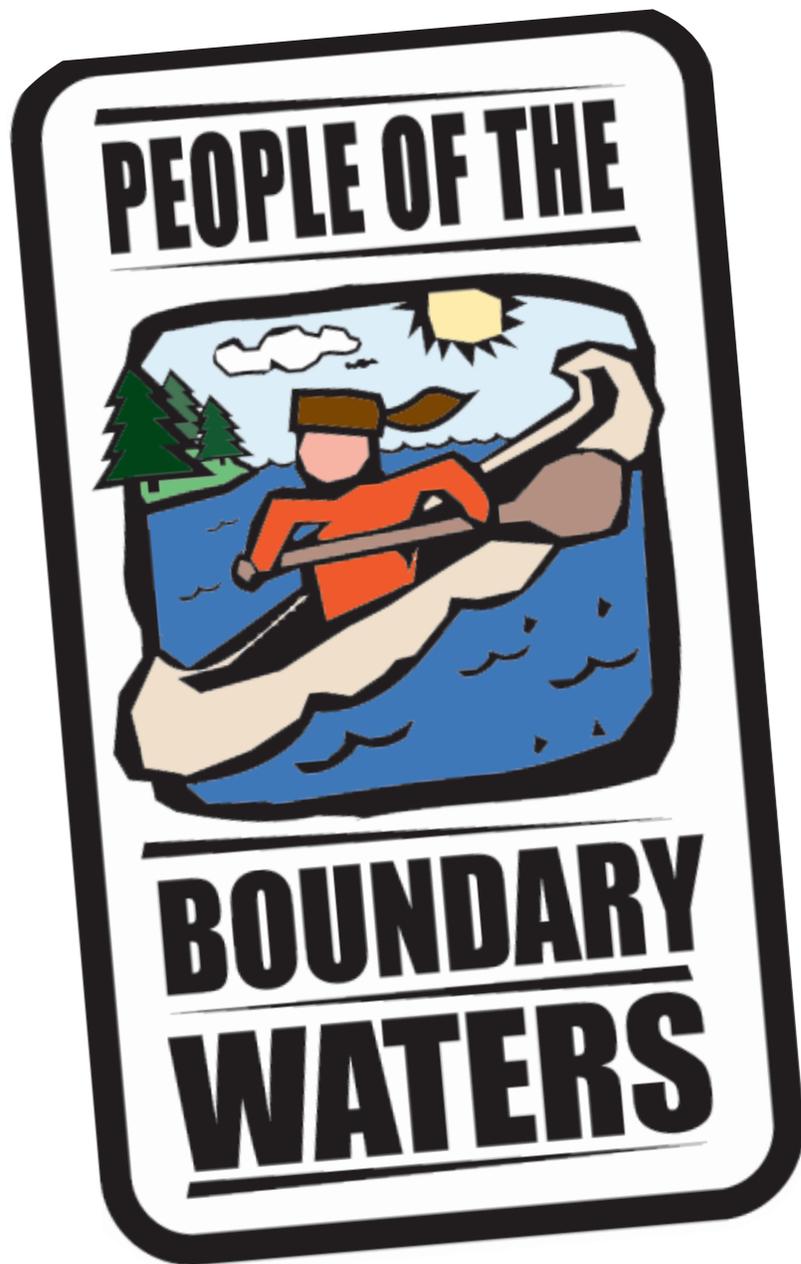


THE BWCA WILDERNESS KIT

Lesson Plan
and Materials



UNIT FOUR



UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS

OVERVIEW

GRADES: 5-8

AGES: 11-14

TIME: 50 minutes

MATERIALS NEEDED:

1. Who's Who? Profiles (4)
(laminated copy available in kit)
2. Who's Who? Worksheets
(master in manual or on CD; make copies as needed.)
3. Paddler's Game Board
4. Paddler's Game Cards
5. Paddler's Game
Playing Pieces
6. Wilderness Chance Cards
7. Paddler's Game Spinner
8. Unit Four Wilderness
Passport (master in manual and on CD; make copies as needed)
9. Unit Four Wilderness
Passport stamp and ink pad

CONCEPTS AND KEY IDEAS:

1. Wilderness lands have been used by humans for thousands of years.
2. Wilderness areas offer a variety of natural, recreational, spiritual and economic resources. Different wilderness resources have been valued by different groups of people during the history of the BWCAW.

