

# *Maawndoonganan*

## Anishinaabe Resource Manual

to accompany the State of Michigan Social Studies Standards



# Maawndoongan—Title Translation

Isabelle Osawamick, Wiikwemkoong Anishinaabe Outreach Specialist

(pronounced like “yawn” but with an “m”) + (pronounced like “own” with a “d” in front) + (hard “g” and soft “u”) + (pronounced like “nun”)

*The word means:*

*-“gathering” of something like information*

*-implies events, books, links, videos (resources)*

*-comes from the word Maawndookiin which means to “share.”*

*-comes from the word Maawndoongen which means to “gather stuff up.”*

*-comes from the word Maawnjiding which means a “gathering of people.”*

*Maawn-doon-ga-nan can be explained as “the gathering of information to share with people.”*

**Sovereignty Statement:**

The State of Michigan recognizes the inherent authority of the 12 federally recognized tribes of the Anishinaabe, Three Fires Confederacy, to govern themselves within the borders of the United States and within the state.

Tribal sovereignty includes the right to govern one’s community, ability to preserve one’s culture, and the right to control one’s own economy.

As sovereign entities, Tribal nations are guaranteed the power and/or right to determine their form of government, define citizenship, make and enforce laws through their own police force and courts, collect taxes, and regulate property use.

Traditionally known as the Anishinaabe, a confederated nation comprised of the Ojibwe, Odawa and Bodéwadmi [Potawatomi]. The alliance is referred to as the Three Fires Confederacy, recognizing that each tribe functions as brethren to serve the alliance as a whole.

Education sovereignty is the inherent right of Indigenous tribes to define and reach their own educational goals for their students, families, and communities.

\*This document is intentionally aligned with the Social Studies Standards adopted by the Michigan State Board of Education in June of 2019. This document is the first edition of the resource manual to accompany these standards and was published in 2021.



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## **“Learning Together by the Water” - Artist Statement**

Amber Morseau, Pokagon Band of Potawatomi Indians

Maawndoongan tells a story significantly deeper than the phrase itself. It is the love and commitment given by the rising Aunties on this council as they contribute to the creation of equitable spaces for our children in the classroom. “Learning Together by the Water” was created with these efforts in mind.

In the middle of the illustration, we have an “Auntie” offering teachings to children in her outdoor classroom by the water. She is surrounded by students offering berries to her, symbolizing that we are not just delivering knowledge to our students but we are gaining knowledge from them as well. These berries come from a bush, adorned with fire, representing the knowledge that is offered by our Tribes. These berries are sacred and we look to spread the seeds’ knowledge to others much like birds and children do when harvesting them.

Moving counterclockwise in the illustration, you will see a group of birch trees with a fire in the middle, which symbolizes the support we draw from our communities and elders as we are guided down this path. Birch trees are traditionally used as paper, offering ways to document knowledge. They are also traditionally used to make canoes, which are a tool and form of transportation necessary to the Anishinaabe way of life and the harvesting of minoomin (sacred life-sustaining rice). Ricing knowledge and the stories that come with canoe making are held by our elders. Moving to the left of the birch trees, an elder is teaching his grown son this knowledge, symbolizing that knowledge is gained and shared at all stages of life and that we will continue to learn far beyond the age of adolescence.

On the far left of the illustration, you will find a mighty oak tree standing tall, keeping our relatives in the center safe and guarded by the woodlands. This oak tree symbolizes the keeping of this sacred knowledge and the significance it holds to the Anishinaabe People. Teaching under this tree by the water and with the water’s relatives is significant because there it acknowledges the ecosystem that exists beyond the human understanding which is always present in our teachings. This is to say that all things are relative and all things are connected.

The significance of nibi (water) is simply that water is life. Water sustains the balance and flow of us as human beings. Water possesses the ability to heal a nation or crumble canyon walls. We believe that we learn from the water, which is why we offer it medicine so that it can teach us how to be still and sustain the life we have been offered.

The work of the artist reflects that you cannot simply identify Native children, or individuals, by phenotypical features and emphasizes the need to acknowledge Native children beyond what is visible. The teacher here is acknowledging that indigeneity (Indigenoussness) comes in all colors and she does not treat them any differently than her niece in the ribbon skirt standing beside her. The artist is Turtle Clan and has a son who will one day be impacted by these standards. It is her hope that as these aunties do their work, he will have a more inclusive experience in his education than she experienced in Michigan’s public schools.



Mishiikahn

Island



*Mishiikahn Island*

Gnaajwi Pego, Saginaw Chippewa Indian Tribe

## Land Acknowledgement

The Confederation of Michigan Tribal Education Departments (CMTED) continues to sit on our traditional and contemporary lands and territories, recognized as Ishkaamikwe (Mother Earth). Also known as the Three Fires Confederacy, Anishinaabe are Ojibwe, Odawa and Bodewadmi. Since time immemorial, Ishkaamikwe has and continues to serve as an important and sacred place. Ishkaamikwe provides everything we need. She provides water, air, fire, food and medicine for all sickness. All of creation comes from her. We are connected to Ishkaamikwe in spiritual and ancestral ways. Every step we take is done lightly and with care as this is the burial place of our ancestors. We are thankful to our ancestors for their strength, survival, and resilience that allows us to walk today where they once walked yesterday. Further, CMTED recognizes the education system in Michigan occupies the traditional and contemporary lands and territories of the Anishinaabek ceded under duress. We are thankful to those that participate in Indigenous "Land Acknowledgements," because acknowledging Ishkaamikwe is to acknowledge Anishinaabek Peoples.

It is the responsibility and commitment of CMTED to support, assist and enhance the role K-12 education plays in respectfully discussing and educating Michigan's students and educators about the original people of this land. In turn, it is the ethical responsibility of Michigan's K-12 educators to make the personal and professional commitment to learn about the land on which they live, work, and play. Intentional and collaborative relationships between CMTED and the K-12 teaching force in Michigan's education system will help ensure a more informed Michigan citizenry. Our intent is to collaboratively govern with Michigan's education system to ensure that every Anishinaabe learner sees themselves accurately and authentically in a more equitable and inclusive learning environment.





***Dancing Proud***

Maricella Pego, Saginaw Chippewa Indian Tribe

**Dedication**

CMTED and the Social Studies Resource Development Subcommittee dedicate this work in the spirit of the young ancestors whose lives were taken by the residential boarding school systems which operated in the United States and Canada between 1860-1996. At the time of this writing, 1505 Indigenous children have been found in unmarked graves at 7 residential boarding schools. Across the US and Canada, there are still 497 schools to be investigated.



# Acknowledgements

The Confederation of Michigan Tribal Education Departments would like to thank the community members and scholars who collaborated on the creation of Maawn-doon-ga-nan.

## **Isabelle Osawamick**

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Michigan Department of Education



## **Featured Youth Artists:**

### ***Mishiikenh Island***

Gnaajwi Pego, Saginaw Chippewa Indian Tribe  
Artist Category Grades 5-8, Featured on Page 4

### ***Dancing Proud***

Maricella Pego, Saginaw Chippewa Indian Tribe  
Artist Category Grades 5-8, Featured on Page 5

### ***Ojibway Florals and Berries in Water***

Mnookmi Pego, Saginaw Chippewa Indian Tribe  
Artist Category Grades K-4, Featured on Page 17

### ***The Voices of our Ancestors Live Within Us***

Jorja Green, Nahuatl  
Artist Category Grades 5-8, Featured on Page 24

### ***Muskrat in the Great Creation***

Madeline Gupta, Sault Ste. Marie Tribe of Chippewa Indians  
Artist Category Grades 9-12, Featured on Page 40

### ***Turtle Island***

Waaskones Pego, Saginaw Chippewa Indian Tribe  
Artist Category Grades K-4, Featured on Page 53

## **Special Thanks to the Social Studies Standards Update/Review/Sub Committees**

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Jannan Cotto, K-4 Committee

Melissa Isaac, Bias Review Committee

Judy Pamp, 2015 Focus Group

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Robin Barney-Lees, K-4 Committee

Melissa Kiesewetter, Bias Review Committee







## CONFEDERATION OF MICHIGAN TRIBAL EDUCATION DEPARTMENTS (CMTED)

### Confederation of Michigan Tribal Education Departments Letter of Endorsement

4/20/2021

It is critical that we raise our voices and participate at all levels of decision-making, discourse, and policymaking. The Social Studies Standards review process was one such opportunity for participating. While the review process of the 2007 standards first began in 2013, it wasn't until a second attempt at the revision was made in 2016 that a true and authentic opportunity for having a seat at the table as possible. The Confederation of Michigan Tribal Education Departments (CMTED) and fellow Indigenous brothers and sisters, both collectively and individually, became involved by serving on content area writing teams and the bias review committee, attending "listen and learn" sessions, and submitting public comment. Additionally, a concerted and strategic effort was made by CMTED to rally support within Michigan's tribal communities and to encourage the submission of feedback related to the identified standards.

Our voice was heard; our presence was impactful...but the work is not done. While the updated standards are not perfect, the process allowed for more authentic contributions and accurate references than ever before in Michigan's Social Studies content history. CMTED advocated for and endorsed a total of 51 standards, of those, (39) were approved. Beyond these 39 Indigenous-specific standards, additional content related to Indigenous Peoples historically and contemporarily was also expanded in the example sections throughout the Social Studies Standards. We encourage you to use the examples provided as well as come up with your own with the goal of being more inclusive of Indigenous Peoples across all curricula. We hope that you embrace this resource manual as a tool to increase your own knowledge and to assist in the implementation of the standards in your classroom.

In order to shift longstanding historical practices that have attempted to erase our histories, we as Anishinabek people must continue to assert ourselves, lift our voices, advocate to be included and protect and exercise our educational sovereignty. By taking action we are fulfilling our responsibility to the next seven generations. By exercising our rights, we are honoring our ancestors and the educational provisions were intentionally written into treaties.



## CONFEDERATION OF MICHIGAN TRIBAL EDUCATION DEPARTMENTS (CMTED)

The efforts at erasure have plagued our public education and have contributed to the invisibility of our tribal communities, perpetuating the myth that tribal people simply disappeared after the establishment of the original colonies. According to the 2019 National Congress of American Indians “Becoming Visible” report, “Eighty-seven (87) percent of state history standards do not mention Native American history after 1900; Twenty-seven (27) states make no mention of a single Native American in their K-12 curriculum.” This erasure is also evident in Michigan. The “Manifesting Destiny: Re/presentations of Indigenous Peoples in K-12 U.S. History Standards,” study found that prior to 2019, none (zero) of Michigan’s 39 standards mention Indigenous Peoples or life post-1900. This finding speaks to the ongoing erasure and continues to confine Indigenous Peoples to a distant past. While the newly adopted Social Studies Standards (approved June 2019) are still insufficient, there has been significant improvement as they now contain 51 standards that reference Indigenous Peoples and 25 of them are post-1900.



Anouea Ravien v



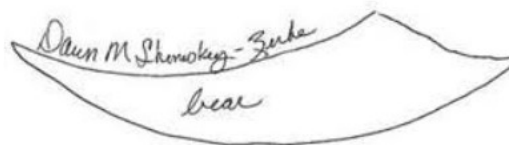
Anna R Lavois

Michelle Simmons 



Yvonne Casas x

Shannon Bell





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Tribal Education Director



## CONFEDERATION OF MICHIGAN TRIBAL EDUCATION DEPARTMENTS (CMTED)

### Maawndoongan Development Team 2021

Creating the resource manual was a truly collaborative effort. We acknowledge and thank the people who graciously shared their time, stories, ideas, experiences, knowledge, and passion for cultural understanding. We list the members of the development team by a sovereign nation, government agency, and private organization below.

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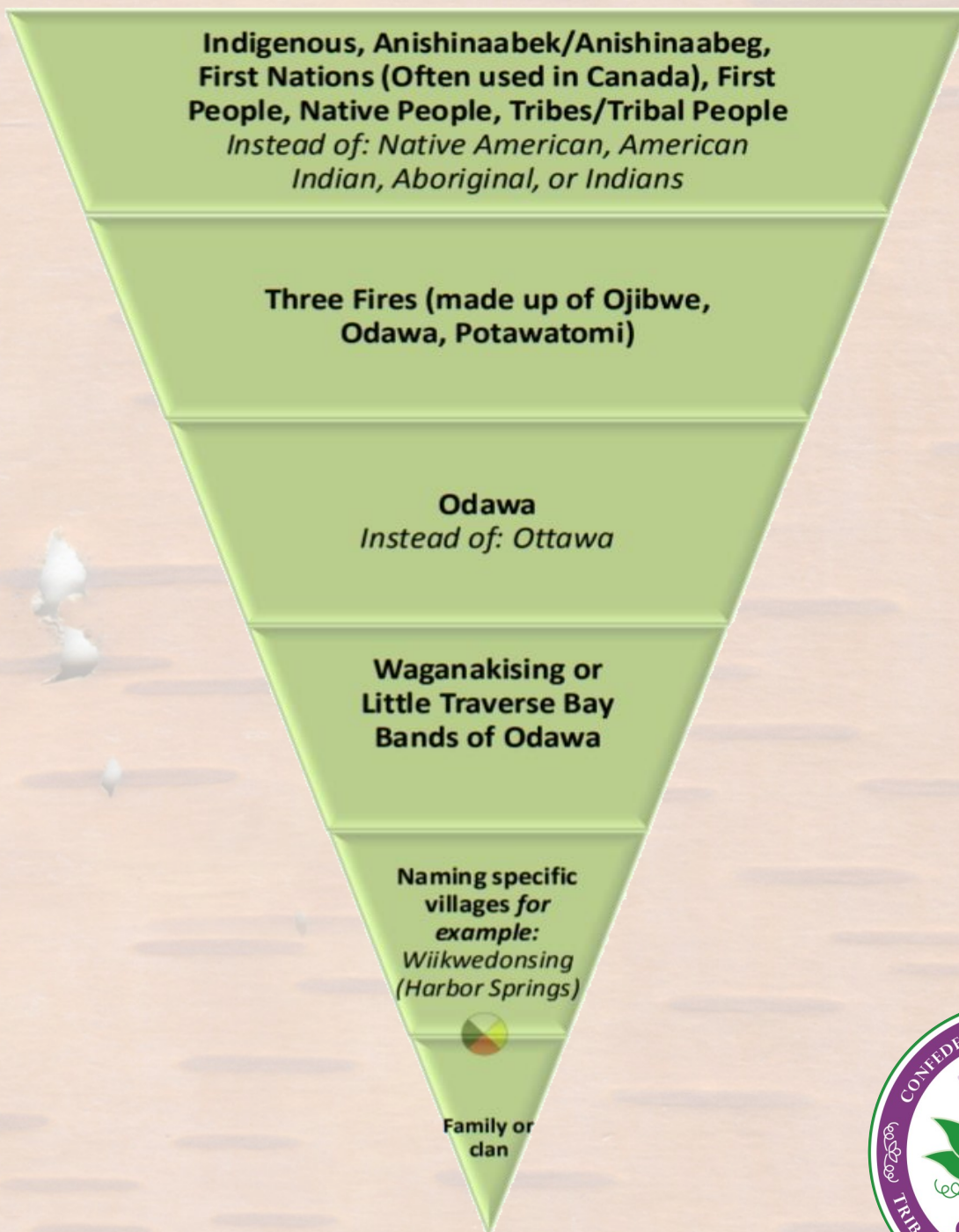


# Preferred Language Pyramid

This is an example reflecting the preferred language suggested by the Little Traverse Bay Bands of Odawa Indians. The best practice is to ask an individual how they prefer to be identified.

**There is no universally agreed upon preferred language.**

## Preferred Language in Identifying Native People:



# Information on Educational Treaties

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Education is a treaty right! 116 of 371 American Indian treaties entered into by the U.S. contained educational provisions. These treaties include provisions specifying what tribes receive in exchange for their land and what inherent rights are to be preserved. Between 1817 and 1867, there were 16 treaties with provisions specific to education signed between the U.S. Government and the tribal nations residing in what we now call Michigan



# Michigan

## *Federally Recognized Tribes*



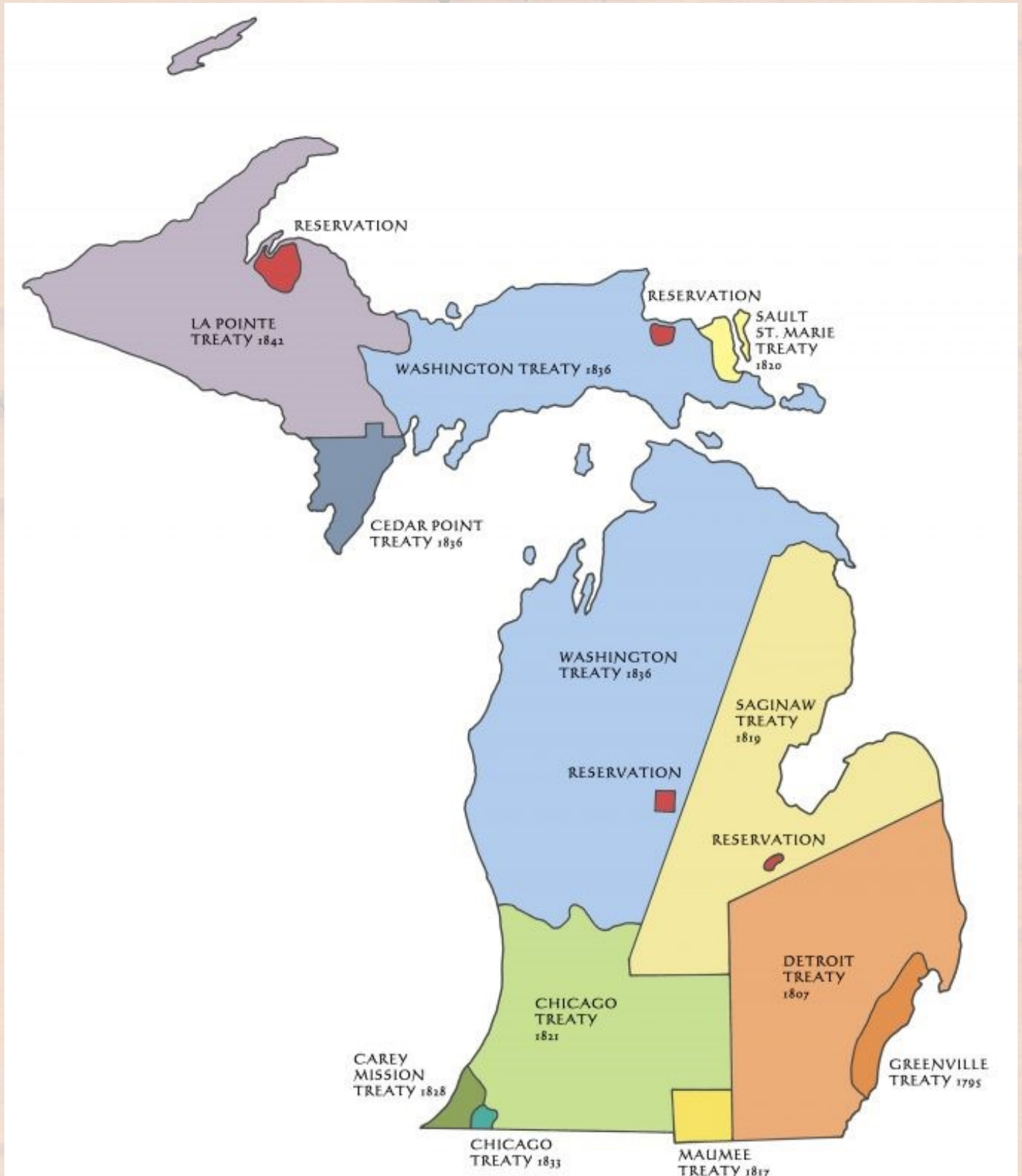
0 25 50 100 Miles

Data: SOM, LTBB GIS, ESRI. This map intended for general informational purposes only and is subject to change. 5/18/21



<b>Tribe Name</b>	<b>Tribal Headquarters</b>	<b>Enrolled Citizens</b>	<b>Date of Reaffirmation</b>
1. Lac Vieux Desert Band of Lake Superior Chippewa Indians <a href="https://lvd-nsn.gov/">https://lvd-nsn.gov/</a>	Watersmeet, Mi		September 8, 1988
2. Keweenaw Bay Indian Community <a href="https://www.kbic-nsn.gov/">https://www.kbic-nsn.gov/</a>	Baraga, Mi	3,466 (2010)	October 8, 2002
3. Hannahville Indian Community <a href="http://www.hannahville.net/">http://www.hannahville.net/</a>	Hannahville, Mi	891 (2013)	1936
4. Bay Mills Indian Community <a href="http://www.baymills.org">http://www.baymills.org</a>	Brimley, Mi	2,258	June 19, 1860
5. Sault Ste. Marie Tribe of Chippewa Indians <a href="https://www.saulttribe.com/">https://www.saulttribe.com/</a>	Sault Ste. Marie, Mi	45,333	Dec. 24, 1953
6. Little Traverse Bay Bands of Odawa Indians <a href="https://ltbbodawa-nsn.gov/">https://ltbbodawa-nsn.gov/</a>	Harbor Springs, Mi	4,500	September 21, 1994
7. Grand Traverse Band of Ottawa and Chippewa Indians <a href="http://www.gtbindians.org/">http://www.gtbindians.org/</a>	Peshawbestown, Mi	4,197	May 27, 1980
8. Little River Band of Ottawa Indians <a href="https://lrboi-nsn.gov/">https://lrboi-nsn.gov/</a>	Manistee, Mi	4,071	September 21, 1994
9. Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan <a href="https://gunlaketribe-nsn.gov/">https://gunlaketribe-nsn.gov/</a>	Shelbyville, Mi	588	August 23, 1999
10. Saginaw Chippewa Indian Tribe of Michigan <a href="http://www.sagchip.org/">http://www.sagchip.org/</a>	Mt. Pleasant, Mi	2,767	1937
11. Pokagon Band of Potawatomi Indians <a href="https://www.pokagonband-nsn.gov/">https://www.pokagonband-nsn.gov/</a>	Dowagiac, Mi	5,915	September 21, 1994
12. Nottawaseppi Huron Band of the Potawatomi <a href="https://nhbp-nsn.gov/">https://nhbp-nsn.gov/</a>	Fulton, Mi	1,601	December 19, 1995.





