

# Ojibwe and Dakota Lands

## OVERVIEW & OBJECTIVES

This lesson will examine maps to explain past and current lands of Ojibwe and Dakota in Minnesota. Students will layer maps using ArcGIS to analyze Minnesota’s landscape and the locations of reservations.

*Students will be able to...*

- Develop skills to manipulate and use ArcGIS software.
- Use geospatial technology to locate features.
- Analyze map layers to determine the impact of minerals, agriculture, and income on reserved lands
- Locate and label Minnesota’s major bodies of water on a blank map
- Identify and explain the locations of the Ojibwe and the Dakota
- Identify and explain the locations of Minnesota’s reservations

## GRADES

6<sup>th</sup>

## TIME

4 class periods

## REQUIRED MATERIALS

- ✓ Computer projector
- ✓ Computer Internet access for students (optional)
- ✓ Northern Lights textbook
- ✓ Blank Minnesota map
- ✓ Colored pencils
- ✓ Handouts: “Map 1”; “Map 2”; Map 3”; “Map 4”

## MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

**Standard 1.** People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

**6.3.1.1.1** Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

**Standard 6.** Geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements.

**6.3.3.6.1** Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.

**Standard 18.** Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)

**6.4.4.18.2** Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region. (Expansion and Reform: 1792-1861)

## SUGGESTED PROCEDURE

### Day 1

The teacher will hand out “Map 1” with the list of Minnesota’s major bodies of water. Students will record their response to the question: “Where would you look to find a map to help you easily find these locations? Be specific!” Discuss responses. Students may respond with atlas or paper map or they may answer that they would search Google or Google maps.

Ask students to come to the front of the room to better view the smart board screen. The teacher will open and explain ArcGIS and show students how to:

- Modify a map
- Search for their local town
- Change base map and zoom in and out

Discuss ArcGIS and the topics it can show, including hunting and traveling. Let students choose some layers they would like to see. Give students additional time to add layers of their choosing to explore ArcGIS. Ideally, students will be able to do this on their own or with a partner or small group. Then the teacher will change layers to detailed water bodies and give students time to label a blank Minnesota map by locating and labeling the bodies of water.

## **Day 2**

The teacher will hand out “Map 2” and show students the map. Students will have time to record their response as to what the map is showing. Discuss students’ responses. Ask students to explain the locations of the Ojibwe and Dakota in Minnesota.

Students will read about the Ojibwe migration and the Dakota peoples in Northern Lights. Ask students for more information about Ojibwe migration that their family may have taught them. (I have a high percent of native students in my classroom.) Next, play the “Ojibwe History” video and discuss the Ojibwe migration story connecting the story with the map. [Eddie Benton-Benai, an Ojibwe elder in Wisconsin, explains the migration from the East Coast. Consider showing about ten minutes of the lengthy video: 9:00-13:00 and 15:00-19:30.]

Students will have additional time to add layers of their choosing to explore ArcGIS and the greater Lake Superior region. Discuss with students the various physical features including landforms, bodies of water, vegetation, and climate of the region.

## **Day 3**

The teacher will hand out “Map 3” and ask students to predict and record the purpose of the colors and dates on the map. Discuss students’ responses. Explain the evolution of the treaty system and how the treaties affect native people today. For example: We have enrolled Leech Lake members who have different hunting and fishing regulations than non-enrolled members due to 1855 treaty/contract.

Students will read about treaties in Northern Lights. Also, consider MNopedia.org for summaries of various treaties including “Treaty of Washington” and “Treaty of Traverse des Sioux”. In addition, the “Treaties” link can be investigated for detailed information and an interactive map.

Allow students time to use the layering effect and the measuring tool in ArcGIS to identify and measure the size of each reservation. Discuss the traditional large land area and how moving to a small location would affect them as a group of people.

## **Day 4**

The teacher will hand out “Map 4” and ask students to identify and record the current Ojibwe and Dakota reservations on the map of Minnesota. To do this, the class will investigate the map and use the layer, “USA Federal Lands”, to locate each reservation on their map. Use layering to add mineral deposits, agriculture, and income levels to the map. The class will discuss the relationships between reserved lands and minerals, agriculture, and income. Finally, students will locate reservations on their Minnesota map and add TODALSS.