GOALS:

1. Participants will describe the seasonal lifestyle of the Ojibwe and how they depended upon their habitat for food and shelter.
2. Participants will describe the daily lives of the Voyageurs and how they used the resources of the BWCAW.
3. Participants will describe how the loggers used the resources of the BWCAW and describe characteristics of logging camp life.
4. Participants will describe a typical modern visitor to the BWCAW and compare characteristics to those of earlier inhabitants and users of the area.

SKILLS:

1. Working in a small group/team
2. Listening
3. Reading
4. Summarizing
5. Recalling information
6. Collaborating
7. Comparing and contrasting information
8. Identifying relationships

UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS



BACKGROUND

Humans have used the area that is presently the Boundary Waters Canoe Area Wilderness for thousands of years, with each group of people leaving its mark (pictographs and copper points) or changing the area (**portages** or logging). Evidence exists that people roamed the land and lakes as many as 8,000-12,000 years ago.

Native Americans known as the **Ojibwe** were the first inhabitants of the **BWCAW** and surrounding areas. For the most part, the Ojibwe lived off the land taking only what they needed. The greatest exception was the trapping of fur-bearing animals, especially the beaver.

The **Voyageurs**, or **fur traders**, were the first major group of Europeans who came and made an impact on the area a few hundred years ago. Furs were in high fashion in Europe; the Voyageurs traveled the waterways trading goods with the Ojibwe in return for furs. The Voyageurs' knowledge of the waterways allowed them to create the first maps of the area. The next group, the loggers, arrived in the late 1880s. Their impact was much more profound. In contrast to Native Americans, they sought to harvest great forests, not for their own use, but for lumber companies. These companies sold their products to the large cities of the Eastern United States and the growing towns of the area. The loggers brought their axes and crosscut saws. They dammed, dynamited, and re-directed waterways. They built camps and towns. And finally, they built roads and railroads to help transport the logs to sawmills.

Other groups, such as settlers, miners, and farmers, also changed the face of the wilderness. With them came the development of towns, cities, and a way of life that was dependent on taming, civilizing and drastically changing the natural world.

Today, the major users of the **BWCAW** are people seeking recreational enjoyment, spiritual renewal and a chance to travel in what is considered "pristine" land. And many people who never visit the **BWCAW** still value it because of its important ecosystems and the role they play in maintaining the earth's health.

FUN FACTS:

Lumberjack vocabulary or lingo:

'string of flats'—
griddlecakes

'boiler' or 'sizzler'—
an inferior cook

'cookees'—
cook's helpers

'nosebag shows'—
companies that had
lunch brought to
men in the woods
rather than let
them return
to camp.





UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS

PREPARATION & INTRODUCTION

PREPARING FOR UNIT FOUR:

1. Read through the unit and familiarize yourself with all of the materials before starting the activities.
2. Take the items out of the BWCA Wilderness Kit marked "Unit Four: People of the BWCAW."
3. Lay out the Paddler's Game Board. You will need a space of at least 4 feet by 6 feet for the board plus space for participants to gather around the board.
4. Organize the Paddler's Game Cards, Chance Cards, Spinner and Playing Pieces on the board.
5. Make one copy of the Who's Who? Worksheet for each participant in your group (master in manual or on CD; make copies as needed)

INTRODUCTION: (5 minutes)

1. Ask the following questions to assess the participants' knowledge and get them ready to learn.
 - Have you heard of or been to the Boundary Waters?
 - How would you describe the Boundary Waters?
 - How did you travel within the Boundary Waters?
 - What other people have used the BWCAW throughout history?
2. Explain that the unit will profile different types of people who have used the BWCAW for thousands of years, how each lived, traveled, and used different resources of the BWCAW.

UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS



ACTIVITY ONE: WHO'S WHO?

OBJECTIVES:

1. Working in teams, participants will become “experts” on one of four types of BWCAW inhabitants – Ojibwe, Voyageurs, Loggers and Modern Visitors.
2. Experts from each of the four types of BWCAW inhabitants will form new teams and share their expertise with other team members.
3. Participants will be able to describe the lives of the BWCAW inhabitants.

INSTRUCTIONS:

1. Split the group into four teams.
2. Hand each team one of the Who's Who? profiles, and each individual in the team the Who's Who? Worksheet.
 - There is a profile for the Ojibwe, Voyageur, Logger, and Modern Visitor. Each profile is divided into the following categories: Who? When? Where? What do they do? What do they eat? How do they dress? (The Why? question comes as an evaluation/assessment.)
3. Tell each team that each member will need to be the “expert” on its type of Boundary Waters user.
4. Allow them 12 minutes to read the profile and answer the questions on the worksheet.
 - Each person in the team will read a paragraph as the others fill in the worksheet.
5. When all teams are finished, collect the Who's Who? Profiles, rearrange the teams into new teams so that at least one “expert” representing each character is on each new team.
6. Allow 8 minutes, or two minutes per character, to hear mini-presentations from each of the “experts” on their new team.

TIME: 20 minutes

MATERIALS NEEDED:

1. Who's Who? Profiles (laminated copy available in kit)
2. Who's Who? Worksheet (master in manual or on CD; make copies as needed.)



UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS

ACTIVITY ONE: WHO'S WHO?

FUN FACTS:

Ojibwe vocabulary:

goon—snow

goon bangishin
(goob bang' -ishin)—
the snow is falling.

gisinaa (gee see' nah)—
it is cold

wabooz (wah' booz)—
hare or rabbit

amik (a' mik)—beaver

makwa (muck' wah)—
bear

mooz
(mooze)—
moose



7. Instruct the teams to share worksheet answers with their team members.
8. Remind the teams to listen carefully to each other; their success in the Paddler's Game depends on the entire team knowing this information.



UNIT FOUR

Who's Who?

OJIBWE PROFILE

Who: **Ojibwe** are Native Americans who have lived in Minnesota for hundreds of years. They have had several names: Ojibwe, which means “puckered moccasin;” Chippewa, which was the name given to them by the European settlers (try putting an “O” in front of Chippewa; notice how closely it sounds to Ojibwe); and **Anishinabe**, which means “original or first people.” Anishinabe is the name by which Ojibwe refer to themselves. The Ojibwe lived in small, extended families in isolated hunting camps. This allowed men to cover a larger area without competition from other hunters. In the warmer months, they gathered in bands of 300-400 people in areas where the food supply, such as berries, fish, and wild rice, was bountiful enough to sustain the group.

When: The Ojibwe arrived in the 1600s, having traveled from the east coast near the St. Lawrence Seaway. Legend has it that they were traveling west and following a white sea shell, “megis,” that led them to “food that grows from the water” or manomin (wild rice). When they arrived in Minnesota, they found the wild rice and settled.

Where: The Ojibwe came from the east and moved each season to a location that provided a new food source. They needed to find the places and **habitat** that helped them survive.

What Did They Do? The Ojibwe relied on the land for food, shelter, and clothing. It was their home. Winter was the season of hunting and storytelling. In the spring the maple trees provided sap for sugar and syrup. The summer was a time for fishing, gardening, and gathering plants and berries. The fall was a time to harvest rice from the lakes. Women and men helped their communities in different ways. The men and boys built and repaired birch bark canoes and hunted throughout the year. Women and girls gathered berries and plants; dried and prepared the caribou, moose and fish for the winter months; and repaired and wove fishing nets and blankets made of furs and hides. Ojibwe homes also changed with the seasons. In the colder months they lived in a “nasaogaan,” a tipi-like structure made from birch bark, skins, saplings and larger trees. The “waginogaan” was the home for the warmer months. It did not need to provide warmth. Instead it provided shade, protection from rain, and some airflow; it was made with cattails, saplings for the sides, and a birch bark roof.



UNIT FOUR

Who's Who?

OJIBWE PROFILE

What Did They Eat? The Ojibwe were hunters and gatherers. They hunted and trapped caribou, fish, moose, snowshoe hare, squirrel, deer, beaver, and any other animals that lived in the northern Great Lakes area. They gathered berries, and plants for medicine and food.

How Did They Dress? The Ojibwe made clothes from the animals they hunted. In the warmer months they wore a long shirt made from caribou or moose skins, **moccasins** made from moose hide (with their distinctive puckered seam), and leggings. As it became colder, caribou skin was worn as a hood to ward off cold winds. Turban hats of fur, as well as longer robes and dresses also made from animal hides and furs, helped in the winter. Women used porcupine quills and feathers to decorate clothes.



UNIT FOUR

Who's Who?

VOYAGEUR PROFILE

Who: **Voyageurs** were French Canadian men who were short (5'6" was the average height— anyone taller took up too much space in the canoe and did not leave enough room for cargo), incredibly strong, and young (a man began at 16 and retired or died by his early 30s). Although Voyageurs were usually unable to write or read, they were savvy; they knew how to survive in the wilderness for this was their home. They were paddlers and **portagers** who carried out the business of the **fur trade**. They traded items to Native Americans in exchange for furs, which were then delivered to European forts to be transported overseas. Voyageurs were engages, or employees, of companies like the Hudson Bay Company (British), North West Company (British), or the American Fur Company (American).

When: The fur trade lasted approximately from 1620-1890. It began when a mission was established at Sault Saint Marie on the eastern edge of Lake Superior by Étienne Brulé, a French explorer. The last Hudson Bay Company post, in Fort Frances, burned down in 1902. Many posts such as Old Ft. William, Grand Portage, and York Factory still stand as historical sites and museums. When the felt hat went out of fashion in Europe, the demand for furs slowed dramatically. By then the fur trade had significantly reduced beaver and other mammal populations.

Where: The fur trade extended from the Great Lakes to Hudson Bay, to what is now known as the Northwest Territories of Canada. Voyageurs paddled and portaged throughout the **BWCAW**. The “hivernant,” or over-winterers, were Voyageurs who paddled the trade goods inland to the fur trading posts. They traveled thousands of miles over rocky rapids, portages and across huge lakes to reach the Native American posts where they traded goods.



UNIT FOUR

Who's Who?

VOYAGEUR PROFILE

What Did They Do? Voyageurs paddled for 15-18 hours a day and carried 180-400 pounds of merchandise (each piece or package weighed 90 pounds). Different canoes were used for different types of Voyageurs. The “canot du nord,” or northern canoe, was 26 feet long and was used by the hivernant. The “canot de maitre” was 36 feet long and was used by the manger du lard. All Voyageurs carried furs like beaver, otter, coyote, marten, fox, lynx, bear, and wolf for trade items such as knives, blankets, beads, guns, gunpowder, kettles, axes, sewing needles, and tobacco. In mid-summer Voyageurs met for a great “**rendez-vous**,” or meeting, during which they exchanged goods, celebrated, repaired equipment, and prepared for the next journey.

What Did They Eat? At night Voyageurs ate in the open. The usual fare consisted of **lyed corn**, dried peas and grease. If time allowed, they gathered berries (in season); hunted grouse, deer, bird eggs, bear, and turtle; fished; or gathered honey. The cook’s kettle held 8-10 gallons of water. The main meal was cooked at night. The cook pot, filled with nine quarts of beans and pork or bacon, hung over the fire and simmered until daylight. In the morning the cook added biscuit pieces and called everyone to breakfast. It was a good sign if the spoon stood straight up in the bowl. That was their meal for the day. It was a treat to find a beaver tail—which was full of fat—to add to the cook pot!

