



Dear Educator:

Education Services of the Wisconsin Historical Society is pleased to present you with teaching materials for use with the 2nd edition of Patty Loew's seminal work *Indian Nations of Wisconsin*. Designed for use in the secondary classroom exclusively for educators, each chapter is presented through the lens of the *Understanding By Design* lesson plan framework. In addition, these lessons have been aligned with both Wisconsin's Model Academic Standards for Social Studies and fit in well with the Common Core Reading Standards for Literacy in All Subjects.

With enduring understandings, essential questions, content questions, and suggested performance tasks, I hope you find these tools both informative and useful in your classroom.

Sincerely,

Kurt J. Griesemer
Director of Education Services
Wisconsin Historical Society

1 Early History



Enduring Understanding

Tribal historians, academic historians, and archaeologists can use evidence of the past, field research, oral histories and traditions, and scientific data to come to a more complete understanding of early Native American cultures.

Essential Questions

- How does oral tradition complement and enhance the study of early Native cultures in Wisconsin?
- How do references to a “Great Flood” in oral histories serve to bind cultures to a time and place in Wisconsin’s past?
- How do physical objects from the past enhance our understanding of ancient peoples and cultures?
- Why are effigy mounds considered a form of communication?

Content Questions

- How does oral tradition compare with the way families pass down stories?
- How did the emergence of agriculture change the Native American way of life?
- How does the clan structure of the various tribes reinforce our understanding of early Native Americans’ way of life?
- Why are the complex political and social organizations of early Native Americans significant?

Educational Goal Assessment

The goal of this chapter is to show how tribal historians, academic historians, and archaeologists can use evidence of the past, field research, oral histories and traditions, and scientific data to come to a more complete understanding of early Native American cultures.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Create a KWL chart for yourself about your interest in studying American Indians. What do you know (K)? What do you want to know (W)? What did you learn (L)? Keep track of your progress by comparing the chart you create to what you learn.

What questions come to mind when you look at an effigy mound?



2 European Arrivals

Enduring Understanding

The arrival of Europeans in Wisconsin created significant turning points in Indian communities. In addition to cultural exchanges of customs, religion, language, and intermarriage, European trade goods such as alcohol, firearms, and metal utensils fostered increased dependency on the fur trade as the tribes depleted their lands of the very resources needed to survive.

Essential Questions

- How did the various reactions of the Indian nations of Wisconsin to the arrival of Europeans set the stage for future relations?
- What were the ramifications of the increase in dependency on European trade goods for tribal societies?
- How did assimilation of European values change the role of women in tribal societies, and how did that impact tribal culture?
- How was European treatment of the Indian nations similar or dissimilar to other colonization efforts around the world?

Content Questions

- Compare and contrast the relationships tribes had with the French, British, and Americans.
- “Nicolet’s ‘thunder sticks’ were, of course, firearms, and their introduction into Native culture would forever change the Indian nations.” Do you agree with this statement? Why or why not?
- What was the root cause of French resettlement policy, and why did the policy fail?
- What were the causes of Pontiac’s Rebellion, and how did it change British behavior toward the Indian nations?

Educational Goal Assessment

The goal of this chapter is to show how the arrival of Europeans and the establishment of the fur trade created a time of significant turmoil and change for the Indian nations of Wisconsin.

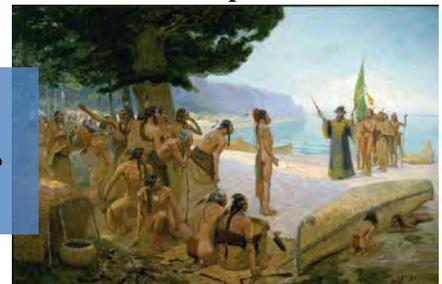
Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Prepare a “Before” and “After” chart about contact between the tribes and the various European nations. Cite evidence from selections from the text.

What European imports had the biggest impact on American Indians? Religion? Weapons? Household goods? Diseases? Political structures? Societal values?



3 The Menominee



Enduring Understanding

The struggle to preserve their values, identity, resources, and land shaped the Menominee people as they resisted termination and assimilation by various European and American governments.

Essential Questions

- How is tribal identity rooted to the land and resources of northern Wisconsin?
- How do cultural and language differences lead to treaty misunderstandings both with other tribes and with the US government?
- Why did the US government pursue aggressive policies of assimilation with the Native tribes of Wisconsin?
- What are the lasting effects of termination policy?