Students will answer Day #4 questions on the first three maps. The post-assessment of this lesson will be students’ responses to the questions from each of the previous days.

## Assessment

- Map questions
- Minnesota map
- Class discussions

## Website Resources

“American Indians in Minnesota” at Native Languages of the America

<http://www.native-languages.org/minnesota.htm>

Map of Ojibwe and Dakota within MN

“Minnesota Indian Reservations, Treaties” at Beaded Lizard Books

<http://www.kstrom.net/isk/maps/mn/mnrezmap.html>

Map and information (both historic and contemporary) on Minnesota reservations

ArcGIS

<https://www.arcgis.com>

Google Earth

<https://earth.google.com>

Northern Lights at Minnesota Historical Society

Private posted video at YouTube

<https://www.youtube.com/watch?v=ppfzqYkM0i0>

“Ojibwe History” from WPT Documentaries at YouTube (28:32)

<http://video.wpt.org/video/2365039287/>

“The Story of the Seven Fires” from Our Historical Role Influencing Contemporary Minnesota at MNopedia

<http://www.mnopedia.org/our-historical-role-influencing-contemporary-minnesota>

“Treaty of Washington, 1855” at MNopedia

<http://www.mnopedia.org/event/treaty-washington-1855>

“Treaty of Traverse des Sioux” at MNopedia

<http://www.mnopedia.org/event/treaty-traverse-des-sioux>

“Treaties” at The US-Dakota War of 1862

<http://www.usdakotawar.org/history/treaties>

This website has information and an interactive map

## Map #1

Please label the following bodies of water:

- Lake Superior
- Lake Winnibigoshish
- Upper Red Lake
- Lower Red Lake
- Lake of the Woods
- Mille Lacs Lake
- Minnesota River

*Draw in:*

- Mississippi River
- Red River
- Rainy River
- Minnesota River

Where would you look to find a map to help you easily find these locations?  
Be specific!

Day #1 \_\_\_\_\_

Day #4 \_\_\_\_\_



## Map #2

Explain what this map means.

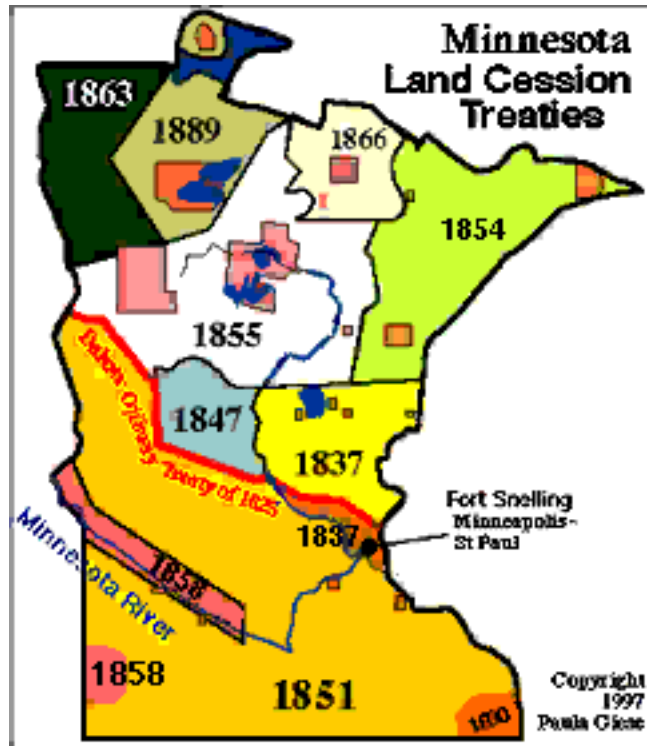


Day #1 \_\_\_\_\_

Day #4 \_\_\_\_\_

### Map #3

What do the colors mean?



Day #1 \_\_\_\_\_

Day #4 \_\_\_\_\_

What do the dates mean?