Treaties are living, breathing documents. By signing these treaties, the U.S. recognizes the sovereign status of the Tribal nations.

The “treaty making era” of federal-Indian policy lasted from 1778 to 1871.

These treaties include provisions specifying what tribes would receive in exchange for their land and what inherent rights would be preserved. All of these treaties have been violated in some way or have been completely broken by the U.S. Government.



<b>Treaty</b>	<b>Region of Michigan</b>	<b>Tribes Affiliated with treaty</b>	<b>Acres Ceded</b>
1. <a href="#">Treaty of Detroit</a>	South East Michigan November 17, 1807	Ottawa, Ojibwe, Wyandot, Potawatomi	8,000,000
2. <a href="#">Treaty of Saginaw</a>	North East Michigan (Lower Peninsula) September 24, 1819	Ojibwe	6,000,000
3. <a href="#">Treaty of Chicago</a>	South West Michigan 8/29/1821	Ottawa, Ojibwe, Potawatomi	5,000,000
4. <a href="#">Treaty of Washington</a>	Mid and Upper Michigan March 28, 1836	Ottawa	13,000,000
5. <a href="#">Treaty of La Pointe</a>	North West Michigan (Upper Peninsula) October 4, 1842	Ojibwe	
6. <a href="#">Cedar Point Treaty</a>	South Central Michigan (Upper Peninsula) 1836	Menomonie	4,000,000
7. <a href="#">Sault St. Marie Treaty</a>	North Easter Michigan (Upper Peninsula) 1820	Ojibwe	10,240
8. <a href="#">Greenville Treaty</a>	South East Michigan 1795	Ottawa, Ojibwe, Wyandot, Potawatomi, Delaware, Miami, Kickapoo	7,680
9. <a href="#">Carey Mission Treaty</a>	South West Michigan September 20, 1828	Potawatomi	200
10. <a href="#">Maumee Treaty</a> (Foot of the Rapids/ Fort Meigs)	South Central Michigan 1817	Ottawa, Ojibwe, Wyandot, Potawatomi	4,500,000

# Nayaano-nibiimaang Gichigamiin

Charles Lippert and Jordan Engel



# Social Studies Standards and Resources Grades K-4

Content in this section accompanies and supports the State of Michigan Social Studies Standards as adopted in June 2019.



*Ojibway Florals and Berries in Water*

Mnookmi Pego, Saginaw Chippewa Indian Tribe



## 2<sup>nd</sup> Grade

**2 – G2.0.2: Describe how the local community is part of a larger region. Examples may include but are not limited to: county, metropolitan area, tribal reservation, state.**

### **Videos**

“The Ziibiwing Center.” *Special Programs, PBS, WCMU, 1 Feb. 2019*, <https://www.pbs.org/video/the-ziibiwing-center-ojzhvb/>. Accessed 3 Aug. 2021. (Student & Teacher)

**2 – G2.0.1: Compare the physical and human characteristics of the local community with those of another community. Examples may include but are not limited to: county, metropolitan area, tribal reservation, state.**

### **Videos**

“The Ziibiwing Center.” *Special Programs, PBS, WCMU, 1 Feb. 2019*, <https://www.pbs.org/video/the-ziibiwing-center-ojzhvb/>. Accessed 3 Aug. 2021. (Student & Teacher)

## 3<sup>rd</sup> Grade

**3 – H3.0.4: Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories. Examples may include but are not limited to: Teachings of the Seven Grandfathers.**

### **Activities/Lessons/Teacher Guides/Units**

“Ancestors, Archaeology and the Anishinabek: Bridging the Past into the Future.” *Michigan Go Open*, <https://goopenmichigan.org/curated-collections/40>. Accessed 3 Aug. 2021. (Student & Teacher)

LaPensée, Elizabeth. “Anishinaabe Ways of Knowing: Nimkiik/Thunderers.” *Google Docs, 2020*, [https://docs.google.com/document/d/19Jj4F\\_NLXVY21PzmltXHop\\_ZWEdEpUnTg7Ec-TjC5vU/edit](https://docs.google.com/document/d/19Jj4F_NLXVY21PzmltXHop_ZWEdEpUnTg7Ec-TjC5vU/edit). Accessed 3 Aug. 2021. (Student & Teacher)

LaPensée, Elizabeth. “Anishinaabe Ways of Knowing: Nibi/Water.” *Google Docs, 2020*, [https://docs.google.com/document/d/19Jj4F\\_NLXVY21PzmltXHop\\_ZWEdEpUnTg7Ec-TjC5vU/edit](https://docs.google.com/document/d/19Jj4F_NLXVY21PzmltXHop_ZWEdEpUnTg7Ec-TjC5vU/edit). Accessed 3 Aug. 2021. (Student & Teacher)

“Menominee Origin Story and 5 Main-Clans of the Menominee Nation.” *WISELearn Resources*, <https://wresources.dpi.wi.gov/courseware/lesson/1609/overview>. Accessed 3 Aug. 2021. (Student & Teacher)

“Ojibwe Shoulder Bag Activity Kit.” *Minnesota Historical Society*, <http://education.mnhs.org/edkits/shoulder-bag>. Accessed 3 Aug. 2021. (Teacher)

“Sounds of the Birchbark House: Learn and Hear the Anishinaabemowin within the book.” *Ojibwe.net*, <https://ojibwe.net/projects/sounds-of-the-birchbark-house/>. Accessed 3 Aug. 2021. (Student & Teacher)



**3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories. Examples may include but are not limited to: Teachings of the Seven Grandfathers (cont.)**

**Books**

Anderson, Marcia G. *A Bag Worth a Pony: The Art of the Bandolier Bag*. Minnesota Historical Society Press, 2017. (Student & Teacher)

Antonich, Brenda. *The 7 Clans of the Anishinaabe*. Xlibris Corporation, 2013. (Student & Teacher)

Benton-Banai, Edward. *The Mishomis Book: The Voice of the Ojibway*. Indian Country Communications, 1988. (Student & Teacher)

Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Teacher)

Erdrich, Louise. *The Birchbark House*. Hyperion Books, 2002. (Student & Teacher)

Erdrich, Louise. *Chickadee*. HarperCollins, 2003. (Student & Teacher)

Erdrich, Louise. *The Game of Silence*. HarperCollins, 2006. (Student & Teacher)

Erdrich, Louise. *Makoons*. HarperCollins, 2006. (Student & Teacher)

Erdrich, Louise. *The Porcupine Year*. HarperCollins, 2006. (Student & Teacher)

Kegg, Maude. *Portage Lake: Memories of an Ojibwe Childhood*. University of Minnesota Press, 1993. (Teacher)

Peacock, Thomas. *The Forever Sky*. Illustrated by Annette S. Lee, Minnesota Historical Society Press, 2019. (Student & Teacher)

Peacock, Thomas and Marlene Wisuri. *The Four Hills of Life: Ojibwe Wisdom*. Minnesota Historical Society, 2006. (Teacher)

Peacock, Thomas and Marlene Wisuri. *Ojibwe: Waasa Inaabidaa We Look in All Directions*. Minnesota Historical Society, 2009. (Student & Teacher)

Peacock, Thomas and Marlene Wisuri. *The Good Path Ojibwe Learning and Activity Book for Kids*. Minnesota Historical Society, 2009. (Student & Teacher)

Wittstock, Laura Waterman. *Inimatig's Gift of Sugar: Traditional Native Sugar Making*. First Avenue Editions, 1993. (Student & Teacher)

**Videos**

Peacock, Thomas. "MNHS Storytime: The Forever Sky." YouTube, uploaded by minnesotahistory, 20 Apr. 2020, <https://youtu.be/s674RwrvmFs>. Accessed 22 April 2020. (Student & Teacher)

"The Ziibiwing Center." *Special Programs*, PBS, WCMU, 1 Feb. 2019, <https://www.pbs.org/video/the-ziibiwing-center-ojzhvb/>. Accessed 3 Aug. 2021. (Student & Teacher)



### 3 – H3.0.5 – Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.

#### Activities/Lessons/Teacher Guides/Units

“Ancestors, Archaeology and the Anishinabek: Bridging the Past into the Future.” *Michigan Go Open*, <https://goopenmichigan.org/curated-collections/40>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: American Indian Responses to Environmental Challenges.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Responses-to-Environmental-Challenges.cshtml>. Access 3 Aug. 2021. (Teacher)

“Smithsonian in Your Classroom: Native American Dolls.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Smithsonian-in-Your-Classroom-Native-American-Dolls.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Sounds of the Birchbark House: Learn and Hear the Anishinaabemowin within the book.” *Ojibwe.net*, <https://ojibwe.net/projects/sounds-of-the-birchbark-house/>. Accessed 3 Aug. 2021. (Student & Teacher)

#### Books

Benton-Banai, Edward. *The Mishomis Book: The Voice of the Ojibway*. Indian Country Communications, 1988. (Student & Teacher)

Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Teacher)

Erdrich, Louise. *The Birchbark House*. Hyperion Books, 2002. (Student & Teacher)

Erdrich, Louise. *Chickadee*. HarperCollins, 2003. (Student & Teacher)

Erdrich, Louise. *The Game of Silence*. HarperCollins, 2006. (Student & Teacher)

Erdrich, Louise. *Makoons*. HarperCollins, 2006. (Student & Teacher)

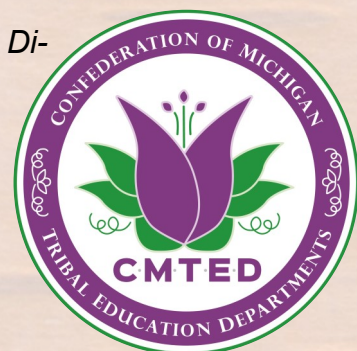
Erdrich, Louise. *The Porcupine Year*. HarperCollins, 2006. (Student & Teacher)

Kegg, Maude. *Portage Lake: Memories of an Ojibwe Childhood*. University of Minnesota Press, 1993. (Teacher)

Peacock, Thomas and Marlene Wisuri. *Ojibwe: Waasa Inaabidaa We Look in All Directions*. Minnesota Historical Society, 2009. (Student & Teacher)

Peacock, Thomas and Marlene Wisuri. *The Good Path Ojibwe Learning and Activity Book for Kids*. Minnesota Historical Society, 2009. (Student & Teacher)

Walker, Niki and Bobbie Kalman. *Life in an Anishinabe Camp*. Crabtree Publishing Company, 2002. (Student & Teacher)



**3 – H3.0.5 – Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments. (cont.)**

#### **Videos**

“The Ziiibwing Center.” *Special Programs, PBS, WCMU, 1 Feb. 2019*, <https://www.pbs.org/video/the-ziiibwing-center-ojzhvb/>. Accessed 3 Aug. 2021. (Student & Teacher)

**3 – H3.0.6 – Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.**

#### **Activities/Lessons/Teacher Guides/Units**

“Sounds of the Birchbark House: Learn and Hear the Anishinaabemowin within the book.” *Ojibwe.net*, <https://ojibwe.net/projects/sounds-of-the-birchbark-house/>. Accessed 3 Aug. 2021. (Student & Teacher)

#### **Books**

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author. The Ypsilanti Job Printing House, 1887. Introduction to Anishinaabemowin, University of Wisconsin-Madison*, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)

Erdrich, Louise. *The Birchbark House*. Hyperion Books, 2002. (Student & Teacher)

Erdrich, Louise. *Chickadee*. HarperCollins, 2003. (Student & Teacher)

Erdrich, Louise. *The Game of Silence*. HarperCollins, 2006. (Student & Teacher)

Erdrich, Louise. *Makoons*. HarperCollins, 2006. (Student & Teacher)

Erdrich, Louise. *The Porcupine Year*. HarperCollins, 2006. (Student & Teacher)

Peacock, Thomas and Marlene Wisuri. *Ojibwe: Waasa Inaabidaa We Look in All Directions*. Minnesota Historical Society, 2009. (Student & Teacher)

Peacock, Thomas and Marlene Wisuri. *The Good Path Ojibwe Learning and Activity Book for Kids*. Minnesota Historical Society, 2009. (Student & Teacher)

**3 – H3.0.9 – Describe how Michigan attained statehood.**

#### **Books**

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author. The Ypsilanti Job Printing House, 1887. Introduction to Anishinaabemowin, University of Wisconsin-Madison*, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)

#### **Websites**

“How Michigan Became a State: The Treaty of Washington 1836.” *Mackinac State Historic Parks*, <https://www.mackinacparks.com/how-michigan-became-a-state-the-treaty-of-washington-1836/>. Accessed 3 Aug. 2021. (Student & Teacher)





### 3 – H3.0.10 – Create a timeline to sequence and describe major eras and events in early Michigan history.

#### Websites

“History Through a Native Lens.” *Investing in Native Communities: Native Americans in Philanthropy*, <https://nativephilanthropy.candid.org/timeline/era/indian-new-deal-tribal-termination-and-urban-relocation/>. Accessed 3 Aug. 2021. (Teacher)

### 3 – G2.0.1 – Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. Examples may include but are not limited to: physical features (lakes versus land), land use (forest, agriculture, urban), and political (state, county, and tribal boundaries).

#### Documents

“Ceded Territory Boundary (Treaties of 1836, 1837, 1842 and 1854).” *Great Lakes Indian Fish and Wildlife Commission (GLIFWC)*, Jan. 2015, <https://data.glifwc.org/ceded/>. Accessed 3 Aug. 2021. (Student & Teacher)

“Michigan’s Federally Recognized Indian Tribes Map.” *Michigan Economic Development Corporation*, [https://www.michiganbusiness.org/49c609/globalassets/documents/tribes\\_map.pdf](https://www.michiganbusiness.org/49c609/globalassets/documents/tribes_map.pdf). Accessed 3 Aug. 2021. (Student & Teacher)

“Native American Affairs Tribal Service Area Matrix.” *Michigan Department of Health and Human Services*, Jan. 2016, [www.michigan.gov/documents/dhs/NAA-Tribal-Service-Area-Map\\_305179\\_7.pdf](http://www.michigan.gov/documents/dhs/NAA-Tribal-Service-Area-Map_305179_7.pdf). Accessed 3 Aug. 2021. (Student & Teacher)

### 3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous People living in Michigan today to describe the cultural aspects of modern life. Examples may include but are not limited to: obtain tribal enrollment, tribal governments, treaty rights, reservation boundaries, cultural events.

#### Activities/Lessons/Teacher Guides/Units

“Ancestors, Archaeology and the Anishinabek: Bridging the Past into the Future.” *Michigan Go Open*, <https://goopenmichigan.org/curated-collections/40>. (Student & Teacher)

Horton, Laura and Second Story Press. “The Water Walker Teacher’s Guide.” *Second Story Press*, 2017, <https://secondstorypress.ca/kids/thewaterwalker>. Accessed 3 Aug. 2021. (Teacher)

“Ojibwe Shoulder Bag Activity Kit.” *Minnesota Historical Society*, <http://education.mnhs.org/edkits/shoulder-bag>. Accessed 3 Aug. 2021. (Teacher)

#### Books

Anderson, Marcia G. *A Bag Worth a Pony: The Art of the Bandolier Bag*. Minnesota Historical Society Press, 2017. (Student & Teacher)

Beardslee, Lois. *Rachel’s Children: A Story from a Contemporary Native American Woman*. Altamira Press, 2004. (Student & Teacher)

National Museum of the American Indian. *Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian*. Smithsonian Books, 2007. (Student & Teacher)

Pathfinder School. *Pathfinding: An Introduction to Indian Treaty Law*. Ed. Nancy Kida. Pathfinder School, 1986. 13-14, 16-19, 37-41. (Student & Teacher)



**3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous People living in Michigan today to describe the cultural aspects of modern life. Examples may include but are not limited to: obtain tribal enrollment, tribal governments, treaty rights, reservation boundaries, cultural events. (cont.)**

### **Books**

Peacock, Thomas. *The Forever Sky. Illustrated by Annette S. Lee, Minnesota Historical Society Press, 2019. (Student)*

Peacock, Thomas and Marlene Wisuri. *The Good Path Ojibwe Learning and Activity Book for Kids. Minnesota Historical Society, 2009. (Student & Teacher)*

Rendon, Marcie. *Powwow Summer: A Family Celebrates the Circle of Life. Minnesota Historical Society Press, 2013. (Student)*

Robertson, Joanne. *The Water Walker. Second Story Press, 2017. (Student)*

Wittstock, Laura Waterman. *Inimatig's Gift of Sugar: Traditional Native Sugarmaking. First Avenue Editions, 1993. (Student & Teacher)*

### **Interviews/Articles**

Meyer, Ben. "This Six-Year-Old Could Be Part Of A Revival Of The Ojibwe Language." *Special Topics, interview by Ben Meyer, WXPB, 22 May 2020, <https://www.wxpr.org/post/six-year-old-could-be-part-revival-ojibwe-language#stream/0>. (Student & Teacher)*

### **Podcasts**

Gatewood, Tara, host. "What TV Gets Right (And Wrong) About Indian Law." *Native America Calling from Koahnic Broadcast Corporation, 20 March 2020, [www.nativeamericacalling.com/friday-march-20-2020-what-tv-gets-right-and-wrong-about-indian-law/](http://www.nativeamericacalling.com/friday-march-20-2020-what-tv-gets-right-and-wrong-about-indian-law/). (Student & Teacher)*

### **Videos**

Peacock, Thomas. "MNHS Storytime: The Forever Sky." *YouTube, uploaded by Minnesota History, 20 Apr. 2020, <https://youtu.be/s674RwrvmFs>. Accessed 22 Apr. 2020. (Student & Teacher)*

**3 – C3.0.1 Distinguish between the roles of tribal, state, and local government.**

### **Activities/Lessons/Teacher Guides/Units**

"Ancestors, Archaeology and the Anishinabek: Bridging the Past into the Future." *Michigan Go Open, <https://goopenmichigan.org/curated-collections/40>. Accessed 3 Aug. 2021. (Student & Teacher)*

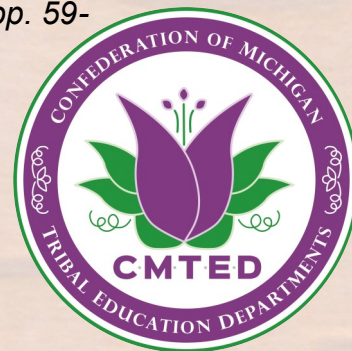
### **Books**

Reid, Betty, et al. *Keeping Promises: What Is Sovereignty and Other Questions About Indian Country. Western National Parks Association, 2004. (Student & Teacher)*

Richland, Justin B., and Sarah Deer. "Forms and Trends of Traditional Tribal Governments." *Introduction to Tribal Legal Studies, edited by Jerry Gardner, AltaMira Press, 2010, pp. 59-73. (Teacher)*

### **Websites**

"Tribal Nations & the United States." *National Council of American Indians, Feb 2020, <https://www.ncai.org/about-tribes>. Accessed 3 Aug. 2021. (Student & Teacher)*



## 4<sup>th</sup> Grade

**4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources. Examples may include but are not limited to: the Flint water crisis, invasive species, loss of sturgeon and wild rice.**

### **Activities/Lessons/Teacher Guides/Units**

“Ancestors, Archaeology and the Anishinabek: Bridging the Past into the Future.” *Michigan Go Open*, <https://goopenmichigan.org/curated-collections/40>. Accessed 3 Aug. 2021. (Student & Teacher)

Horton, Laura and Second Story Press. “The Water Walker Teacher's Guide.” *Second Story Press*, 2017, <https://secondstorypress.ca/kids/thewaterwalker>. Accessed 3 Aug. 2021. (Teacher)

“Smithsonian in Your Classroom: American Indian Responses to Environmental Challenges.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Responses-to-Environmental-Challenges.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

### **Books**

LaDuke, Winona. *All Our Relations: Native Struggles for Land and Life*. Haymarket Books, 2016. (Teacher)

Nesper, Larry. *The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights*. University of Nebraska Press, 2002. (Teacher)

Robertson, Joanne. *The Water Walker*. Second Story Press, 2017. (Student & Teacher)

Schilling, Vincent. *Native Defenders of the Environment. 7th Generation*, 2011. (Teacher)

### **Podcasts**

Gatewood, Tara, host. “Climate Change & Traditional Food. Native American Calling.” *Native American Calling from Koahnic Broadcast Corporation*, 16 May 2017, <https://www.nativeamericacalling.com/tuesday-may-16-2017-climate-change-traditional-food/>. (Student & Teacher)

**4 – C3.0.2 Give examples of powers granted to the federal government, powers granted to tribal governments, and those reserved for the states.**

### **Books**

Reid, Betty, et al. *Keeping Promises: What Is Sovereignty and Other Questions About Indian Country*. Western National Parks Association, 2004. (Student & Teacher)

Richland, Justin B., and Sarah Deer. “Forms and Trends of Traditional Tribal Governments.” *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 59-73. (Teacher)

### **Websites**

“Tribal Nations & the United States.” *National Council of American Indians*, Feb 2020, <https://www.ncai.org/about-tribes>. Accessed 3 Aug. 2021. (Student & Teacher)



# Social Studies Standards and Resources Grades 5-8

Content in this section accompanies and supports the State of Michigan Social Studies Standards as adopted in June, 2019.