Content Questions

- “In fact the loss of traditional lands, food sources and water resources was usually fatal, particularly to communities already weakened by disease. Additionally, Indigenous Australian groups had a deep spiritual and cultural connection to the land, so that in being forced to move away from traditional areas, cultural and spiritual practices necessary to the cohesion and well-being of the group could not be maintained.”¹
What similarities, if any, to American colonization do you see in this description?
- Discuss the supposed benefits of termination policy and contrast those with the negative effects.
- How is sustainable forestry an outgrowth of traditional Menominee values?
- Explain how traditional Menominee values such as “traditional ecological knowledge” are being applied to modern-day issues.

Educational Goal Assessment

The goal of this chapter is to show how the Menominee Indians used their cultural, religious, and traditional beliefs to survive and thrive in Wisconsin.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Write a letter to the editor from the point of view of the Menominee, white settlers, or the US government agents charged with treaty-making, describing your take on the events in this chapter.

What lasting impact has sustainable forestry had on the Menominee nation and the world?



4 The Ho-Chunk



Enduring Understanding

Despite the near total loss of their ancestral homelands, the Ho-Chunk succeeded in maintaining their culture, traditions, and language while rebuilding their land base and establishing a thriving business community.

Essential Questions

- What lessons can be drawn by comparing the removal history of the Ho-Chunk with the non-removal of the Menominee?
- How were boarding schools such as the one in Tomah symptomatic of US policy toward Native Americans?
- How is the loss of their ancestral homeland reflected in the difficulties faced by the Ho-Chunk today?
- How is the history of the Ho-Chunk reflective of a widespread pan-Indian experience?

Content Questions

- How does Ho-Chunk history compare with other Wisconsin tribes?
- What was Indian removal policy and why was it instituted?
- How did boarding schools play a part in assimilation of the tribes?
- How have the Ho-Chunk provided services to their people across all their land holdings?

Educational Goal Assessment

The goal of this chapter is to show how the Ho-Chunk Indians maintained their cultural identity despite losing nearly all of their ancestral homeland.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Develop a rational argument against removal policy, citing examples from the chapter. Present your argument as a speech, editorial, or persuasive essay.



What words come to mind when you think of Indian boarding schools? How were they both a positive and a negative influence on American Indians?

5 The Ojibwe

Enduring Understanding

The people of the Ojibwe nation maintained their distinct cultural identities despite the impact of deceptive treaty practices and the assimilation policies pursued by the US government.

Essential Questions

- What generalizations can be drawn about European contact with American Indians, and how does the Ojibwe experience reflect and differ from those?
- Was removal policy the inevitable resolution to what the US government referred to as “the Indian problem”?
- Was the shift to a more organized political structure after reorganization beneficial to the Ojibwe? Why or why not?
- How did treaty language and interpretation reflect the cultural values of the Ojibwe?

Content Questions

- What differences in tribal history can you note among the Ojibwe?
- Why did the French and American governments treat the Ojibwe so differently?
- How else could American leaders have dealt with Indian nations rather than through removal and assimilation policies?
- Was reorganization an effective redress of wrongs done during the allotment and termination periods? Why or why not?

Educational Goal Assessment

The goal of this chapter is to illustrate the difficulties faced by the Ojibwe people as control passed from French to British and ultimately American governments.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Pick a board game to play. Role-play a scenario where only one side understands the rules of the game and what is needed to win. Create a brief presentation on how this is emblematic of treaty negotiations.

How would you interpret this picture of two Ojibwe men shaking hands? What does it represent? Why was it taken?



6 The Potawatomi

Enduring Understanding

Though historically connected to the Ojibwe and the Odaawa nations, the people of the Potawatomi nation forge their own identity, carrying forward their traditional role as “Keepers of the Fire.”

Essential Questions

- How did European nations exploit the “intense intertribal warfare” being waged by various Indian nations, including the Potawatomi?
- How did the fur trade system first work to the advantage of the Potawatomi and other tribes, and what about it was systemically destructive to their way of life?
- What circumstances surrounding the Potawatomi and other tribes in the early nineteenth century created a void easily filled by powerful religious leaders?
- What essential aspects of traditional Potawatomi culture are reflected in their ongoing self-sufficiency, stewardship of the environment, and willingness to care for their non-Indian neighbors?

