

NR 1413, Segment 3 – Fond du Lac Language Table Project

<https://youtu.be/S77FDdq9-ms>

Grade Level: 6

Standards:

MN 6.4.4.20.4 Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship.

MN 6.4.1.2.1 Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

Objectives:

- Students will gather information to answer a specific question
- Students will present gathered information in a format of their choice

Time needed:

4 class periods

Question to answer:

-How did policy enacted on the Native American's in the late nineteenth century impact the need for Anishinaabe Language schools today? Why are some elders just now learning the language instead of learning as children? Why aren't all students learning Anishinaabe in School?

Watch Native Report Segment on Fond du Lac Language

Research options:

Optional-fill out research organizer

https://canoe.csumc.wisc.edu/LdFCanoe_subpage_South_History_3.html

<http://www.mpm.edu/content/wirp/ICW-41.html>

<https://www.lansingstatejournal.com/story/travel/michigan/2014/11/19/chippewa-tribes-children-preserving-anishinaabe-language/19279701/>

<https://www.twincities.com/2008/12/13/schools-are-keeping-the-ojibwe-language-alive/>

Product: use research organizer or research to create one of the following options-

- 4-6 paragraph essay
- Flipbook
- poster
- other creative project pre-approved by teacher

Name: _____

date: _____

Policy	2 supporting facts