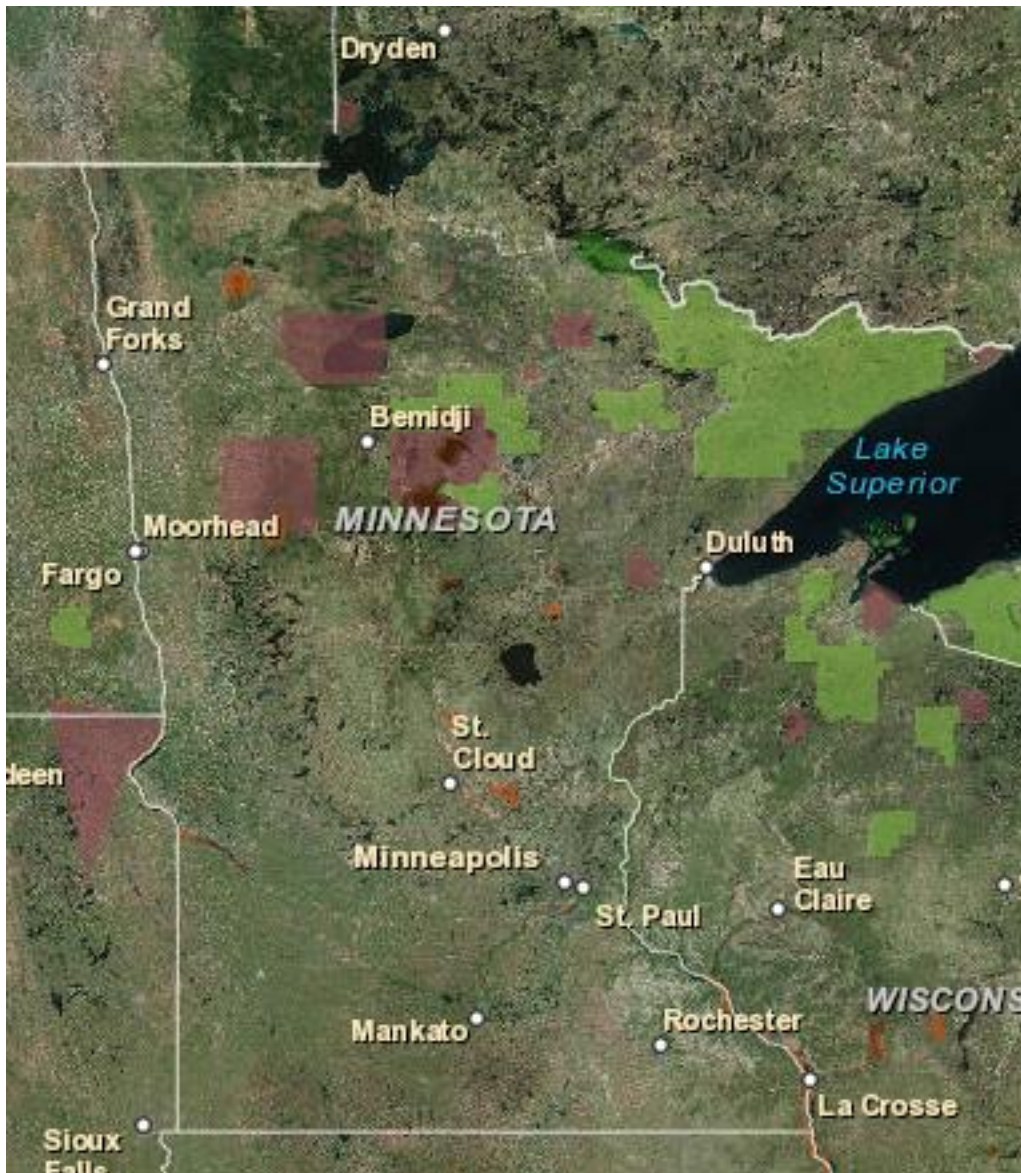
Day #1 \_\_\_\_\_

Day #4 \_\_\_\_\_

# Map #4

USA Federal Lands

- Forest Service
- Department of Defense
- Bureau of Land Management
- Fish and Wildlife Service
- National Park Service
- Bureau of Indian Affairs
- Bureau of Reclamation
- Other Agencies (NASA, DOE, DOT, DOP, TVA...)





## Map #4

Please label the following Ojibwe reservations on the Minnesota map:

- Boise Forte
- Grand Portage
- Fond du Lac
- Mille Lacs
- White Earth
- Red Lake
- Leech Lake

Locate and label the following Dakota reservations on the Minnesota map:

- Upper Sioux
- Lower Sioux
- Mdewakanton
- Prairie Island