

Teachers' Guide to the Urban Wilderness Canoe Adventures (UWCA) "Life From Many Perspectives"

This guide for teachers provides information on pre-trip and post-trip lessons that complete the UWCA field trip learning experience.

Learning Objectives: Understand the basics of how relationships between Dakota and European Americans changed from early contact through today. Learn about different groups' relationships with the river and build your own relationship with the river.

The visit by canoe to the confluence of the Minnesota and Mississippi Rivers brings your students to the confluence of the U.S. and Dakota Indian relationship as well. While the programs on the trip will consider this history at the places where it happened, students will get a great deal more meaning from their trip if you take some time with this history in a more focused classroom setting.

Field Trip Outline: Most groups will paddle by canoe to the Fort Snelling, Bdote area, just as most Dakota used to arrive there. Then groups will split into smaller groups for several activities on land that explore the relationship between the people of the United States and the Dakota people as it changed over time.

Fur Trade Re-enactment: One activity has students pretend to be involved in the fur trade, playing the role of either a fur company employee or a Dakota trying to make a deal at a time when both sides had something to gain from good relations.

Survival in the 1700's: Students will also get to test their 1800 survival skills by searching for and sampling food that would have been eaten then, and learning about dug-out canoes and shelters.

Dakota Memorial Site: Participants will also visit the Dakota memorial site, a place where all people are called to think about the US-Dakota story, and where modern Dakota people still leave offerings and prayers. Students will learn how earlier friendly relations became so bad that a war broke out in 1862 and about the aftermath of the war. While the fighting of the war did not happen here, the Dakota prison camp was located here.



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Classroom Activities

US-Dakota War Site: <http://www.usdakotawar.org/>

Time: Varies. 30 min to several hours, depending on how in-depth you go.

Grade: Grade Level: 6th-8th grade (just video clips), in-depth resource links high-school and above.

Teacher Notes: Please complete before the field trip.

This website was developed in 2012 by the Minnesota Historical Society in collaboration with a number of Dakota advisors and is the best place to start. It includes links to many other teacher resources, oral histories, interactive lessons, and videos. Each section opens with a three-minute video targeted at a 6th through 8th grade. The combination of these provides a nice, balanced overview of the Dakota story in Minnesota, the story of the treaties, and the circumstances that led to war. There are many Dakota voices, both historic and living included and links to many more resources than are listed here.

Finding the Meaning of a Place

Time: Time: 30 min. It fits well with showing of video clips from US Dakota War website.

Grade: 5th-8th

Teacher Notes: Please complete before the field trip. Through reading and pictures students learn about the important places they will visit on their field trip.

Winter Count: Creating an interactive timeline

Time: 1-2 class periods

Grade: 5-8th grade

Teacher Notes: This activity is best done as a follow-up from the field trip. To complete the activity, students read about significant events in U.S.-Dakota history and then draw the event. Students then arrange themselves in chronological order to read and share about their chosen event and drawing. Students can use memories and pictures from their field trip, as well as the videos on the US Dakota war site to help inform their drawings.

Detailed instructions and a time line with events to draw from are provided on the activity itself.



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Some Additional Resources on this Topic

Because this is a complex story with multiple perspectives, teachers are invited to explore these excellent resources to get to a better understanding of this topic and what readings, interactive activities, maps and videos would work best in their classrooms.

Two videos, *The Dakota Conflict* produced in 1993 and *Dakota Exile* produced in 1996, by Twin Cities Public Television are available for streaming at this link. Each is an hour long. (Other documentaries available there cover many other topics in state and local history, floods on the Mississippi River and environmental issues.) <http://video.tpt.org/program/tpt-documentaries/>

For information on visiting Historic Fort Snelling and a good timeline of the related history of the Fort – Dakota relationships, <http://education.mnhs.org/field-trips/historic-fort-snelling>

The Bdote Memory Project, sponsored by the Minnesota Humanities Commission contains a number of Dakota voices providing their perspective on this place. <http://bdotememorymap.org/>

A website connected to the Treaties Matter exhibit, is also sponsored by the Minnesota Humanities Commission <http://treatiesmatter.org/>

The Star Tribune produced a newspaper series in 2012 which has been published on line and is available as a iBook. <http://www.startribune.com/local/165145536.html>

An on-line exhibit on Winter Counts produced by the Smithsonian includes several examples that document the meteor of 1822. <http://wintercounts.si.edu/index.html> There is also a lesson plan that uses winter counts produced by South Dakota Public Broadcasting at. <http://www.sdpb.org/wintercount/>



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Aligned MN Academic Standards in Social Studies

4-8th Grade:

U.S. History:

I.B.1.1 Students will identify key European explorers and how their voyages led to the establishment of colonies.

I.B.2.1 Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.

I.E.1.1 Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations.

MN History:

II.A.1. Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.

II.B.1.1 Students will describe how early explorers and fur traders affected the development of Minnesota.

II.B.2.2 Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.

II.C.1.1 Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.

II.C.3.3 Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers.

II.D.3.3 Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.

9-12th Grade:

U.S. History:

I.B.2.2 Students will describe the consequences of early interactions between Europeans and American Indian nations.

I.F.2.2 Students will analyze the impact of territorial expansion on American Indian nations and the evolution of federal and state Indian policies.

I.F.3.3 Students will analyze the causes and consequences of U.S. geographic expansion to the Pacific, including the concept of Manifest Destiny and the Mexican-American War.