*The Voices of our Ancestors Live Within Us*

Jorja Green, Nahuatl



## 5<sup>th</sup> Grade

### 5 – U1.1.1 Indigenous People’s Lives in the Americas - Describe the lives of the Indigenous People living in North America prior to European contact.

#### Activities/Lessons/Teacher Guides/Units

“Anishinaabe/Ojibwe/Chippewa: Culture of an Indian Nation.” *National Endowment for the Humanities: EDSITEment*, <https://edsitement.neh.gov/lesson-plans/anishinabeojibwechippewa-culture-indian-nation>. Accessed 5 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: American Indian Responses to Environmental Challenges.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Responses-to-Environmental-Challenges.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

#### Books

Antonich, Brenda. *The 7 Clans of the Anishinaabe*. Xlibris Corporation, 2013. (Student & Teacher)

Benton-Banai, Edward. *The Mishomis Book: The Voice of the Ojibway*. Indian Country Communications, 1988. (Student & Teacher)

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author*. The Ypsilanti Job Printing House, 1887. *Introduction to Anishinaabemowin*, University of Wisconsin-Madison, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)

Erdrich, Heid E. *Original Local: Indigenous Foods, Stories, and Recipes from the Upper Midwest*. Minnesota Historical Society Press, 2013. (Student & Teacher)

McClurken, James, and George Cornell. *People of the Three Fires: The Ottawa, Potawatomi, and Ojibway of Michigan*. Grand Rapids Inter-Tribal Council, 1986. (Teacher)

Witgen, Michael. *An Infinity of Nations: How the Native New World Shaped Early North America*. University of Pennsylvania Press, 2013. (Teacher)

### 5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment.

#### Activities/Lessons/Teacher Guides/Units

“Anishinaabe/Ojibwe/Chippewa: Culture of an Indian Nation.” *National Endowment for the Humanities: EDSITEment*, <https://edsitement.neh.gov/lesson-plans/anishinabeojibwechippewa-culture-indian-nation>. Accessed 5 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: American Indian Responses to Environmental Challenges.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Responses-to-Environmental-Challenges.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: Native American Dolls.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Smithsonian-in-Your-Classroom-Native-American-Dolls.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)



**5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment.**

**Activities/Lessons/Teacher Guides/Units (cont.)**

“Smithsonian in Your Classroom: Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Pacific-Northwest-History-and-Cultures-Why-Do-the-Foods-We-Eat-Matter.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

**Books**

Kegg, Maude. *Portage Lake: Memories of an Ojibwe Childhood*. University of Minnesota Press, 1993. (Teacher)

McClurken, James, and George Cornell. *People of the Three Fires: The Ottawa, Potawatomi, and Ojibway of Michigan*. Grand Rapids Inter-Tribal Council, 1986. (Teacher)

National Museum of the American Indian. *Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian*. Smithsonian Books, 2007. (Student & Teacher)

Nichols, David A. *Peoples of the Inland Seas: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*. Ohio University Press, 2018. (Teacher)

Wittstock, Laura Waterman. *Inimatig’s Gift of Sugar: Traditional Native Sugarmaking*. First Avenue Editions, 1993. (Student)

**Podcasts**

Tripp, Ryan, host. “Interview with David A. Nichols, author of *Peoples of the Inland Sea: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*.” *Native American Studies from New Books Network*, 18 Mar. 2019, <https://newbooksnetwork.com/david-a-nichols-peoples-of-the-inland-sea-native-americans-and-newcomers-in-the-great-lakes-region-1600-1870-ohio-up-2018/>. (Student & Teacher)

**5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.**

**Activities/Lessons/Teacher Guides/Units**

“Anishinaabe/Ojibwe/Chippewa: Culture of an Indian Nation.” *National Endowment for the Humanities: EDSITEment*, <https://edsitement.neh.gov/lesson-plans/anishinabeojibwechippewa-culture-indian-nation>. Accessed 5 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: American Indian Responses to Environmental Challenges.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Responses-to-Environmental-Challenges.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Sounds of the Birchbark House: Learn and Hear the Anishinaabemowin within the book.” *Ojibwe.net*, <https://ojibwe.net/projects/sounds-of-the-birchbark-house/>. Accessed 3 Aug. 2021. (Student & Teacher)



## 5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land. (cont.)

### Books

Benton-Banai, Edward. *The Mishomis Book: The Voice of the Ojibway*. Indian Country Communications, 1988. (Student & Teacher)

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author*. The Ypsilanti Job Printing House, 1887. Introduction to Anishinaabemowin, University of Wisconsin-Madison, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)

Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Teacher)

Erdrich, Louise. *The Birchbark House*. Hyperion Books, 2002. (Student & Teacher)

Erdrich, Louise. *Chickadee*. HarperCollins, 2003. (Student & Teacher)

Erdrich, Louise. *The Game of Silence*. HarperCollins, 2006. (Student & Teacher)

Erdrich, Louise. *Makoons*. HarperCollins, 2006. (Student & Teacher)

Erdrich, Louise. *The Porcupine Year*. HarperCollins, 2006. (Student & Teacher)

Kegg, Maude. *Portage Lake: Memories of an Ojibwe Childhood*. University of Minnesota Press, 1993. (Teacher)

McDonnell, Michael A. *Masters of Empire: Great Lakes Indians and the Making of America*. Hill and Wang, 2015. (Teacher)

National Museum of the American Indian. *Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian*. Smithsonian Books, 2007. (Student & Teacher)

Nichols, David A. *Peoples of the Inland Seas: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*. Ohio University Press, 2018. (Teacher)

Peacock, Thomas and Marlene Wisuri. *The Four Hills of Life: Ojibwe Wisdom*. Minnesota Historical Society, 2006. (Student)

Peacock, Thomas and Marlene Wisuri. *The Good Path Ojibwe Learning and Activity Book for Kids*. Minnesota Historical Society, 2009. (Student & Teacher)

Peacock, Thomas and Marlene Wisuri. *Ojibwe: Waasa Inaabidaa We Look in All Directions*. Minnesota Historical Society, 2009. (Student & Teacher)

### Podcasts

Tripp, Ryan, host. "Interview with David A. Nichols, author of *Peoples of the Inland Sea: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*." *Native American Studies from New Books Network*, 18 Mar. 2019, <https://newbooksnetwork.com/david-a-nichols-peoples-of-the-inland-sea-native-americans-and-newcomers-in-the-great-lakes-region-1600-1870-ohio-up-2018/>. (Student & Teacher)



## 5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land. (cont.)

### Videos

“The Seven Generations River.” *PBS Learning Media: Detroit Public TV’s Great Lakes Bureau*, 2019, <https://dptv.pbslearningmedia.org/resource/4c67c4f0-c133-48c5-bf8f-470f1478b112/the-seven-generation-river-great-lakes-now/>. (Student & Teacher)

## 5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization.

### Activities/Lessons/Teacher Guides/Units

“American Indian Boarding Schools: An Exploration of Global Ethnic and Cultural Cleansing: A Supplementary Curriculum Guide.” *Ziibiwing Center of Anishinabe Culture and Lifeways*, 2011, <http://www.sagchip.org/ziibiwing/planyourvisit/pdf/AIBSCurrGuide.pdf>. (Student & Teacher)

### Books

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author. The Ypsilanti Job Printing House*, 1887. *Introduction to Anishinaabemowin*, University of Wisconsin-Madison, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)

Callaghan, Jodie. *The Train. Illustrated by Georgia Lesley*, Second Story Press, 2020. (Student & Teacher)

Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. University of Nebraska Press, 1998. (Teacher)

Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Teacher)

Dupuis, Jenny Kay, and Kathy Kacer. *Gaawin Gindaaswin Ndaawsii (I Am Not a Number)*. Illustrated by Gillian Newland. Second Story Press, 2019. (Student & Teacher)

Witgen, Michael. *An Infinity of Nations: How the Native New World Shaped Early North America*. University of Pennsylvania Press, 2013. (Teacher)

### Interviews/Articles

Fox, Emily. “Native American boarding schools have nearly killed Michigan’s native language.” *Michigan Radio, NPR*, 28 Sept. 2015, <http://www.michiganradio.org/post/native-american-boarding-schools-have-nearly-killed-michigans-native-language>. Accessed 5 Aug. 2021. (Student & Teacher)

Meyer, Ben. “This Six-Year-Old Could Be Part Of A Revival Of The Ojibwe Language.” *Special Topics, interview by Ben Meyer, WXPR*, 22 May 2020, <https://www.wxpr.org/post/six-year-old-could-be-part-revival-ojibwe-language#stream/0>. (Student & Teacher)

Stateside Staff. “Harbor Springs boarding school worked to erase Odawa culture until the 1980s.” *Michigan Radio, NPR*, 8 Nov. 2017, [www.michiganradio.org/post/harbor-springs-boarding-school-worked-erase-odawa-culture-until-1980s](http://www.michiganradio.org/post/harbor-springs-boarding-school-worked-erase-odawa-culture-until-1980s). Accessed 5 Aug. 2021. (Student & Teacher)





## 5 – U1.4 Three World Interactions - Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th through the 17th century.

### Activities/Lessons/Teacher Guides/Units

“A Racial Justice Guide to Thanksgiving for Educators and Families.” *Interfaith Workers Justice*, 17 Nov. 2017, <http://www.iwj.org/resources/a-racial-justice-guide-to-thanksgiving-for-educators-and-families>. Accessed 5 Aug. 2021. (Student & Teacher)

Caryl-Sue, “First Contact in the Americas.” *National Geographic*. July 30, 2018. <https://www.nationalgeographic.org/media/first-contact-americas/>. (Student & Teacher)

“Smithsonian in Your Classroom: American Indian Perspectives on Thanksgiving.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Perspectives-on-Thanksgiving.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

### Books

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author. The Ypsilanti Job Printing House, 1887. Introduction to Anishinaabemowin, University of Wisconsin-Madison, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>*. Accessed 3 Aug. 2021. (Teacher)

Grace O’Neil, Catherine, and Margaret M. Bruchac. *1621: A New Look at Thanksgiving*. *National Geographic*, 2004. (Student)

Nichols, David A. *Peoples of the Inland Seas: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*. *Ohio University Press*, 2018. (Teacher)

### Podcasts

Tripp, Ryan and David A. Nichols, hosts. “Peoples of the Inland Sea: Native Americans and Newcomers in the Great Lakes Region, 1600-1870.” *New Books Network: Native American Studies*, 18 Mar. 2019, <https://newbooksnetwork.com/david-a-nichols-peoples-of-the-inland-sea-native-americans-and-newcomers-in-the-great-lakes-region-1600-1870-ohio-up-2018/>. (Student & Teacher)

### Websites

Dow, Judy. “Deconstructing the Myths of “The First Thanksgiving.”” *Oyate*. June 12, 2006. <http://oyate.org/index.php/resources/43-resources/thanksgiving>. Accessed 6 Aug. 2021. (Student)

## 5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.

### Activities/Lessons/Teacher Guides/Units

Ables-Rigsbee, Connie. “Recognizing Native American Perspectives: Thanksgiving and the National Day of Mourning.” *National Geographic*. <https://www.nationalgeographic.org/activity/recognizing-native-american-perspectives-thanksgiving-and-national-day-mourning/>. (Student & Teacher)

“A Racial Justice Guide to Thanksgiving for Educators and Families.” *Interfaith Workers Justice*, 17 Nov. 2017, <http://www.iwj.org/resources/a-racial-justice-guide-to-thanksgiving-for-educators-and-families>. Accessed 5 Aug. 2021. (Student & Teacher)

Elmore, Christine. “The Indians' Discovery of Columbus.” *Yale New-Haven Teachers Institute*. 1992. <https://teachersinstitute.yale.edu/curriculum/guides/1992/2/92.02.01.x.html>. Accessed 6 Aug. 2021. (Teacher)



**5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups. (cont.)**

**Activities/Lessons/Teacher Guides/Units (cont.)**

“Smithsonian in Your Classroom: We Have a Story to Tell: Native Peoples of the Chesapeake Region.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/We-Have-a-Story-to-Tell-Native-Peoples-of-the-Chesapeake-Region.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

**Books**

Grace O’Neil, Catherine, and Margaret M. Bruchac. *1621: A New Look at Thanksgiving*. *National Geographic*, 2004. (Student)

McDonnell, Michael A. *Masters of Empire: Great Lakes Indians and the Making of America*. Hill and Wang, 2015. (Teacher)

Nichols, David A. *Peoples of the Inland Seas: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*. Ohio University Press, 2018. (Teacher)

**Podcasts**

Tripp, Ryan, host. “Interview with David A. Nichols, author of *Peoples of the Inland Sea: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*.” *Native American Studies from New Books Network*, 18 Mar. 2019, <https://newbooksnetwork.com/david-a-nichols-peoples-of-the-inland-sea-native-americans-and-newcomers-in-the-great-lakes-region-1600-1870-ohio-up-2018/>. (Student & Teacher)

**Websites**

Dow, Judy. “Deconstructing the Myths of “The First Thanksgiving.”” *Oyate*. June 12, 2006. <http://oyate.org/index.php/resources/43-resources/thanksgiving>. Accessed 6 Aug. 2021 (Student)

**5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.**

**Activities/Lessons/Teacher Guides/Units**

Ables-Rigsbee, Connie. “Recognizing Native American Perspectives: Thanksgiving and the National Day of Mourning.” *National Geographic*. <https://www.nationalgeographic.org/activity/recognizing-native-american-perspectives-thanksgiving-and-national-day-mourning/>. (Student & Teacher)

“A Racial Justice Guide to Thanksgiving for Educators and Families”. *Interfaith Workers Justice*, 17 Nov. 2017, <http://www.iwj.org/resources/a-racial-justice-guide-to-thanksgiving-for-educators-and-families>. Accessed 5 Aug. 2021. (Student & Teacher)

**Books**

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author*. The Ypsilanti Job Printing House, 1887. Introduction to Anishinaabemowin, University of Wisconsin-Madison, <http://imp.lss.wisc.edu/~jvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)

Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Teacher)



**5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data. (cont.)**

**Books**

Davis, Darnella. *Untangling a Red, White, and Black Heritage: A Personal History of the Allotment Era*. University of New Mexico Press, 2018. (Teacher)

Grace O’Neil, Catherine and Margaret M. Bruchac. *1621: A New Look at Thanksgiving*. National Geographic, 2004. (Student)

McDonnell, Michael A. *Masters of Empire: Great Lakes Indians and the Making of America*. Hill and Wang, 2015. (Teacher)

Nichols, David A. *Peoples of the Inland Seas: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*. Ohio University Press, 2018. (Teacher)

**Podcasts**

Hausmann, Stephen, host. “Interview with Darnella Davis, author of *Untangling a Red, White, and Black Heritage*.” *New Books in the American West* from New Books Network, 19 Dec. 2021, <https://newbooksnetwork.com/darnella-davis-untangling-a-red-white-and-black-heritage-a-personal-history-of-the-allotment-era-u-new-mexico-press-2018>. (Student & Teacher)

Tripp, Ryan, host. “Interview with David A. Nichols, author of *Peoples of the Inland Sea: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*.” *Native American Studies* from New Books Network, 18 Mar. 2019, <https://newbooksnetwork.com/david-a-nichols-peoples-of-the-inland-sea-native-americans-and-newcomers-in-the-great-lakes-region-1600-1870-ohio-up-2018/>. (Student & Teacher)

**Websites**

Dow, Judy. ‘Deconstructing the Myths of “The First Thanksgiving.”’ *Oyate*. June 12, 2006. [oyate.org/index.php/resources/43-resources/thanksgiving](http://oyate.org/index.php/resources/43-resources/thanksgiving). Accessed 6 Aug. 2021. (Student)

**5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.**

**Books**

Callaghan, Jodie. *The Train*. Illustrated by Georgia Lesley, Second Story Press, 2020. (Student & Teacher)

Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. University of Nebraska Press, 1998. (Teacher)

Dupuis, Jenny Kay and Kathy Kacer. *Gaawin Gindaaswin Ndaawsii (I Am Not a Number)*. Illustrated by Gillian Newland, Second Story Press, 2019. (Student & Teacher)

Grace O’Neil, Catherine and Margaret M. Bruchac. *1621: A New Look at Thanksgiving*. National Geographic, 2004. (Student)

**Websites**

Ables-Rigsbee, Connie. “Recognizing Native American Perspectives: Thanksgiving and the National Day of Mourning.” *National Geographic*. <https://www.nationalgeographic.org/activity/recognizing-native-american-perspectives-thanksgiving-and-national-day-mourning/>. (Student & Teacher)



## 5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples. (cont.)

### Websites (cont.)

“American Indian Boarding Schools: An Exploration of Global Ethnic and Cultural Cleansing: A Supplementary Curriculum Guide.” *Ziibiwing Center of Anishinabe Culture and Lifeways*, 2011, <http://www.sagchip.org/ziibiwing/planyourvisit/pdf/AIBSCurrGuide.pdf>. (Student & Teacher)

Dow, Judy. ‘Deconstructing the Myths of “The First Thanksgiving”’. *Oyate*. June 12, 2006. [oyate.org/index.php/resources/43-resources/thanksgiving](http://oyate.org/index.php/resources/43-resources/thanksgiving). Accessed 6 Aug. 2021. (Student)

Elmore, Christine. “The Indians' Discovery of Columbus.” *Yale New-Haven Teachers Institute*. 1992. <https://teachersinstitute.yale.edu/curriculum/guides/1992/2/92.02.01.x.html>. Accessed 6 Aug. 2021. (Teacher)

## 5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

### Activities/Lessons/Teacher Guides/Units

“A Racial Justice Guide to Thanksgiving for Educators and Families”. *Interfaith Workers Justice*, 17 Nov. 2017, <http://www.iwj.org/resources/a-racial-justice-guide-to-thanksgiving-for-educators-and-families>. Accessed 5 Aug. 2021. (Student & Teacher)

### Books

Callaghan, Jodie. *The Train*. Illustrated by Georgia Lesley, *Second Story Press*, 2020. (Student & Teacher)

Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. University of Nebraska Press, 1998. (Teacher)

Dupuis, Jenny Kay and Kathy Kacer. *Gaawin Gindaaswin Ndaawsii (I Am Not a Number)*. Illustrated by Gillian Newland, *Second Story Press*, 2019. (Student & Teacher)

Grace O’Neil, Catherine and Margaret M. Bruchac. *1621: A New Look at Thanksgiving*. *National Geographic*, 2004. (Student & Teacher)

### Websites

Dow, Judy. ‘Deconstructing the Myths of “The First Thanksgiving”’. *Oyate*. June 12, 2006. [oyate.org/index.php/resources/43-resources/thanksgiving](http://oyate.org/index.php/resources/43-resources/thanksgiving). Accessed 6 Aug. 2021. (Student)

**5 – U2.1.1 Describe significant developments in the Southern colonies, including patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement, the establishment of Jamestown, development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia), interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples, development of colonial representative assemblies (House of Burgesses), development of slavery.**

### Activities/Lessons/Teacher Guides/Units

“Smithsonian in Your Classroom: We Have a Story to Tell: Native Peoples of the Chesapeake Region.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/We-Have-a-Story-to-Tell-Native-Peoples-of-the-Chesapeake-Region.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)



**5 – U2.1.2 Describe significant developments in the New England colonies, including: patterns of settlement and control including the impact of geography (land-forms and climate) on settlement, interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies, the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government, religious tensions in Massachusetts that led to the establishment of other colonies in New England.**

#### **Activities/Lessons/Teacher Guides/Units**

“A Racial Justice Guide to Thanksgiving for Educators and Families”. *Interfaith Workers Justice*, 17 Nov. 2017, <http://www.iwj.org/resources/a-racial-justice-guide-to-thanksgiving-for-educators-and-families>. Accessed 5 Aug. 2021. (Student & Teacher)

#### **Books**

McDonnell, Michael A. *Masters of Empire: Great Lakes Indians and the Making of America*. Hill and Wang, 2015. (Student & Teacher)

#### **Websites**

Ables-Rigsbee, Connie. “Recognizing Native American Perspectives: Thanksgiving and the National Day of Mourning.” *National Geographic*. <https://www.nationalgeographic.org/activity/recognizing-native-american-perspectives-thanksgiving-and-national-day-mourning/>. (Student & Teacher)

**5 – U2.1.3 Describe significant developments in the Middle colonies, including: patterns of settlement and control including the impact of geography (land-forms and climate) on settlement, interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples, the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies, immigration patterns leading to ethnic diversity in the Middle colonies.**

#### **Websites**

“Objects of the Fur Trade.” *Minnesota Historical Society*. <https://www.mnhs.org/fortsnelling/learn/fur-trade>. Accessed 6 Aug. 2021. (Teacher)

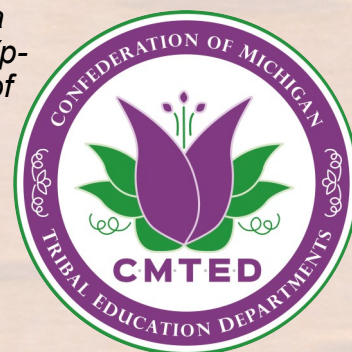
**5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.” Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.**

#### **Activities/Lessons/Teacher Guides/Units**

“A Racial Justice Guide to Thanksgiving for Educators and Families”. *Interfaith Workers Justice*, 17 Nov. 2017, <http://www.iwj.org/resources/a-racial-justice-guide-to-thanksgiving-for-educators-and-families>. Accessed 5 Aug. 2021. (Student & Teacher)

#### **Books**

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author*. The Ypsilanti Job Printing House, 1887. Introduction to Anishinaabemowin, University of Wisconsin-Madison, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)



**5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people. Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples. (cont.)**

**Books (cont.)**

Grace O’Neil, Catherine and Margaret M. Bruchac. *1621: A New Look at Thanksgiving*. National Geographic, 2004. (Student)

McClurken, James, and George Cornell. *People of the Three Fires: The Ottawa, Potawatomi, and Ojibway of Michigan*. Grand Rapids Inter-Tribal Council, 1986. (Teacher)

**Websites**

Dow, Judy. ‘Deconstructing the Myths of “The First Thanksgiving”’. Oyate. June 12, 2006. [oyate.org/index.php/resources/43-resources/thanksgiving](http://oyate.org/index.php/resources/43-resources/thanksgiving). Accessed 6 Aug. 2021. (Student)

**5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and colonial dissatisfaction with the new policy.**

**Websites**

“Objects of the Fur Trade.” *Minnesota Historical Society*. <https://www.mnhs.org/fortsnelling/learn/fur-trade>. Accessed 6 Aug. 2021. (Teacher)

**5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.” Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.**

**Activities/Lessons/Teacher Guides/Units**

“A Racial Justice Guide to Thanksgiving for Educators and Families.” *Interfaith Workers Justice*, 17 Nov. 2017, <http://www.iwj.org/resources/a-racial-justice-guide-to-thanksgiving-for-educators-and-families>. Accessed 5 Aug. 2021. (Student & Teacher)

**Books**

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author*. The Ypsilanti Job Printing House, 1887. Introduction to *Anishinaabemowin*, University of Wisconsin-Madison, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)

Grace O’Neil, Catherine and Margaret M. Bruchac. *1621: A New Look at Thanksgiving*. National Geographic, 2004. (Student)

McClurken, James, and George Cornell. *People of the Three Fires: The Ottawa, Potawatomi, and Ojibway of Michigan*. Grand Rapids Inter-Tribal Council, 1986. (Teacher)

**Websites**

Dow, Judy. ‘Deconstructing the Myths of “The First Thanksgiving”’. Oyate. June 12, 2006. [oyate.org/index.php/resources/43-resources/thanksgiving](http://oyate.org/index.php/resources/43-resources/thanksgiving). Accessed 6 Aug. 2021. (Student)



**5 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; The Iroquois Confederacy; protecting individual rights and promoting the common good, natural rights, limited government, representative government.**

#### **Activities/Lessons/Teacher Guides/Units**

Ingram, John. "The Debate on the Iroquois' Influence on the U.S. Constitution Lesson Plan." *Teaching Native American Histories*. July 26, 2019. <https://teachnativehistories.umass.edu/sites/default/files/FINAL%20Ingram%202019%20Teaching%20Native%20American%20Histories%20%20Curricular%20Project.pdf>.

(Teacher)

"Iroquois or Haudenosaunee PBS Lesson Plan" *PBS Learning Media*, <https://wkar.pbslearningmedia.org/resource/a08fbe4b-a333-4f4e-91b4-83ef383b4214/iroquois-or-haudenosaunee/#.Xcom%204pDA>. Accessed 6 Aug. 2021. (Student & Teacher)

"Smithsonian in Your Classroom: Haudenosaunee Guide for Educators." *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Haudenosaunee-Guide-for-Educators.cshml>. Accessed 3 Aug. 2021. (Student & Teacher)

#### **Websites**

**5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and colonial dissatisfaction with the new policy.**

#### **Books**

Tanner, Helen. *Atlas of Great Lakes Indian History*. University of Oklahoma Press, 1987.

#### **Websites**

"This Day in History July 31, 1763: Chief Pontiac Wins Battle of Bloody Run at Fort Detroit." *Zinn Education Project Teaching People's History*. 2020. <https://www.zinnedproject.org/news/tdih/battle-of-bloody-run/>. Accessed 8 Aug 2021. (Teacher)



**5 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; The Iroquois Confederacy; protecting individual rights and promoting the common good, natural rights, limited government, representative government.**

#### **Activities/Lessons/Teacher Guides/Units**

Ingram, John. "The Debate on the Iroquois' Influence on the U.S. Constitution Lesson Plan: Teaching Native American Histories." *UMass Amherst*, <https://teachnativehistories.umass.edu/sites/default/files/FINAL%20Ingram%202019%20Teaching%20Native%20American%20Histories%20%20Curricular%20Project.pdf>. Accessed 6 Aug. 2021. (Teacher)

"Iroquois or Haudenosaunee PBS Lesson Plan" *PBS Learning Media*, <https://www.pbslearningmedia.org/resource/a08f8e4b-a333-4f4e-91b4-83ef383b4214/iroquois-or-haudenosaunee/#.XrrKom4pDYI>. Accessed 6 Aug. 2021. (Student & Teacher)

"Smithsonian in Your Classroom: Haudenosaunee Guide for Educators,." *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Haudenosaunee-Guide-for-Educators.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

**5 – U3.2.3 Compare the role of women, African Americans, Indigenous Peoples, and France in helping shape the outcome of the war.**

#### **Books**

Cleland Charles E., *The Rites of Conquest: The History and Culture of Michigan's Native Americans*. University of Michigan Press, 1992. (Teacher)

#### **Websites**

"This Day in History July 31, 1763: Chief Pontiac Wins Battle of Bloody Run at Fort Detroit." *Zinn Education Project Teaching People's History*. 2020. <https://www.zinnedproject.org/news/tdih/battle-of-bloody-run/>. Accessed 8 Aug 2021. (Teacher)

**5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.**

#### **Books**

Nesper, Larry. *The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights*. University of Nebraska Press, 2002. (Teacher)

#### **Videos**

"Why Treaties Matter." *NPR*, <https://www.youtube.com/watch?v=bexvE4lZRGo>. (Student & Teacher)





## 6<sup>th</sup> Grade

**6 – C1.1.1 Compare and contrast different ideas about the purposes of government in different nation-states or governments. Examples of purposes may include but are not limited to: protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, states such as the Palestinian State, and other governmental entities such as tribal governments.**

### Books

Reid, Betty, et al. *Keeping Promises: What Is Sovereignty and Other Questions About Indian Country*. Western National Parks Association, 2004. (Student & Teacher)

Richland, Justin B., and Sarah Deer. "Forms and Trends of Traditional Tribal Governments." *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 59-73. (Teacher)

### Podcasts

Gatewood, Tara, host. "What citizenship means." *Native American Calling*, Koahnic Broadcast Corporation, 12 Nov. 2018. *Native American Calling*, <https://www.nativeamericacalling.com/monday-november-12-2018-what-citizenship-means/>. (Student & Teacher)

### Websites

"Tribal Nations & the United States." *National Council of American Indians*, Feb 2020, <https://www.ncai.org/about-tribes>. Accessed 3 Aug. 2021. (Student & Teacher)

**6 – C4.3.1 Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states. Examples may include but are not limited to: national policies concerning migration, climate change, and human and civil rights. Within the United States, federal/tribal relations could be an example.**

### Books

Richland, Justin B., and Sarah Deer. "Forms and Trends of Traditional Tribal Governments." *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 59-73. (Teacher)

### Videos

"Indian Pride Tribal Relations." *PBS*, <https://wkar.pbslearningmedia.org/resource/34109490-7b7b-4bc3-acbb-f875257d6cfe/indian-pride-tribal-relations-part-1/#.XrrMQG4pDYI>. (Student)

"The Seven Generations River." *PBS Learning Media: Detroit Public TV's Great Lakes Bureau*, 2019, <https://dptv.pbslearningmedia.org/resource/4c67c4f0-c133-48c5-bf8f-470f1478b112/the-seven-generation-river-great-lakes-now/>. (Student & Teacher)



## 7<sup>th</sup> Grade

**7 – W2.1.4** Examine early civilizations to describe their common features, including environment, economies, and social institutions. Examples may include but are not limited to: the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.

### **Activities/Lessons/Teacher Guides/Units**

“Smithsonian in Your Classroom: Q'eswachaka: A Living Legacy of Inka Engineering.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Qeswachaka-A-Living-Legacy-of-Inka-Engineering.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

**7 – W4.1.3** North America to 1500 – Use a case study to describe the culture and economy of an indigenous people in North America prior to 1500. Examples may include but are not limited to: Iroquois and Anishinaabek in the northeast and midwest, the Cherokee in the southeast, the Lakota in the Great Plains, and the Navaho in the southwest as well as the Aztec in Mexico. Examples may include, but are not limited to regions and groups such as: Eastern Woodland (Haudenosaunee, Anishinaabek, Powhatan), Southeast (Tsalagi, Seminole, Miccosukee), Middle America/Mexico (Nahuatl), Southwest (Navajo, Apache, Hopi), Northwest (Salish, Muckleshoot, Tulalip), Great Plains (Oceti Sakowin, Niitsitapi, Apsaalooke) and the Caribbean (Taino, Arawak).

### **Activities/Lessons/Teacher Guides/Units**

“Smithsonian in Your Classroom: American Indian Responses to Environmental Challenges.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Responses-to-Environmental-Challenges.cshtml>. Access 3 Aug. 2021. (Teacher)

“Smithsonian in Your Classroom: Haudenosaunee Guide for Educators.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Haudenosaunee-Guide-for-Educators.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

## 8<sup>th</sup> Grade

**8 – U3.3.3** Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.

### **Books**

Canby, William Jr. *American Indian Law in a Nutshell*. West Publishing Co., 2009 (Student & Teacher).

### **Scholarly Journals**

Ablavsky, Gregory. “Beyond the Indian Commerce Clause.” *The Yale Law Journal*, vol. 124, no. 4, 2015, doi:<https://www.yalelawjournal.org/article/beyond-the-indian-commerce-clause>. (Student & Teacher)



**8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with Indigenous Peoples.**

### **Books**

Canby, William Jr. "Historical Overview of Federal Indian Law and Policy." *American Indian Law in a Nutshell*, 2009, pp.12-30. (Student & Teacher)

### **Scholarly Journals**

Ablavsky, Gregory. "Beyond the Indian Commerce Clause." *The Yale Law Journal*, vol. 124, no. 4, 2015, doi:<https://www.yalelawjournal.org/article/beyond-the-indian-commerce-clause>. (Student & Teacher)

**8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. Examples may include but are not limited to: the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers.**

### **Activities/Lessons/Teacher Guides/Units**

Ingram, John. "The Debate on the Iroquois' Influence on the U.S. Constitution Lesson Plan: Teaching Native American Histories." *UMass Amherst*, <https://teachnativehistories.umass.edu/sites/default/files/FINAL%20Ingram%202019%20Teaching%20Native%20American%20Histories%20%20Curricular%20Project.pdf>. Accessed 6 Aug. 2021. (Teacher)

"Smithsonian in Your Classroom: Haudenosaunee Guide for Educators." *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Haudenosaunee-Guide-for-Educators.cshhtml>. Accessed 3 Aug. 2021. (Student & Teacher)

**8 – U4.1.2 Establishing America's Place in the World – Assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties. Examples may include but are not limited to: Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.**

### **Activities/Lessons/Teacher Guides/Units**

"Smithsonian in Your Classroom: The Pawnee Treaties of 1833 and 1857: Why Do Some Treaties Fail?" *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Pawnee-Treaties-of-1833-1857.cshhtml>. Accessed 3 Aug. 2021. (Student & Teacher)

"Smithsonian in Your Classroom: We Have a Story to Tell: Native Peoples of the Chesapeake Region." *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/We-Have-a-Story-to-Tell-Native-Peoples-of-the-Chesapeake-Region.cshhtml>. Accessed 3 Aug. 2021. (Student & Teacher)

### **Books**

Canby, William C. "Indian Treaties". *American Indian Law in a Nutshell*, West Publishing Co., 2009, pp. 115-130. (Student & Teacher)

### **Videos**

"Why Treaties Matter." NPR, <https://www.youtube.com/watch?v=bexvE4lZRGo>. (Student)



**8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. Examples may include but are not limited to: The Trail of Tears, the 19th century removal of Anishinaabek communities in Michigan, the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).**

#### **Activities/Lessons/Teacher Guides/Units**

Sarnacki, Marie. “Native American Cultural Genocide & Reclamation: Examining What Was Stolen & What Can Be Regained Lesson Plan” *Umass Amherst*, <https://teachnativehistories.umass.edu/sites/default/files/FINAL%20Sarnacki%202019%20Teaching%20Native%20American%20Histories%20%20Curricular%20Project.pdf>.

Accessed 6 Aug. 2021. (Teacher)

“Smithsonian in Your Classroom: American Indian Removal: What Does It Mean to Remove a People?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Removal-What-Does-It-Mean-Remove-People.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

#### **Books**

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author. The Ypsilanti Job Printing House, 1887. Introduction to Anishinaabemowin, University of Wisconsin-Madison*, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Teacher)

Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory. W.W. Norton, 2020.* (Teacher)

#### **Interviews/Articles**

Szalai, Jennifer. “Unworthy Republic Takes an Unflinching Look at Indian Removal in the 1830s.” *The New York Times*, 24 Mar. 2020, <https://www.nytimes.com/2020/03/24/books/review-unworthy-republic-claudio-saunt.html>. (Student & Teacher)

#### **Video**

“American Indian Removal: Does It Make Sense?” *Smithsonian Native Knowledge*, <https://americanindian.si.edu/nk360/resources/American-Indian-Removal-Video.cshtml>. (Student)

**8 – U5.2 Civil War: Evaluate the multiple causes, key events, and complex consequences of the Civil War. America at Century’s End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in: territory, population, systems of transportation, governmental policies promoting economic development, economic change, the treatment of African Americans, the policies toward Indigenous Peoples.**

#### **Activities/Lessons/Teacher Guides/Units**

“Smithsonian in Your Classroom: American Indian Removal: What Does It Mean to Remove a People?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Removal-What-Does-It-Mean-Remove-People.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)



**8 – U5.2 Civil War: Evaluate the multiple causes, key events, and complex consequences of the Civil War. America at Century’s End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in: territory, population, systems of transportation, governmental policies promoting economic development, economic change, the treatment of African Americans, the policies toward Indigenous Peoples. (cont.)**

### **Books**

Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*. W.W. Norton, 2020. (Teacher)

### **Interviews/Articles**

Fitz, Caitlin. “People Who Profited off the Trail of Tears a review of ‘Unworthy Republic’ by Claudio Saunt.” *The Atlantic*, May 2020. [Review: ‘Unworthy Republic,’ by Claudio Saunt - The Atlantic](https://www.theatlantic.com/education/archive/2020/05/unworthy-republic-review-claudio-saunt/604111/). Accessed 5 Aug. 2021. (Student & Teacher)

Szalai, Jennifer. *Unworthy Republic Takes an Unflinching Look at Indian Removal in the 1830s*. The New York Times, 24 Mar. 2020, <https://www.nytimes.com/2020/03/24/books/review-unworthy-republic-claudio-saunt.html>. (Student & Teacher)

**8 – U6.1.1 America at Century’s End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in: territory, population, systems of transportation, governmental policies promoting economic development, economic change, the treatment of African-Americans, the policies toward Indigenous Peoples**  
**Examples may include but are not limited to: Territory: the size of the United States and land use. Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America. Systems of transportation: canals, railroads, etc. Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act. Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers. Policies toward African Americans: the rise of segregation as endorsed by the Supreme Court decision in Plessy v. Ferguson, the response of African Americans. Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples.**

### **Activities/Lessons/Teacher Guides/Units**

“Smithsonian in Your Classroom: American Indian Removal: What Does It Mean to Remove a People?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/American-Indian-Removal-What-Does-It-Mean-Remove-People.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: - How Did Six Different Native Nations Try to Avoid Removal?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Six-Different-Native-Nations-Try-to-Avoid-Removal.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: The Removal of the Muscogee Nation Smithsonian.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/The-Removal-of-the-Muscogee-Nation.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: - The Trail of Tears: A Story of Cherokee Removal.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/The-Trail-of-Tears-A-Story-of-Cherokee-Removal.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)



**8 – U6.1.1 America at Century’s End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in: territory, population, systems of transportation, governmental policies promoting economic development, economic change, the treatment of African-Americans, the policies toward Indigenous Peoples** Examples may include but are not limited to: Territory: the size of the United States and land use. Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America. Systems of transportation: canals, railroads, etc. Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act. Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers. Policies toward African Americans: the rise of segregation as endorsed by the Supreme Court decision in Plessy v. Ferguson, the response of African Americans. Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples. (cont.)

### **Books**

Blackbird, Andrew J. *History of the Ottawa and Chippewa Indians of Michigan; a grammar of their language, and personal and family history of the author.* The Ypsilanti Job Printing House, 1887. Introduction to Anishinaabemowin, University of Wisconsin-Madison, <http://imp.lss.wisc.edu/~jrvalent/ais301/Assets/Pdfs/BookBlackbird.pdf>. Accessed 3 Aug. 2021. (Student & Teacher)

Vigil, Kiara M. *Indigenous Intellectuals: Sovereignty, Citizenship, and the American Imagination, 1880-1930.* Cambridge University Press, 2018. (Student & Teacher)

### **Podcasts**

Hausmann, Stephen, host. “Interview with Darnella Davis, author of *Untangling a Red, White, and Black Heritage*.” *New Books in the American West* from New Books Network, 19 Dec. 2021, <https://newbooksnetwork.com/darnella-davis-untangling-a-red-white-and-black-heritage-a-personal-history-of-the-allotment-era-u-new-mexico-press-2018>. (Student & Teacher)

Tripp, Ryan, host. “Interview with Kiara M. Vigil, author of *Indigenous Intellectuals: Sovereignty, Citizenship and the American Imagination, 1880-1930*.” *Native American Studies* from New Books Network, 22 Oct. 2018, <https://newbooksnetwork.com/kiara-m-vigil-indigenous-intellecutals-sovereignty-citizenship-and-the-american-imagination-1880-1930-cambridge-up-2018/>. (Student & Teacher)

### **Video**

“American Indian Removal: Does it Make Sense?” *Smithsonian Native Knowledge*, <https://americanindian.si.edu/nk360/resources/American-Indian-Removal-Video.cshtml>. (Student)



# Social Studies Standards and Resources Grades 9-12

Content in this section accompanies and supports the State of Michigan Social Studies Standards as adopted in June, 2019.



*Muskrat in the Great Creation*

Madeline Gupta, Sault Ste. Marie Tribe of Chippewa Indians



## High School: World History & Geography

**WHG 5.2.1 Cultural Encounters and the Columbian Exchange** – explain the demographic, environmental, and political consequences of European oceanic travel and conquest. Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.

### **Activities/Lessons/Teacher Guides/Units**

Sarnacki, Marie. "Native American Cultural Genocide & Reclamation: Examining What Was Stolen & What Can Be Regained Lesson Plan." *Umass Amherst*, <https://teachnativehistories.umass.edu/sites/default/files/FINAL%20Sarnacki%202019%20Teaching%20Native%20American%20Histories%20%20Curricular%20Project.pdf>. Accessed 6 Aug. 2021. (Teacher)

### **Interviews/Articles**

Fox, Emily. "Native American boarding schools have nearly killed Michigan's native language." *Michigan Radio, NPR*, 28 Sept. 2015, <http://www.michiganradio.org/post/native-american-boarding-schools-have-nearly-killed-michigans-native-language>. (Student & Teacher)

Stateside Staff. "Harbor Springs boarding school worked to erase Odawa culture until the 1980s." *Michigan Radio, NPR*, 8 Nov. 2017, [www.michiganradio.org/post/harbor-springs-boarding-school-worked-erase-odawa-culture-until-1980s](http://www.michiganradio.org/post/harbor-springs-boarding-school-worked-erase-odawa-culture-until-1980s). Accessed 5 Aug. 2021. (Student & Teacher)

**WHG 7.2.6 Case Studies of Genocide** – analyze the development, enactment, and consequences of, as well as the international community's responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.

### **Activities/Lessons/Teacher Guides/Units**

"American Indian Boarding Schools: An Exploration of Global Ethnic and Cultural Cleansing: A Supplementary Curriculum Guide." *Ziibiwing Center of Anishinabe Culture and Lifeways*, 2011, <http://www.sagchip.org/ziibiwing/planyourvisit/pdf/AIBSCurrGuide.pdf>. (Student & Teacher)

Sarnacki, Marie. "Native American Cultural Genocide & Reclamation: Examining What Was Stolen & What Can Be Regained Lesson Plan." *Umass Amherst*, <https://teachnativehistories.umass.edu/sites/default/files/FINAL%20Sarnacki%202019%20Teaching%20Native%20American%20Histories%20%20Curricular%20Project.pdf>. Accessed 6 Aug. 2021. (Teacher)

### **Books**

Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. University of Nebraska Press, 1998. (Student & Teacher)

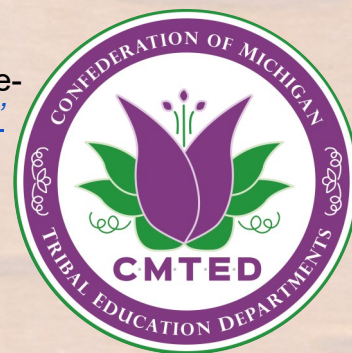
Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Student & Teacher)

Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*. W.W. Norton, 2020. (Student & Teacher)

### **Interviews/Articles**

Fitz, Caitlin. "People Who Profited off the Trail of Tears a review of 'Unworthy Republic' by Claudio Saunt." *The Atlantic*, May 2020. [Review: 'Unworthy Republic,' by Claudio Saunt - The Atlantic](https://www.theatlantic.com/reading-list/archive/2020/05/unworthy-republic-review-claudio-saunt/). Accessed 5 Aug. 2021. (Student & Teacher)

Szalai, Jennifer. "Unworthy Republic Takes an Unflinching Look at Indian Removal in the 1830s." *The New York Times*, 24 Mar. 2020, <https://www.nytimes.com/2020/03/24/books/review-unworthy-republic-claudio-saunt.html>. (Student & Teacher)





**WHG 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems. Examples may include but are not limited to: investigating the expulsion of Muslims and Jews from Spain; Reformation and expansion of Christianity to the Americas; expansion of Islam to Southeast Asia; Sikhism’s contribution to the Punjab area of South Asia; Buddhism’s growth in East and Southeast Asia; Taoist and Confucian political influences; cases of religious syncretism (blending of beliefs and traditions); continuity of local, indigenous beliefs throughout the world.**

### **Activities/Lessons/Teacher Guides/Units**

American Indian Boarding Schools: An Exploration of Global Ethnic and Cultural Cleansing: A Supplementary Curriculum Guide. Ziibiwing Center of Anishinabe Culture and Lifeways, 2011, <http://www.sagchip.org/ziibiwing/planyourvisit/pdf/AIBSCurrGuide.pdf>. (Student & Teacher)

### **Books**

Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. University of Nebraska Press, 1998. (Student & Teacher)

Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Student & Teacher)

McDonnell, Michael A. *Masters of Empire: Great Lakes Indians and the Making of America*. Hill and Wang, 2015. (Student & Teacher)

Nichols, David A. *Peoples of the Inland Seas: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*. Ohio University Press, 2018. (Student & Teacher)

### **Interviews/Articles**

Fox, Emily. “Native American boarding schools have nearly killed Michigan's native language.” *Michigan Radio, NPR*, 28 Sept. 2015, <http://www.michiganradio.org/post/native-american-boarding-schools-have-nearly-killed-michigans-native-language>. Accessed 5 Aug. 2021. (Student & Teacher)

Stateside Staff. “Harbor Springs boarding school worked to erase Odawa culture until the 1980s.” *Michigan Radio, NPR*, 8 Nov. 2017, [www.michiganradio.org/post/harbor-springs-boarding-school-worked-erase-odawa-culture-until-1980s](http://www.michiganradio.org/post/harbor-springs-boarding-school-worked-erase-odawa-culture-until-1980s). Accessed 5 Aug. 2021. (Student & Teacher)

### **Podcasts**

Tripp, Ryan, host. “Interview with David A. Nichols, author of *Peoples of the Inland Sea: Native Americans and Newcomers in the Great Lakes Region, 1600-1870*.” *Native American Studies from New Books Network*, 18 Mar. 2019, <https://newbooksnetwork.com/david-a-nichols-peoples-of-the-inland-sea-native-americans-and-newcomers-in-the-great-lakes-region-1600-1870-ohio-up-2018/>. (Student & Teacher)



## High School: U.S. History & Geography

**USHG 6.1.4 Growth and Change** – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society; describing governmental policies promoting economic development; evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and describing the response of African Americans to this inequality; describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

### **Activities/Lessons/Teacher Guides/Units**

“American Indian Boarding Schools: An Exploration of Global Ethnic and Cultural Cleansing: A Supplementary Curriculum Guide.” *Ziibiwing Center of Anishinabe Culture and Lifeways*, 2011, <http://www.sagchip.org/ziibiwing/planyourvisit/pdf/AIBSCurrGuide.pdf>. (Student & Teacher)

“Ogichidaa Storytellers Education Materials” *Great Lakes Fish and Wildlife Commission*, [https://glifwc.org/publications/pdf/whs\\_glifw\\_classroom\\_resource.pdf](https://glifwc.org/publications/pdf/whs_glifw_classroom_resource.pdf). Accessed 6 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: American Indian Removal: What Does It Mean to Remove a People? Smithsonian Native Knowledge 360°.” *National Museum of the American Indian*, <https://americanindian.si.edu/nk360/resources/American-Indian-Removal-What-Does-It-Mean-Remove-People.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: How Did Six Different Native Nations Try to Avoid Removal?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Six-Different-Native-Nations-Try-to-Avoid-Removal.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: The Pacific Northwest Fish Wars: What Kinds of Actions Can Lead to Justice?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Pacific-Northwest-Fish-Wars-What-Kinds-of-Actions-Can-Lead-to-Justice.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: The Removal of the Muscogee Nation.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/The-Removal-of-the-Muscogee-Nation.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

### **Books**

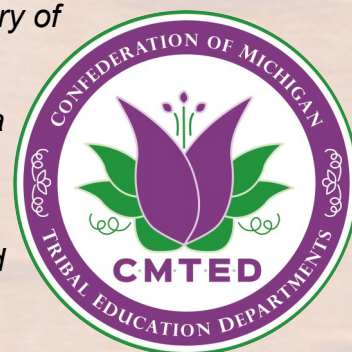
Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. University of Nebraska Press, 1998. (Student & Teacher)

Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Student & Teacher)

Davis, Darnella. *Untangling a Red, White, and Black Heritage: A Personal History of the Allotment Era*. University of New Mexico Press, 2018. (Student & Teacher)

Dupuis, Jenny Kay, and Kathy Kacer. *Gaawin Gindaaswin Ndaawsii (I Am Not a Number)*. Illustrated by Gillian Newland. Second Story Press, 2019. (Student & Teacher)

Loyie, Larry, and Constance Brissenden. *As Long as the Rivers Flow*. Illustrated by Heather Holmlund, Groundwood Books, 2005.



**USHG 6.1.4 Growth and Change** – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society; describing governmental policies promoting economic development; evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and describing the response of African Americans to this inequality; describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies. (cont.)

#### **Books (cont.)**

Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*. W.W. Norton, 2020. (Student & Teacher)  
Sterling, Shirley. *My Name is Seepeetza*. Greenwood Books, 1992.

Vigil, Kiara M. *Indigenous Intellectuals: Sovereignty, Citizenship, and the American Imagination, 1880-1930*. Cambridge University Press, 2018. (Student & Teacher)

#### **Interviews/Articles**

Craven, Doug, Jennings, Dylan, & Rajacic, Robert. Interview by Kaye LaFond. *Tribal citizens say harassment affects how they hunt, fish*, 30 May 2019. <https://www.michiganradio.org/post/tribal-citizens-say-harassment-affects-how-they-hunt-fish>. Accessed 8 Aug. 2021. (Student & Teacher)

Eric Hemenway Talks Indian Removal Act, Treaty of 1836 and Odawa Leadership in Northern Michigan. <https://www.oldmission.net/2021/01/eric-hemenway-indian-removal-act-odawa-treaty/>. (Student & Teacher)

Fitz, Caitlin. “People Who Profited off the Trail of Tears a review of ‘Unworthy Republic’ by Claudio Saunt.” *The Atlantic*, May 2020. <https://www.theatlantic.com/magazine/archive/2020/05/claudio-saunt-unworthy-republic-trail-of-tears/609097/>. Accessed 5 Aug. 2021. (Student & Teacher)

LeBlanc Jr, Jacques & Tierney, Katherine. Interview by Lester Graham. *The 1970s court case that reaffirmed tribal fishing rights in Michigan*, 30 May 2019. <https://www.michiganradio.org/post/1970s-court-case-reaffirmed-tribal-fishing-rights-michigan>. Accessed 8 Aug. 2021. (Student & Teacher)

Szalai, Jennifer. “Unworthy Republic Takes an Unflinching Look at Indian Removal in the 1830s.” *The New York Times*, 24 Mar. 2020, <https://www.nytimes.com/2020/03/24/books/review-unworthy-republic-claudio-saunt.html>. (Student & Teacher)

#### **Podcasts**

Hausmann, Stephen, host. “Interview with Darnella Davis, author of *Untangling a Red, White, and Black Heritage*.” *New Books in the American West* from New Books Network, 19 Dec. 2021, <https://newbooksnetwork.com/darnella-davis-untangling-a-red-white-and-black-heritage-a-personal-history-of-the-allotment-era-u-new-mexico-press-2018>. (Student & Teacher)

Tripp, Ryan, host. “Interview with Kiara M. Vigil, author of *Indigenous Intellectuals: Sovereignty, Citizenship and the American Imagination, 1880-1930*.” *Native American Studies* from New Books Network, 22 Oct. 2018, <https://newbooksnetwork.com/kiara-m-vigil-indigenous-intellectuals-sovereignty-citizenship-and-the-american-imagination-1880-1930-cambridge-up-2018/>. (Student & Teacher)

#### **Videos**

“American Indian Removal: Does It Make Sense?” *Smithsonian Native Knowledge*, <https://americanindian.si.edu/nk360/resources/American-Indian-Removal-Video.cshtml>. (Student)



**USHG 6.1.4 Growth and Change** – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society; describing governmental policies promoting economic development; evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and describing the response of African Americans to this inequality; describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.  
(cont.)

#### **Website**

“Indian Resources Timeline.” *United States Department of Justice*. May 15, 2015. <https://www.justice.gov/enrd/timeline/indian-resources-timeline#event-463216>. Accessed 14 June 2020. (Student & Teacher)

**USHG 6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.** Examples may include but are not limited to: the successes and failures of efforts to expand women’s rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women’s Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court’s role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

#### **Interviews/Articles**

Eric Hemenway Talks Indian Removal Act, Treaty of 1836 and Odawa Leadership in Northern Michigan. <https://www.oldmission.net/2021/01/eric-hemenway-indian-removal-act-odawa-treaty/>. (Student & Teacher)

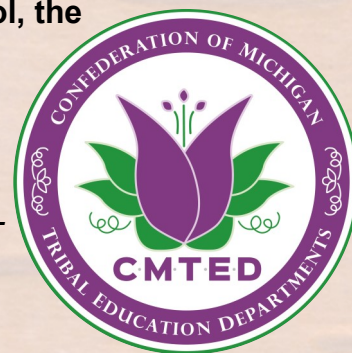
#### **Websites**

“Indian Citizenship Act.” *Today in History - June 2, Library of Congress*, <https://www.loc.gov/item/today-in-history/june-02/>. Accessed 6 Aug. 2021. (Student & Teacher)  
“Why We Serve - Native Americans in the Armed Forces - World War I.” *National Museum of the American Indian, Smithsonian*, <https://americanindian.si.edu/static/why-we-serve/topics/world-war-1/>. Accessed 6 Aug. 2021. (Student & Teacher)

**USHG 7.1.1 The Twenties** – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including: Cultural movements such as Jazz, the Harlem Renaissance, and the “Lost Generation”; The increasing role of advertising and its impact on consumer purchases; NAACP legal strategy to attack segregation” Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

#### **Activities/Lessons/Teacher Guides/Units**

“American Indian Boarding Schools: An Exploration of Global Ethnic and Cultural Cleansing: A Supplementary Curriculum Guide.” *Ziibiwing Center of Anishinaabe Culture and Lifeways*, 2011, <http://www.sagchip.org/ziibiwing/planyourvisit/pdf/AIBSCurrGuide.pdf>. (Student & Teacher)



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**Activities/Lessons/Teacher Guides/Units** (cont.)

“Native Americans in the Great Depression.” *WISELearn Resources*, <https://wlresources.dpi.wi.gov/courseware/lesson/1712/overview>. Accessed 6 Aug. 2021 (Student & Teacher)

**Books**

Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. University of Nebraska Press, 1981. (Student & Teacher)

Child, Brenda J. *Holding Our World Together: Ojibwe Women and the Survival of Community*. Penguin, 2012. (Student & Teacher)

Dupuis, Jenny Kay, and Kathy Kacer. *Gaawin Gindaaswin Ndaawsii (I Am Not a Number)*. Illustrated by Gillian Newland. *Second Story Press*, 2019. (Student & Teacher)

Loyie, Larry, and Constance Brissenden. *As Long as the Rivers Flow*. Illustrated by Heather Holmlund, *Groundwood Books*, 2005.

Sterling, Shirley. *My Name is Seepeetza*. *Groundwood Books*, 1992.

**Videos**

“How the U.S. Stole Thousands of Native American Children.” [How the US stole thousands of Native American children - YouTube](#). (Student & Teacher)

**USHG 7.1.3 The New Deal Era** – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including: The changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly; opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies; consequences of New Deal policies Examples may include but are not limited to: Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers’ rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), Termination Policy, Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, and Huey Long.

**Activities/Lessons/Teacher Guides/Units**

“Native Americans in the Great Depression.” *WISELearn Resources*, <https://wlresources.dpi.wi.gov/courseware/lesson/1712/overview>. Accessed 6 Aug. 2021. (Student & Teacher)



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#### **Interviews/Articles**

Fox, Emily. “Native American boarding schools have nearly killed Michigan’s native language.” *Michigan Radio, NPR*, 28 Sept. 2015, <http://www.michiganradio.org/post/native-american-boarding-schools-have-nearly-killed-michigans-native-language>. Accessed 5 Aug. 2021. (Student & Teacher)

Stateside Staff. “Harbor Springs boarding school worked to erase Odawa culture until the 1980s.” *Michigan Radio, NPR*, 8 Nov. 2017, [www.michiganradio.org/post/harbor-springs-boarding-school-worked-erase-odawa-culture-until-1980s](http://www.michiganradio.org/post/harbor-springs-boarding-school-worked-erase-odawa-culture-until-1980s). Accessed 5 Aug. 2021. (Student & Teacher)

#### **Websites**

“American Indians and the New Deal.” *Living New Deal*, 20 Aug. 2020, <https://livingnewdeal.org/what-was-the-new-deal/new-deal-inclusion/american-indians-and-the-new-deal/>. Accessed 6 Aug. 2021. (Student & Teacher)

**USHG 8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.**

#### **Activities/Lessons/Teacher Guides/Units**

“American Indian Urban Relocation.” *National Archives, Educator Resources*, 15 Aug. 2016, <https://www.archives.gov/education/lessons/indian-relocation.html>.

#### **Videos**

“The Seven Generations River.” *PBS Learning Media: Detroit Public TV’s Great Lakes Bureau*, 2019, <https://dptv.pbslearningmedia.org/resource/4c67c4f0-c133-48c5-bf8f-470f1478b112/the-seven-generation-river-great-lakes-now/>. (Student & Teacher)

#### **Websites**

Nesterak, Max. “Uprooted: The 1950s Plan to Erase Indian Country.” *American Public Media*, 1 Nov. 2019, <https://www.apmreports.org/episode/2019/11/01/uprooted-the-1950s-plan-to-erase-indian-country>. Accessed 7 Aug. 2021. (Student & Teacher)



**USHG 8.2.4 Domestic Conflicts and Tensions** – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal. Examples may include but are not limited to: *Roe v. Wade*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *Kent State, Students for a Democratic Society (SDS)*, Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), Ralph Nader.

#### **Activities/Lessons/Teacher Guides/Units**

“Ogichidaa Storytellers Education Materials” *Great Lakes Fish and Wildlife Commission*, [https://www.glifwc.org/publications/pdf/whs\\_glifw\\_classroom\\_resource.pdf](https://www.glifwc.org/publications/pdf/whs_glifw_classroom_resource.pdf). Accessed 6 Aug. 2021. (Student & Teacher)

#### **Books**

LaDuke, Winona. *All Our Relations: Native Struggles for Land and Life*. Haymarket Books, 2016. (Student & Teacher)

Nesper, Larry. *The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights*. University of Nebraska Press, 2002. (Teacher)

Richland, Justin B., and Sarah Deer. "Contemporary Civil Rights Issues." *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 276-293. (Student & Teacher)

Richland, Justin B., and Sarah Deer. "Forms and Trends of Traditional Tribal Governments." *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 59-73. (Student & Teacher)

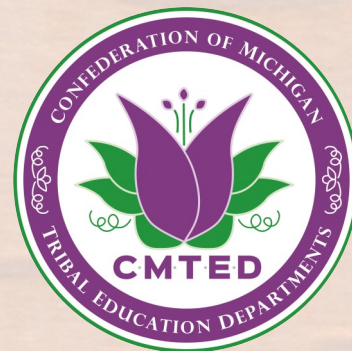
#### **Interviews/Articles**

Craven, Doug, Jennings, Dylan, & Rajacic, Robert. Interview by Kaye LaFond. *Tribal Citizens Say Harassment Affects How They Hunt, Fish*, 30 May 2019. <https://www.michiganradio.org/post/tribal-citizens-say-harassment-affects-how-they-hunt-fish>. Accessed 8 Aug. 2021. (Student & Teacher)

LeBlanc Jr, Jacques & Tierney, Katherine. Interview by Lester Graham. *The 1970s Court Case That Reaffirmed Tribal Fishing Rights in Michigan*, 30 May 2019. <https://www.michiganradio.org/post/1970s-court-case-reaffirmed-tribal-fishing-rights-michigan>. Accessed 8 Aug. 2021. (Student & Teacher)

#### **Websites**

Nesterak, Max. “Uprooted: The 1950s Plan to Erase Indian Country.” *American Public Media*, 1 Nov. 2019, <https://www.apmreports.org/episode/2019/11/01/uprooted-the-1950s-plan-to-erase-indian-country>. Accessed 7 Aug. 2021. (Student & Teacher)



**USHG 8.3.4 Civil Rights Expanded** – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century. Examples may include but are not limited to: Indigenous Peoples, Latinos/Latinas, new immigrants, people with disabilities, and the gay and lesbian community, The Stonewall riots, Rehab Act 1973, ADA 1990, American Indian Religious Freedom Act 1978, United Farmworkers, Harvey Milk 1978, Ruth Ellis, Indian Civil Rights Act 1968.

### **Activities/Lessons/Teacher Guides/Units**

“Ogichidaa Storytellers Education Materials” *Great Lakes Fish and Wildlife Commission*, [https://www.glifwc.org/publications/pdf/whs\\_glifw\\_classroom\\_resource.pdf](https://www.glifwc.org/publications/pdf/whs_glifw_classroom_resource.pdf). Accessed 6 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: The Pacific Northwest Fish Wars: What Kinds of Actions Can Lead to Justice.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Pacific-Northwest-Fish-Wars-What-Kinds-of-Actions-Can-Lead-to-Justice.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: We Have a Story to Tell: Native Peoples of the Chesapeake Region.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/We-Have-a-Story-to-Tell-Native-Peoples-of-the-Chesapeake-Region.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

### **Books**

Beardslee, Lois. *Rachel's Children: A Story from a Contemporary Native American Woman*. Altamira Press, 2004. (Student & Teacher)

Nesper, Larry. *The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights*. University of Nebraska Press, 2002. (Teacher)

Richland, Justin B., and Sarah Deer. "Contemporary Civil Rights Issues." *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 276-293. (Student & Teacher)

Richland, Justin B., and Sarah Deer. "Forms and Trends of Traditional Tribal Governments." *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 59-73. (Teacher)

### **Interviews/Articles**

Craven, Doug., Jennings, Dylan., & Rajacic, Robert. Interview by Kaye LaFond. *Tribal Citizens Say Harassment Affects How They Hunt, Fish*, 30 May 2019. <https://www.michiganradio.org/post/tribal-citizens-say-harassment-affects-how-they-hunt-fish>. Accessed 8 Aug. 2021. (Student & Teacher)

LeBlanc Jr, Jacques & Tierney, Katherine. Interview by Lester Graham. *The 1970s Court Case That Reaffirmed Tribal Fishing Rights in Michigan*, 30 May 2019. <https://www.michiganradio.org/post/1970s-court-case-reaffirmed-tribal-fishing-rights-michigan>. Accessed 8 Aug. 2021. (Student & Teacher)





## High School: Civics

**C – 1.1.2 Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority. Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.**

### **Activities/Lessons/Teacher Guides/Units**

“Smithsonian in Your Classroom Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Northern-Plains-History-and-Cultures-How-Do-Native-People-and-Nations-Experience-Belonging.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“The United States Government’s Relationship with Native Americans.” *National Geographic*, <https://www.nationalgeographic.org/article/united-states-governments-relationship-native-americans/6th-grade/>. Accessed 6 Aug. 2021. (Student & Teacher)

### **Books**

Nesper, Larry. *The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights*. University of Nebraska Press, 2002. (Teacher)

Richland, Justin B. Deer, Sarah. *Introduction to Tribal Legal Studies*, AltaMira Press, 2010, pp. 59–73. (Student & Teacher)

Vigil, Kiara M. *Indigenous Intellectuals: Sovereignty, Citizenship, and the American Imagination, 1880-1930*. Cambridge University Press, 2018. (Student & Teacher)

### **Podcasts**

Tripp, Ryan, host. “Interview with Kiara M. Vigil, author of *Indigenous Intellectuals: Sovereignty, Citizenship and the American Imagination, 1880-1930*.” *Native American Studies from New Books Network*, 22 Oct. 2018, <https://newbooksnetwork.com/kiara-m-vigil-indigenous-intellectuals-sovereignty-citizenship-and-the-american-imagination-1880-1930-cambridge-up-2018/>. (Student & Teacher)

### **Videos**

“BESE Explains: Tribal Sovereignty.” <https://www.youtube.com/watch?v=6Ku7EeqdR4>. (Student & Teacher)

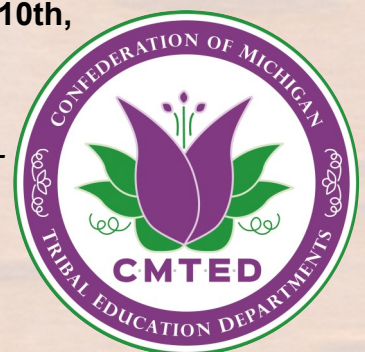
“Sovereign Rights, Sovereign People.” <https://www.youtube.com/watch?v=xivHS8RI-ol>. (Student & Teacher)

“Tribal Sovereignty: The Right to Self-Rule.” <https://www.youtube.com/watch?v=r3pohsdryNc>. (Student & Teacher)

**C – 2.1.1 Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke’s Second Treatise. Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu’s Spirit of Laws, Paine’s Common Sense, Aristotle’s Politics and select Federalist Papers (10th, 14th, and 51st).**

### **Activities/Lessons/Teacher Guides/Units**

“Smithsonian in Your Classroom Haudenosaunee Guide for Educators.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Haudenosaunee-Guide-for-Educators.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)



## C 3.2 Structure and Functions of State, Local, and Tribal Governments

### Activities/Lessons/Teacher Guides/Units

“Smithsonian in Your Classroom: Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Northern-Plains-History-and-Cultures-How-Do-Native-People-and-Nations-Experience-Belonging.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

### Books

Reid, Betty, et al. *Keeping Promises: What Is Sovereignty and Other Questions About Indian Country*. Western National Parks Association, 2004. (Student & Teacher)

Richland, Justin B., and Sarah Deer. "Forms and Trends of Traditional Tribal Governments." *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 59-73. (Teacher)

### Scholarly Journals

Reinhardt, Martin, and John W. Tippeconnic III. "The Treaty Basis of Michigan Indian Education." *Indigenous Policy Journal*, vol. 21, no. 2, 2010, pp. 3–34. Winter, doi:[https://www.researchgate.net/publication/281640742\\_The\\_Treaty\\_Basis\\_of\\_Michigan\\_Indian\\_Education](https://www.researchgate.net/publication/281640742_The_Treaty_Basis_of_Michigan_Indian_Education). (Student & Teacher)

### Websites

"Tribal Nations & the United States." *National Council of American Indians*, Feb 2020, <https://www.ncai.org/about-tribes>. Accessed 3 Aug. 2021. (Student & Teacher)

## C 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.

### Activities/Lessons/Teacher Guides/Units

"Ogichidaa Storytellers Education Materials" *Great Lakes Fish and Wildlife Commission*, [https://www.glifwc.org/publications/pdf/whs\\_glifwc\\_classroom\\_resource.pdf](https://www.glifwc.org/publications/pdf/whs_glifwc_classroom_resource.pdf). Accessed 6 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: Northern Plains Treaties: Is a Treaty Intended to Be Forever?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Northern-Plains-Treaties-Is-a-Treaty-Intended-to-Be-Forever.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: The Pacific Northwest Fish Wars: What Kinds of Actions Can Lead to Justice?” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Pacific-Northwest-Fish-Wars-What-Kinds-of-Actions-Can-Lead-to-Justice.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

“Smithsonian in Your Classroom: The Pawnee Treaties of 1833 and 1857: Why Do Some Treaties Fail? Smithsonian.” *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Pawnee-Treaties-of-1833-1857.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

### Books

Canby, William C. "Indian Treaties." *American Indian Law in a Nutshell*, West Publishing Co., 2009, pp. 115-130. (Student & Teacher)

Pathfinder School. *Pathfinding: An Introduction to Indian Treaty Law*. Ed. Nancy Kida. Pathfinder School, 1986. 13-14, 16-19, 37-41. (Student & Teacher)



### **C 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments. (cont.)**

#### **Books (cont.)**

Reid, Betty, et al. *Keeping Promises: What Is Sovereignty and Other Questions About Indian Country*. Western National Parks Association, 2004. (Student & Teacher)

Richland, Justin B., and Sarah Deer. "Forms and Trends of Traditional Tribal Governments." *Introduction to Tribal Legal Studies*, edited by Jerry Gardner, AltaMira Press, 2010, pp. 59-73. (Teacher)

Vigil, Kiara M. *Indigenous Intellectuals: Sovereignty, Citizenship, and the American Imagination, 1880-1930*. Cambridge University Press, 2018. (Student & Teacher)

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LeBlanc Jr, Jacques & Tierney, Katherine. Interview by Lester Graham. *The 1970s Court Case That Reaffirmed Tribal Fishing Rights in Michigan*, 30 May 2019. <https://www.michiganradio.org/post/1970s-court-case-reaffirmed-tribal-fishing-rights-michigan>. Accessed 8 Aug. 2021. (Student & Teacher)

#### **Document**

Reinhardt, Martin, and John W. Tippeconnic III. "The Treaty Basis of Michigan Indian Education." *Indigenous Policy Journal*, vol. 21, no. 2, 2010, pp. 3–34. Winter, doi:[https://www.researchgate.net/publication/281640742\\_The\\_Treaty\\_Basis\\_of\\_Michigan\\_Indian\\_Education](https://www.researchgate.net/publication/281640742_The_Treaty_Basis_of_Michigan_Indian_Education). (Student & Teacher)

#### **Videos**

"BESE Explains: Tribal Sovereignty." <https://www.youtube.com/watch?v=6Ku7EeqdR4>. (Student)

"Sovereign Rights, Sovereign People." <https://www.youtube.com/watch?v=xivHS8RI-oi>. (Student)

Robinson, Gary. "Tribal Sovereignty: The Right to Self-Rule." Feb 21, 2010. <https://www.youtube.com/watch?v=r3pohsdryNc>. (Student)

"Why Treaties Matter." NPR, <https://www.youtube.com/watch?v=bexvE4lZRG0>. (Student)

#### **Podcasts**

Gatewood, Tara, host. "What TV Gets Right (And Wrong) About Indian Law." *Native America Calling from Koahnic Broadcast Corporation*, 20 March 2020, [www.nativeamericacalling.com/friday-march-20-2020-what-tv-gets-right-and-wrong-about-indian-law/](http://www.nativeamericacalling.com/friday-march-20-2020-what-tv-gets-right-and-wrong-about-indian-law/). (Student & Teacher)

Tripp, Ryan, host. "Interview with Kiara M. Vigil, author of *Indigenous Intellectuals: Sovereignty, Citizenship and the American Imagination, 1880-1930*." *Native American Studies from New Books Network*, 22 Oct. 2018, <https://newbooksnetwork.com/kiara-m-vigil-indigenous-intellectuals-sovereignty-citizenship-and-the-american-imaqination-1880-1930-cambridge-up-2018/>. (Student & Teacher)

#### **Websites**

"Tribal Nations & the United States." *National Council of American Indians*, Feb 2020, <https://www.ncai.org/about-tribes>. Accessed 3 Aug. 2021. (Student & Teacher)



### **C 3.2.5 Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.**

#### **Books**

Canby, William C. "Indian Gaming." *American Indian Law In a Nutshell*, West Publishing Co., 2009. pp. 332-369. (Student & Teacher)

Canby, William C. "Indian Treaties." *American Indian Law in a Nutshell*, West Publishing Co., 2009, pp. 115-130. (Student & Teacher)

Reid, Betty, et al. *Keeping Promises: What Is Sovereignty and Other Questions About Indian Country*. Western National Parks Association, 2004. (Student & Teacher)

#### **Websites**

"Tribal Nations & the United States." *National Council of American Indians*, Feb 2020, <https://www.ncai.org/about-tribes>. Accessed 3 Aug. 2021. (Student & Teacher)

**C 6.1.3 Compare and contrast rights and representation among U.S. people and Citizens living in states, territories, federal districts, and tribal governments. Examples may include but are not limited to: District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.**

#### **Activities/Lessons/Teacher Guides/Units**

"Ogichidaa Storytellers Education Materials" *Great Lakes Fish and Wildlife Commission*, [https://www.glifwc.org/publications/pdf/whs\\_glifw\\_classroom\\_resource.pdf](https://www.glifwc.org/publications/pdf/whs_glifw_classroom_resource.pdf). Accessed 6 Aug. 2021. (Student & Teacher)

"Smithsonian in Your Classroom Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?" *National Museum of the American Indian: Native Knowledge 360°*, <https://americanindian.si.edu/nk360/resources/Northern-Plains-History-and-Cultures-How-Do-Native-People-and-Nations-Experience-Belonging.cshtml>. Accessed 3 Aug. 2021. (Student & Teacher)

#### **Interviews/Articles**

Craven, Doug., Jennings, Dylan., & Rajacic, Robert. Interview by Kaye LaFond. *Tribal Citizens Say Harassment Affects How They Hunt, Fish*, 30 May 2019. <https://www.michiganradio.org/post/tribal-citizens-say-harassment-affects-how-they-hunt-fish>. Accessed 8 Aug. 2021. (Student & Teacher)

LeBlanc Jr, Jacques & Tierney, Katherine. Interview by Lester Graham. *The 1970s Court Case That Reaffirmed Tribal Fishing Rights in Michigan*, 30 May 2019. <https://www.michiganradio.org/post/1970s-court-case-reaffirmed-tribal-fishing-rights-michigan>. Accessed 8 Aug. 2021. (Student & Teacher)

#### **Podcasts**

Gatewood, Tara, host. "What citizenship means." *Native American Calling*, Koahnic Broadcast Corporation, 12 Nov. 2018. *Native American Calling*, <https://www.nativeamericacalling.com/monday-november-12-2018-what-citizenship-means/>. (Student & Teacher)



# Additional Resources, Standards Glossary, and Glossary of Terms



*Turtle Island*

Waaskones Pego, Saginaw Chippewa Indian Tribe

Relevant and beneficial information has been identified on various social media accounts included in this section. These accounts are not endorsed or vetted by the Confederation of Michigan Tribal Education Departments. Because all content on these sites cannot be fully reviewed or vetted, please follow at your own discretion.



## Resource Evaluation Guides

### [K-12 Infusing Indigenous Texts in Classrooms-](#)

This series was designed to help K-12 teachers delve into how they can infuse Indigenous texts in their classrooms in meaningful and respectful ways. Teachers will appreciate the Q&A format, age-appropriate literacy strategies and children's Indigenous book recommendations. This set of materials can be used for self-study or can be used in a larger professional learning context.

### [Indigenous Culture-Based Education Rubrics:](#)

This document is organized to provide training and basic information for use of the Indigenous Culture-Based Education Rubrics, which were originally developed to measure culture-based education (CBE) program levels in partner schools. Each of these schools focuses on the use and teaching of an indigenous language in a CBE environment.

### [Evaluating American Indian Materials and Resources in the Classroom:](#)

The purpose of this document is to help teachers, librarians, and curriculum directors evaluate classroom materials for stereotypes, inaccuracies, omissions, and biases about American Indians that are so prevalent in American literature, films, and educational materials, so educators can make informed decisions when selecting instructional materials.

### [Interdisciplinary Manual for American Indian Inclusion:](#)

This manual was developed for a broad range of educators, both Indian and non-Indian, engaged in the process of teaching others about American Indian concepts and issues across the curriculum. It is not intended to be used as a text for any specific area of American Indian or Native American Studies, except perhaps as supplementary or complementary material for a methods course for classroom educators. For the purposes of this manual, we will define the term classroom broadly. The classroom is anywhere learning can take place. We have purposefully left the definition general enough to be useful in many types of educational environments. When used in conjunction with the various resources we reference, this manual provides a starting point or re-starting point for good American Indian inclusion.

### [How to Tell the Difference:](#)

Explains Oyate's very basic criteria for evaluating books about native peoples, or that engage Native themes. This book has been helpful to so many authors, parents and educators over the years that we believe we have helped raise our collective expectations, which in turn has enriched the publishing industry.



## Resource Abbreviated Format

## Standards Abbreviated Format Codes

D	Document	G	Geography
W	Website	H	History
B	Book	C	Civics
P	Podcast	U	U.S. History and
J	Journal	P	Politics
A	Article	WHG	World History and
V	Video	USHG	United States His- tory and Geogra-
I	Interview		
Bl	Blog		
F	Film		
M	Magazine		
SR	Scholarly Research		
E	Experiential Learning		

Example:

**2 – G 2.0.2**



**Grade**

**Standard**

**Standard Expectation**

For a more detailed understanding of these standards please visit:

[https://www.michigan.gov/documents/mde/  
Final\\_Social\\_Studies\\_Standards\\_Document\\_655968\\_7.pdf](https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf)



## Selected Web Resources for Learning About Anishinaabek and Indigenous Peoples

### [10 Tips to Decolonize Your Classroom by Native Americans Of New England on Prezi Next](#)

[Aanii.org](#) -One of two sites created by the Little River Band of Ottawa to teach about language and culture. They believe there is very little correct information about the Anishinaabe nation out there. Check out this site for: Language (Language of the Anishinaabe), Culture (Anishinaabe Culture and Videos), History, (History of the Anishinaabe), Education (Colleges and Universities), Classes, (Language Classes), Gatherings

(Gatherings and Pow wows), Art (Native Art, Crafts & Jewelry), Videos (Language and Culture Teachings).

[American Indian Studies in Wisconsin \(Act 31\) Resource Manual: Lac Courte Oreilles Ojibwa College Community Library](#) -Created in 2018. It explains stories/traditional teachings well. Suggestions are relevant to MI too (Ojibwe and Pottawatomi specific resources.)

[Anishinaabe 101 from the Michigan History Center](#) -Brief workshop presentations on topics relating to the Anishinaabek in Michigan - including Governance and Sovereignty, Contemporary Issues, Cultural Objects & Storytelling, and Culture & Traditions.

[Anishinaabe ABC Mazina'igan](#) -This book is the second in a series by Language Facilitator, Wanda Barker. It is a great tool to assist with learning the Ojibwe language. Anishinaabe ABC Mazina'igan is filled with beautiful illustrations, Anishinaabemowin / Ojibwe sentences and their English translations. The images can serve as a starting point for discussion of the cultural relevancy of the sentences associated with each letter.

Book available for purchase at: [mfnerc.org/product/anishinaabe-abc-mazinaigan/](http://mfnerc.org/product/anishinaabe-abc-mazinaigan/)

[Anishinaabemdaa](#) -This is the Little River Band of Ottawa Indians Anishinaabemowin page. They have lessons (grammar, everyday terms, videos, etc) and they also cover stories, history, and contemporary issues and topics. This page also gives details on their annual family language camp, resources to purchase (CD-ROMS) and showcases the art of First Nations artist Zoey Wood-Salomon.

[Anishinaabemdaa Facebook](#) -This page features short language lessons, stories, jokes, history lessons, culture lessons of the Anishinaabe people of this North American Continent. The content of this page is developed by the well known Anishinaabemowin teacher, Kenny Pheasant.





## Selected Web Resources for Learning About Anishinaabek and Indigenous People (cont.)

[Anishinaabe Ways of Knowing Google Folder With Lessons](#) -Compiled by [Elizabeth LaPensée](#). All content is optional and can be modified or adapted for different ages (there is an example schedule used with a 2nd and 6th grader.) This is a resource of ideas centered around Anishinaabe worldview for at-home free or low cost learning There are options for Anishinaabemowin, Language Arts, Social Science, Art, Science, Technology, Engineering, Math, and Music.

- *Nibi (Water) engages youth in learning about many aspects of water.*
- *Nang (Star) engages youth in space knowledge, including planets, stars, constellations, moon phases, and months as seasonal moons.*
- *Nimkiik (Thunderers) engages youth in learning about storms through the teachings of thunderbirds.*

[MDOT - Archaeological Lesson Plans: Ancestors, Archaeology and the Anishinabek: Bridging the Past into the Future](#) -Representatives from 10 sovereign Native American nations in Michigan (including LTBB Education Department), five State of Michigan agencies, two universities, and three private organizations collaborated to develop **two short curriculum units, one for 3rd grade and one for 5th grade**. Each grade level unit includes five lesson plans and support materials for teachers using information from two archaeological sites provided by MDOT and cultural, historical, environmental, and indigenous knowledge provided and vetted by Michigan Native American tribal partners participating in the project. The lesson plans use the Inquiry Arc of the College, Career, and Civic Life (C3) Framework and focus on specific Michigan Social Studies Standards. The lesson plans also provide links to Michigan English Language Arts (ELA) literacy standards, as well as science and math applications.

### American Indians in Children's Literature (AICL)

- Established in 2006 by Dr. Debbie Reese of Nambé Pueblo, AICL provides critical analysis of Indigenous peoples in children's and young adult books. Dr. Jean Mendoza joined AICL as a co-editor in 2016.
- Updated regularly, get an in depth analysis of new Indigenous books and books that have been used in classrooms for years.
- Select articles that are extremely relevant in MI:
- Artist and Activist [Lois Beardslee](#) critiques the well known Makinac Island Press and Sleeping Bear Press: **Books to Avoid**
- [Kathy Jo Wargin's THE LEGEND OF THE PETOSKEY STONE](#)
- [COPPER MAGIC by Julia Mary Gibson](#)



## Selected Web Resources for Learning About Anishinaabek and Indigenous People

### [EduPath: Educator Courses \(State Continuing Education Clock Hours \(SCECHs\) Credit Eligible\)](#)

A direct link cannot be provided to each module. You must create your free user account and search each module.

- Pokégnek Bodéwadmik Education Department. *Tribal Sovereignty of Michigan*.
- Tribal Education Departments National Assembly (TEDNA). *Introduction to Tribal Education*.

**[Empowering the Spirit](#)**- Empowering the Spirit is a collection of resources curated to increase awareness and understanding of First Nations, Métis and Inuit histories, perspectives and ways of knowing. The collection of tools, videos and websites found within Empowering the Spirit lend support to teachers and school leaders as they endeavor to weave Indigenous knowledge systems into their current practice. In celebration of the important connectedness of learning and the natural world, and in appreciation of the Indigenous peoples who were this land's first keepers, the turtle icon serves as a symbolic guide to help navigate this site. The turtle is significant in many Indigenous communities as a crucial member of the Creation story, viewed as a knowledge keeper and teacher. The resources found on this site were developed by Alberta Regional Professional Development Consortia (ARPDC) as a result of grants from Alberta Education to support implementation.

- [K-12 Infusing Indigenous Texts in Classrooms](#)
  - Guides, informational videos, and annotated and leveled lists

### [Ethnomathematics: Culturally Situated Design Tools \(CSDT\)](#)

- Tools and resource examples: Anishinaabe digital quilt making and connection to coding, Anishinaabe arches the engineering behind Indigenous structures, and digital beadwork/loomwork and its connection to math and science
- Mission: improve education, justice and equality through new STEM+C educational methods.
- Concept: By eliminating misconceptions about race and gender in STEM+C, engaging students, and working with teachers, CSDTs can simultaneously teach science, change perspectives and empower students.
- History: CSDTs grew out of the field of Ethnomathematics back in 2000. It developed into a series of Java applets which could be used by teachers in various schools to engage students on math topics. As Java applets were phased out of use, it was switched to build on Snap! by adding new core components to incorporate culture (CSnap) and expanded to include computer science and general science topics.
- Team: CSDTs are the brainchild of Dr. Ron Eglash, professor at the University of Michigan, and his Co-PIs: Professor Audrey Bennet, Professor Mukkai Krishnamoorthy, Professor Shayla Sawyer, and Professor Sibel Adali. Along with them have been a team of staff, graduate, and undergraduate students. All this has been supported by National Science Foundation grants and University of Michigan.

**[IllumiNative](#)** –Building an innovative organizational network that fosters meaningful participation from a diverse and committed collective of Native storytellers, artists, youth, organizers, tribal and grassroots leaders as well as non-Native partners in entertainment, media and social justice.



## Selected Web Resources for Learning About Anishinaabek and Indigenous People

[Indigenous Texts \(Tipler\) Google Spreadsheet](#) -This includes title, author, audience intended, format/book type, link to purchase and notes.

It is a "living" document which will be updated when the creator comes across new information or experiences new texts! If you notice anything is awry or you'd like to offer a contribution, feel free to email Megan Tipler: [megantipler@gmail.com](mailto:megantipler@gmail.com) or message me on Instagram @tiplerteaches. Follow her on Instagram for more content like this! Megan is a Metis teacher.

[Indigenizing the News](#) -Indigenizing the News is a digital news source dedicated to Indigenous voices, communities, and contemporary lives. We do this through a combination of sending a monthly newsletter to subscribers, publishing original reporting on the website, providing educational resources, and partnering with other newspapers dedicated to increasing Indigenous representation in the media.

Today, the majority of non-Indigenous people are largely uneducated in topics surrounding Indigenous communities. This lack of education allows for erasure and oppression against Indigenous peoples to continue throughout the world. I hope this newsletter is empowering for Indigenous peoples to advance their own learning. It is also meant for allies to educate themselves, evaluate their relationship to Indigenous peoples and communities, and pursue meaningful forms of justice.

[Indigenous Ways of Knowing Padlet](#) -Padlet is a resource to organize information and make a virtual bulletin board. This Padlet has useful information from a user that appears to be an educator.

- 8 Ways of Aboriginal Pedagogy
- First Peoples Principles of Learning
- Indigenous Pedagogy/ Indigenous Ways Of Knowing
- Indigenous Science
- Indigenous texts and stores

[Institute of Learning Sciences YouTube: "Strategies for Improving the Accuracy of Native Student Identification"](#) -American Indian and Alaska Native students are eligible to receive unique educational supports from a variety of programs. However, many Native students do not receive the services they need and qualify for—simply because they are not identified as Native. This REL Northwest video explains the importance of properly identifying Native youth to ensure appropriate program funding, uphold treaty obligations, and track student achievement. It also suggests how to create school- or district-wide engagement plans for reaching out to Native families and caregivers.

[Kwek Society – Providing period supplies to Native American students to end period poverty](#) Provides moon time bags and educational materials, pads, tampons, liners and underwear to Native American students and communities without ready access to these expensive menstrual supplies.

We are guided by the needs of the individual communities we support. We support and trumpet the successes of Native Americans and fulfill their other material needs as our funds and time allow. And we work to raise awareness of the inequities experienced by those we help.”



## Selected Web Resources for Learning About Anishinaabek and Indigenous People

[Leelanau County Historical Society Virtual Exhibit highlighting Anishinaabek Arts](#) -More information on this exhibit can be found in this article: [A virtual exhibit highlighting Leelanau's Anishinaabek arts is now live](#). See black ash baskets, birch bark containers, quillwork, beadwork, etc.

[Learning in Places: Learning Tools for Families](#) -Cultural and field-based science education for outdoor spaces designed with Next Generation Science Standards in mind and funded by the National Science Foundation. The lessons allow the whole family to participate in the learning experience for K-3rd graders. This website is the collaborative work of the University of Washington Bothell Goodlad Institute for Educational Renewal, Northwestern University School of Education and Social Policy, Tilth Alliance, and Seattle Public Schools. Explore these lessons to teach children about interactions between natural phenomena and human communities.

[LTBB Anishinaabemowin Facebook Group](#) -Join the group for language posting from their department and other Anishinaabemowin resources from all across Anishinaabek Aki

[LTBB Education YouTube](#) -Learn about department programs and hear stories from our tribal citizens and community members.

[LTBB Natural Resource Department \(NRD\) YouTube](#) -Learn about the projects, programs, and careers within LTBB NRD

[LTBBOI Tribal Historic Preservation Office YouTube](#) -Learn about cedar and black ash.

### [Mackinac State Historic Parks](#)

[Virtual Biddle House, Featuring the Mackinac Island Native American Museum](#) -The Biddle House, featuring the Mackinac Island Native American Museum, is slated to open in 2020. To create the exhibit we interviewed members of the Sault Ste. Marie Tribe of Chippewa Indians and Little Traverse Bay Bands of Odawa Indians. Here is what they shared with us.

Here tribal citizens and community members explain:

- Why is Mackinac (and greater Straits area) important to you?*
- What do you want people to know about the Anishnaabek?*
- Biddle House Overview*

[Michigan Indian Legal Services](#) -Provides legal services statewide to income-eligible individuals and Tribes, advocates for the rights of individuals, which advances systems of justice, and works to preserve Indian families through state and tribal courts.

[Walking and Talking With Nanabush](#) -The Ojibwe Cultural Foundation invites you to walk and talk with Nanabush. Nish Tales: Walking and Talking with Nanabush is a language learning and story sharing site for kids and adults wishing to learn Ojibwe. Nanabush's humorous escapades and great adventures have entertained generations of Anishnaabe and helped preserve our language. Nish Tales: Walking and Talking with Nanabush is a web site created to do the same. Here we use the humorous adventures of Nanabush to help people learn some basic Ojibwe.



## Selected Web Resources for Learning About Anishinaabek and Indigenous People

[National Indian Education Association \(NIEA\)](#) -NIEA's goal is to continuously support Indigenous communities, especially during this new era of distance/online learning. NIEA believes Native cultures and values should be the foundations for learning. Their work promotes educational sovereignty, supports the continued use of traditional knowledge and language, and works to improve educational opportunities in our communities.

NIEA adheres to the organization's founding principles: 1) to bring Native educators together to explore ways to improve schools and the schooling of Native children; 2) to promote the maintenance and continued development of Native languages and cultures; and 3) to develop and implement strategies for influencing local, state, and federal policy and policymakers.

[National Indian Education Association \(NIEA\)](#) (cont.)

Below are some site highlights—

- [Native Education 101](#)
- [Digital Resources for Learning at Home](#)

The lists below include articles, guides, websites, books, digital texts, virtual learning applications, lesson plans, activities, professional development, etc. The lessons are created by NIEA and [IllumiNative](#) to create and disseminate digital education tools, lesson plans, and resources. Resources are free and downloadable.

- [Student Centered Learning Activities - Full Lesson Plans](#)
- [Virtual Resources for Educators, Schools, & Colleges/Universities](#)
- [Webinars \(full recordings and you can email for slide deck\)](#)
- [Statistical Reports](#)

### [Native America Calling » Your National Electronic Talking Circle](#)

a live call-in program linking public radio stations, the Internet and listeners together in a thought-provoking national conversation about issues specific to Native communities. Each program engages noted guests and experts with callers throughout the United States and is designed to improve the quality of life for Native Americans. Native America Calling is heard on nearly 70 public, community and tribal radio stations in the United States and in Canada. Our program is a production of Koahnic Broadcast Corporation, a Native-operated media center in Anchorage, Alaska.

### [Native Skywatchers: Educator Resources:](#)

A research and programming initiative grounded in Indigenous Knowledge Systems brings to the conversation that part that is critically and urgently needed, the big picture... our part in the Earth-Sky relationship. The Native Skywatchers research and programming initiative is rooted in wellness as we aim to remind every human being that we come from the stars.

Designed by Annette S. Lee (2007), the Native Skywatchers initiative seeks to remember and revitalize indigenous star and earth knowledge. The overarching goal of Native Skywatchers is to communicate the knowledge that indigenous people traditionally practiced a sustainable way of living and sustainable engineering through a living and participatory relationship with the above and below, sky and earth.

We aim to improve current inequities in education for native young people, to inspire increased cultural pride, and promote community wellness. We hope to inspire all people to have a rekindling or deepening sense of awe and personal relationship to the cosmos.



## Selected Web Resources for Learning About Anishinaabek and Indigenous People

[Native Wellness](#) Recognizes the great impacts of historical trauma and oppression on our people. We understand that historic trauma has caused current day trauma in our families and communities. This is evident by the high rates of substance abuse, violence, gossip, negativity, poverty and other destructive behaviors and conditions.

### [Ojibwe.net](#)

This site represents many things, most of all, it is evidence that Anishinaabemowin is alive and well. A living language must be spoken fluently and used creatively. We have created this cyber space so that the ancient sounds are not lost and can be connected to anyone willing to listen, learn, and labor with us in the effort to maintain Anishinaabemowin.

- Lessons
- Stories
- Songs

### [Ojibwe People's Dictionary](#)

A searchable, talking Ojibwe-English dictionary that features the voices of Ojibwe speakers. It is also a gateway into the Ojibwe collections at the Minnesota Historical Society. Along with detailed Ojibwe language entries and voices, you will find beautiful cultural items, photographs, and excerpts from relevant historical documents. Whenever possible, we provide examples of documents in the Ojibwe language. There's thousands of entries and audio, with more coming online each week. Created and maintained by the University of Minnesota's Department of American Indian Studies, University Libraries, and editor John D. Nich.

### [University of Minnesota Intersecting Art Curriculum Lesson](#)

Searchable by grade (K-8th grade), seasons, primary content area (ELA, math, science, social studies.)

All 70 lessons are Anishinaabek centric and highlight how Indigenous studies and lifeways are inherently intersecting and interdisciplinary. The project was designed due to the belief fully integrating American Indian art and culture into classroom curricula as part of all content areas, rather than as an 'add-on' at the end of the year is important. Cloquet Public Schools and the Fond du Lac Ojibwe School in MN use these lessons and studies were done with initial implementation.

### [The Ways](#)

A Series of stories from Native communities around the central Great Lakes. This online educational resource explores connections between traditional ways and those of today. The engaging series features tribal communities of Wisconsin, Minnesota, and the Upper Peninsula of Michigan. An interactive map shows story locations and compares treaty lands, reservations, and Native population around the central Great Lakes. The Ways supports educators in meeting the requirements of Wisconsin Act 31, seeking to expand and challenge current understanding of Native identity and communities.



## Selected Web Resources for Learning About Anishinaabek and Indigenous People

### “Wigwametry” Tools for Teaching Geometry Using a Wigwam

- [Wigwametry™ Culturally Responsive Mathematics](#)  
Developed by: RunningHorse Livingston & Joni Theobald, and Madison Metropolitan School District. Can be used K-12.
- [Wigwametry Student Work Pages](#)  
Checklist, Questions, and Blueprint for Culturally Responsive Mathematics Wigwametry
- [University of Minnesota Intersecting Art Curriculum Lesson for grades 3-6](#)

### Wisconsin First Nations

Explore a rich collection of educational videos, teacher professional development resources, lesson plans for all grades and learning tools about WI tribes. Search by treaty land, resource type, and grade level.

#### Instagram:

[@anishinaabekwereads](#) - Sasha ☐ Urban White Earth Anishinaabekwe ☐ PhD. Lifelong book nerd. ☐ Teacher of Indigenous history ☐

[@thunderbirdwomanreads](#) - Dani Roulette (she/her) Indigenous literature? You’ve come to the right place. Anishinaabekwe/Bear Clan/Manitoba ☐

[@diaspora.reads](#) - ☐ Books written by Black and Indigenous authors and (queer) authors of color ☐ #diasporareads ☐ Vienna, Austria

[@lit\\_c.i.r.c.l.e](#) - Decolonize Your Curriculum - Lit C.I.R.C.L.E. - Curriculum for the Inclusion and Representation of Communities of Color in Literacy Education ☐☐☐☐☐☐☐ Tools to diversify the canon - [bit.ly/litcircle donate](https://bit.ly/litcircle donate)

[@tiplerteaches](#) - Megan Tipler ☐ she/her ☐ Métis teacher ♥book lover, sneaker addict, amateur artist ☐ disrupt, decolonize & indigenize ☐ all views are my own - [linktr.ee/tiplerteaches](https://linktr.ee/tiplerteaches) (links to purchase Indigenous people posters, reading lists, etc)



## Selected Web Resources for Learning About Anishinaabek and Indigenous People

### Facebook

- [Little Traverse Bay Bands of Odawa Indians Government](#)
- [Mzinigangamik - LTBB Cultural Library](#)
- [Native Organizers Alliance](#)
- [Native American Rights Fund](#)
- [GoodMinds.com - Bookstore - Brantford, Ontario](#)
- [Native American Education Program/Title VI Grand Rapids, Michigan](#)
- [Warrior Kids Podcast](#)
- [Native America Calling](#)
- [Aboriginal Teacher Education Program at Queen's University](#)
- [Anishinaabemdaa](#)
- [Anishinaabemodaa - Waking Up Ojibwe](#)
- [Indigenous Institutes Consortium](#)
- [National Indigenous Women's Resource Center](#)
- [Treaty Education Alliance](#)
- [EmbraceRace](#)
- [CBC Radio: Unreserved](#)
- [Association of American Indian Physicians](#)
- [American Indian Community Housing Organization, MN](#)
- [Turtle Talk: Official Blog of the IL&PC](#)
- [Ojibwe.net](#)
- [Anishinaabemowin Teg](#)
- [West Central Women's Resource Centre \(WCWRC\) - Winnipeg, Manitoba](#)
  - [Regular teachings including skirt, food sovereignty, etc](#)
- [IllumiNative](#)
- [Two Feathers - Native American Family Services \(NAFS\)](#)
- [LTBB Nitaazhitoojik Industrial Training Program](#)
- [National Native American Law Students Association](#)
- [Waub Ajijaak Press](#)
- [Indianz.Com](#)
- [Inter Tribal Council of Michigan](#)
- [Kahwá:tsire Indigenous-Led Child & Family Programs](#)
- [Black Bears and Blueberries Publishing](#)
- [American Indian Graduate Center](#)
- [The Indian University of North America - College & University](#)
- [Native Americans in Higher Education and Mentorship](#)
- [American Indian College Fund](#)
- [The Cobell Scholarship - Albuquerque, New Mexico](#)
- [Ojibwe Cultural Foundation](#)
- [Waawiiyaatanong Resurgence](#)
- [Johns Hopkins Center for American Indian Health](#)





## Selected Web Resources for Learning About Anishinaabek and Indigenous People

### Facebook (cont.):

- [The Aadizookaan - Arts & Entertainment - Detroit, Michigan](#)
- [Waawiiyaatanong Resurgence](#)
- [Johns Hopkins Center for American Indian Health](#)
- [Johns Hopkins Center For American Indian Health - Great Lakes Hub](#)
- [Creators Garden](#)

### Twitter:

- [Azie Dungey \(@AzieDee\)](#) Emmy-losing writer - @KimmySchmidt on @Netflix. #Sweetbitter on @STARZ. #Twenties on BET. #AskaSlave on @Youtube. Black/Native. Venmo: @aziedungey. Occupied Tongva Territory
- Beads Against Facism <https://twitter.com/beadagainstfash>
- Children of the Glades <https://twitter.com/OfGlades>
- Daniel Heath Justice <https://twitter.com/justicedanielh>
- Darryl Leroux <https://twitter.com/DarrylLeroux>
- Dawn Quigley <https://twitter.com/DawnEQuigley>
- Debbie Reese <https://twitter.com/debreese>
- Dylan AT Miner <https://twitter.com/wiisaakode>
- Elissa Washuta <https://twitter.com/elissawashuta>
- Fobazi Ettarh <https://twitter.com/Fobettarh>
- IllumiNative <https://twitter.com/IllumiNatives>
- Laura Jimenez <https://twitter.com/booktoss>
- Lee Francis <https://twitter.com/leefrancisIV>
- Randi Foor Dalton <https://twitter.com/RandiFoorDalton>
- Sandy Littletree <https://twitter.com/slittletree>
- Social Justice Books <https://twitter.com/sojustbooks>
- US Indigenous Data Sovereignty Network <https://twitter.com/USIDSN>
- Whose Knowledge? <https://twitter.com/WhoseKnowledge>



## Selected Web Resources for Learning About Anishinaabek and Indigenous People

- @twospiritwarriorqueen
- @linda.black.elk
- @netooeusqua
- @luta\_wi\_303
- @melina\_miyowapan
- @quannah.rose
- @niriaalicia
- @puuhuluhulu
- @2braidzikwe
- @reclaimandrebuildourcommunity
- @kanahus.tattoos
- @heterogeneoushomosexual
- @afrobrujx @nsrgnts
- @ndn.o
- @formerly\_incarcerated\_outdoors
- @nikkilaes
- @takaiya.blaney
- @siamhamilton
- @phaggot.planet
- @nativein\_la
- @malialia
- @vonmahelona
- @Zhaabowekwe
- @giniwcollective
- @pennieplant
- @hehakawakanwin
- @appearsinthemorningwoman
- @annepspice
- @iiycfamily
- @indigequeers

### Articles, Podcasts, Interviews, Etc.:

- [Milwaukee Students' Podcast About Native American Mascots Is Finalist In NPR Contest](#)
- [Relearning The Star Stories Of Indigenous Peoples: Science Friday](#)

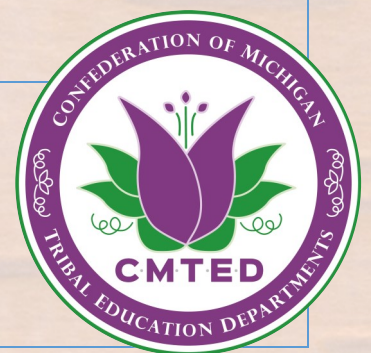
### Podcasts

- All My Relations Podcast <https://www.allmyrelationspodcast.com/>
- Media Indigena podcast <https://mediaindigena.com/podcast/>
- Native America Calling podcast <https://www.nativeamericacalling.com/>



