

## Mapping Anishinaabe Photographs

**Purpose:** To provide a better understanding of the displacement of Anishinaabe peoples, as well as tropes of the time in Native photography, themes shown in images, and the basics of early photography.

### Recommended Resources:

- Digital (with annotation possibilities) or printed image of the included map
- Catalog links provided below
- Access to the following pages from *'No, not even for a picture': Re-examining the Native Midwest and Tribes' Relationships to the History of Photography*:
  - ["Glossary"](#) (both the Native American Studies and Photography Studies terms)
  - "Reading Photographs" (at the bottom of [Introduction](#) section)

### Steps:

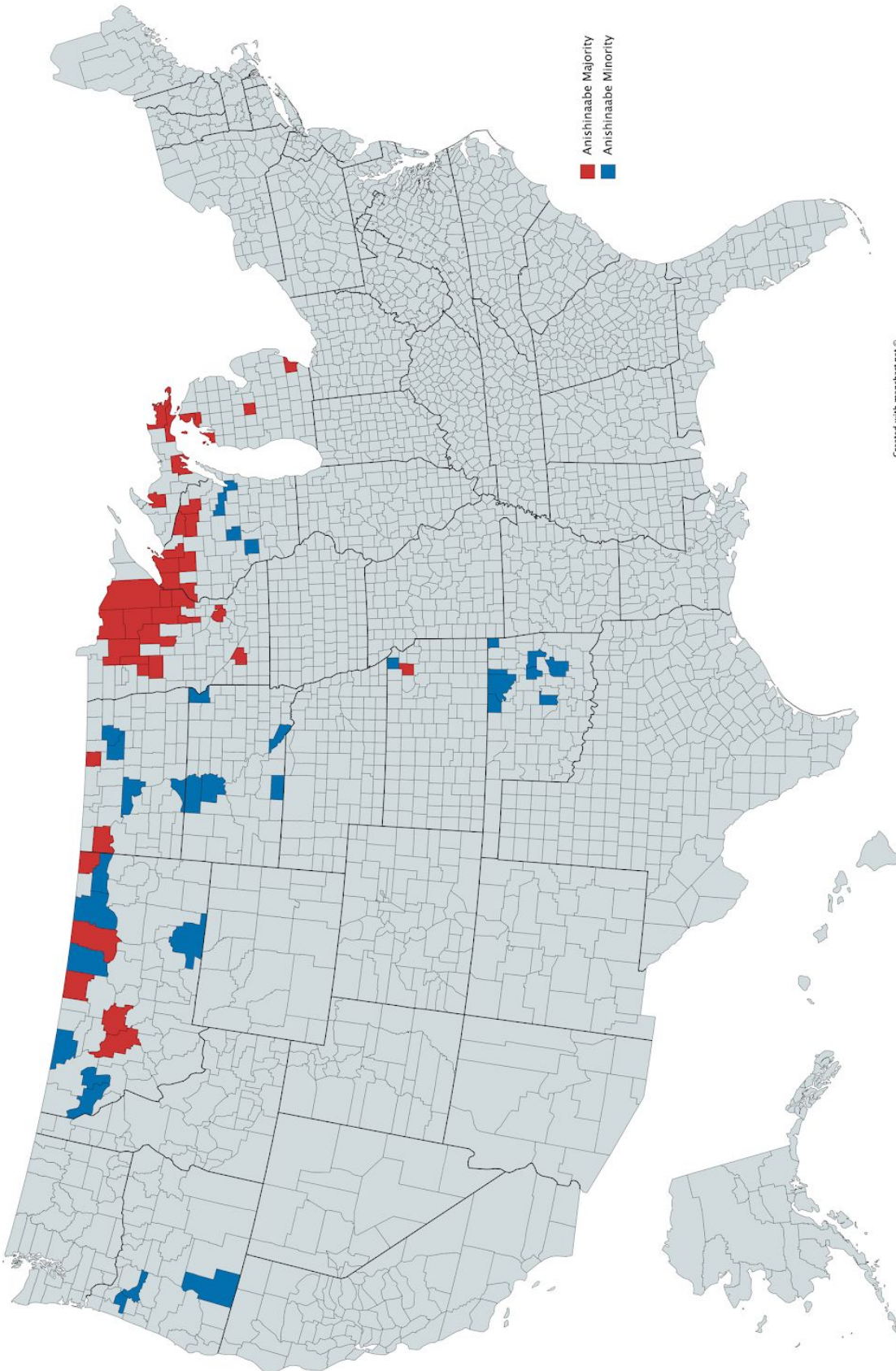
- Warmup discussion questions:
  - What do we already know about Native Americans? The Anishinaabe people?
  - What do we think Anishinaabe looked like in the late 1800s?
    - Why do we think this? Where do we learn these ideas?
- Review the "Glossary,"
  - Start with definitions for Anishinaabe, 'Authentic' Indian, and Wild Westing
  - Move on to other terms dependent on the direction of the class discussion
  - Move to the 'Photography Terms' to introduce a brief history of photography
- Have students work on the mapping activity outlined in the following pages.
- After the activity, use the following questions as a verbal discussion or written work:
  - How did the images measure up to your expectations of what Anishinaabe people looked like at the time? Which images aligned with what you were expecting to see? Which images surprised you?
  - What are commonalities (poses, type of photo, number of people, etc.) do you see between photos?
  - What is something you see in only one of the photos, and what made you notice it?
  - Which photo is your favorite? Why?
- Pick one photo and do further research on it. Look up names, items mentioned, locations, tribes, etc. Write a response to what you learn.

Students will be locating where 8-10 photographs were taken on a map. These images are all held at the Clements library and feature Anishinaabe Native Americans. The map was included in the introduction of the exhibit and is based on the 1930 Census. It shows the geographic location of Anishinaabe individuals recorded in the census of that year.

- [Anishinaabe Actress](#)
- [Ka-Ze-Osh. \(One Who Sails\) A Chippewa Chief](#)
- [Prairie Band Potawatomi man and two women](#)
- [Chippewa Indian Deer Hunt, on snow shoes](#)
- [Ojibwa Chiefs](#)
- [Chief Little "Pine"](#)
- [Chippewa Indians making Birch Canoes](#)
- [Unidentified group of Cree Indians, Rocky Boy's Reservation](#)
- [Naw Gaw Nab, \(The Foremost Sitter.\) Orator and Second Chief](#)
- [Prairie Band Potawatomi woman](#)
- [Saginaw Band Ojibwa man](#)
- [Qui-Wi-Sain-Shish. \(Bad Boy,\) Chief of Gull Lake Chippewas](#)
- [Naw-qwa-chic-a-ming, Saginaw Band Ojibwa chief](#)
- [Indian Wigwam. Sault River.](#)
- [Scene at Indian Payment](#)

Activity:

1. Mark the location provided by the catalog on the map
2. Write the year (or range of possible years) the image was taken
3. Write whether the photo was taken in the field or in a studio setting
4. Give a brief summary of what is going on in the photo using the following questions (see our 'Reading an Image' section for more possible prompts):
  - a. How many people are in it?
  - b. Do they look more or less posed?
  - c. Do they look comfortable?
  - d. What are they wearing?



This lesson plan accompanies the online exhibit [No, not even for a picture': Re-examining the Native Midwest and Tribes' Relationships to the History of Photography.](#)