How Did They Dress? Voyageurs wore a short shirt, red woolen cap or a tuque, a pair of deerskin leggings, deerskin moccasins, and a colorful sash for decoration and support when lifting heavy packs. Often they smoked a pipe and carried a beaded bag or pouch, hung from their sash to store tobacco or other items. Their equipment, other than the canoe and paddles, consisted of a blanket, a shirt, a pair of trousers, two handkerchiefs, and several pounds of carrot tobacco—a plug of tobacco twisted into a carrot shape.



UNIT FOUR

Who's Who?

LUMBERJACK/LOGGER PROFILE

Who: Lumberjacks were often called “**barkeaters.**” Many of the men were Swedes, but Finnish, Danish, and Irish men worked in the camps, too. Camps were filled with about 150 men who lived in bunkhouses. The camp existed for 2-3 years until all the trees were cut down in that area and then it moved to a new location.

When: Logging began in the **BWCAW** during the 1890s and lasted until 1978 with passage of the BWCA Wilderness Act, which prohibited logging in the Boundary Waters.

Where: Logging camps were established in many areas of what is now the BWCAW: in the northwest and central areas, near Lake Vermilion and Trout Lake, the Howe Lumber Company and then the Tower Lumber Company logged from 1890 to 1920; in the Basswood area, the Knox Company and then the St. Croix Lumber Company logged from 1893 to 1912; and in the eastern area, the General Logging Company logged from the early 1900s to the 1930s. The loggers originally sought huge red and white pines. The trees could reach 200 feet tall and live for 300-400 years. The wood was perfect for all kinds of lumber. Jack pine, spruce and fir became key sources for lumber when the large pine stands disappeared.

What Did They Do? Most of the work was done in winter when it was easier to move logs from the **cutting yards** to the river, where they waited until spring to go to the sawmill downstream. Lumberjacks worked 10 hours a day, six days a week. Their working season lasted from November to April, when the ice broke on the rivers. Each day before the sun rose the lumberjacks headed into the woods with a crew of sawyers (people who used saws), teamsters (men who drove horses), and road monkeys (men who took care of “**skidding roads,**” a road that was paved with ice). A lumberjack’s goal was to fell (saw down) 100 trees a day. Trees were hauled out of the “cutting yard” onto the “skidding road.” The teamsters rode the sleigh that pulled the trees to the river. When the sun set, they walked back to camp, ate dinner, and spent the evening drying their “woolies.” At night they relaxed around the woodstove, told stories (tall tales), and played cards. Other jobs in camp included: the barn boss, who cared for the animals; the cook and “cookes” (most important jobs in camp because a hungry logger did not work as well);

THE BWCA and the timber cruisers who looked for the stands of trees to cut.



UNIT FOUR

Who's Who?

LUMBERJACK/LOGGER PROFILE

What Did They Eat? Everything! Lumberjacks were known for their appetites. Every day they ate breakfast and supper in camp. The noon meal was brought to the lumberjacks by sleigh. Lumberjacks did not talk during meals because time was wasted. Their menu consisted of fresh fish or venison, ham, beef, veal, salt pork, or liver. They also consumed potatoes, cabbage, carrots, rutabaga, onions, parsnips and beans. The cook baked fresh breads, cakes, donuts and biscuits.

How Did They Dress? A lot of wool. It was the best material to keep loggers warm even when they were wet and the temperature was negative 20 degrees Fahrenheit. And a lot of red clothing, which kept loggers from being mistaken for trees! Their wardrobe included: a wool hat; a couple of wool shirts (dressing in layers prevented them from getting too warm or too cold); a pair of long underwear or a “union suit” (some had a flap in the back that made it easier to relieve oneself in the woods); wool pants with suspenders (a belt got in the way of sawing); wool socks; boots with a sturdy sole and heel (to walk on the logs); and mitts or gloves (mitts for physical work and gloves for calculations or record keeping).