Content Questions

- How did the different European and American governments treat the Potawatomi?
- Analyze the decision to keep Potawatomi lands in trust through the allotment period and evaluate why this left the tribe in a better position to move forward after 1934.
- Describe how the War of 1812 was a turning point for the Potawatomi, British, and American people.
- Juxtapose the present-day success of the Potawatomi with their past and draw conclusions based on evidence on the current status of the tribe.

Educational Goal Assessment

The goal of this chapter is to show how Potawatomi resilience and accommodation sustained the tribe, from its time as landless Strolling Bands of Potawatomi to the thriving people of today.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Create a set of interview questions for a Potawatomi elder regarding tribal culture. What would you want to know? What defines a culture?

Look at the images to the right. Which of these men were a chief of the Potawatomi? Both! How do stereotypes play into our perceptions of people’s status?



7 The Oneida

Enduring Understanding

Once considered landless refugees on Menominee and Ho-Chunk territory, the Oneida Nation has become a thriving, vibrant community forging its own path among all the other American Indian nations of Wisconsin.

Essential Questions

- How has Christianity played a role in the development of Oneida tribal culture?
- How do local, state, tribal, and federal governments share rights and responsibilities?
- Were the actions of Eleazar Williams good or bad for the Oneida, a mix of both, or neither good nor bad? Why?
- How are the disparate geographical locations of the Oneida bands both a strength and a weakness?

Content Questions

- Discuss the validity of this statement using evidence from the text to support your argument: “The Five Nations were skilled in the art of economic diplomacy.”
- Describe how the American Revolution was a turning point for the Six Nations Confederacy.
- How does the Haudenosaunee’s ability to manipulate the French and British to their advantage speak to an active involvement in diplomacy versus a passive one?
- What does Oneida membership in the Five Nations Confederacy tell you about their level of political sophistication?

Educational Goal Assessment

The goal of this chapter is to show how the Oneida Indians of New York became an integral part of the cultural landscape of Indian nations in Wisconsin.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Using evidence from the book, write a piece from the point of view of either the Menominee or the Oneida regarding the treaty of 1821 land redistribution.

How have the Oneida taken charge of their heritage? What role does education play in maintaining culture and identity?



8

Stockbridge-Munsee (Mohican)



Enduring Understanding

Pushed from their homelands in the east, the Stockbridge-Munsee (Mohican) band maintained its tribal identity in the face of warfare, disease, and federal policies aimed at assimilation and cultural extinction.

Essential Questions

- What differentiated the Mohican experience with Europeans and the fur trade from other tribes? What was similar?
- What common themes can you find regarding federal Indian policy up through 1934, regardless of the tribe?
- “They tried to erase us.” Was this a pan-Indian experience with boarding schools? Why or why not?
- How might the assimilation of certain aspects of white European culture account for the current economic and social success the tribe is experiencing?

Content Questions

- Compare and contrast Dutch interactions with the Mohicans with other tribes they encountered.
- Break down the good and bad effects of Indian boarding schools on the children of the Mohicans.
- You are in charge of finding room for both American settlers and the Mohicans in Wisconsin. Is it possible to create a solution that allows both sides the right to live where and how they want to?
- What difficulties did the Stockbridge-Munsee face in coming to Wisconsin?

Educational Goal Assessment

The goal of this chapter is to tell the history of the Mohican people and of the bonding together of the Stockbridge-Munsee community.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation



Suggested Performance Task

Create a symbol that reflects your own ancestors' journey, just like the Many Trails image symbolizes the Mohicans'.

Like many American Indians, the Stockbridge-Munsee people have a long and proud tradition of serving in the US military. Why might some people find their dedication and service to the United States ironic?

9 The Brothertown



Enduring Understanding

Forced to relinquish their tribal identity in order to become citizens of the United States, the Brothertown nation retains their tribal identity while continuing to make the case for restoration of their sovereign rights.

Essential Questions

- How are the issues of sovereignty and self-determination related?
- Did the Brothertown decision of 1839 reflect Seventh Generation thinking on the part of the tribe? Why or why not?
- How is the special relationship between the Oneida and the Brothertown emblematic of intertribal relations in general?
- How is the complex process for present-day federal recognition similar to the treaty negotiations of the past?

