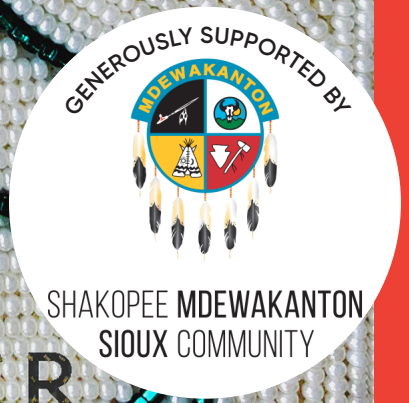


EVERYTHING
YOU WANTED
TO KNOW
ABOUT INDIANS
BUT WERE
AFRAID TO ASK

ANTON TREUER

YOUNG READERS EDITION



History of Indigenous People Before 1492

This lesson plan is designed to provide students with a comprehensive understanding of the history of Indigenous Peoples before 1492. It covers the following topics: the various Indigenous cultures and societies that existed, their social structures, religious beliefs, and daily life. Students will also learn about major historical events that shaped the lives of Indigenous Peoples, including migrations, conflicts, and the impact of European contact. By the end of the lesson, students will gain an appreciation for the rich diversity of Indigenous cultures and an understanding of the challenges they faced in the centuries leading up to European colonization.

RELEVANT TEXT

Treuer, A. (2024). *Everything You Wanted to Know About Indians But Were Afraid to Ask: Young Readers Edition*, pp. 27-34.

OBJECTIVES

- Define the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects (understand)
- Create a timeline of significant events in the historical migration of the Dakota people prior to European contact (remember)
- Create a timeline of significant events in the historical migration of the Anishinaabe people prior to European contact (remember)
- Discuss the roles of archeologists in corroborating the oral histories of the Dakota and Anishinaabe migrations (analyze)
- Reflect on the impact of European colonization on the cultures, societies, land base, and relationships of the Dakota and Anishinaabe (evaluate)

ACCOMMODATIONS TO CONSIDER MEETING STUDENT NEEDS

Visual Aids, Graphic Organizer, Preview Vocabulary, Oral Directions, Repeat/Clarify Directions, Reader, Text to Speech, Note Taker, Large Print, Audiobooks, Memory Aids, Visual Cues, Oral Response, Typed Response, Non-verbal Response, Speech to Text, Increased Wait Time, Verbal Prompts, Manipulatives, Graph Paper, Write in Book, Scribe, and others appropriate for the learner(s).

ELEVANT STANDARDS

| MN Tribal Nation Essential Understanding | | MN State Standards Social Studies | | | MN State Standards ELA | | |
|---|-----|--------------------------------------|-----------|-----------|------------------------|----------|----------|
| 1.1 | 2.1 | 9.1.6.1 | 9.1.6.4 | 9.3.14.1 | 9.1.2.1 | 10.1.2.1 | 11.1.2.1 |
| 1.2 | 2.2 | 9.3.15.1 | 9.3.15.3 | 9.3.15.6 | 9.1.2.2 | 10.1.2.2 | 11.1.2.2 |
| 1.3 | 2.3 | 9.3.15.7 | 9.3.15.8 | 9.3.17.1 | 9.1.2.3 | 10.1.2.3 | 11.1.2.3 |
| 1.4 | 3.1 | 9.3.17.2 | 9.3.17.3 | 9.3.17.4 | 9.1.3.1 | 10.1.3.1 | 11.1.3.1 |
| 1.5 | 3.3 | 9.4.18.1 | 9.4.18.2 | 9.4.18.3 | 9.1.6.1 | 10.1.6.1 | 11.1.6.1 |
| | | 9.4.18.4 | 9.4.18.5 | 9.4.18.6 | 9.1.6.2 | 10.1.6.2 | 11.1.6.2 |
| | | 9.4.18.8 | 9.4.18.9 | 9.4.18.11 | 9.1.6.3 | 10.1.6.3 | 11.2.1.1 |
| | | 9.4.18.12 | 9.4.18.13 | 9.4.18.14 | 9.1.9.1 | 10.1.9.1 | 11.2.1.2 |
| | | 9.4.18.15 | 9.4.19.1 | 9.4.19.2 | 9.1.9.2 | 10.1.9.2 | 11.2.3.1 |
| | | 9.4.19.5 | 9.4.19.7 | 9.4.19.8 | 9.2.1.1 | 10.2.1.1 | 11.2.3.2 |
| | | 9.4.19.10 | 9.4.19.12 | 9.4.20.1 | 9.2.1.2 | 10.2.1.2 | 11.2.4.1 |
| | | 9.4.20.2 | 9.4.20.4 | 9.4.20.5 | 9.2.1.3 | 10.2.1.3 | 11.2.4.2 |
| | | 9.4.20.6 | 9.4.20.7 | 9.4.20.8 | 9.2.3.2 | 10.2.3.2 | 11.1.5.1 |
| | | 9.4.20.10 | 9.4.20.12 | 9.4.20.14 | 9.2.4.1 | 10.2.4.1 | 11.2.5.2 |
| | | 9.4.21.3 | 9.4.21.4 | 9.4.21.6 | 9.2.4.2 | 10.2.4.2 | 11.3.1.1 |
| | | 9.4.21.7 | 9.4.21.8 | 9.4.21.9 | 9.2.5.1 | 10.2.5.1 | |
| | | 9.4.21.11 | 9.4.21.12 | 9.4.21.13 | 9.2.5.2 | 10.2.5.2 | |
| | | 9.4.22.1 | 9.4.22.3 | 9.4.22.7 | 9.2.7.1 | 10.2.7.1 | |
| | | 9.4.22.8 | 9.4.22.10 | 9.4.22.14 | 9.2.7.2 | 10.2.7.2 | |
| | | 9.4.23.1 | 9.4.23.3 | 9.4.23.4 | 9.3.1.1 | 10.3.1.1 | |
| | | 9.4.23.6 | 9.4.24.2 | 9.4.24.3 | 9.3.1.2 | 10.3.1.2 | |
| | | 9.4.24.4 | 9.4.24.5 | | 9.3.1.3 | 10.3.1.3 | |

ACTIVITY 1

Introduction—Indigenous Migration Stories

READINESS LEVEL: Awareness

Overview: Share stories of major migrations of the Dakota and Anishinaabe peoples. Create a timeline of these events and discuss the reasons and effects of these migrations. Encourage students to think about these events from the perspectives of the Tribal Nation(s).

- A. Students will form groups and select either the Dakota or Anishinaabe’s migration story for in-depth analysis.
- B. After selection, every team member shall identify key steps or events during the selected Tribe’s migration.
- C. Students will then prepare a detailed timeline showcasing these key steps or incidents.
- D. While identifying the key steps, students should focus on the reasons prompting the migrations and its broadscale effects on the Indigenous Peoples.
- E. Students should also write down political, social, or economic terms or phrases featured in the migration story, along with their meanings.
- F. Every student should share their findings and thoughts with their group to cultivate a collaborative understanding of the event.
- G. A representative from each group will then communicate their findings to the rest of the class, enabling an exchange of information and perspectives.
- H. Throughout this activity, students should practice critical thinking by questioning sources and comparing different events.
- I. Problem-solving skills can be developed as they tackle questions like “why did the migrations happen?” or “what could have been an alternative strategy?”
- J. The activity also aims to foster curiosity about historical events and the grit to navigate complex historical texts and concepts.
- K. Lastly, keep in mind that understanding domain-specific skills, such as identifying key ideas, determining the meaning of words, and understanding historical processes, are integral to this task.

SKILLS

- Critical Thinking
- Collaboration
- Curiosity
- Problem-Solving
- Communication
- Grit and Perseverance

ACTIVITY 2

Demonstrate and Explain— Archaeological Corroboration of Oral Histories

READINESS LEVEL: Understand

Overview: Present different archaeological findings that provide insights into pre-1492 Dakota and Anishinaabe cultures. Discuss the significance of each discovery and what it tells us about the cultures. Also, explain the archaeologists' role in uncovering this information from the perspectives of the Dakota and Anishinaabe.

- A. The learners are required to select an archaeological discovery from pre-1492 Dakota or Anishinaabe cultures. They should thoroughly research the selected discovery, including its significance, its associated Tribe's culture, and the findings about that culture.
- B. Learners should then compare and contrast this archaeological discovery with a historical portrayal of the same or similar Indigenous culture. They should focus on understanding how the historical portrayal uses or alters history.
- C. Identify words and phrases that are used in the texts—both the historical account and the portrayal. Determine their meanings, especially those describing political, social, or economic aspects of those cultures. Additionally, learners should pay attention to vocabulary related to history or social studies.
- D. In groups, learners should have a structured discussion on the archaeological discovery and its comparison to the historical representation, discussing the impact of each on our understanding of the Indigenous culture in question.
- E. Each group must compile their findings and discussions into a comprehensive report. This report should include a description of the archaeological discovery, an analysis of the historical portrayal, how the discovery corroborates the Dakota or Anishinaabe oral history of that time, and the conclusion drawn from the comparison and contrast of the sources—emphasizing the perspective of the Dakota and Anishinaabe.
- F. Learners can also present their findings to the whole class. During these presentations, they should demonstrate a clear understanding of the archaeological discovery and the associated culture; an insight into how the historical portrayal uses or alters history; and a solid grasp of related vocabulary.
- G. Each learner is required to reflect upon the process, discussing the problems they encountered, how they overcame those problems, and what they learned from the exercise. They should also reflect on the skills used in the activity, such as problem-solving, collaboration, and communication.

SKILLS

- Problem-solving
- Communication
- Initiative
- Collaboration
- Grit and Perseverance

ACTIVITY 3**Student Task—Timeline Creation****READINESS LEVEL: Understand**

Overview: For a practical understanding, have students create a timeline of significant events in pre-1492 Dakota and Anishinaabe cultures. Ensure to include migrations, conflicts, and other pivotal moments that shaped these societies.

- A. Research independently the history of pre-1492 Dakota and Anishinaabe cultures. Look for major events, migrations, clashes, and turning points that were instrumental in their evolution.
- B. Identify the key events and their impact on the Dakota and Anishinaabe cultures. Analyze the causes, outcomes, and the changes it brought about in the Dakota and Anishinaabe societies.
- C. Create a timeline illustrating these events. Ensure each event is clearly labeled with dates, details, and significance. The timeline should be sequential, starting from the earliest event to the latest.
- D. Conduct an in-depth analysis of each event on the timeline. This should include the event's root causes, its effects on the Dakota and Anishinaabe cultures, and its influence on subsequent events.
- E. Incorporate domain-specific vocabulary related to history and social studies in your timeline and analysis. Be sure to provide clear definitions and context for each term.
- F. Lastly, consider alternative outcomes. Think critically about what might have happened if certain events hadn't occurred or had unfolded differently.
- G. Throughout the entire process, show curiosity by asking questions, seeking answers, and having a growth mindset oriented towards continuous learning. Apply problem-solving skills to overcome any difficulties in finding information or making connections.
- H. Display grit and perseverance to complete the project, even if the timeline creation and analysis is challenging.

SKILLS

- Critical Thinking
- Curiosity
- Growth Mindset
- Problem-solving
- Grit and Perseverance
- Domain-Specific Skills

ACTIVITY 4

Reflection—Reflection Letter

READINESS LEVEL: Application

Overview: Ask students to write a reflection letter detailing their understanding of pre-1492 Dakota and Anishinaabe cultures. They should include their thoughts on the cultures, the challenges the societies faced, and how learning about these cultures has influenced their perspective.

- A. Begin by providing a brief overview of the activity to your students. Explain that they will be writing a reflection letter, focusing on their understanding of pre-1492 Indigenous cultures.
- B. Give some context about pre-1492 Dakota and Anishinaabe societies. Encourage learners to dig deep into their understanding of these cultures: the social, political, and economic constructs therein; and the challenges they faced.
- C. Emphasize that the reflection letter isn't just about stating learned facts, but about expressing thoughts, feelings, and perspectives formed from their study.
- D. Encourage collaboration. Students can brainstorm and share ideas in groups before starting their individual reflection letters. This will enhance their cooperation and communication skills.
- E. Encourage students to evaluate and question the knowledge they acquired about pre-1492 Dakota and Anishinaabe cultures. This should focus on fostering emotional awareness and a growth mindset.
- F. Encourage the students to incorporate elements of grit and perseverance as they explore the adversities faced by these societies.
- G. Encourage students to relate the knowledge and cultural changes of pre-1492 Dakota and Anishinaabe societies to the modern context of environmental stewardship and sustainability.
- H. Impress upon the learners to showcase their domain-specific skills: the understanding, analyzing, and interpreting of historical texts and extrapolating their social implications.
- I. Remind the students that the reflection letters should be structured cohesively and exhibit their understanding of the material.
- J. Finally, remind students to proofread their pieces before submission, ensuring clarity in their expressions and coherence in their ideas.

SKILLS

- Collaboration
- Communication
- Socio-Emotional Awareness
- Grit and Perseverance
- Growth Mindset
- Environmental Stewardship

Glossary for History of Indigenous People before 1492

INDIGENOUS PEOPLES: The original inhabitants of a particular region or country, who have unique cultures, societies, and traditions that predate colonization

1492: The year commonly associated with the “Discovery of the Americas” by European explorer Christopher Columbus; The year Christopher Columbus reached the Americas

CULTURES: The ideas, customs, skills, and arts of a particular group or society; The way of life and traditions of a group or society

SOCIAL STRUCTURES: The organization of relationships within a particular community or society

RELIGIOUS BELIEFS: A system of faith and worship followed by a group of people

DAILY LIFE: The routines, activities, and customs that characterize the everyday existence of individuals and societies; What people do in their day-to-day lives

HISTORICAL EVENTS: Significant occurrences or happenings from the past

MIGRATIONS: The movement of people from one place to another

CONFLICTS: Disputes or wars that happen between different groups of people

EUROPEAN CONTACT: The meeting and interaction of Indigenous Peoples with Europeans, often leading to colonization

EUROPEAN COLONIZATION: The process by which European nations established or took control over other parts of the world between the 15th and

20th centuries

ARCHAEOLOGICAL FINDINGS: Objects or information that have been discovered through archaeology, a scientific study of the past

PRE-1492: The period before Christopher Columbus’s arrival in the Americas in 1492

INDIGENOUS CULTURES: The original ways of living, ideas, beliefs, values, languages, and social organization of Indigenous Peoples

ORIGINS: The point or place where something begins, arises, or is derived

TIMELINES: A graphic or visual representation of the order in which events happened

ARCHAEOLOGISTS: Scientists who study human history through the excavation of sites and the analysis of artifacts and other physical remains

REFLECTION LETTER: Personal thoughts and perspectives based on one’s experiences and learnings; Thinking and writing about your experiences and what you learned from them.

ENVIRONMENTAL STEWARDSHIP: The responsible use, care, and protection of the natural environment through conservation and sustainable practices

SUSTAINABILITY: The process of maintaining change in a balanced environment, in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are all in harmony to meet human needs now and in the future

Suggestions for Lesson Extension(s)

Mapping Indigenous Cultures

Have students research different Indigenous cultures that existed before 1492. They should create a map showing where these cultures were located and give a brief description of their social structures and religious beliefs. It would be helpful to divide the cultures geographically.

Indigenous Migration Stories

Share stories of major migrations of Indigenous Peoples. Create a timeline of these events and discuss the reasons and effects of these migrations. Encourage students to think about these events from different perspectives.

Pre-Contact Indigenous Society

Ask students to imagine what life was like for Indigenous Peoples before the arrival of Europeans. They should consider aspects such as daily life, social structures, and religious beliefs. Encourage a class discussion to share and discuss their ideas.

Archaeological Discoveries

Present archaeological findings that provide insights into pre-1492 Indigenous cultures. Discuss the significance of each discovery and what it tells us about the cultures. Also, explain the role archaeologists play in uncovering this information.

Culture and Belief Systems

Describe the various religious beliefs and practices of various Indigenous cultures. Using visual aids, show the similarities and differences. Discuss how these belief systems influenced their societies.

The Impact of Conflict

Explain major conflicts that occurred among Indigenous Peoples before 1492. Discuss the reasons behind these conflicts and their consequences. Also, show how these conflicts shaped these cultures and their histories.

Timeline Creation

For a practical understanding, have students create a timeline of significant events in pre-1492 Indigenous cultures. Ensure to include migrations, conflicts, and other pivotal moments that shaped these societies.

Compare and Contrast Exercise

Have students compare and contrast the pre-1492 Indigenous societies and contemporary society. They should consider aspects like social structure, religious beliefs, and the impact of conflict.

Gathering Lessons

Assign students to list the lessons that contemporary society can learn from pre-1492 Indigenous cultures. This activity would help them reflect on the value of history and the wisdom of Indigenous cultures.

Reflection Letter

Ask students to write a reflection letter detailing their understanding of pre-1492 Indigenous cultures. They should include their thoughts on the cultures, the challenges the societies faced, and how learning about these cultures has influenced their perspective.

PRAISE FOR

EVERYTHING YOU WANTED TO KNOW ABOUT INDIANS BUT WERE AFRAID TO ASK (YOUNG READERS EDITION)

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COVERS OF THE YEAR • ILLUMINATIVE CHILDREN'S BOOK GIFT GUIDE • AICL'S BEST
BOOKS OF 2021 • A JUNIOR LIBRARY GUILD SELECTION • 2022 TEXAS TOPAZ SELECTION
• CYBILS AWARDS FINALIST • CCBC CHOICES



Anton Treuer, Photo credit: Greene Photography

ANTON TREUER (pronounced troy-er) is Professor of Ojibwe at Bemidji State University and author of many books. His equity, education, and cultural work has put him on a path of service around the nation and the world.

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