UNIT FOUR

Who's Who?

MODERN VISITOR PROFILE

Who: A Modern Visitor is a canoeist, backpacker, bird-watcher or anyone else who spends a day, a week, or more in the wilderness for recreation. Families, individuals, church camps, Scout groups and wilderness camps are all people who use the **BWCAW**. Some visitors bring their own equipment while others rent gear and supplies from local outfitters.

When: Summers are popular. The BWCAW has a permit reservation system to prevent any area from getting too crowded or over-used. Permits are required year-round. They cost \$10 per person for the entire time a person is in the BWCAW. Sometimes a requested “entry point” is difficult to obtain, but there are plenty of places to explore. In the winter, visitors use the BWCAW’s lakes, trails, and portages for exploring by ski, snowshoe and dog sled. It is colder, quieter, and feels more remote in the snow-covered wilderness.

Where: EVERYWHERE! The Boundary Waters has about 1,100 lakes, 2,000 **portages** and includes 1,098,057 acres. There are about 80 different entry points from which to choose. A visitor can get outfitted in towns like Ely, Grand Marais or Tofte. The outfitters provide all the supplies needed for the entire trip: canoes; paddles; personal flotation devices (**PFDs** or lifejackets); packs; food; cooking gear; and more. Or visitors can bring their own gear. Going to a more remote entry point can be tougher but some of the longer or less-traveled portages are reminiscent of what the **Ojibwe** and **Voyageurs** experienced.

What Do They Do? Portage, paddle, portage, paddle. Wake in the morning, eat breakfast, and pack up camp. It is wise to reach the next destination early enough in the day so that visitors can find a designated campsite, especially if they are in a popular area. Traveling like this, being completely self-sufficient, is similar to the life of the Voyageurs. Whatever visitors need to live, they bring it and carry it. Carrying large canvas bags over portages can be especially tough if they are heavy, but that is the way to get from lake to lake. Sometimes the portages are short—15 **rods** or so (a rod equals 16.5 feet) but some of them are 320 rods or more (a mile or more). Once at camp, it is time to: set up tents; go for a swim or change clothes; find a tree from which to hang the bear bag; and cook dinner. At the end of a long day, as the sun sets and the stars come out, it is bedtime, unless the stars are spectacular, or there is a show of the northern lights.



UNIT FOUR

Who's Who?

MODERN VISITOR PROFILE

What Do They Eat? Lots of dehydrated and packaged food because it must last the entire trip without a refrigerator! Bottles, glass, and cans are prohibited in the BWCAW. But it is possible to eat well on trail.

Depending on the season, fresh blueberries, raspberries, or thimbleberries add a nice touch to pancakes or oatmeal. A low shrub-like plant, called Labrador-Tea, grows in **boggy**, wet areas. Visitors can gather the leaves and steep them in boiling water; it makes a tea that is not that bad! But it is important to know the plants. It takes a lot of practice to become as skilled as the Ojibwe or Voyageurs in identifying, gathering, and preparing edible plants. Visitors may try to catch a northern or walleye, but they should always bring food in case they are not so lucky.

How Do They Dress? Like the loggers, the Modern Visitor typically wears wool. Wool stays warm even when wet. Other items like quick-dry pants and fleece also provide warmth and dry fast when wet. The same principles of layering used by the loggers apply today. Good raingear is essential for long rainy days. Visitors should bring boots that can get wet and muddy for the day and lighter shoes to wear in camp; this ensures dry feet at night and does not do as much damage to the campsite. There is no need for visitors to bring a lot of clothes—the more they bring, the more they carry—just a set of clothes for the day and a set for the evening. Visitors should try to avoid cooking in the same clothes that they wear in the tent; food odors in the tent may entice critters to investigate. Wear colors that don't stand out too much; brightly-colored clothes or gear (tent, pack) will impact other travelers' views and sights as they paddle by.