Content Questions

- Compare and contrast the Brothertown choice to become US citizens with the Menominee termination period.
- What distinguishes the Brothertown tribe historically from other Wisconsin tribes? How might these differences be significant in determining their future status among the tribal nations of Wisconsin?
- Imagine your reaction if someone in power forced you to relinquish your cultural heritage. What does it mean to lose something so essential to who you are?
- What are the strongest reasons for reestablishing the sovereign rights of the Brothertown Indians?

Educational Goal Assessment

The goal of this chapter is to describe the struggles of the Brothertown nation, from its beginnings as an amalgam of various eastern tribes united by Christianity to its struggles for federal recognition of its sovereign rights today.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Using evidence presented in the text, write a persuasive essay for or against restoring the sovereign rights of the Brothertown nation.

Although terminated as an Indian nation in 1839, the Brothertown have maintained a continuous presence in Wisconsin through activities such as an annual homecoming. How could this photo from 1917 help in their efforts to reclaim their sovereign rights?



10 Urban Indians

Enduring Understanding

Migrating from their reservations in search of better economic opportunities, urban Indians maintain a strong connection to their culture through educational, religious, and social service networks focused on sustaining a strong pan-Indian community.

Essential Questions

- In what ways do urban Indians reflect a growing pan-Indian experience?
- How has religion remained a cornerstone of Indian communities over time?
- What environmental or historical factors play a role in Native American health today?
- How does the migration of Native Americans to urban centers compare to other historic immigration patterns?

Content Questions

- Describe the support networks available to urban Indians.
- Compare and contrast the lives of urban Indians with those who stay on the reservation.
- What are some of the difficulties faced by the Indian nations of Wisconsin in providing services to their urban Indian brethren?
- What significant social barriers do festivals help overcome?

Educational Goal Assessment

The goal of this chapter is to illuminate both the lives of the tribal member who have migrated to urban centers as well as the support networks that have grown around them.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Write a letter home as if you were an urban Indian. Describe why you moved to the city. Talk about what you hope to accomplish there. Imagine what obstacles you will have to overcome. Discuss the support networks you've found.

How do urban Indians maintain their strong bonds with cultural traditions of the past?



Beyond



Enduring Understanding

Though significantly stronger economically and culturally, the Indian nations of Wisconsin face significant challenges as they strive to maintain their identity and stewardship of the land.

Essential Questions

- How are Indian nations tied to the stereotypes of the past?
- How has gaming created both opportunities and challenges?
- How can issues with placing land in trust be resolved?
- How does Seventh Generation thinking infuse all of Indian culture, from stewardship to spirituality and beyond?

Content Questions

- Describe the economic and social issues faced by Indian nations.
- How has the return of urban Indians to the reservation both benefitted and challenged their communities?
- What stereotypes has the success of gaming created, and how are these stereotypes harmful to Native Americans?
- Why is stewardship of the land such an integral part of all Indian nations?

Educational Goal Assessment

The goal of this chapter is to describe the current issues being faced by the Indian nations of Wisconsin as they continue to assert their rights as sovereign nations.

Students can show an understanding of the goal through:

- in-depth discussion with each other of the various Essential Questions, citing supporting arguments
- articulation of the Enduring Understanding, with supporting evidence, in writing, during Q&A, or through a prepared presentation

Suggested Performance Task

Take a position (in writing) for or against a Seventh Generation amendment to the Constitution. Be sure to cite sources supporting your opinion.



For a complete list of Reading Standards for Literacy in All Subjects, please see pages 123-126 of the [Common Core State Standards for Literacy in All Subjects](#).

Geography Performance Standards - Grade 8

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities

A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals

A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

Geography Performance Standards - Grade 12

A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world

A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them

A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development

A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

History Performance Standards - Grade 8

- B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used
- B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history
- B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians
- B.8.7 Identify significant events and people in the major eras of United States and world history
- B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations
- B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

History Performance Standards - Grade 12

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events
- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

Political Science and Citizenship Performance Standards - Grade 8

C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights

C.8.8 Identify ways in which advocates participate in public policy debates

Political Science and Citizenship Performance Standards - Grade 12

C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

Economics Performance Standards - Grade 8

D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services

D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets

D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income

Economics Performance Standards - Grade 12

D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time

Behavioral Science Performance Standards - Grade 8

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development

E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding

E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved

E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed

Behavioral Science Performance Standards - Grade 12

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos

E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world - See more at:

E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors

E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures