

Expectations and Outcomes

Grade Level/Course: 11-12

Content Area: Social Studies

Unit Title	Guarantees
Unit 1: Pre-Contact Period to 1634	<ul style="list-style-type: none"> ● Underlying course themes ● Introduction to Elder Epistemology ● Organization of the Learning Environment (“SOLEs”) ● The role of historians in society ● First Nations Historiography ● The role of Ethnohistory ● The role of Archaeology ● Changing perspectives: “Facing East from Indian Country” (Richter) ● The Cahokia Story and Mississippian Culture ● The Mound Builders ● Oneota ● Various theories about the Effigy Mounds
Unit 2: Contact to Treaty Era: 1634-1816	<ul style="list-style-type: none"> ● First contacts with the French ● Positive and negative effects of the fur trade ● Inter-tribal warfare and dislocations ● Competition for the frontier and how that impacted native people ● American Revolution and early years of the US Republic ● Story of Tecumseh and Ho-chunk connections
Unit 3: Treaty Era and Removal Period: 1816-1874	<ul style="list-style-type: none"> ● Manifest Destiny and the advance of US Government ● Beginning of Treaty-making period (11 Treaties) ● Lead Mining issues and Ho-chunk land ● Treaty of Prairie du Chien (1825) ● McIntosh Decision ● Red Bird War ● Land cessions ● Indian Removal Act of 1830

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	<ul style="list-style-type: none"> ● Black Hawk War ● The 5 removals ● Settlement patterns in frontier Wisconsin, including second-wave New Englanders and various European immigrant groups. ● Impact of the Sioux Uprising in Minnesota on Ho-chunk people ● Final removal story and local connections (Spaulding and Brockway story) ● Short Wing Winneshiek and Homesteads east of Black River
Unit 4: Post-Removal Era to Federal Recognition: 1874-1963	<ul style="list-style-type: none"> ● Education and the Boarding Schools ● White people and the image of the “vanishing Indian” ● Economic realities for Ho-chunk people -- late 19th Century ● The Dawes Act and its impact ● Pan-Indian Reactions to the Boarding Schools and other developments ● The Society of American Indians ● Henry Roe Cloud ● Charles Eastman ● Impact of World War I on Native citizenship ● History of Hochungra School in Jackson County ● Impact of the New Deal on Indian Country ● National Congress of American Indians (1944) ● Indian Claims Commission ● Termination and PL-280 ● The story of Mitchell RedCloud, Jr
Unit 5: Self-Determination Into the Present: 1963-Early 21st Century	<ul style="list-style-type: none"> ● Adoption of the Wisconsin Winnebago Constitution (1963) ● Rise of Red Power and American Indian Movement ● Indian Self-Determination -- late 1960s and 1970s ● Development of Gaming (Cabazon) ● Ho-chunk governmental reorganization and new Constitution (1994) ● “Take-Off” Period for Ho-chunk Nation (late 1990s and beyond) ● M.O.U. (2010) with BRF School District
Unit 6: The Challenge of Cultural Revitalization	<ul style="list-style-type: none"> ● Exploring Racism in modern America ● W.E.B. DuBois, Double Consciousness and the Veil ● Beverly Daniel Tatum and Racial Identity Development Theory (persons of color and whites) ● Lisa Poupart’s (UW-GB) adaptation of Tatum

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	<ul style="list-style-type: none"><li data-bbox="730 245 1436 272">● Anthony F.C. Wallace and Cultural Revitalization Theory<li data-bbox="730 277 1524 305">● Colin Calloway and Culture Hybridization (applications to BRF?)<li data-bbox="730 310 1173 337">● Final Thoughts -- Into the Future?