UNIT FOUR: PEOPLE OF THE BOUNDARY WATERS

ACTIVITY ONE: WHO'S WHO? WORKSHEET

NAME _____

Answer the questions below. Write down key words while reading or listening to the information. Complete sentences are not necessary.

1. Describe your character.

2. When did your character use or inhabit the Boundary Waters?

3. What sorts of things did your character do throughout the year?

4. What types of food did your character eat?

5. How did your character dress? (What clothes did he or she wear?)





UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS

ACTIVITY TWO: PADDLER'S GAME

TIME: 15 minutes or as time permits

MATERIALS NEEDED:

1. Paddler's Game Board
2. Paddler's Game Cards
3. Paddler's Game Playing Pieces
4. Wilderness Chance Cards
5. Paddler's Game spinner

OBJECTIVES:

1. Participants will answer questions about the lives and characteristics of the Ojibwe, Voyageurs, Loggers and Modern Visitors.

INSTRUCTIONS:

1. Continue with the four teams, as they existed at the end of Activity One. These teams will no longer identify with the four types of people.
2. Lay out the Paddler's Game Board.
3. Shuffle the Wilderness Chance Cards and place them face down on the game board.
4. Shuffle the Paddler's Game Cards and place them face down on the game board.
5. Select the first team by using the spinner. The team spinning the highest number goes first.
6. The team spinning the highest number answers the question on the Paddlers Game card drawn by the team to its left.
 - If the answer is correct, the team spins and advances the game piece in a clockwise direction the appropriate number of spaces. Play then advances to the team to the right.
 - If the answer is incorrect, the team must wait until its next turn to try to advance. Play then advances to the team to the right.
 - If the game piece lands on a Wilderness Chance square, a card from the WILDERNESS CHANCE pile is drawn and the instructions are followed. Play then advances to the team to the right.
7. If all the cards have been drawn and there is still no winner, reshuffle the cards and continue play until one of the teams reaches the finish or time expires.

UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS



UNIT CLOSING

1. Identify and compare similarities and differences of the four inhabitants of the BWCAW: the Ojibwe, Voyageurs, Loggers and Modern Visitors.
 - What resources were/are used by each?
 - How are their modes of travel similar or different?
2. What impacts did/do these groups have on the area known as the BWCAW?
3. Which lifestyle characteristics would this group of participants like to emulate? Why?

TIME: 10 minutes



UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS

WILDERNESS PASSPORT

MATERIALS NEEDED:

1. Unit Four Wilderness Passport (master in manual or on CD; make copies as needed.)
2. Unit Four Wilderness Passport stamp and ink pad

OBJECTIVE:

1. Participants will list why each group of people (Ojibwe, Voyageur, logger, modern visitor) is important to the history of Minnesota and the BWCAW.

INSTRUCTIONS:

1. Give each participant a copy of the Unit Four Wilderness Passport (master in manual or on CD).
2. Ask participants to complete the Unit Four Wilderness Passport.
3. Stamp each participant's passport when the section is complete.



WILDERNESS PASSPORT

UNIT FOUR: PEOPLE OF THE BOUNDARY WATERS

NAME _____

1. How is each group of people important to the history of Minnesota and the BWCAW?

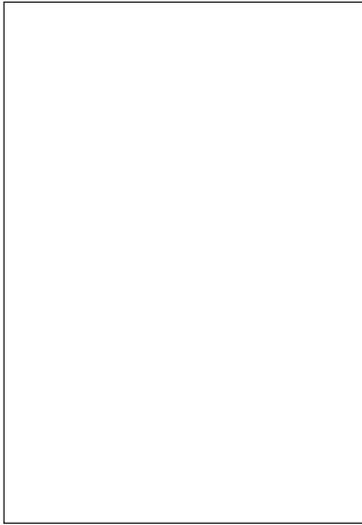
Ojibwe:

