation in north central Wisconsin until she attended college. After earning a BS degree in Education from UW-Stevens Point, she taught middle and junior high school students in St. Croix Falls, Ashland and West Allis, Wisconsin. She received an MS in Education and Human Development at UW-Milwaukee. She spent about twenty years working with adults throughout the state and country in the fields of Human Relations and Community Leadership Development.

Dorothy's teaching experience was based on the principles of democratic education. She writes: "My students always had choices about what they would learn. If we were studying poetry, each could decide which poems to read. When grades were given, each could select what grade they thought they deserved and then we would talk privately about it. Discipline was perceived as keeping order rather than punishment. Students often helped decide the appropriate 'punishment.'" She adds: "I still hear from some of the students I taught sixty years ago. Some of them became teachers!"

Dorothy has written all her life — in journals, letters, poetry and so on. Since June of 1998 she has written a column called "Rambling Through History With Dot Davids" for *MOHICAN NEWS*, the Nation's bimonthly newspaper. Early in 2007, Muh-he-con-neew Press published a book of her poetry called *INNER DREAMS AND OUTER CIRCLES: POEMS BY DOROTHY WINONA DAVIDS*.

Ruth A. Gudinas has been a teacher all of her professional life. Among other subjects, she taught American and World History to high school and college students in the traditional way of lecturing while students took notes and gave the information back on daily quizzes and other tests. It was not until she watched Laurie Frank and other experiential learning educators work with young people that she began to realize that the learnings young people gain from experiencing something similar to what the People have experienced, in addition to lectures and books, may remain longer in their memories.

As editor and co-author of this curriculum, Ruth knew that students' learning would be incomplete until appropriate activities were developed by those who had worked with young people in experiential learning. The result was a three-day retreat in July of 2007 with the other co-authors of this work. During this time, Laurie, Kasey, and Barbara skillfully replicated some of the experiences of the Mohican People in activities for fourth and fifth graders so that they could begin to understand the meanings of the stories they had read and discussed in their classes.

Ruth says: "In my opinion, the success of this curriculum will be measured by the degree to which students bring two perspectives to their responses to the question 'So what did you learn about the Mohican People, their lives and their lands?' Hopefully they will say not only that they learned information about the Mohicans' history and culture but also developed a deeper understanding about how some of their experiences must have felt.



Ruth and Dorothy

About the Authors, p.2

Barbara Miller grew up on the Stockbridge-Munsee Reservation and is an enrolled member of the Mohican Nation. After she received a Masters Degree in School Guidance and Counseling and worked at a university for a few years, she returned to the Mohican community. There several Mohican elementary and middle school students communicated an interest in learning more about themselves by learning more about their relatives of long ago.

She says: "Students, like me, were concerned that information on Mohicans was frequently omitted in the classroom, and the school was about three miles from the reservation! We decided to learn together and so we created activities that were interactive, collaborative and fun. Seeing young students question, feel, think and beg for more was inspiring. This was more than memorizing dates or hearing about how Mohicans moved from one place to another. Students related to the sense of loss and resilience of their ancestors, had a sense of gratitude and wanted to learn more about what really happened. I am confident that learning, even complex concepts like a history of a People, is maximized by doing more than reading in isolation, doing a worksheet or just listening to a lecture. Experiential learning can be a bridge to connect concepts, ideas, people, feelings and understanding if processed in a nurturing and relevant way."

Kasey Keup is an elementary school counselor in Shawano, Wisconsin. She incorporates experiential activities in many of her guidance lessons. These activities focus on academic, career, and personal/social domains of student development.

Reflecting on her experiences with her students, she writes: "I enjoy facilitating a wide range of activities and games with my students and then observing the variety of outcomes a lesson can bring. For example, they are much more inclined to 'get it' when experiencing an activity that, even in a small way, helps them to feel what others have felt in a similar situation."

Laurie S. Frank was a public school teacher for 25 years, starting out in the field of special education of students with emotional disabilities. Eventually the need to develop community within the school setting became apparent to her and she moved into areas in adventure learning and experiential methods. At present she is owner/director of GOAL Consulting, working with school districts, camps and non-profit organizations to create environments where students, faculty, staff and families are invited into the educational process.

Laurie has co-authored two books on experiential learning activities and written two others, including her latest *JOURNEY TOWARD THE CARING CLASSROOM: USING ADVENTURE TO CREATE COMMUNITY* (ISBN 1-885473-60-5, Wood 'N' Barnes Publishing and Distribution, 2004).

She writes: "I believe in the authenticity that experiential education brings to the learning process, summed up in the proverb: 'Tell me, I'll forget. Show me, I'll remember. Involve me, I'll understand.'"



Clockwise from Ginger the Dog: Laurie Frank, Kasey Keup, Bert Zipperer the Gopher and Barbara Miller at the Activity Writing Retreat, July, 2007.

EVALUATIVE COMMENTS OF TEACHERS

(use additional sheets if necessary)

PLEASE RETURN THESE COMMENTS TO MUH-HE-CON-NEEW PRESS. YOU WILL HELP US TO
NOTE WHAT WAS HELPFUL OR NOT HELPFUL IN YOUR TEACHING OF THIS CURRICULUM –
AND MAKE APPROPRIATE REVISIONS IN THE NEXT EDITION. THANKS!

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Values

“Our Elders and Youth come first.”

“We believe that through promoting cultural values; our spirits are valued.”

“We will continue to honor those who have passed before for their efforts and contributions to the survival of the Nation.”

“We are responsible to understand and meet the needs of the whole community.”

“We must guarantee the education of our youth and utilize the wisdom of our elders.”

“We view education as a priority from Birth to Earth.”

“We shall never compromise our sovereignty at the risk of losing our heritage, traditions and resources.”

“We strongly encourage work-life balance for the health of our families and business.”

“Like the waters that are never still, we adapt to change as we continually strive for the benefit of future generations.”

“We value, respect, trust our employees by providing a drug-free, safe work environment, and the tools, training necessary to effectively carry out their responsibilities.”

Strategic Planning - 2004 and Beyond

Stockbridge-Munsee Band of Mohicans,
People of the waters that are never still.

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