## Social Studies Standards Glossary

Standard Code	Standard Fulfillment	Standard Definition	Resource Page
2-G2.0.1	Grade 2, Geography	Describe how the local community is part of a larger region.	Pg. 21
2 – G2.0.2	Grade 2,	Compare the physical and human characteristics of the local community with those of another community.	Pg. 21
3-H3.0.4	Grade 3,	Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.	Pg. 21
3 – H3.0.5	Grade 3,	Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.	Pg. 23
3 – H3.0.6	Grade 3	Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan	Pg. 24
3 – H3.0.9	Grade 3	Describe how Michigan attained statehood.	Pg. 24
3 – H3.0.10	Grade 3	Create a timeline to sequence and describe major eras and events in early Michigan history.	Pg. 25
3 – G2.0.1	Grade 3	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	Pg. 25



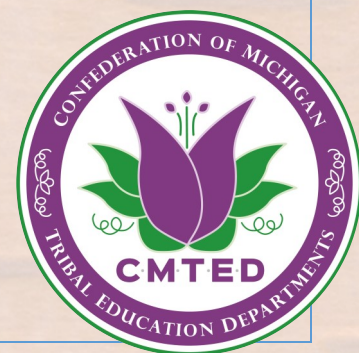
Standard Code	Standard Fulfillment	Standard Definition	Resource Page
3—G4.0.4	Grade 2, Geography	Use data and current information about the Anishinaabek and other Indigenous People living in Michigan today to describe the cultural aspects of modern life. Examples may include but are not limited to: obtain tribal enrollment, tribal governments, treaty rights, reservation boundaries, cultural events.	Pg. 25
3 – C3.0.1	Grade 3, Civics	Distinguish between the roles of tribal, State, and Local Governments	Pg. 26
4—H3.0.7	Grade 4, History	Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.	Pg. 27
4 – C3.0.2	Grade 4, Civics	Give examples of powers granted to the federal government, powers granted to tribal governments, and those reserved for the states.	Pg. 27
5 – U1.1.1	Grade 4,	Indigenous People’s Lives in the Americas-Describe the lives of the Indigenous People living in North America prior to European contact.	Pg. 29
5 – U1.1.2	Grade 5	Compare how Indigenous Peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment.	Pg. 29
5 – U1.1.3	Grade 5	Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.	Pg. 30



Standard Code	Standard Fulfillment	Standard Definition	Resource Page
5 – U1.2.2	Grade 5	Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.	Pg. 32
5 – U1.4	Grade 5,	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization.	Pg. 33
5 – U1.4.1	Grade 5,	Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.	Pg. 33
5 – U1.4.2	Grade 5,	Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.	Pg. 34
5 – U1.4.3	Grade 5,	Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.	Pg. 35



Standard Code	Standard Fulfillment	Standard Definition	Resource Page
5 – U1.4.4	Grade 5,	Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.	Pg. 36
5 – U2.1.1	Grade 5,	Describe significant developments in the Southern colonies, including: patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement; the establishment of Jamestown; development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia); interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples; development of colonial representative assemblies (House of Burgesses); development of slavery	Pg. 36
5 – U2.1.2	Grade 5,	Describe significant developments in the New England colonies, including: patterns of settlement and control including the impact of geography (land-forms and climate) on settlement; interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies; the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government; religious tensions in Massachusetts that led to the establishment of other colonies in New England	Pg. 37



Standard Code	Standard Fulfillment	Standard Definition	Resource Page
5 – U2.1.3	Grade 5,	Describe significant developments in the Middle colonies, including: patterns of settlement and control including the impact of geography (land-forms and climate) on settlement; interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples; the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies; immigration patterns leading to ethnic diversity in the Middle colonies	Pg. 37
5 – U2.3.3	Grade 5	Describe colonial life in America from the perspectives of at least three different groups of people." Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples	Pg. 37
5 – U3.1.1	Grade 5,	Describe how the French and Indian War affected British policy toward the colonies and colonial dissatisfaction with the new policy.	Pg. 38
U 2.3.3		Describe colonial life in America from the perspectives of at least three different groups of people." Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.	Pg. 38

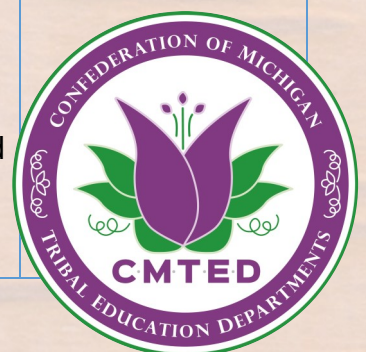


Standard Code	Standard Fulfillment	Standard Definition	Resource Page
5 – U3.1.7	Grade 5	Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence." Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; The Iroquois Confederacy; protecting individual rights and promoting the common good, natural rights, limited government, representative government.	Pg. 40
5 – P3.1.1	Grade 5	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	Pg. 40
6 – C1.1.1	Grade 6,	Compare and contrast different ideas about the purposes of government in different nation-states or governments. Examples of purposes may include but are not limited to: protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, states such as the Palestinian State, and other governmental entities such as tribal governments.	Pg. 41
6 – C4.3.1	Grade 6	Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states. Examples may include but are not limited to: national policies concerning migration, climate change, and human and civil rights. Within the United States, federal/ tribal relations could be an example.	Pg. 41

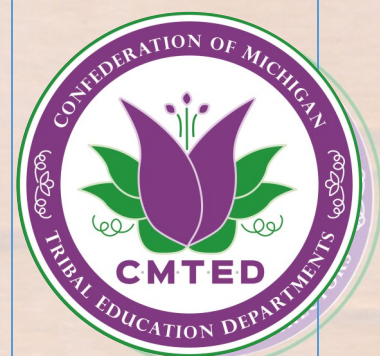




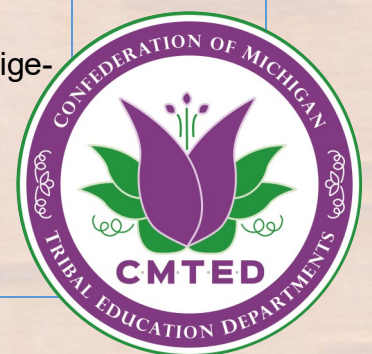
Standard Code	Standard Fulfillment	Standard Definition	Resource Page
7 – W2.1.4	Grade 7,	Examine early civilizations to describe their common features, including environment, economies, and social institutions. Examples may include but are not limited to: the Nile, Tigris/ Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.	Pg. 42
7 – W4.1.3	Grade 7,	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires. Examples may include but are not limited to: the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.	Pg. 42
8 – U3.3.3	Grade 8	Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue	Pg. 42
8 – U3.3.4	Grade 8,	Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with Indigenous Peoples.	Pg. 43



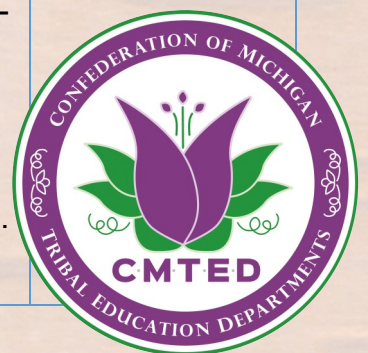
Standard Code	Standard Fulfillment	Standard Definition	Resource Page
8 – U3.3.7	Grade 8,	Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. Examples may include but are not limited to: the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers	Pg. 43
8 – U4.1.2	Grade 8,	Establishing America’s Place in the World – Assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties. Examples may include but are not limited to: Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.	Pg. 43
8 – U4.2.3	Grade 8,	Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. Examples may include but are not limited to: The Trail of Tears, the 19th century removal of Anishnaabek communities in Michigan, the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).	Pg. 44
8 – U5.2	Grade 8,	Civil War: Evaluate the multiple causes, key events, and complex consequences of the Civil War. America at Century’s End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in: territory, population, systems of transportation, governmental policies promoting economic development, economic change, the treatment of African Americans, the policies toward Indigenous Peoples	Pg. 39



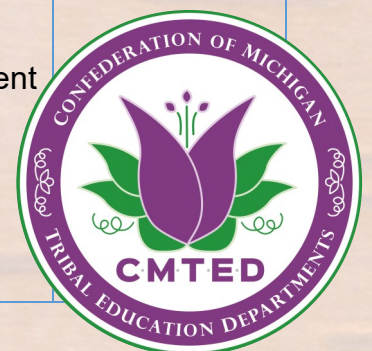
Standard Code	Standard Fulfillment	Standard Definition	Resource Page
8 – U6.1.1	Grade 8	America at Century's End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in: territory, population, systems of transportation, governmental policies promoting economic development, economic change, the treatment of African-Americans, the policies toward Indigenous Peoples	Pg. 45
WHG 5.1.2		Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.	Pg. 48
WHG 7.2.6		Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community's responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.	Pg. 48
USHG 6.1.4		"Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society, describing governmental policies promoting economic development, evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and describing the response of African Americans to this inequality, describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies"	Pg. 50



Standard Code	Standard Fulfillment	Standard Definition	Resource Page
USHG 6.3.2		<p>Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era. Examples may include but are not limited to: the successes and failures of efforts to expand women’s rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women’s Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court’s role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.</p>	Pg. 52
USHG 7.1.1		<p>"The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including: Cultural movements such as Jazz, the Harlem Renaissance, and the “Lost Generation”, The increasing role of advertising and its impact on consumer purchases, NAACP legal strategy to attack segregation" Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.</p>	Pg. 52



Standard Code	Standard Fulfillment	Standard Definition	Resource Page
USHG 7.1.3		<p>The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including: The changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly; opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies; consequences of New Deal policies Examples may include but are not limited to: Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers’ rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), Termination Policy, Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, and Huey Long.</p>	Pg. 52
USHG 8.2.4		<p>Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal. Examples may include but are not limited to: Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), Ralph Nader.</p>	Pg. 55



Standard Code	Standard Fulfillment	Standard Definition	Resource Page
USHG 8.3.4		Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century. Examples may include but are not limited to: Indigenous Peoples, Latinos/Latinas, new immigrants, people with disabilities, and the gay and lesbian community, The Stonewall riots, Rehab Act 1973, ADA 1990, American Indian Religious Freedom Act 1978, United Farmworkers, Harvey Milk 1978, Ruth Ellis, Indian Civil Rights Act 1968.	Pg. 56
C – 1.1.2		Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority. Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.	Pg. 57
C – 2.1.1		Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke’s Second Treatise. Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu’s Spirit of Laws, Paine’s Common Sense, Aristotle’s Politics and select Federalist Papers (10th, 14th, and 51st).	Pg. 57
C 3.2	Grade 8,	Structure and Functions of State, Local, and Tribal Governments	Pg. 58



Standard Code	Standard Fulfillment	Standard Definition	Resource Page
C 3.2.4	Grade 8,	Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.	Pg. 58
C 3.2.5		Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.	Pg. 60
C 6.1.3		Compare and contrast rights and representation among U.S. people and Citizens living in states, territories, federal districts, and tribal governments. Examples may include but are not limited to: District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.	Pg. 60



## Glossary of Terms & Foundational Knowledge

**Anishinaabe(k):** The Anishinaabe are a group of culturally related indigenous peoples present in what is now Canada and the United States. They include the Ojibwe, Odawa, Potawatomi, Saukteaux, Oji-Cree, and Algonquin peoples. Translations include: good people, man sent down from above, original man, human being, first people, Spirit lowered to the earth.

**Anishinaabemowin:** The language spoken by the Anishinaabe. The “K” in Anishinaabe(k) and the “G” in Anishinaabe(g) signifies its plural.

**Colonialism:** Historical and ongoing global project where settlers continue to occupy land, dictate social, political, and economic systems, and exploit Indigenous people and their resources.

**Confederation of Michigan Tribal Education Departments (CMTED):** a collective organization which includes representatives from each of the Education Departments of the 12 federally recognized sovereign nations in Michigan. The group advocates for the improvement of educational quality for Anishinaabek students.

**Consultation:** Required process by which federal agencies respect tribal self-government and sovereignty, tribal rights, and tribal responsibilities whenever they formulate policies that significantly or uniquely affect tribal nations.

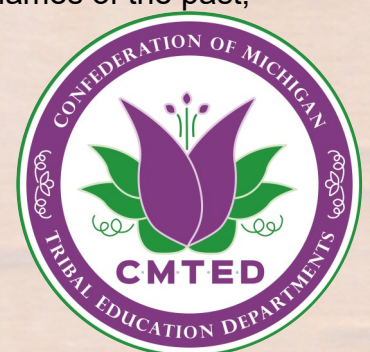
**Council of Three Fires Tribes Confederacy:** Traditionally known as the Anishinaabek [Man Sent Down From Above], a confederated nation comprised of the Ojibwe, Odawa and Bodéwadmi [Potawatomi]. The alliance is referred to as the Council of the Three Fires Confederacy, recognizing that each tribe functions as brethren to serve the union as a whole.

The Ojibwe, the eldest kinsmen, were first in igniting the flames of the Council. They are the Keepers of the Medicine and Faith, entrusted with the sacred scrolls and teachings of the ancient Midewewin Lodge.

The Odawa were second to build a fire as one people. They are the Keepers of the Trade, responsible for providing food and goods to the Nation. In the past, they commissioned and conducted large hunting and trading expeditions that created inter-tribal and later European alliances. Devoted to the Council and their duty to the people, they were fierce warriors and protectors of the vast trade network controlled by the Anishinaabek.

The Bodéwadmi [Potawatomi] are the youngest brother and last to build their own fire. The translation of their name refers to the duty to the Council, Keepers of the Fire. Potawatomi are responsible for protecting and nurturing the Anishinaabek council fire, for it is at the root of Anishinaabek culture and defining them as a people. Still today, they are called upon to rekindle the flames of the past, lighting the path to the future as Anishinaabek.

**Eastern Woodland:** The Eastern Woodlands Indians were Native American tribes that settled in the region extending from the Atlantic Ocean in the east to the Mississippi River in the west and from Canada in the north to the Gulf of Mexico in the south.





**Educational Sovereignty:** is the inherent right of Indigenous tribal nations to define and reach their own educational goals for their students, families, and communities.

**Federal Recognition/Reaffirmation:** Process by which a Tribe's sovereignty is reaffirmed by the United States federal government, specifically the Department of the Interior.

**Historical Trauma:** Multigenerational trauma experienced by a specific cultural, racial or ethnic group; related to major events that oppressed a particular group of people because of their status as oppressed, such as slavery, the Holocaust, forced migration, and the violent colonization of Native Americans.

### **Indian Country:**

As a conceptual term, Indian Country is a term that is leveraged broadly as a general description of Native spaces and places within the United States, and it is inclusive of the hundreds of tribal nations that occupy these spaces. The term is used with positive sentiment within Native communities, by Native-focused organizations such as National Congress of American Indians (NCAI), and news organizations such as Indian Country Today. When used appropriately, Indian Country takes on a powerful meaning, legally and symbolically, for all tribal nations. Indian Country is wherever American Indian spirit, pride, and community are found. It resides not only in law books, legislation, and historical treatises, but also on ancestral homelands, within our homes, and in the hearts of American Indian and Alaska Native people everywhere.

As a colonized legislative and geographical term, Indian country includes:

1. All land within the limits of an Indian reservation under the jurisdiction of the United States government;
  2. All dependent Indian communities, such as the New Mexico Pueblos; and
  3. All Indian allotments still in trust, whether they are located within reservations or not.
- The term includes land owned by non-Indians, as well as towns incorporated by non-Indians if they are within the boundaries of an Indian reservation.

It is generally within these areas that tribal sovereignty applies and state power is limited.

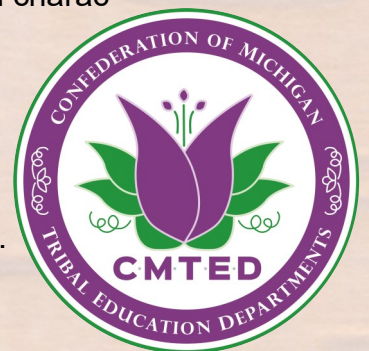
In law, the term Indian country (lower case "c") is found in several areas of the United States Code, and is also an official legal term referenced in many Supreme Court opinions, collectively articulating the meaning as it pertains to federal law relating to American Indian land and people.

**Indigenize or Decolonize:** Refers to undoing the colonialism and colonial mentalities that continue to permeate all institutions and systems of government. Decolonization demands an Indigenous framework and a centering of Indigenous land, Indigenous sovereignty, and Indigenous ways of being, learning and knowing.

Also refers to the cultural, psychological, and economic freedom for Indigenous people with the goal of achieving Indigenous sovereignty — the right and ability of Indigenous people to practice self-determination over their land, cultures, and their political and economic systems.

**Indigenous Peoples:** Inheritors and practitioners of unique cultures and ways of relating to people and the environment. They have retained social, cultural, economic and political characteristics that are distinct from those of the dominant societies in which they live.

"Indigenous" is a term that means originating or occurring naturally in a particular place; native. It has recently come into common usage in national and international realms, but being as tribally specific as possible is always the best approach to using the correct terms of identification and description. Multiple terms are used in this document in addition to relevant tribal specific references.



**Origin Story:** An creation story that carries knowledge from ancestors into the present day that explains how Indigenous peoples came into existence in North America.

**Removal or Relocation:** Indian removal was a United States government policy of the forced displacement of self-governing tribes of Native Americans from their ancestral homelands.

Indian removal, a popular policy among white settlers, was a consequence of actions by European colonists in North America during the colonial period and then by the United States government (and its citizens) until the mid-20th century. The policy traced its origins to the administration of James Monroe, although it addressed conflicts between European and Native Americans which had occurred since the 17th century and were escalating into the early 19th century (as white settlers pushed westward in the cultural belief of manifest destiny). Historical views of Indian removal have been reevaluated since that time. Widespread contemporary acceptance of the policy, due in part to the popular embrace of the concept of manifest destiny, has given way to a more somber perspective. Historians have described the removal of Native Americans as paternalism, ethnic cleansing, or genocide.

**Reservation:** The term "reservation" is a legal designation. It comes from the conception of the Native American nations as independent sovereigns at the time the U.S. Constitution was ratified. Thus, early peace treaties (often signed under conditions of duress or fraud), in which Native American nations surrendered large portions of their land to the United States, designated parcels which the nations, as sovereigns, "reserved" to themselves, and those parcels came to be called "reservations." The term remained in use after the federal government began to forcibly relocate nations to parcels of land to which they had no historical connection.

**Sovereignty:** The inherent authority of Indigenous tribal nations to govern themselves within the borders of the United States. Tribal sovereignty includes the right to govern one's community, the ability to preserve one's culture, and the right to control one's own economy. As sovereign entities, Tribal nations are guaranteed the power and/or right to determine their form of government, define citizenship, make and enforce laws through their own police force and courts, collect taxes, and regulate property use.

**Treaties:** Treaties are living, breathing documents. By signing these treaties, the U.S. recognized the sovereign status of the tribes. The "treaty making era" of federal-Indian policy lasted from 1778 to 1871. These treaties include provisions which specify what tribes would receive in exchange for their land and what inherent rights would be preserved.

**Tribal Citizen:** Those individuals who meet the eligibility requirements and have fulfilled the membership process as determined by the enrolling tribe. Enrollment criteria is unique and specific to each tribe. Individuals who are citizens of their sovereign nation hold the status of a dual citizen, which means they hold citizenship within their sovereign nation and within the United States. This unique status means that Tribal Citizens most likely have 2 forms of identification, and may be eligible to vote in their tribal, local, state and federal elections.



**Tribal Nation:** An indigenous people of North America, now especially one recognized by the U.S. government as possessing sovereignty.

**Tribe:** Any group of people united by ties of common descent from a common ancestor, community of customs and traditions, adherence to the same leaders.

**Trust Land:** There are approximately 334 Indian land areas in the United States administered as federal Indian reservations (i.e., reservations, pueblos, rancherias, missions, villages, communities, etc.).

Land that has gone through a process with the U.S. Department of Interior that allows tribes to exercise their sovereign authority on that land. If the land is successfully taken into trust, then the U.S. government holds the title to the land. Trust land falls under tribal government authority and is not subject to state law. This allows tribes to form their own governments, make and enforce laws, tax citizens, and to determine membership, who to include and exclude. Currently, the 573 federally recognized tribes hold approx. 50 million acres of land, which is approx. 2% of the United States.

Under the 1934 Indian Reorganization Act, the federal government and the tribal nations can place additional land in trust in order to "...conserve and develop Indian lands and resources" and to stimulate tribal economic development. This land usually is purchased by the tribal nation or acquired from federal surplus lands. Trust status can be conferred only by the Secretary of the Interior or the U.S. Congress. (National Congress of American Indians)