Voyageur:



Logger:

Modern Visitor:



UNIT FOUR STAMP HERE



UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS



EXTENSIONS

1. Arthur Carhart National Wilderness Training Center's "Wilderness and Land Ethic Curriculum." Additional information may be found at www.wilderness.net/carhart/.
2. Have participants do further research on the apparel of the four groups. They can then draw pictures illustrating the appropriate dress and present their reports.
3. Have participants choose a group and create a sample menu of food to prepare during the next class or meeting.
4. Invite a logger, an Ojibwe tribal member, or a modern visitor to speak to the group.



UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS

MINNESOTA GRADUATION STANDARDS

MIDDLE:

Read, Listen, and View (Learning Area 1)

NON-FICTION:

1. Comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, listening, and viewing.

1a. Identify main ideas and supporting details.

1b. Interpret presentations of data in connection with other information in the text.

FICTION:

Comprehend, interpret, and evaluate information in fictional reading, listening, and viewing selections by:

1. retelling a story, including major characters, setting, sequence of events, and conflicts;
2. showing evidence of an ongoing process for expanding vocabulary;
3. interpreting literal and figurative language and imagery; and
4. categorizing events, behavior, or characters.

MIDDLE:

Write and Speak (Learning Area 2)

INTERPERSONAL COMMUNICATION:

Communicate effectively in a small group by:

1. solving a problem or settling a dispute, and giving a demonstration or presenting new information in a small group;
2. interacting and communicating appropriately with individuals of different gender, age, culture, and points of view;

UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS



MINNESOTA GRADUATION STANDARDS

3. adjusting communication on the basis of verbal and nonverbal feedback; and
4. expressing tone, mood, and vocabulary appropriate for a given situation.

MIDDLE:

Social Studies (Learning Area 7)

GEOGRAPHY AND CULTURE:

Understand how regions of the world are defined in terms of location; resources; people and culture; and physical features; and how global systems are interconnected by:

1. identifying current or historical issues or conflicts that involve a particular region;
2. using mental maps to show location or region; and
3. describing the physical and cultural characteristics.

HISTORY AND CITIZENSHIP:

Know the facts and sequences of historical events, the origins and shaping influences of various points of view, and historical events in relationship to themes of change and migration by:

1. analyzing historical events from the point of view of participants; and
2. describing how citizens contribute to a changing community through participation.



UNIT FOUR:

PEOPLE OF THE BOUNDARY WATERS

ADDITIONAL INFORMATION & RESOURCES

FOR MORE INFORMATION:

The BWCA Wilderness Kit was jointly produced by the Boundary Waters Wilderness Foundation and the United States Forest Service-Superior National Forest. Both are available to answer questions regarding content, instruction, and materials of the kit.

Boundary Waters Wilderness Foundation

401 North Third Street
Suite 290
Minneapolis, MN 55401
(612) 332-9630
Fax: (612) 332-9624
E-mail:
info@friends-bwca.org
www.friends-bwca.org

Superior National Forest

8901 Grand Avenue Place
Duluth, MN 55808-1102
(218) 626-4300
Fax: (218) 626-4354
E-mail:
r9_superior_NF@fs.fed.us
www.fs.fed.us/r9/superior

- **www.bwca.org:** National Recreation Reservation Service website describing rules, regulations, planning and preparation information for the BWCAW.
- **www.mnhs.org:** Minnesota Historical Society website with links to its library and other educational materials regarding the Ojibwe culture and history, logging and fur trade history.
- **www.mnhs.org/places/sites:** visit the North West Co. Fur Trade Post or the Forest History Center, both “living history” museums run by the Minnesota Historical Society.
- **www.lafete.org/new/vger/linkE.htm:** website with information on Canadian history including facts on the fur trade and voyageur life.
- **www.oldfortwilliam.on.ca:** Old Fort William’s website. Describes events and life at the “living history” fort in Thunder Bay, Ontario.